



Dulwich High School  
of Visual Arts & Design

# **Year 7**

# **Assessment Information**

# **2025**



# Welcome to Year 7

**As a Year 7 student, you are beginning your journey through school to develop your skills and understanding across a range of subjects.**

**The Dulwich High School of Visual Arts and Design assessment program is designed to provide feedback on your learning and progress to support your development through school.**

This assessment program meets the NSW Educational Standards Authority (NESA) requirements, taking into account fairness to students and balance between subjects. In addition, to support your ongoing learning and growth as a student you must:

- Attend school regularly
- Actively participate in all lessons showing effort and dedication
- Complete all assessment tasks
- Satisfactorily complete all subjects
- Achieve some or all course outcomes

## **Faculty Assessment Programs**

Faculties develop an assessment program for each course. This means the faculty will:

- Identify the assessment tasks which best measure each component
- Specify values to be applied to each of the tasks to maintain the relative importance of each of the components
- Schedule the various tasks throughout the course
- Notifies students of an assessment at least two weeks before an assessment task is due
- Provide an overview of the assessment requirements for each subject in this booklet

## **Information and Advice About Assessment**

Advice about assessment tasks is available from:

- The class teacher
- The head teacher of the faculty concerned
- The deputy principal for information about school procedures
- The learning centre in the library for assistance

## **Technology and Assessment Tasks**

Some assessment tasks will require students to use technology while others may require tasks to be submitted in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure the handing in of a task by the due date.

Technology failure is NOT, in itself, a valid reason for failure to submit a task on time.

To minimise problems in when working with technology, students should continually back up all work on the hard drive of their computer, on an external storage device such as a flash drive or in online storage such as Google Drive.

## **Illness or Misadventure**

If a student is sick or they have a significant reason why they cannot do their best to complete an assessment task, he/she can complete an illness/misadventure request.

An application form is available at the back of this booklet and is available from Head Teachers if a student needs to apply for an illness/misadventure.

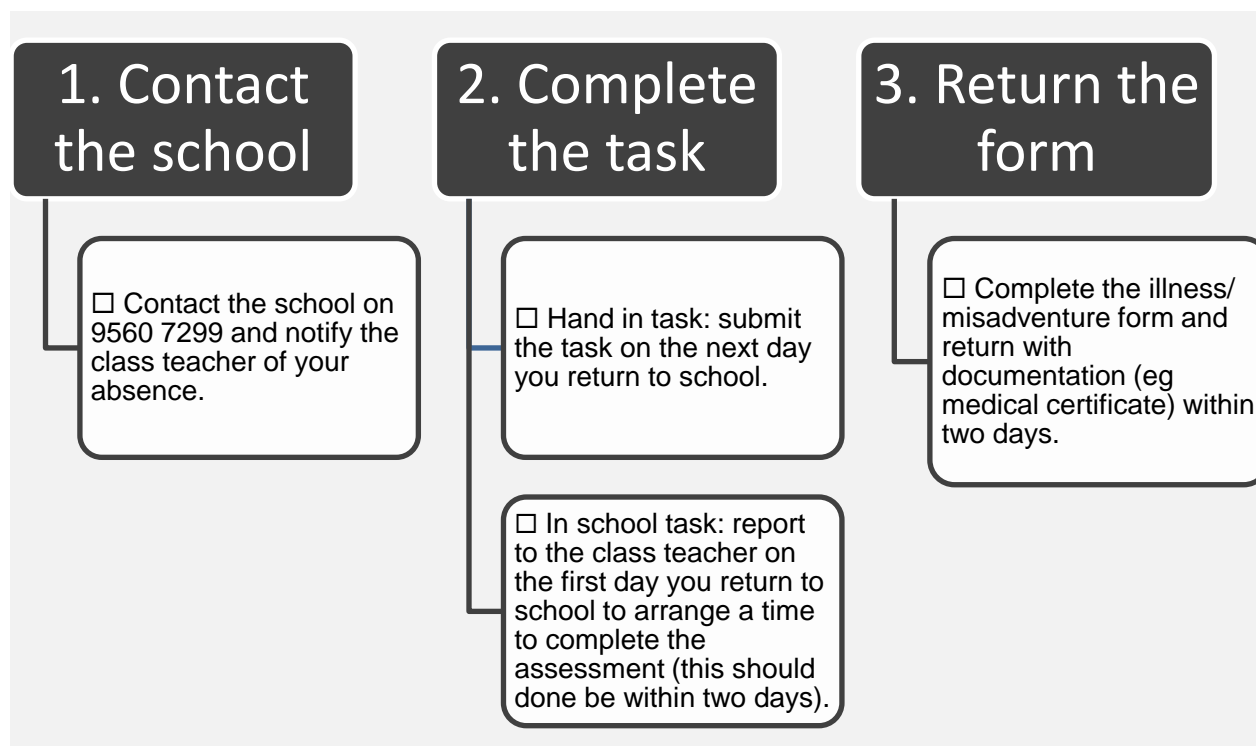
The application form asks students to provide a reason, parent endorsement and any relevant documentation. The student must return that documentation (e.g., medical certificate) to the Teacher of the subject on the first day of their return to school. The Head Teacher will determine the validity of each illness/misadventure application in consultation with the class teacher and the revised due date for the assessment task.

On the day the student returns to school the student must report to the class teacher to advise that they have returned to school so that the teacher can arrange an alternative time for the task.

Illness or misadventure protocols apply to all assessment tasks including oral presentations, take home tasks, exams, individual and group performances.

## The Illness Misadventure Process Checklist

If you are absent due to illness/misadventure when a task is due:



### Note:

- 1) It is the student's responsibility to follow these procedures and to complete all assessment tasks. The head teacher will retain the form and file in the subject folder for the course.
- 2) Students who do not follow these procedures and provide appropriate documentation will be penalised for lateness and may receive a zero mark.
- 3) In some circumstances, the head teacher will require students to complete and alternative equivalent task.
- 4) Technology failure or printer breakdown will not be accepted for late submission or absence.

### Appeals

Students may request an appeal if they believe the school/faculty did not follow the procedures stated in the assessment program for that subject.

Please note marks awarded by the teacher for assessment tasks will not be subject to review. The appeal should be made in writing to the head teacher of the subject.

## **Plagiarism and Malpractice**

Students who attempt to gain unfair advantage over other students by actions such as plagiarism or cheating, or who abet such activities will be subject to disciplinary action. Plagiarism is the wrongful attempt to pass off another's work as one's own or the act of copying without permission or acknowledgement. It is also considered an act of malpractice if a student cheats in an assessment.

As a consequence of plagiarism or malpractice actions may include:

- a written reprimand, providing the student does not gain any unfair advantage
- making alternative arrangements for assessment
- cancellation of the result in the component of the assessment concerned or the awarding of a zero mark.

Any student who feels that he/she has been wrongly accused of plagiarism or cheating may appeal against the zero-assessment allocated by writing a full account to the deputy principal, who will decide on the merits of the appeal.

## **Use of AI Technologies for Assessment**

The use of AI software such as ChatGPT is a form of academic malpractice and severely limits students' personal engagement with course content and mastery of subject-specific skills.

Students that are found using AI technologies will receive a curriculum concern warning for the piece of work in question which also means they will receive a mark of 0 for that task.

## Stage 4 Assessment Calendar

Week	TERM 1				
1					
2					
3					
4					
5		PDHPE			
6		PDHPE			
7					
8					
9					Science
10	LOTE – Japanese	English	HSIE: History	LOTE – Italian	Science
11				Mathematics	
Week	TERM 2				
1					
2					
3		Visual Arts		Technology Mandatory	
4					
5					
6					
7					
8					
9		PDHPE		Mathematics	
10	LOTE – Japanese	PDHPE	LOTE - Italian	English	Science
Week	TERM 3				
1					
2					
3					
4					
5				Mathematics	
6					
7				Technology Mandatory	
8		Visual Arts			
9		PDHPE	HSIE: Geography	English	
10	LOTE – Japanese	PDHPE	LOTE – Italian		
Week	TERM 4				
1					
2					Science
3		Visual Arts		Mathematics	Science
4				Technology Mandatory	
5		PDHPE			
6		PDHPE			
7					
8					
9					
10					

# **Year 7**

# **Assessment Program**

# **2025**





# English

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 10</b>	<b>Term 3, Week 9</b>	
<b>Nature of Task</b>	<p><b>Critical Task</b> In-class Skills Test <i>Poetry Study: Australian Voices</i></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Critical Task</b> Students submit a series of structured paragraphs <i>Film Study: Bildungsroman</i></p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Creative Task</b> Students compose a narrative in the fantasy genre <i>Novel Study: Fantasy</i></p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	
<b>Outcomes</b>	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01	
<b>Task Weighting %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## English Course Outcomes

### **A Student:**

- EN4-RVL-01 uses a range of personal, creative, and critical strategies to read texts that are complex in their ideas and construction.
- EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features, and structures.
- EN4-URB-01 examines and explains how texts represent ideas, experiences, and values.
- EN4-URC-01 identifies and explains ways of valuing texts and the connections between them.
- EN4-ECA-01 creates personal, creative, and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.
- EN4-ECB-01 uses processes of planning, monitoring, revising, and reflecting to support and develop composition of texts.

# HSIE: History and Geography

<b>Component</b>	<b>Task 1 History</b>	<b>Task 2 Geography</b>	<b>Weighting %</b>
<b>Timing</b>	<b>Term 1, Week 10</b>	<b>Term 3, Week 9</b>	
<b>Nature of Task</b>	<p><b>Historical Concepts and Skills</b> Depth Study 1: Investigating the Ancient Past</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Geographic Research and Skills</b> Place and Liveability</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	HT4-5, HT4-6, HT4-9, HT4-10	GE4-1, GE 4-5, GE4-6, GE4-7, GE4-8	
<b>Task Weighting %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## History Course Outcomes

### A Student:

HT4-1	describes the nature of history and archaeology and explains their contribution to an understanding of the past.	HT4-6	uses evidence from sources to support historical narratives and explanations.
HT4-2	describes major periods of historical time and sequences events, people, and societies from the past.	HT4-7	identifies and describes different contexts, perspectives, and interpretations of the past.
HT4-3	describes and assesses the motives and actions of past individuals and groups in the context of past societies.	HT4-8	locates, selects, and organises information from sources to develop an historical inquiry.
HT4-4	describes and explains the causes and effects of events and developments of past societies over time.	HT4-9	uses a range of historical terms and concepts when communicating an understanding of the past.
HT4-5	identifies the meaning, purpose, and context of historical sources.	HT4-10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

## Geography Course Outcomes

### A Student:

GE4-1	locates and describes the diverse features and characteristics of a range of places and environments.	GE4-5	discusses management of places and environments for their sustainability.
GE4-2	describes processes and influences that form and transform places and environments.	GE4-6	explains differences in human wellbeing.
GE4-3	explains how interactions and connections between people, places and environments result in change.	GE4-7	acquires and processes geographical information by selecting and using geographical tools for inquiry.
GE4-4	examines perspectives of people and organisations on a range of geographical issues.	GE4-8	communicates geographical information using a variety of strategies.

# LOTE - Italian

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
<b>Timing</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 10</b>	<b>Term 3, Week 10</b>	
<b>Nature of Task</b>	<p><b>Interacting</b> Nice to Meet You</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Understanding Text</b> My School</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Creating Text</b> My Town</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	
<b>Outcomes</b>	ML4-INT-01, ML4-UND-01, ML4-CRT-01	ML4-UND-01	ML4-CRT-01, ML4-INT-01	
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## LOTE - Italian Course Outcomes

### **A Student:**

ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language.

ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding.

ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language.

# LOTE - Japanese

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	
<b>Nature of Task</b>	<p><b>Interacting</b> Nice to Meet You</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Understanding Text</b> My School</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Creating Text</b> My Town</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	
<b>Outcomes</b>	ML4-INT-01, ML4-UND-01, ML4-CRT-01	ML4-UND-01	ML4-CRT-01, ML4-INT-01	
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## LOTE - Japanese Course Outcomes

### A Student:

ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language.

ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding.

ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language.

# Mathematics

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 1, Week 11	Term 2, Week 9	Term 3, Week 5	Term 4, Week 3	
Nature of Task	<p><b>Take Home Task</b> Computation with Integers Angle Relationships, Data Classifications &amp; Visualisation</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>In-Class Test</b> Fractions &amp; Decimals Indices</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>In-Class Test</b> Algebraic Techniques, Length</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>In-Class Test</b> Area, Volume, Equations</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	MA4-INT-C-01, MA4-ANG-C-01, MA4-DAT-C-01, MAO-WM-01	MA4-FRC-C-01, MA4-IND-C-01, MAO-WM-01	MA4-ALG-C-01, MA4-LEN-C-01 MAO-WM-01	MA4-ARE-C-01, MA4-VOL-C-01, MA4-EQU-C-01, MAO-WM-01	
Task Weighting %	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

*\*Note: Teachers regularly collect work samples of student work in class and collect workbooks for review to ascertain student understanding of course content to guide allocation of grades for each topic covered.*

## Mathematics Course Outcomes

### A Student:

- MA4-INT-C-01 compares, orders and calculates with integers to solve problems.
- MA4-FRC-C-01 represents and operates with fractions, decimals and percentages to solve problems.
- MA4-ALG-C-01 generalises number properties to operate with algebraic expressions including expansion and factorisation.
- MA4-IND-C-01 operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws.
- MA4-EQU-C-01 solves linear equations of up to 2 steps and quadratic equations of the form  $ax^2=c$ .
- MA4-LEN-C-01 applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems.
- MA4-ARE-C-01 applies knowledge of area and composite area involving triangles, quadrilaterals, and circles to solve problems.
- MA4-VOL-C-01 applies knowledge of volume and capacity to solve problems involving right prisms and cylinders.
- MA4-GEO-C-01 identifies and applies the properties of triangles and quadrilaterals to solve problems.
- MA4-DAT-C-01 classifies and displays data using a variety of graphical representations.
- MA4-PRO-C-01 solves problems involving the probability of simple chance experiments.
- MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing, and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

# Personal Development, Health, and Physical Education (PDHPE)

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 1, Week 5/6	Term 2, Week 9/10	Term 3, Week 9/10	Term 4, Week 5/6	
<b>Nature of Task</b>	<p style="text-align: center;"><b>Skills and Application Assessment</b></p> <p>PE: Games + Run, Jump, Throw</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p style="text-align: center;"><b>Guided Inquiry Task</b></p> <p>PDH: This is Me</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p style="text-align: center;"><b>Practical Task</b></p> <p>PE: Creative Movement</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p style="text-align: center;"><b>Skills and Application Assessment</b></p> <p>PE: Net and Court Games</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	PD4-4, PD4-11	PD4-2, PD4-6, PD4-7, PD4-9	PD4-4, PD4-5, PD4-11	PD4-3, PD4-8, PD4-10	
<b>Task Weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Personal Development, Health, and Physical Education (PDHPE) Course Outcomes

### A Student:

- PD4-1 examines and evaluates strategies to manage current and future challenges.
- PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.
- PD4-3 investigates effective strategies to promote inclusivity, equality, and respectful relationships.
- PD4-4 refines, applies, and transfers movement skills in a variety of dynamic physical activity contexts.
- PD4-5 transfers and adapts solutions to complex movement challenges.
- PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing, and participation in physical activity.
- PD4-7 investigates health practices, behaviours, and resources to promote health, safety, wellbeing, and physically active communities.
- PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity.
- PD4-9 demonstrates self-management skills to effectively manage complex situations.
- PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or context.
- PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.

# Science

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 9/10	Term 2, Week 10	Term 4, Week 2/3	
<b>Nature of Task</b>	<b>Practical Skills Test</b> Starting Science  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Field Work Project</b> Classification  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>End of Course Exam</b> Cells and Separating Mixtures  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS	SC4-7WS, SC4-9WS, SC4-14LW	SC4-14LW, SC4-15LW, SC4-17CW, SC4-8WS	
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Science Course Outcomes

### A Student:

- SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
- SC4-5WS collaboratively and individually produces a plan to investigate questions and problems.
- SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
- SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns, and relationships, and draw conclusions.
- SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.
- SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
- SC4-10PW describes the action of unbalanced forces in everyday situations.
- SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.
- SC4-12ES describes the dynamic nature of models, theories, and laws in developing scientific understanding of the Earth and solar system.
- SC4-13ES explains how advances in scientific understanding processes that occur within and on the Earth, influence the choices people make about resource use and management.
- SC4-14LW relates the structure and function of living things to their classification, survival, and reproduction.
- SC4-15LW explains how new biological evidence changes people's understanding of the world.
- SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.
- SC4-17CW explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life.

# Technology Mandatory

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 2, Week 3</b>	<b>Term 3, Week 7</b>	<b>Term 4, Week 4</b>	
<b>Nature of Task</b>	<p><b>Design Project</b> Agricultural/Food Technologies</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Design Project</b> Engineered Systems</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Design Project</b> Digital Technologies</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI	
<b>Task Weighting %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

*NB: Students may complete the tasks in a different order than stated above due to the rotational nature of the course; however, the weighting remains as shown for each term.*



## Technology Mandatory Course Outcomes

### A Student:

- TE4-1DP designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
- TE4-2DP plans and manages the production of designed solutions.
- TE4-3DP selects and safely applies a broad range of tools, materials, and processes in the production of quality projects.
- TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language.
- TE4-5AG investigates how food and fibre are produced in managed environments.
- TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating.
- TE4-7DI explains how data is represented in digital systems and transmitted in networks.
- TE4-8EN explains how force, motion and energy are used in engineered systems.
- TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.
- TE4-10TS explains how people in technology related professions contribute to society now and into the future.

# Visual Arts

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
<b>Timing</b>	<b>Term 2, Week 3</b>	<b>Term 3, Week 8</b>	<b>Term 4, Week 3</b>	
<b>Nature of Task</b>	<p><b>Art Making</b> Animal Instinct</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Art Making</b> Dully Archies</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Art History and Criticism</b> Pop Art</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	4.3, 4.6	4.1, 4.2, 4.5	4.7, 4.8, 4.10	
<b>Task Weighting %</b>	<b>20</b>	<b>40</b>	<b>40</b>	

## Visual Arts Course Outcomes

### **A Student:**

- 4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks.
- 4.2 explores the function and relationships between artist-artwork-world-audience.
- 4.3 makes artworks that involve some understanding of the frames.
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts, and subject matter in the visual arts.
- 4.5 investigates ways to develop meaning in their artworks.
- 4.6 selects different materials and techniques to make artworks.
- 4.7 explores aspects of practice in critical and historical interpretations of art.
- 4.8 explores the function of and relationships between artist -artwork-world- audience.
- 4.9 begins to acknowledge that art can be interpreted from different points of view.
- 4.10 recognises that art criticism and art history construct meanings.



## Dulwich High School of Visual Arts & Design

### Illness/Misadventure Form

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Year \_\_\_\_\_ Class \_\_\_\_\_

Name of Assessment Task: \_\_\_\_\_ *Nature of tasks (please circle) Examination,*

Performance, Assessment Task No \_\_\_\_\_ *Performance, Practical Task, Speaking Task,*

Task, weighting \_\_\_\_\_ *Written Tasks, Viewing Assignment, Research*

Date Due \_\_\_\_\_ *Activity, Portfolio, Field Work.*

Class Teacher \_\_\_\_\_



**To be completed by the student**

**Section A**

Outline reasons for this application for Illness/Misadventure and attach relevant documentation. (e.g., medical certificate)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Carer Signature \_\_\_\_\_ Student Signature \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_



**To be completed by the Head Teacher**

**Section B**

Head Teacher's name: \_\_\_\_\_ Faculty \_\_\_\_\_ Course \_\_\_\_\_

Receipt date of illness/Misadventure form; \_\_\_\_\_

Task submitted/completed  Yes  No Date completed \_\_\_\_\_

Date of rescheduled task \_\_\_\_\_

Comments: \_\_\_\_\_

**Resolution accepted**

HT Signature \_\_\_\_\_



**To be completed by Deputy Principal**

**Section C**

**Resolution accepted**

**Resolution rejected**

Comments \_\_\_\_\_

Deputy Principal signature \_\_\_\_\_ Date: \_\_\_\_\_

