This document outlines assessment information and procedures, details the academic integrity policy, includes the misadventure appeal and extension application forms and outlines the assessment schedule for each PRELIMINARY course.

THIS IS AN IMPORTANT DOCUMENT TO BE KEPT AT HAND FOR THE YEAR
This Assessment Handbook is intended to provide students with information about the *Higher School Certificate* assessment system and procedures relating to it. Basic information relating to assessment tasks for each subject is given. The *Assessment Calendar* specifies precise dates. Students and parents are advised to read this handbook closely and keep it for reference.

The Board of Studies NSW requires that an assessment process be undertaken for the award of the Higher School Certificate. All schools must follow Board regulations in arriving at a student’s final Preliminary (Year 11) assessment mark and rank in a subject. **External grades will be allocated for the Record of School Achievement following the Board of Studies Common Grade Scale (page 3).**

The College aims to conduct the assessment program in an open and equitable manner. We encourage students to view their assessment as a positive process - one which opens the way to steady academic improvement if the student is willing to take responsibility for their learning and approach their work in a systematic and disciplined manner.

Parents are also encouraged to become familiar with the assessment program so as to support and encourage their son/daughter to successfully manage their studies.

The Principal may use his discretion in not awarding passes in Preliminary courses where a student has failed to meet one or more of the following requirements:

A. Attendance - meeting the required number of hours to achieve the course outcomes.
B. Participation and satisfactory completion of all required learning experiences and assessment tasks (at least 50% of assessments completed).
C. Meeting requirements in terms of application and achievement; non serious attempts at tasks.
D. Satisfactorily attaining the course objectives and outcomes.

If any student or parent/carer requires further information regarding Preliminary studies and assessment procedures they are welcome to contact the relevant Subject/KLA Coordinator or the Learning and Curriculum Coordinator.

Many thanks to members of the staff for their contributions to this Preliminary Assessment Handbook and we collectively wish all students every success in their Preliminary studies.

Mrs Christine Harding  
Learning and Curriculum Coordinator
The Board of Studies has developed a Common Grade Scale for Preliminary Courses that describe the five levels of achievement A-E.

Throughout the course, teachers will collect evidence of a student’s achievement by way of the existing assessment program. Profiles of student achievement will be developed based on on-going teacher observation as well as the more formal Assessment Tasks. Schools will allocate a Grade A-E to each student by way of matching achievements to the Common Grade Scale which best describes the student’s overall performance.

The Common Grade Scale shown below is used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

A
The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B
The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C
The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D
The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E
The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.
ASSESSMENT INFORMATION AND PROCEDURES

1. Why have a School HSC Course Assessment Policy?
   
   a. The School HSC Assessment Policy, which is contained in this Handbook, has been designed so that no student can be unfairly advantaged or disadvantaged by the College’s system of assessment for the Higher School Certificate. Assessment at St John Bosco College encourages progressive development of skills and knowledge while ensuring:
      
      • consistency across subjects and courses;
      • fairness in marking and reporting;
      • coordination of the assessment program to ease the load on students.
   
   b. The College Assessment Policy reflects the concern of the community with justice and the dignity of each person.

2. What is Assessment?
   
   a. It is a process of gathering information about your achievement at various stages in the HSC course. The final assessment mark in a subject is intended to reflect your achievement relative to that of your peers at the end of the course.
   
   b. The variety of tasks set assesses a wide range of syllabus objectives and outcomes. Many tasks are in assignment form; others are in examination form.
   
   c. Details of each Assessment Task, relating to the nature of the task, will be given to you at least two calendar weeks before the task is due.
   
   d. Preparing yourself for all aspects of an Assessment Task is your responsibility and part of the learning process. When you return to school after an absence, be sure to check with your teachers to see whether an Assessment Task was handed out.

3. What is Standards-Referenced Assessment?

   A standards-references approach to assessment and reporting means that the achievements of a student are assessed and reported against specific standards that are established for each course.

   In the New Higher School Certificate these standards are:

   • the knowledge, skills and understanding expected to be learned by students as a result of studying the course – the syllabus standards.
   • the levels of achievement of the knowledge, skills and understanding (reporting in six bands) – the performance standards.

   Together, they specify what is to be learned and how well it is to be achieved.
4. **How do I submit an Assessment Task?**

Assignment-type tasks must be handed personally to your **class teacher** at the beginning of the appropriate subject period on the specified day. *(In the case of Design and Technology and Visual Art, the major projects must be submitted by 9.00am.)* If no period for the subject is timetabled for that day, the assignment must be given to your teacher by 3.20pm. If your teacher is absent, hand the assignment to the relevant **Subject Coordinator** by 3.20pm. It is essential to keep a copy of the assignment.

Some assessment tasks are done in class or during examinations.

It is **your responsibility** to submit an assessment task on time.

5. **What happens if I am absent for the WHOLE day or PART of the day because of sickness or another emergency on the day an Assessment Task is due?**

a. In all such cases a telephone call or email to your **class teacher** or the relevant **Subject Coordinator** is appreciated. If the Assessment Task can still be delivered to the class teacher on time by a parent or other person acting on your behalf, that too is appropriate and helpful.

b. If it is not possible to submit an assignment-type Assessment Task on the set date because of absence due to brief illness or emergency, bring it with you on the day of your return and submit it to the appropriate **Subject Coordinator**, together with a **completed illness/misadventure form** (in the case of illness) and a letter from your parents. If this is considered an acceptable reason for late submission, there will be no penalty. If, for any reason, you are absent on a Task submission day and do not produce the appropriate documents (as above) on your return to school, you will receive a mark of **zero**.

Other reasons justifying absence or inadvertent late submission may include the following:

(i) **Misadventure** – such as public transport delays or car breakdowns (in this case, the student may be asked to provide proof of the circumstances leading to the delay);

(ii) **Accident** – meaning some injury which physically or emotionally prevents the student from completing the task, exam or test.

(iii) **Representing the school** – meaning you are involved in Work Placement for a VET subject or are involved in a school organised event.

In each case, the onus of proof is on the student.

c. If you are absent on the day of an in-class Assessment Task or an examination, see the appropriate **Subject Coordinator** as soon as you return and provide him/her with a **completed illness/misadventure form**. If the reason is considered acceptable, there will be no penalty. You may be given the exam/task missed if no advantage
occurs or an alternative task at the same level, or an estimate after an extended absence where an alternative task is impractical and only under the discretion of the Principal.

d. If you are suffering from an illness of longer than one or two days’ duration, or have another serious problem, you need to submit a College Appeal Form. This form is available from the College website, the Curriculum Coordinator, your Year Coordinator or the KLA Coordinator. This form needs to be submitted, where possible, before the task is due. (A copy is also included at the end of this booklet.)

e. If you have a prolonged absence through no fault of your own, there are set procedures for the school to follow. It is your responsibility to keep your Year Coordinator informed of the reason and anticipated period of absence.

Applications will only be considered if the application is submitted at least one (1) day before the due date.

f. In the case of a student becoming ill during an examination or in-class Assessment Task, the student should inform the teacher who is supervising, even if they are able to complete the task. At the earliest possible opportunity they should consult the Subject Coordinator and request consideration. This is done by completing a College Appeal Form. The mark may be varied at the end of the Assessment period and a record will be kept.

g. If an absence is anticipated on the day of an Assessment Task (for example, representing the school), you must provide notice of this absence and seek approval to complete your task at an alternate time. You will need to provide appropriate documentation and a letter from your parents in advance in order to receive special consideration of this kind. A College illness/misadventure/representation form must be submitted.

6. What happens if I do not have an acceptable reason for late submission or if my behaviour before or during an Assessment Task is unacceptable?

a. For any late submission of an Assessment Task without an acceptable reason (in the form of the documents already mentioned) you will receive a mark of zero.

b. You are reminded that you are expected to submit all Assessment Tasks, even in cases where the mark recorded will be zero. Consistent failure to submit Assessment Tasks could result in failure to satisfy board requirements and a subsequent ‘N’ determination for the subject/s.

Students must undertake tasks worth greater than 50% of the available marks. Failure to do so in any course will result in neither assessment nor examination marks being awarded for that course and an ‘N’ Determination from the Board of Studies.
c. If you are scheduled to do a Task or submit a Task after first Period on a particular
day and do not arrive at school until that period, you will receive a zero mark unless
a completed College Appeal Form is submitted to the Subject Coordinator on your
arrival.

d. Any form of dishonesty in completing an Assessment Task, such as cheating,
assisting someone to cheat or plagiarising (using other people’s work without
acknowledgement) will result in a zero mark. Seeking to gain an unfair advantage in
any way is dishonesty. (See Academic Integrity Policy)

7. What happens if I am on Leave when an assessment task is scheduled?

Students and parents should note that attendance during exam periods and assessments, as
noted on the College calendar and website, is compulsory. Any absence other than illness,
misadventure, or school representation must be applied for in writing to the College
Principal at least ONE month prior to the task or exam. It is then the responsibility of the
student to make alternative arrangements with the Learning and Curriculum Coordinator.
Leave which is not approved by the College will result in a ZERO.

8. BOSTES – Register of Malpractice

All instances of proven academic misconduct or malpractice in HSC assessment tasks or
exams must be entered into the Board of Studies - ‘Register of Malpractice’.

Malpractice is any attempt to gain an unfair advantage over other students. Types of
malpractice in HSC assessment tasks may include, but are not limited to:

• Being in possession of unauthorised notes or electronic devices during a test or
  examination
• Using the words, ideas, designs or workmanship of others without acknowledgement
• Copying from another student
• Paying someone to write or prepare an assessment task

Late submission of assessment tasks may be malpractice where it is proven to be a
deliberate mechanism to gain advantage over other students. Submitted work may be
classified as a non-serious attempt where it is frivolous or offensive. Where the school
applies a penalty for a frivolous or offensive response, the issue should be recorded on the
malpractice register.

9. What happens if I experience Technological failure?

Students must protect themselves against technological failure. Technological failure may
result in a mark of zero.

Students should be aware that computer equipment failure would not normally be accepted
as an excuse for failure to submit assessment tasks on time.

An extension due to misadventure pertaining to failure of electronic forms of assessment
will only be entertained if a student can provide adequate physical evidence of a task - that
is, a draft, hard copy or materials of a similar level, and will require the approval of the
Subject Coordinator.

Students are encouraged to:

a. Always complete work before the deadline. This enables appropriate measures to
be taken in the event of equipment failure.

b. Backup their files at home regularly (especially files of assessment tasks)

c. Print out copies of your drafts and keep them while the assignment is in progress –
not only to continue work on, but to provide evidence in the event of a catastrophe.
(printed copies can then be easily scanned, retyped, or submitted as evidence of
your progress)

d. Bring your files to school via one of the following methods:
   o Files less than 4 Mb in size can be easily emailed to yourself using your
     College email address
   o Files can be brought to school on CD/DVD
   o Files can be brought to school using a memory stick or flash drive

e. Take the following precautions when bringing files to school:
   o Make a second copy of assessment tasks or other important files
   o Take appropriate care of your laptop, CD/DVD or flash drive, as many
     students find them to be unreadable due to lack of care (storage in your bag
     whilst it is thrown around can easily cause disk or CD or flash drive failure)
   o Ensure that Windows Updates and Virus Protection is up-to-date, and use
     virus protection software on your home computer
   o Keep your data safe by ensuring that you password is kept secure
   o Notify your teacher or coordinator immediately if problems occur

10. What am I told about my assessment marks?

a. For each Assessment Task, you are given a mark.

b. Your mark for any task is confidential. It is not given to other students.

c. You are provided with your rank for each Task. Your overall (cumulative) rank in a
subject is available at any time on request. You cumulative rank is included in your
school reports.

11. Can I have my final rank in a subject reviewed?

These are the grounds on which you may request a school review of rank in a subject:
(i) The weighting specified by the school in its assessment program did not conform to the Board requirements as specified in the Subject Manual(s).

(ii) The procedures used by the school in determining the final assessment mark did not conform to the stated assessment program.

(iii) There was a clerical error or error of computation made in calculating the total assessment mark.

12. **How do I have my final rank reviewed?**

Requests for a review are directed, in writing, to a Review Committee. This consists of:

- The Assistant Principal
- Learning and Curriculum Coordinator
- A Subject Coordinator from a different subject; not the teacher responsible for the original assessment.

13. **What Disability Provisions are available?**

a. Disability Provisions Policy (ACE 10001)

   Disability Provisions are concessions made by the Board of Studies in the conditions under which certain students who suffer from a disability sit for exams and Assessment Tasks. The Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education (2005) require BOSTES to ensure that students with a disability are able to access and respond to an examination. BOSTES may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

   1. reading the examination questions; and/or
   2. communicating his or her responses.

   Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations. The purpose of the provision is to assist students who may otherwise be unfairly disadvantaged by the conditions of the exam.

b. In accordance with the guidelines laid down by the Board of Studies, students who have documentation to support their eligibility are assisted to apply for Disabilities Provisions for external examination and internal Assessment Tasks. These applications are submitted to the Board where a determination is made as to whether to grant Disability Provisions to the particular student or not. A right of appeal to the Board of Studies is available to those students whose applications are unsuccessful.

c. Disability Provisions can apply to internal assessment, so an early determination of the needs and status of the students is advantageous. Therefore, it is essential that parents provide adequate documentation as early as possible.
14. How are Competency-Based Assessment and Standards-Referenced Assessment applied to the Industry Curriculum Frameworks?

All students undertaking an industry curriculum framework will undergo competency-based assessment. This process of assessment will be for the purposes of awarding a VET qualification and credit towards a qualification under the Australian Qualifications Framework and for the award of the Higher School Certificate.

Students who wish to include their industry curriculum framework courses in the calculation of the Australian Tertiary Admissions Rank (ATAR) must:

• complete a 240 hour course; and
• undertake a two hour external written examination.

Only one 240 hour VET course may contribute to the student’s ATAR. Student achievement in the external examination will be reported against a performance scale.

Board of Studies’ Requirements

The Board of Studies’ requirements for the HSC general courses and HSC VET courses are outlined below:

**HSC General Courses**

For each course there are two assessment components:

• Internal Assessment;
• External Assessment.

In the New Higher School Certificate a standards-referenced approach for internal assessment will be gradually implemented over the next four years.

**HSC VET – Industry Curriculum Framework Courses**

For all courses in the industry curriculum frameworks there is internal assessment. This assessment is competency-based. An assessment mark is not required to be submitted to the Board of Studies. The Board of Studies requires a list of units of competency achieved to be submitted.

• For 240 hour courses there are two assessment components:
  - Internal assessment competency-based assessment
  - External written examination (optional)

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**Academic Integrity Policy**

**Rationale**

Inculcating strong values and ideals in each student and enabling them to grow as good Christians and honest citizens is fundamental to the evangelising mission of St John Bosco College. This emphasis on developing integrity, which encompasses honesty, truthfulness, responsibility and reliability, permeates all aspects of College life, including academic pursuits. The accuracy, reliability and validity of assessment and reporting practices relies
upon students conducting themselves in an ethical manner in demonstrating their own academic ability.

Definitions

Academic Integrity is a term used to describe honest and ethical behaviour in relation to academic work (student homework, assessments, performance tasks and conduct in exams or in-class tasks).

Academic misconduct is a term used to describe any act by a student that fails to meet the accepted standards of academic integrity. This includes any unfair advantage gained by a student, eg, a student who arrives late before an assessment task without reason, who is absent the day before an assessment task to prepare for that task.

Plagiarism is presenting someone else’s words, ideas, thoughts, opinions, data or images as one’s own. Plagiarism includes:

- copying, summarising or paraphrasing material from any source without acknowledgment;
- using another’s ideas without acknowledgment;
- working jointly with others and then presenting it as your own;
- submitting work that has been done in whole or part by another student;
- other actions that may contradict the principles of academic integrity.

Principles

At St John Bosco College we believe that;

1. students have an obligation to be honest, truthful and just when undertaking academic activities,
2. ethical conduct contributes to creating and sustaining a climate of fairness and equity amongst all students,
3. academic integrity enhances the authenticity, reliability and validity of assessment tasks, thus allowing a more accurate assessment of a student’s achievement in relation to a set of standards referenced criteria,
4. a culture of academic integrity is fostered and promoted when it is:
   a. viewed from a whole school perspective,
   b. accepted as the responsibility of all teachers, students and administrative personnel,
   c. explicitly addressed, taught, modelled, discussed and reinforced,
   d. supported by clear expectations of students and common practices adopted throughout the whole school,
5. academic misconduct is a serious matter and that there should be appropriate guidelines to deal with allegations of academic misconduct.

Responsibilities of students

1. Encourage and support academic integrity as a characteristic of a holistic person.
2. Do your own work and make every effort to prevent academic misconduct.
3. Set an example for other students by modelling good academic conduct and integrity.
4. Refrain from assisting other students in any attempts to violate the academic integrity policy.
5. Consider ways to minimise acts or intentions of academic misconduct.
### Year 7 – 12 Assessment Procedures Guide

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Problem and Penalty</th>
<th>Documentation to avoid penalty</th>
</tr>
</thead>
</table>
| 7-9        | Late completion of a task/exam  
One day late (-20%)  
Two days late (-40%)  
(of total mark)       | Parental note                  |
| 7-9        | Non completion of a task/exam  
More than two days past due date  
OR Academic Misconduct      |                                 |
| 10         | Late completion of a task/exam  
One day late (-20%)  
Two days late (-40%)  
(of total mark)       | Doctor’s Certificate          |
| 10         | Late completion of task  
More than two days late  
= ZERO MARK             |                                 |
| 10         | Non completion of a task/exam  
More than two days past due date  
OR Academic Misconduct      | = ZERO MARK                  |
| 7-10       | Application for misadventure | College Form for Junior Assessment Tasks |
| 7-10       | Application for illness      | College Form for Junior Assessment Tasks  
Doctors Certificate – Yr 10 only |
| 7-10       | Application for School Representation or school based activity | College Form for Junior Assessment Tasks |
| 11-12      | Late completion of a task/exam  
Upon returning to school with no completed form  
= ZERO MARK             |                                 |
| 11-12      | Non completion of a task/exam  
no leniency for lateness  
OR Academic Misconduct      | = ZERO MARK                  |
| 11-12      | Application for misadventure | College Illness/Misadventure Form  
Parent and Student          |
| 11-12      | Application for misadventure (illness) | College Illness/Misadventure Form  
– medical certification    |
| 11-12      | Application for School Representation or school based activity | College Illness/Misadventure/Representation Form |

**ABSENCE DURING EXAM PERIODS**

Students and parents should note that attendance during exam periods as indicated on the College calendar is compulsory. Any absence other than illness or misadventure must be applied for in writing to the College Principal at least one month in advance of the exam period (see below). **FAILURE TO DO THIS WILL RESULT IN A ZERO MARK.**

**REQUEST FOR LEAVE**

Leave should not be taken during exam or assessment periods. However, if circumstances require leave parents and students must fill in the designated Government leave forms at least a month BEFORE the leave dates. These forms can be obtained through the office or on the College website. By law these forms MUST be submitted to the Principal for approval. Any student who does not have approval for leave and misses an assessment task (including an exam) will receive a zero for the task.
HSC Examination or Task Appeals Due to Illness or Misadventure

Information Guide for Students
The Appeal program assists students who consider that their performance in an examination or task has been affected by illness or misadventure immediately before or during the examination or task.

Limitations on Appeals
In accordance with the Board of Studies, the College is limited to the conduct and presentation of the examinations or task so students may only make an appeal to the College in relation to circumstances that occur immediately before or during an examination or task, and that affect their performance in the examination or task.

You cannot submit an appeal on the basis of:
• Difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness
• Alleged deficiencies in teaching; for example, extended teacher absences
• Loss of study time or facilities during Year 12
• Long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the examination or task
• The same grounds for which you received special provisions, unless you experience additional difficulties during the examination or task
• Misreading the examination timetable. If you miss an examination, or arrive late to an examination because you misread the timetable, contact the College immediately
• Misreading examination or task instructions
• Failure to enter for the examination in the correct course
• Other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other education organisations.

Attendance at Examinations
You should attend every examination or task if at all possible. Do not miss an examination or task just because you do not feel able to do your best. The Illness/Misadventure Appeal provisions are designed to support students who perform below expectations because of illness or misadventure.

If you do not attend an examination or task session and your Illness/Misadventure Appeal is unsuccessful, you will not receive a result in that course for that examination or task. The College does not expect you to attend an examination or task against specific medical advice. If you cannot attend an examination or task because of illness or misadventure, you must notify the College immediately.

If you are suffering from illness or misadventure, but are still able to attend the examination, notify the examination supervisor when you enter the examination room. If the illness or misadventure occurs during the examination notify the examination supervisor...
at once. Do this at every examination session in which you consider your performance may be affected.

Evidence of Your Illness or Misadventure
It is important to provide independent evidence with your appeal. The documentation you provide must be current, specific to the date and time of the examination or task, and submitted with the appeal form. You should seek independent evidence on the same day, either immediately before or after each examination or task for which you are appealing. In the case of illness documentation from a doctor or other health professional must be provided. The documentation should outline the nature, effects and implications of your illness for your examination or task presentation. Note: a medical certificate that merely states that you were unfit for work or study is not acceptable. In the case of misadventure, a statement in writing from a police officer, counsellor or other appropriate professional person should outline the nature, effects and implications of your misadventure on your examination or task presentation. Evidence such as; a death certificate, funeral notice or motor accident report would be required where appropriate.

Completing the Appeal Form
All appeals must be submitted on the College Appeals Due to Illness and Misadventure Form. No section of the appeal form should be completed before the relevant examination or task has been conducted. It is your right and responsibility to submit an Illness/Misadventure Appeal whenever necessary and submit it to the Learning and Curriculum Coordinator. The closing date for appeals relating to examinations is one week after your last examination.

The College’s Appeal Process
The College Illness/Misadventure Appeals Panel (College Leadership Team) considers and makes a recommendation on each appeal on the basis of:
• The Board of Studies guidelines and process for appeals in relation to the HSC, and
• The evidence presented in your Illness/Misadventure Appeal.

You will be notified of the outcome of your appeal on the same day as you receive your final Semester 2 report. If you have any questions about the Illness/Misadventure Appeal Process, please call the Learning and Curriculum Coordinator on 9548 4000.
### Stage 6 – Assessment Illness / Misadventure / Representation Form

<table>
<thead>
<tr>
<th>Full Name:</th>
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<tbody>
<tr>
<td>Course:</td>
<td>Task:</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Year:</td>
</tr>
<tr>
<td>Submission Date of Form:</td>
<td>Task Due Date:</td>
</tr>
</tbody>
</table>

**You are requesting an appeal for which of the following reasons:** (please tick and provide details/explanation)

- **Illness**
- **Misadventure**
- **Representation**

Details/Explanation for Illness / Misadventure to be completed by relevant people on the reverse of this form.

<table>
<thead>
<tr>
<th>Examination(s) or Task</th>
<th>Examination or Task date</th>
<th>Independent Evidence Attached (√)</th>
<th>Did you receive special provisions for this examination or task? (Yes/No)</th>
</tr>
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</table>

Ensure you fill in the relevant sections on the reverse of this form

- **Student signature:**
- **Date:**

- **Parent signature:**
- **Date:**

**Have you lodged a separate Illness/Misadventure Appeal form for any other exams or tasks?**

**YES/NO. If YES, which task?**

**Learning and Curriculum Coordinator’s recommendation:**

.................................................................

**Teacher/KLA Coordinator’s endorsement:**

☐ (tick if you agree with the above recommendation) **OR**

**Final Decision:**

.................................................................

**KLA or Teacher signature:**

.................................................................

**Date:**
PART A  Independent Evidence of Illness

Diagnosis of Medical Condition:

Date of onset of illness: _____ / _____ / _____

Date (s) and time (s) of all consultations related to illness .................................................................

Please describe how the students conditions/symptoms could impede their performance in the relevant task

Name of doctor or health care professional ..............................................................................................

Profession .......................................................... Place of Work ...........................................................

Address ....................................................................................................................................................

Contact Number ................................................

Signed ................................................................. Date _____ / _____ / _____

PART B  Independent Evidence of Misadventure

Date of event causing misadventure: _____ / _____ / _____

Were you a witness to the event: YES / NO (please circle)

If NO, how did you obtain the information you are providing? ..............................................................

Please describe the event ........................................................................................................................

What is your relationship to the student? ............................................................................................... 

Name: ............................................................. Profession: ..............................................................

Contact Number: ................................................

Signed ................................................................. Date _____ / _____ / _____