

Saint Mark's Coptic Orthodox College



**YEAR 9**

**ASSESSMENT GUIDELINES  
HANDBOOK**

**2010**

**Information for Students & Parents**

## Management of the College

**Director of College:** Father Antonios Kaldas

**Head of College:** Janet Stewart

**Deputy Head of College:** Francois David

**Head of Curriculum:** Laurence De Martin

**Year Coordinator:** Vanessa Williams

### Head of Departments

<b>Key Learning Area</b>	<b>Head of Department</b>
<b>Coptic Orthodox Studies</b>	Father Shenouda Mansour
<b>English</b>	Fay Vaitsas
<b>Mathematics</b>	Wagdy Michael
<b>Science</b>	Ian Zhang
<b>HSIE</b>	Mariette Lethbridge (Acting for Years 7-10)
<b>TAS/VA/Languages</b>	Laurence De Martin
<b>PDHPE</b>	Dominique Helene
<b>Music</b>	Hala Ibrahim

## Introduction

This Assessment Handbook provides students with information about the procedures relating to Assessment. Students and parents are advised to read the booklet closely and keep it for reference.

## Assessment Tasks

Assessment is a process of gathering information about student achievement at various stages in a course. Schools use a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks vary within and across courses – they include assignments, fieldwork and reports, oral presentations, tests and exams, portfolios, practical investigations, long term pieces of work and performances. Each task in a course is given a weighting (percentage of the total), based on syllabus requirements. Most courses have between three and five assessment tasks.

A student's final assessment mark in a course is derived from the assessment tasks. It is a numerical measure of what a student knows, understands and can do in that course. Assessment is standards referenced – achievement is assessed against the standards specified in a course.

Generally, the specific details of each assessment task are given to students in writing two weeks before the task is due. Students will also be provided with the marking criteria.

The learning process includes students preparing themselves as well as possible for all aspects of assessment. **If students return to school after an absence they should check with teachers to see whether an assessment task was issued.** It is advisable to keep all assessment information including calendars prominently displayed in a home study area.

In some instances, assessment tasks may be prepared on a computer and printed for submission. Unfortunately, technology and particularly printers can break down at the most inopportune times. **Faulty equipment is not an acceptable excuse for late submission.** This also applies to printing (ink and toner shortages) as facilities are available via the school library network for printing hardcopies of assessments. Students should make regular backup copies of files, print their working drafts and keep drafts in order to support their work in case of late final submission.

As with all assessment and homework dilemmas, students should consult with the class teacher in the first instance. Any foreseeable problems should be addressed as soon as possible.

## **Submitting Assessment Tasks**

**Assignment-type tasks** must be **handed personally** to your class teacher at the **beginning of the appropriate subject period on the specified day**. **If no period** for the subject is timetabled for that day, the task must be given to your teacher, or in the case of his or her absence, to the relevant **Head of Department before the first period on the specified day**.

**An assessment task submitted later on the day than the timetabled period for that subject will be regarded as one day late and will attract a penalty. It is your responsibility to submit an assessment task on time.**

The use of **e-mail or fax** as a means of submitting tasks is **not acceptable**. The College accepts no responsibility for the loss of tasks submitted electronically. Tasks submitted electronically will not be accepted and as such will incur late submission penalties until it is submitted personally to the class teacher. In exceptional circumstances a subject teacher may negotiate with individual students or parents for a task to be submitted electronically.

## **Sickness, Emergency or Misadventure**

In all such cases a telephone **call on the day of your absence** to your **Head of Department is needed**. If the assessment task can be delivered to the class teacher on time by a parent or other person acting on your behalf, that too is appropriate and helpful.

**If it is not possible to *submit an assessment task on the set date due to illness***, students are to present the task, along with a **Medical Certificate (See Page 26 for form to complete)** and a **parent or guardian note on the first day of their return to school**. **All three items** should be presented to the course teacher **before the first period**. The items should then be presented to the appropriate Head of Department.

**Students absent on the day of an *in-class assessment task or examination* are to see the Head of Department before the first period**. A **Medical Certificate (See Page 26 for form to complete)** and a **parent note are to be presented them**. **Students may be given a substitute task or asked to sit the missed assessment**.

There will be no penalty imposed if the above procedure is followed. **To arrive at school with no Medical Certificate the first day back from illness may result in a zero mark**.

Students suffering from an illness of more than one or two days or with a serious problem affecting their ability to submit an assessment task on time should apply to the Head of Department for an extension. The appropriate form is available at the back of this booklet. Students experiencing a prolonged absence must maintain contact with the Head of Department in order to follow the relevant school procedures.

Students with approved leave during assessment tasks must make alternate arrangements with your teacher and the Head of Department. Unapproved leave during assessment tasks will result in a mark of zero.

## Extensions

Extensions will only be granted by a Head of Department in the most exceptional circumstances, and should not be assumed by students. Should a student wish to seek an extension for an Assessment Task, they must apply ***in advance, at least a week before the task is due***, to the Head of the Department involved. **A form is available for this purpose and is found on Page 25.** The Head of the Department will deal promptly with the application and advise the outcome. Late applications for an extension will only be considered if special circumstances exist.

Grounds for extension may be:

1. Illness or valid injury (Doctor's Certificate and Illness/Misadventure Form must be provided)
2. Severe family disruption
3. Student involvement in an official school function
4. Other (at the discretion of the Head of Curriculum)

## Assessment Information

The date of an assessment task can be changed if school circumstances make it advisable. In such cases students will be given reasonable written notice (usually at least two weeks), of the alteration. The three key principles in this procedure will be that:

- a) the date will not generally be made earlier than that originally advised.
- b) the weighting of the Task in the overall Assessment Schedule will not generally be varied.
- c) every consideration will be given to ensure that students do not suffer disadvantage.

## Late Submission

A penalty will apply for any late submission of an assessment task not covered in the above. **Students will lose 10% of the mark normally awarded for every day late** (for example, the loss of 40% of the mark awarded if a student submits work 4 days late). In this context, “day” means calendar day; for example, a piece of work due on a Friday and submitted on the following Monday is three days late. In most instances, parents will be notified of penalties incurred due to the late submission of work. **A student will have a zero recorded for work submitted 10 or more days late.**

Students are ***expected*** to **submit all assessment tasks, even in cases where a zero mark will be recorded**. Students ***must*** complete **assessment tasks** that contribute in **excess of 50% of the available marks in a course**. Consistent failure to submit assessment tasks could result in failure to satisfy College course requirements and a subsequent interview will be held with parents to discuss the progression of the student to the next year level. **Students and Parents will be informed via a Letter of Concern (see Page 24) sent home in the event of failure to submit an Assessment Task/s.**

## **Alleged Malpractice in Assessment Tasks or Examinations**

The NSW Board of Studies defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others”. 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 **no marks** being recorded.

Plagiarism is the presenting of the words and ideas of others as if they were your own. It includes copying sections from books, articles (and other print material), CD ROMs & websites (and other electronic material), without indicating a quotation and acknowledging the author. Paraphrasing (changing a passage into your own words) is also plagiarism when the author of the original works is not acknowledged. Copying from other students and presenting it as your own is also plagiarism. A guide on how to reference material is provided in this booklet.

Students who are **absent the day before an assessment is due**, whether it is a submitted task or an examination, are to bring in a **medical certificate (see Page 26 for form to complete) along with a parent or guardian note** explaining their absence. Failure to do this may result in a zero mark being awarded. This procedure has been put in place to ensure that students do not intentionally stay at home to study or complete a task and hence gain an unfair advantage over students attending school.

When sitting for examination type assessment tasks, **students must attend all other classes on this day**, prior to the task. For example, if a task is on Period 4, students must attend their Period 1 – 3 classes as normal. Students arriving to school just to sit for an exam, **without a genuine medical certificate (see Page 26 for form to complete) and reason**, will be deemed to have truanted class and may receive a zero mark, as will students who are at school but do not attend their lessons.

## Grievance & Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. A grievance is any type of problem, and may be about an act, omission, situation or decision, you feel is unfair, discriminatory or unjustified. Students have **2 school days which includes the day they receive a task back in which to lodge an Assessment Appeal Form (Refer to Page 27) if they are unhappy about their result. Any requests made after this will not be accepted.**

***The following procedure should be followed:***

- (a) Try to clarify the situation with the class teacher involved.
- (b) If the situation is unresolved, then you are to see the Head of Department for an Assessment Appeal Form.
- (c) Complete the form and return it to the Head of Department
- (d) The Head of Department will hold a meeting with you. Notes will generally be taken and agreed to at the end of the meeting.
- (e) If a satisfactory resolution cannot be achieved, then the Head of Curriculum must be contacted in bringing about a resolution. All procedures are consistent with the Board of Studies requirements.

## **Student Responsibilities**

### **Each student has the responsibility to:**

1. Understand the Board of Studies course requirements and procedures for each course of study.
2. Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook.
3. Attend school, be aware of due dates for assessment tasks and complete tasks on time.
4. Provide written evidence (e.g. Doctor's Certificate) of reason for absence from or late submission of formal assessment tasks.
5. Plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.
6. Seek help and advice from the teaching staff.
7. Be present to do all in-school assessment tasks. This means being present all day on the day a task is due.
8. Be on time for all assessment tasks.
9. Keep a personal record of the results of assessment tasks.
10. Apply himself/herself to the best of his/her ability to all coursework whether it is an assessment task, class work or homework.

## **School's Responsibilities**

1. Set tasks that will be used to measure performance in each component of the course.
2. Specify the relative value of each of these tasks.
3. Inform students in writing of the nature, timing, mark value and weighting of each task.
4. Provide feedback to students on their performance and on what they must do to improve.
5. Develop a policy for valid absences.
6. Keep records of students' performance in each task.
7. Consider appeals after each task.

## A Guide to Writing Bibliographies Based on The Harvard Style

### (i) Background:

A Bibliography is a list of resources used in preparing a piece of work.

When writing up a piece of work you will need to cite (quote) the bibliographical references of all resources you have used.

Bibliographical references need to be cited in two different places:

1. Where a document is referred to in the text.
2. In a list at the end of the work which is arranged alphabetically by author then by date. This author/date system of description is referred to as the Harvard System.

### (ii) Citing in the Text:

1. Citing in the text (without direct quote)

At each point in the text which refers to a particular resource, insert the author's surname and publication year. (Initials not necessary unless two authors have same name)

The work of Thompson (1994), Bryant (1998) and Eastman (1986) were all concerned with the importance of consistency in bibliographies and citations.

2. Citing direct quotations

After the quote include the author's surname, publication year followed by page number. [One page (p) pages (pp) (full stop)]

As Thompson says, "all direct quotations must be acknowledged" (Thompson, 1994, p. 45).

### **(iii) Bibliographical referencing of books (incl. Reference)**

Include the following information in this order:

1. Author's surname, initials. (full stop)
2. Year. (in brackets) (full stop)
3. Title of book. (underlined OR italics) (full stop)
4. Publisher, (comma)
5. Place of publication. (full stop)

For a reference book: Title of book. (underlined OR italics) (full stop)  
Year. (in brackets) (full stops)  
Publisher, (comma)  
Place of publication. (full stop)

Dixon, J. (1993). How to be a successful student. Penguin Books, Ringwood.
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### **(iv) Bibliographical referencing of books (edited)**

Include the following information in this order:

1. Editor's surname, initials. (full stop)
2. (ed.) (in brackets)
3. Year. (in brackets) (full stop)
4. Title of book. (underlined OR italics) (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)

For an article in an edited book:

Before 1 to 5 add:

- a) Article author's surname, initials. (full stop)
- b) Year. (brackets) (full stop)

- c) Title of article. (full stop)
- d) Followed by In: (underlined) (colon)
- e) Back to number 1 and omit 3

Morgan, J. (ed.) (1993). How to be a successful author. Penguin Books, Ringwood.

### **(v) Bibliographical referencing of World Wide Web**

Include the following information in this order:

1. Author's surname, initials. (full stop)
2. Year. (in brackets) (full stop)
3. Title (underlined OR italics)
4. [Internet]. [in square brackets] (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)
7. Available from: <URL> [Accessed date].

If there is no author start at Step 3.

If there is no date write n.d. (no date) after the author's name  
Eg. Hanson, B. n. d. Central Nepal. (cont. on from step 3.)

If there is no publisher or place of publication skip 5 and 6 and conclude with 7.

Holland, M. (1996). Harvard System [Internet]. Bournemouth University, Poole.  
Available from: [http://www.bournemouth.ac.uk/service-depts/lis/LIS\\_Pub/harvardsys.html](http://www.bournemouth.ac.uk/service-depts/lis/LIS_Pub/harvardsys.html) [Accessed 6 May, 1998].

### **(vi) Bibliographical referencing of CD-ROMS**

Include the following information in this order:

1. Author's surname, initials. (full stop)
2. Year. (in brackets) (full Stop)
3. Title. (underlined OR italics)(full stop)
4. CD ROM. [in square brackets] (full stop)
5. Publisher, (comma)
6. Place of publication (full stop)

Hawking, S.W. (1994). A brief history of time: an interactive adventure. [CD-ROM]. Crunch Media, N.Y

### **(vii) Bibliographical referencing of E-mail**

Include the following information in this order:

1. Sender's surname, initials. (full stop)
2. (Sender's E-mail address), (brackets) (comma)
3. Day, (comma) month, (comma) year. (full stop)
4. Subject of message. (underlined OR italics) (full stop)
5. E-mail to (recipient's email address). (brackets)(full stop)

Lowman, D. ([Deborah@pbsinc.com.au](mailto:Deborah@pbsinc.com.au)), 4 April, 1998. Internet referencing. (awill@dva.gov.au).

### **(viii) Bibliographical referencing of interviews**

Include the following information in this order.

1. Name of interviewee First initial (full stop) Surname (full stop)
2. Kind of interview (Personal or Telephone) (full stop)
3. Date of interview (full stop)

N. Archer. Personal Interview. October 11, 1998.

### **(ix) Bibliographical referencing of Journal articles**

Include the following information in this order:

1. Author's surname, initials. (full stop)
2. Year. (in brackets). (full stop).
3. Title of the article. (full stop)
4. Title of the journal. (underlined OR italics) (full stop)
5. Volume, number, month/session, (comma)
6. Page numbers of the article. (full stop)

Burns, S. (1989). There's more than one way to learn. Australian Wellbeing. No 33, October, pp 42-44.

### **(x) Bibliographical referencing of Newspaper Articles**

Include the following information in this order:

1. Author's surname, initials. (full stop)
2. Year. (in brackets) (full stop)
3. Title of the article. (full stop)
4. Title of the newspaper. (underlined OR italics) (full stop)
5. Date of publication, (comma)
6. Page numbers of article. (full stop)

Popham, B. (1997). Saving the future. Weekend Australian. 7 February, p. 10.

### **(xi) Bibliographical referencing of Videos**

Include the following information in this order:

1. Series title. (full stop)
2. Series number. (full stop)
3. Title. (underlined OR italics) (full stop)
4. Year. (in brackets) (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)
7. Date of transmission, (comma)
8. Medium: Format. [in square brackets] (full stop)

Fragile Earth. 5. South American Wetland. (1982). BBC, London. 17 October, [video: VHS].

## A Glossary of Key Terms

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known

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Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

# **Year 9**

# **Assessment Task Planner**

# **2010**

## Year 9 Assessment Task Planner 2010

<b>TERM 1</b>					
<b>Week</b>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>1</b> 25/1-29/1			<b>Staff Development Day</b>	<b>Staff Development Day</b>	<b>Staff Development Day</b>
<b>2</b> 1/2-5/2	<b>Beginning of Term 1</b>				
<b>3</b> 8/2-12/2					
<b>4</b> 15/2-19/2					
<b>5</b> 22/2-26/2					
<b>6</b> 1/3-5/3					
<b>7</b> 8/3-12/3		<b>Senior School Swimming Carnival</b>			
<b>8</b> 15/3-19/3					
<b>9</b> 22/3-26/3					<b>End of Term 1</b>

<b>TERM 2</b>					
<b>Week</b>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>1</b> 19/4-23/4	<b>Staff Development Day</b>	<b>Beginning of Term 2</b>			
<b>2</b> 26/4-30/4					
<b>3</b> 3/5-7/5					
<b>4</b> 10/5-14/5		<b>NAPLAN Tests</b>	<b>NAPLAN Tests</b>	<b>NAPLAN Tests</b>	
<b>5</b> 17/5-21/5					
<b>6</b> 24/5-28/5					<b>Senior School Athletics Carnival</b>
<b>7</b> 31/5-4/6					
<b>8</b> 7/6-11/6					
<b>9</b> 14/6-18/6	<b>Public Holiday</b>	<b>Semester 1 Examination Block</b>	<b>Semester 1 Examination Block</b>	<b>Semester 1 Examination Block</b>	<b>Semester 1 Examination Block</b>
<b>10</b> 21/6-25/6	<b>Semester 1 Examination Block</b>	<b>Semester 1 Examination Block</b>	<b>Semester 1 Examination Block</b>	<b>Semester 1 Examination Block</b>	<b>Semester 1 Examination Block/ End of Term 2</b>

<b>TERM 3</b>					
<b>Week</b>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>1</b> 19/7-23/7	<b>Beginning of Term 3</b>				
<b>2</b> 26/7-30/7					
<b>3</b> 2/8-6/8					
<b>4</b> 9/8-13/8					
<b>5</b> 16/8-20/8					
<b>6</b> 23/8-27/8					
<b>7</b> 30/8-3/9					
<b>8</b> 6/9-10/9					
<b>9</b> 13/9-17/9					
<b>10</b> 20/9-24/9			<b>Year 9 Camp</b>	<b>Year 9 Camp</b>	<b>Year 9 Camp End of Term 3</b>

<b>TERM 4</b>					
<b>Week</b>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>1</b> 11/10-15/10	<b>Beginning of Term 4</b>				
<b>2</b> 18/10-22/10					
<b>3</b> 25/10-29/10					
<b>4</b> 1/11-5/11					
<b>5</b> 8/11-12/11					
<b>6</b> 15/11-19/11	<b>Semester 2 Examination Block</b>	<b>Semester 2 Examination Block</b>	<b>Semester 2 Examination Block</b>	<b>Semester 2 Examination Block</b>	<b>Semester 2 Examination Block</b>
<b>7</b> 22/11-26/11					
<b>8</b> 29/11-3/12					
<b>9</b> 6/12-10/12	<b>Presentation Night</b>		<b>End of Term 4</b>	<b>Staff Development Day</b>	<b>Staff Development Day</b>



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COPTIC ORTHODOX CHURCH  
DIocese of SYDNEY & METROPOLITAN REGION  
1983



### LETTER OF CONCERN

Student's Name: \_\_\_\_\_

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

Year: \_\_\_\_\_

Subject: \_\_\_\_\_

Dear \_\_\_\_\_

The purpose of this letter is to inform you of your child's progress in \_\_\_\_\_. I would like to bring to your attention that your child has not been performing up to standard due to the following:

- Homework has not been completed
- Assignment / Assessment Task have not been submitted
- Assignment / Assessment / Homework not completed in a satisfactory manner
- Class work is poor and / or incomplete
- Behaviour in class has not been satisfactory
- Class attendance has not been satisfactory
- Unprepared for class

Comments:

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I seek your assistance in addressing this issue. Please speak to your child about these concerns.

If these concerns are not addressed immediately, your child may be **detained** after school for an hour detention.

Please feel free to contact me if you would like to discuss this any further. As an acknowledgement that you have received and read this letter, could you please sign a copy of this letter and retain a copy for your personal records.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Head of Department Signature

I have received the letter concerning the performance of \_\_\_\_\_ and have discussed the matter with him/her. I am also aware of the consequences he/she may face if his/her actions do not improve.

Parent/ Guardian Signature: \_\_\_\_\_



## Extension Request for Assessment Task

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

I hereby apply for an extension in the following Assessment Task.

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

Nature of Task: \_\_\_\_\_

Due Date: \_\_\_\_\_ Task Name: \_\_\_\_\_

Reason for Extension:

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

*(Documentary evidence from parent/doctor to be attached)*

In applying for this extension I assure the Head of Department that I am not seeking any unfair advantage over the other students in the course.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

-----  
I have noted the above request and have decided

To grant an extension

Not to grant an extension

Reason:

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

New date for submission of Assessment Task: \_\_\_\_\_

Class Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head of Department Signature: \_\_\_\_\_ Date: \_\_\_\_\_





**ASSESSMENT APPEAL FORM**

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

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

Subject: \_\_\_\_\_

Class teacher: \_\_\_\_\_

Head of Department: \_\_\_\_\_

Reason for Appeal:

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

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appeal Outcome**

I have noted the above and have decided:

- To grant this appeal
- Not to grant this appeal

Reason:

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

Head of Department Signature: \_\_\_\_\_ Date: \_\_\_\_\_