

# LAKE ILLAWARRA HIGH SCHOOL



## **Year 10 Assessment Policy 2022**

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## **1. Rationale**

Lake Illawarra High School will ensure that curriculum and assessment requirements meet those set by the NSW Education Standards Authority (NESA) and the Department of Education.

Assessment that enhances learning and recognises that learners use their current ability to discover, develop and incorporate new knowledge, understanding and skills. Assessment for learning helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment is an integral part of the teaching-learning cycle and provides useful information to students, parents and teachers on the breadth and depth of the students' understanding.

## **2. Aims**

Every student will be fully aware of the Key Learning Area (KLA), school, NESA and Department of Education requirements for assessment and will submit all necessary work for each task in Year 10. Every teacher will follow the assessment guidelines outlined in the policy statements of the individual KLA, school, NESA and Department of Education for all courses running in Year 10.

All work that the student completes contributes to their overall assessment. Class work, homework, participation in class and formal assessment tasks will inform the teacher and the student about their current performance and the direction for future learning.

Assessment tasks will be well planned and will assess the stated outcomes, providing opportunities for each student to demonstrate their knowledge and understanding of the content and their development of skills. Formal feedback will be provided when the assessment task is returned to the student, however other methods of feedback may be implemented by the classroom teacher dependent upon the nature of the task.

Processes for students undertaking a Life Skills pattern of study will also be outlined. For information about how Life Skills students are identified, see the disability inclusion policy.

## **3. Implementation Common principles**

- Assessment tasks may be formative or summative.
- There will be 3-4 significant (summative or formative) tasks per course assessing the stated syllabus outcomes of the course.
- Students can demonstrate their learning and achievement of syllabus outcomes in a variety of ways. Summative assessment tasks may take a number of different forms e.g. exams, assignments, projects, performances, portfolios, presentations to the class, making an item, practical activity etc.

#### 4. Life Skills

- Students who are engaged in a Life Skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work. All tasks will be planned and implemented such that students are able to demonstrate their development against these outcomes.
- Assessment and reporting practices such as notification, feedback and reporting to parents will remain the same; however, outcomes will be measured in accordance with NESA guidelines, i.e. outcome/s achieved independently, achieved with support or not yet achieved.
- While formal assessment tasks are not a requirement for Life Skills students, they may be implemented as an additional measure of achievement.

#### 5. Assessment Notification

- All students will be provided a detailed booklet containing each subject's assessment schedule at the beginning of the school year. Students will be allocated time to complete the accompanying yearly planner. Note: This booklet will outline the week in which a task is due. Classroom teachers will be responsible for allocating specific due dates.
- Any changes made to the assessment schedule within a KLA will be notified by the classroom teacher, with approval of the Head Teacher, through a change of assessment task notification, which outlines the new task due date. This is to be recorded on a change of assessment task register.
- All students will be given at least two (2) weeks written notification of an assessment task and will be required to sign an assessment task notification register. This register is kept by the classroom teacher as a record of notification.
- Upon issue of the assessment notification (**Appendix 1**), the teacher will explain:
  - a. The requirements of the task
  - b. The learning outcomes being measured
  - c. The marking criteria and weighting of the task
- Students are expected to ask questions, seek clarification about the task as required and obtain feedback on any drafts submitted.

#### 6. Due Dates/Extensions

- Students are expected to complete all assessment tasks to the best of their ability by the due date.
- Upon submission of assessments, students are expected to sign the assessment task submission register provided by the teacher. This register is kept by the teacher as a record of submission.
- Hand in tasks are due on the due date listed on the assessment notification, unless otherwise stated by the teacher and noted on the assessment notification and register.
- If a student requires an extension for an assessment task, the application for an extension must be in writing and submitted to the Head Teacher prior to the due date of the assessment task. The application in writing must be completed on the Illness Misadventure form, which can be found in the Assessment Booklet (**Appendix 2**) or on the school website,

- Every student is expected to submit or sit for all assessment tasks by the due date. If the student is involved in other school activities on the date a task is due, he/she must advise the teacher concerned in advance and negotiate an alternate arrangement. A guiding principle would be that it must be submitted before the previously stated due date rather than after the stated due date.

Note: For tasks (performances/presentations) in which students are scheduled on different days/times, the classroom teacher will include a schedule with the assessment task notification. Students are required to complete their task on the scheduled date, otherwise the task will be considered late or as a non-submission.

## **7. Late or non-submission of tasks with acceptable reasons**

- Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other circumstances. In each case, appropriate official documentation, such as a medical certificate or police report etc.
- The student is expected to provide any relevant documentation on the first day they return to school. If the circumstance preventing the submission of the task has also prevented it from being completed, the student is required to approach the Head Teacher of the KLA to determine a new due date/alternate task.
- When a student fails to complete an assessment task due to a valid reason, the student may be given a substitute task. If this is not possible, then an estimate will be given based on other class work that has been completed by the student.

## **8. Late or non-submission of an assessment task due to unacceptable reasons**

- Faculties will provide written advice to parents when students in Years 10 have failed to submit or participate in assessment tasks representing 50% of the final assessment. While this advice will not employ a formal N-Warning as required in Years 10 - 12, language within the faculty notice will indicate what tasks have been missed and what consequences may result
- If a student is absent, arrives late or fails to hand in an assessment task on the due date, a zero mark will be awarded unless the student can provide appropriate documentary evidence of illness or misadventure
- Even if a student fails to submit an assessment task by the due date, that task must still be submitted. This is to ensure the completion of all course outcomes and for use by the teacher as a diagnostic tool to assist the student.
- In cases where tasks may be assessed over several days eg: speeches and presentations, and a student is absent, the student must be prepared to present their task on the day they return to school unless sufficient documentation supplied by parent/carer is provided to grant extension.
- Technological failure is not considered an acceptable reason for the late or non-submission of a task. Backup copies of the assessment task should be kept (for example, on a USB) as well as a hard copy (on paper). Students are advised to keep any draft printouts of the assignment as proof that the assignment had been substantially attempted prior to the technology failure.

- Students who truant a class on the due date for an in-class task may receive zero (0) for this task, however will still be required to complete the task. Students who truant another class to complete a task due on that day may also receive zero (0) for this task.

## **9. Consequences of a late or non-submission of an assessment task**

- Failure to complete or submit a task may be used as evidence that a student has not applied themselves with diligence and sustained effort.
- The student will receive an official warning as a Poor Progress letter (**Appendix 3**). The student's parents or guardians will be notified and the documentation will be kept on file. The details of the situation outlined in the warning letter may be used as evidence writing final reports and assigning grades

## **10. Feedback**

Teachers will provide students with timely, substantial and meaningful feedback on all assessments. This feedback should be completed within two weeks of the task being submitted and enable students to reflect on the quality of their work and may include future direction regarding:

- The knowledge and skills the student has demonstrated.
- The knowledge and skills, which were not demonstrated, but were required.
- Advice on how to develop the required knowledge and skills
- An opportunity for the student to reflect on their own learning and share this with their parents/carers

Feedback can be oral and/or written, formal and/or informal and can be generalised for the cohort but must include individualised comments for each student. Feedback is an ongoing process provided by the teacher/peers throughout the course of teaching and learning. During assessment tasks, students are encouraged to submit draft sections of tasks to the teacher prior to the due date to further their achievement and understanding in these tasks.

## **11. Plagiarism**

- Work submitted in an assessment task must be the student's own work. If a student uses the work of another person or directly copies from published texts or an internet site to complete a task, they will receive a zero mark. If the work used was that of another student from this school, who knowingly supplied the information, then that student may also receive a zero mark.
- All sources used in the completion of the assessment task must be appropriately acknowledged and referenced in the assignment. Students are required to include a bibliography as a part of their submission for tasks which indicate this.

## 12. Non-Serious Attempt

If a student makes a non-serious attempt in a hand-in or class based examination, the following will apply:

- For students in Year 10, a mark of zero (0) will be awarded and an N-warning letter will be sent to the parents/carers informing them of the issue. The student will be required to resubmit the task by a revised due date and will have the opportunity to receive feedback from the teacher on the revised submission; however the mark on this task will remain zero.

## 13. Appeal Process

- If a student has concerns regarding the assessment procedures followed for an assessment task then he/she has the right to appeal the process. An assessment task appeal form (**Appendix 4**) will need to be completed and submitted to the Head Teacher of the relevant KLA. The Head Teacher will review the situation and make the decision after consultation with the student and the teacher.
- Assessment task appeal forms can be found in the assessment schedule booklet disseminated at the beginning of each course year. They can also be found on the school website.

## 14. Grading and reporting of student work

- At the conclusion of the semester, students and parents will receive a report for each course. It will report on the student's progress measured against each of the stated syllabus outcomes and provide an overall course grade. It will clearly convey what the student knows and can do and how that compares with the standard expected as stated in the syllabus. It will also suggest areas for development and how these can be developed.
- Students will be graded against course performance descriptors.
- Students who do not complete assessment tasks or who do not engage in the learning process will be graded as an unsatisfactory student.

## 15. Procedures for the Teacher

- It is the teacher's responsibility to set quality assessment tasks that are aligned with NES requirements, assess all of the stated syllabus outcomes and provide opportunities for all students to show all of their knowledge and understanding. The tasks must be valid, reliable and consistent.
- The details of each assessment task must be clearly stated and understood by all. Each student must receive a formal notification sheet containing the following items:
  - a. syllabus outcomes being assessed
  - b. content areas
  - c. criteria for assessment with marking guidelines and the allocation of marks
  - d. Specific requirements in terms of presentation, layout, format etc.
  - e. cover sheet for the student to submit with the assignment

- f. due date and period that the assessment task is to be submitted
- The teacher must record that the assessment task notification sheet has been issued to each student on a class list. The teacher will also record when assessment tasks have been submitted on the same list.
- As the assessment task is submitted, the student should sign the assessment submission register provided by the teacher. This is to be kept as a formal register by the classroom teacher.
- If there is a change in the due date of an assignment, this will be advised in writing to the students. The teacher will record the notification of the change of date.
- The marking criteria and guidelines must be applied consistently and fairly for all students.
- When returning an assessment task to the student, the teacher should provide information and feedback that is beneficial to the students and their parents. It should indicate both what the student already knows as well as what they need to improve on and what was missing or lacking from their work. See information in the feedback section of this policy,
- Warning letters must be sent to parents and guardians for students who fail to complete assessment tasks or who are not working with sustained effort and due diligence. This letter is to be generated in Sentral and saved against the student's file.
- Warning letters for non-completion of assessment tasks, non-serious attempts or students who are not working with sustained effort and due diligence must be sent to the parents/carers. This letter is to be generated in Sentral and saved against the student's file.
  - a. For students in Year 7, 8 and 9, this may include a Letter of Poor Progress, a phone call home to notify the parents/carers and options for support to assist the student in completing the task. If a student still fails to submit the assessment task, the Head Teacher of the subject area is to notify the supervising Deputy Principal.
  - b. For students in Year 10, this may include an N-warning letter (appendix , a phone call home to notify the parents/carers and options for support to assist the student in completing the task.

## **16. Evaluation**

This policy will be reviewed as part of the annual review cycle.



# Year 10, 2022 Assessment Planner

## Core Subjects

	Term 1	Term 2	Term 3	Term 4
<b>Week 1</b>				
<b>Week 2</b>		<b>PDHPE</b> Theoretical – Absolutely Everybody		<b>English</b> – Yearly Examination <b>Geography</b> - Yearly Examination wks 2-3 <b>Math</b> -Yearly Examination
<b>Week 3</b>				<b>History</b> – Yearly Examination. Weeks 3 and 4 .
<b>Week 4</b>				
<b>Week 5</b>	<b>PDHPE</b> – Basketball Assessment	<b>History</b> – Half Yearly Examination Weeks 5 and 6 <b>Math</b> – Half Yearly <b>Science</b> – Half Yearly Examination	<b>PDHPE</b> – Theoretical – Hitting the Road <b>PDHPE</b> – Dance Practical	
<b>Week 6</b>		<b>Geography</b> – Half Yearly Examination.		<b>Science</b> – Yearly Examination <b>Math</b> – Task 3
<b>Week 7</b>		<b>English</b> –Discursive Response	<b>Science</b> – VALID Assessment	
<b>Week 8</b>	<b>Math</b> – In class task		<b>Geography</b> – Wellbeing Task.	
<b>Week 9</b>	<b>History</b> – Holocaust Assessment Task. <b>Science</b> –Practical Skills Assessment		<b>Science</b> – Research Project <b>Math</b> – Assignment	
<b>Week 10</b>	<b>English</b> – Essay task. <b>Geography</b> – ‘Focus on Field Work’ Task		<b>History</b> – ‘Rights and Freedoms Research Task. <b>English</b> – Imaginative Writing Response	

<b>Elective Subjects</b>				
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Week 1</b>				
<b>Week 2</b>		. <b>ITM</b> – Task 1 'Adjustable Spanner'		<b>Agriculture</b> – Vegetable Enterprise <b>IST</b> – History of computing <b>Commerce</b> – Yearly Exam Wks 2-3
<b>Week 3</b>	<b>Visual Arts</b> – Topic 1 Minor and Major Work		<b>PASS</b> - NFL	<b>ITM</b> – Quick action clamp
<b>Week 4</b>		<b>Agriculture</b> – Half Yearly Examination. <b>IST</b> – Major Database Project <b>Visual Arts</b> – Topic 2 Body of Work <b>Visual Design</b> – Topic 2 Minor and Major Works. <b>Photography and Digital Imaging</b> – Topic 2 Minor and Major Works <b>Commerce</b> – 'Investing' Assessment task <b>ITT</b> – Project Design and skill development <b>Food Tech</b> – Food Trends <b>Child Studies</b> – Quilt making	<b>Visual Arts</b> – Topic 3 Minor and Major Works <b>Visual Design</b> – Topic 3 Research practice <b>Photography and Digital Imaging</b> – Topic 3 Minor and Major Works <b>Commerce</b> – 'Running a Business' Assessment task	<b>Agriculture</b> – Yearly Examination and Skills Assessment <b>Marine</b> – Yearly Examination. <b>DIG</b> – Assessment <b>ITT</b> – Yearly Examination <b>ITM</b> - Yearly Examination
<b>Week 5</b>	<b>Photography and Digital Imaging</b> – Topic 1 Minor and Major Works	<b>ITM</b> - Communications <b>Visual Arts</b> – Half Yearly Examination <b>Photography and Digital Imaging</b> – Half Yearly Examination <b>PASS</b> – Volleyball		<b>IST</b> – Current and Emerging Technologies <b>Visual Arts</b> – Topic 4 Minor and Major Work <b>Visual Design</b> – Topic 4 Body of Work <b>Photography and Digital Imaging</b> – Topic 4 Minor and Major Works <b>Child Studies</b> – Yearly Examination

				<b>Food Tech</b> – Food service and catering
<b>Week 6</b>	<b>DIG</b> – Assessment Task			<b>Visual Arts</b> – Yearly Examination <b>Photography and Digital Imaging</b> – Yearly Examination. <b>Music</b> – Yearly Performance <b>ITT</b> – Task 3 Completed Modular Unit <b>ITM</b> – Task 3 Quick Action Clamp
<b>Week 7</b>	<b>IST</b> – Database Report <b>Child Studies</b> – Immunisation Task		<b>DIG</b> – Assessment Task <b>Child Studies</b> – Childcare report	
<b>Week 8</b>	<b>Commerce</b> – ‘Law, Society and Political Involvement’ Assessment task <b>Food Tech</b> – Food for Specific Needs		<b>IST</b> – Major Website Project <b>Food Tech</b> – Food for Special Occasions	
<b>Week 9</b>	Visual Design – Topic 1 – Portfolio		<b>Agriculture</b> – Cows Create Careers <b>PASS</b> – Video Analysis	
<b>Week 10</b>	<b>Marine</b> – Research Task <b>Agriculture</b> – First Hand Investigation <b>PASS</b> – Body Systems <b>PASS</b> – Coachig practical Task <b>Music</b> – Australian Music	<b>IST</b> – Internet Research Project <b>Music</b> – Baroque composition <b>ITM</b> – Task 2 – Exam <b>Marine</b> – Research Task <b>DIG</b> – Assessment Task	<b>Music</b> – Music and technology <b>Marine</b> – Research Task	
<b>Week 11</b>	<b>ITT</b> – Task 1 Modular design			

# Appendix

# Appendix 1 – Assessment Task Notification

## Lake Illawarra High School – Assessment Task Notification



Signature of Head Teacher

Date

Signature of Principal

Date

Course Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Title of task: \_\_\_\_\_

Date - Task Issued: \_\_\_\_\_

Date - Task Due: \_\_\_\_\_

Task Weighting: \_\_\_\_\_%

**Outcomes Assessed**  
Number and outcome statement from the syllabus:

**Task Description**

**Task Instructions**  
eg . instructions on what students should do to complete the task  
May indicate how the task is to be presented...eg. 3 minute speech  
An indication of the length required to adequately complete the task  
What the student needs to complete the task... eg. research newspaper articles relating to the topic studied.  
Maximum effort will ensure that you earn the best mark you are capable of achieving.

**Task Organisation**  
Statement: Time and place the task is to be submitted? Eg. to your teacher before roll call on the due date. Or if you do not have a class that day it should be submitted to your teacher in the staffroom on the due date.  
Statement: What happens if I fail to hand in my task on time? Eg. Refer to the school policy from page ?? of your assessment booklet. Or zero which may result in you receiving an N warning. Or Late submission will incur an automatic penalty of 10% of the total mark each day.  
Statement: What happens if I have a good reason not to complete the task on time? You may request an extension before the due date; this involves completing the illness/misadventure form.  
Statement: If you require extra information or advice on any aspect of the task, ask your teacher in person or email them on the following email addresses.

**All My Own Work Declaration**  
By completing and handing in an assessment task you are certifying that it is all your own work; no one else (including tutors, family or friends) completed the work for you. You have referenced any work used from other sources and have not plagiarised the work of others.

Student signature: \_\_\_\_\_ I have kept a copy of my task: Yes / No

-----  
**Receipt of Submission**

Keep this receipt as proof that you submitted the assessment task. If you submit the task via email, please keep the sent mail as proof of receipt.

Title of task: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

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

**Must include a marking guideline or marking criteria**

There can be no agreed format or guidelines for this aspect of the cover sheet; there are a range of options, styles and requirements depending on the subject and the type of task. The expectation is that there are both some form of marking guide or criteria and a marking rubric.

Students must be provided with a clear indication of what is required for a high standard response and they must be told what was required to get full marks in the task or each element in the task.

**Example of either a Marking Guide or Marking Criteria**

Description	Mark Range	Grade
The student has demonstrated extensive knowledge and understanding of the content of the task. They have demonstrated sophisticated skills in the presentation of the task. Thorough, sophisticated, comprehensive, perceptive, highly developed, extensive, confident, effective, outstanding	21-25	A Outstanding  Extensive
The student has a thorough knowledge and understanding of the content of the task. They have demonstrated well developed skills in the presentation of the task Detailed, clear, good, strong, solid, well developed, high	16-20	B High  Thorough
The student has a sound knowledge and understanding of the content of the task. They have demonstrated competent skills in the presentation of the task. Satisfactory, developed, adequate, competent, sound	11-15	C Sound
The student has a basic knowledge and understanding of the content of the task. They have demonstrated developing skills in the presentation of the task. Developing, inconsistent, basic, little evidence, attempt	6-10	D Basic
The student has elementary knowledge and understanding of the content of the task. They have demonstrated limited skills in the presentation of the task. Very limited, elementary, inadequate, some attempt, limited	1-5	E Limited
No evidence, not demonstrated, not achieved	0	N/A



## Appendix 3 – N-Warning

# Lake Illawarra High School

Tony Hicks BEd  
Principal

Chris Meizer BEd  
Deputy Principal

Tim Wilson BEd  
Deputy Principal



'Respect, Responsibility and Safety'

PO Box 198  
Warilla NSW 2528

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Email: lakeillawa-h.school@det.nsw.edu.au  
Web: lakeillawa-h.schools.nsw.edu.au

First Street  
Sydney NSW 2000  
23 May 2017

Dear Charles & Isabelle Scott

### OFFICIAL WARNING - NON-COMPLETION RECORD OF SCHOOL ACHIEVEMENT (RoSA) COURSE

I am writing to advise that **Bon Scott** is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course **Music**.

#### Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- Followed the course developed or endorsed by the Board; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School; and
- Achieved some or all of the outcomes.

To date, **Bon** has not satisfactorily met (a) (b) (c) of the *Course Completion Criteria*.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **fourth** official warning we have issued concerning Music. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

The following table lists those tasks, requirements or outcomes yet to be completed to a satisfactory standard.

Task Name/Course requirement/Course Outcome	Weight	Date Task Initially Due	Action Required by Student (date)
Assessment 1 - Essay on Hamlet	46%	16/08/2017	Complete and submit by 23/5/17

Please discuss this matter with Bon and contact the school if further information or clarification needed.

Yours sincerely

Mr Teacher  
Teacher, KLA

Mr HT  
Head Teacher, KLA

Mr Principal  
Principal

---

#### Parent Confirmation Slip (detach and return to school)

I have received the letter dated **23/05/17** indicating that **Bon** is in danger of not having satisfactorily completed **Music**.

I am aware that this course may not appear on his Higher School Certificate Record of Achievement.

I am also aware that the determination of non-completion of course requirements may make him ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: \_\_\_\_\_

Date: \_\_\_\_\_ Student's signature: \_\_\_\_\_

Date





# Lake Illawarra High School

Tony Hicks BEd  
Principal

Chris Meizer BEd  
Deputy Principal

Tim Wilson (Relieving)  
Deputy Principal



'Respect, Responsibility and Safety'

PO Box 198  
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Email: lakeillawa-h.school@det.nsw.edu.au  
Web: lakeillawa-h.schools.nsw.edu.au

First Street  
Sydney NSW 2000  
23 May 2017

Dear Charles & Isabelle Scott

**OFFICIAL WARNING - NON-COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE**

I am writing to advise that **Bon Scott** is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course **Music**.

*Course Completion Criteria*

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Yours sincerely

Mr Teacher  
Teacher, KLA

Mr HT  
Head Teacher, KLA

Mr Principal  
Principal

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I am aware that this course may not appear on his Higher School Certificate Record of Achievement.

I am also aware that the determination of non-completion of course requirements may make him ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: \_\_\_\_\_

Date: \_\_\_\_\_ Student's signature: \_\_\_\_\_

Date