Please note that acknowledgement of receipt of this booklet is REQUIRED from all parents/students.

The receipt is inside the booklet
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Norwest Christian College
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Focused Assessment Handbook 2014
STRUCTURE OF FOCUSED COURSES

Students completing a “Focused Course” complete the Preliminary Course in Terms 4 (2013) and 1 (2014), and after the satisfactory completion of that course will proceed to their HSC course in Terms 2 and 3.

For some courses — involving submission of practical tasks in Term 3 — work on these tasks may begin concurrently with the Preliminary course in Term 1.

If you leave school before completing your HSC you will receive a Record of School Achievement (please see page 8 for details).

Most students at Norwest will be aiming for a Higher School Certificate. The information below about Assessment procedures applies to both Preliminary and HSC courses – unless otherwise specified.

THE NATURE AND PURPOSE OF ASSESSMENT

Norwest’s Assessment Policies complies with the Board of Studies (BOS) requirements as outlined in the Board’s Assessment Certification and Examination (ACE) Manual.

Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results comprise:

- an assessment mark derived from the mark submitted by the school and produced in accordance with the Board’s requirements for the internal assessment program
- an examination mark derived from the HSC external examination
- an HSC mark, which is the average of the assessment mark and the examination mark
- a performance band, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an examination mark. The course report also shows, graphically, the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students’ performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.
The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students’ achievement, collected in the standards packages and published on the Board’s Assessment Resource Centre website.

**The Higher School Certificate**

The Board of Studies requires that all schools provide assessment marks for each student in each subject. These marks comprise half the final result for that student in the HSC. The final assessment mark will come from the HSC year only, beginning on Monday, Week 4, Term 4 2013 after the completion of the Preliminary Course.

To enable statewide comparison and fairness, each school’s assessment marks are moderated against their examination results. The school’s rank order and relative differences between students are not changed. The moderated assessment mark only appears on the HSC result notice. For this reason it should be noted that the school is not able to inform students of the raw assessment mark that is sent to the Board of Studies. This is the Board’s directive.

For Board Endorsed Courses an internal assessment mark out of 100 will be generated at the school level. This mark will be determined from a range of Tasks suited to the purpose. This mark is then given to the Board of Studies for inclusion in the HSC. The mark is not moderated, nor is it used in any calculation of the ATAR.

**NORWEST ASSESSMENT PROGRAM**

Students are issued with a booklet summarising the assessment requirements, including the Assessment Policy at the beginning of the Preliminary and HSC Course. The College endeavours to avoid having more than one hand-in task and one in-class task per day. However, this cannot always be avoided, and it will not be grounds for appeal that any student has more than one of each on any day, or has several successive days of Assessments, provided that due notice has been given of each.

At least two weeks before the Task is due, written notification will be given to the students of the Task, with details of the outcomes to be assessed, the weighting of the Task, the marking criteria and any other special arrangements.

**Satisfactory Completion of a course and N Determinations**

To satisfactorily complete a course, students must:

- follow the course developed or endorsed by the Board
- apply themselves with diligence and sustained effort
- achieve some or all of the course outcomes.

Satisfactory completion can be judged by attendance, level of involvement in class, assignments and tasks completed, and level of achievement. Failure to meet one or more of these requirements may lead to an ‘N’ or ‘Non-completion’ determination. An ‘N’ determination for a course may make a student ineligible for the HSC.

Where it is determined for any of the above reasons that an N-determination warning is necessary

a) the student will be asked for an interview with the Assessment Review Committee
b) a letter will be sent home requesting parental acknowledgement of the warning and of the conditions by which a student may demonstrate that they do not deserve an N-determination

**Clear Communication**

Students and their parents are encouraged to clearly communicate with mentors, subject teachers and where necessary members of the Assessment Review Committee (Head of Secondary Years, Head of Curriculum and Pedagogy and Stage 6 Coordinator) if there are any issues likely to impact a student’s ability to complete the course satisfactorily.

**Student access to Board of Studies information**

All students can access all general syllabus and examination information via the Board of Studies website (www.boardofstudies.nsw.edu.au). Personal information can be found at studentsonline.bos.nsw.edu.au using the pin number issued at the end of Stage 5.
SUBMISSION OF TASKS

Submission and Security
Stage 6 Tasks are to be submitted to the LRC by 8.35am on the due date unless otherwise specified on the notification. Students will be issued with a dated receipt.

Electronic Provisions
Where a teacher has requested electronic submission, the College’s electronic submission procedures must be followed.

Failure to submit
The Board of Studies and the College expects each student to complete all assessment tasks. The failure to complete assessment tasks will result in the student receiving an N award warning for that subject.

In all cases where a student fails to complete an assessment task, a zero is awarded for that Task unless a successful illness/misadventure application is lodged. Students who fail to submit assessment tasks may also be issued an afterschool service under the Norwest Student Code of Conduct.

In all cases where a student has failed to submit an assessment task, the parent will be sent an N-determination warning letter by the College, advising of the consequences of repeated lack of submission and containing a revised due date. Parents must sign and return this letter acknowledging understanding of its content.

Computer use
In all cases of tasks completed at home on the computer responsible use of technology is recommended. Students are required to keep back-up copies of their tasks to be produced on request.

Please note: Loss of Task (either electronic or otherwise) or inability to print will not be accepted as a valid reason for late submission.

Illness
If a student is unable to attend an in-class assessment task due to illness, the College is to be notified on the day of the task so provisions can be made for the student to sit the task at another time. A medical certificate is to be provided to Educational Administration upon the student’s return to the College. Application for illness is to be done via ‘Illness Misadventure’ form available on Insite.

If a student is ill leading up to the deadline for a hand in assessment task and they wish to seek an extension, the Extension procedures must be followed. A medical certificate will need to be provided for an extension to be granted due to illness.

Where a prolonged absence (greater than one week) is anticipated, the student or parent must establish regular contact with their mentor who will liaise with the Assessment Review Committee.

Misadventure
If a student is unable to attend an in-class task or hand in a task on the day that it is due for a reason other than illness, then it is considered misadventure. Educational Administration is to be notified on the day of the task or as soon as is practicable so provisions can be made by the Assessment Review Committee (ARC) for the student to sit the task at another time. It is up to the discretion of the ARC to determine whether the reason for absence is valid and whether alternative arrangements are appropriate. Misadventure refers to events that are out of your control that have prevented you from completing the Task and/or attending the College. Examples of misadventure are family tragedy, car accident, flood etc. Application for misadventure is to be done via ‘Illness Misadventure’ form available on Insite.

Prolonged Absence – due to Illness/Misadventure/Leave
Where it is deemed by the ARC that a student cannot be assessed by the same task (for instance, an examination) because of extended illness or misadventure, the Head of Curriculum and Pedagogy in consultation with the teacher is authorised to give an estimated mark for that task, based on the achievement of students of similar ranking in that task.

Extensions
Extension requests for the submission of assessment tasks must be made to the Class Teacher as soon as practicable (generally more than 48 hours in Stage 6) and will only be granted in exceptional circumstances. These requests must be made prior to the due date of the administration of the task. The Class Teacher will inform the ARC/Educational Administration that an extension has been given.
Malpractice

Allegations of malpractice, cheating in examinations or plagiarism in essays, for example, will be treated with utmost seriousness. They should be reported immediately to the Classroom Teacher. The Classroom Teacher will conduct an investigation in accordance with the ‘Assessment staff guidelines’ and in consultation with the ARC, the subject teacher and where appropriate the examination supervisor, a mark of zero will be awarded if the allegation is proved. The student’s parents will be notified and an N-determination warning will be issued.

ASSESSMENT APPEALS

If students believe they have grounds to dispute the appropriateness of a mark for a recently returned assessment Task, they must consult the Class Teacher immediately. The Class Teacher will conduct an investigation in accordance with the ‘Assessment staff guidelines’ and in consultation with the ARC will act appropriately on any findings.

HSC ASSESSMENT REVIEWS

After all HSC examinations have been completed, Students Online will provide you with your assessment rank order within each of your courses at the College. Your rank order is calculated from your assessment results in each of the courses you studied.

If you feel that your rank in any course is incorrect, you should contact the College as soon as possible. If necessary, you can apply to the College principal for a review. There is no provision for a review of the actual marks awarded for assessment Tasks. Further details about reviews and appeals are on the assessment appeal form which can be obtained from the College.

If you are dissatisfied with the result of the College review of your course assessment rankings you can appeal to the Board against the decision. The Board then decides if the correct weightings were used, whether the College followed its own assessment program and that there were no clerical errors. If the appeal is upheld, the Board refers the matter back to the College for further review.

Any student can be given his/her ranking within the College in each course studied at any time. If a ranking given by the College differs significantly from the student’s expectations, the student may seek a review in that course.

The way the marks/grades were awarded by the teacher for individual assessment task will NOT be part of the review. The review is an administrative check and does not involve the questioning of any teacher’s professional judgement in any way.

A student must apply for an Assessment Review on the form supplied by the College, setting out the reason(s) for the review. The form must reach the College by the specified date.

The College will conduct reviews as soon as possible after the specified date.

In conducting a review, the College will check to see that:

a) the weightings used by the College were those specified by the Board in the subject guides.
b) The marks awarded were consistent with the College’s Assessment Policy.
c) A computational error has not occurred.

The results of all reviews will be released simultaneously.

Each student will be informed about the procedures undertaken in the review and the final result of the review. Full and detailed reasons to support the College’s decision will be given to the student seeking the review.

The review results are to be communicated directly to the student.

A student who is dissatisfied with the outcome of the College’s review procedures may appeal to the BOS. Such an appeal is to be forwarded through the College Principal. The BOS will NOT change the assessment marks but may request that the College amend its procedures and conduct a further review.

Under NO circumstances will an appeal be undertaken after the release of HSC results.
THE AUSTRALIAN TERTIARY ADMISSIONS RANK

The Australian Tertiary Admissions Rank (ATAR) is automatically sent to all HSC students who indicate on their HSC Entry Form that they wish to be notified of their ATAR. The ATAR will inform students of their relative positions within the overall ranking of all HSC candidates and will be the basis of admission to tertiary courses.

Calculating the ATAR for the HSC

The ATAR is a number (not a mark) that indicates a student’s position in relation to their Year 7 cohort, including students who did not complete Year 12. An ATAR of 80.00, for example, indicates that the students with that ATAR have performed in the HSC better than 80 per cent of their Year 7 cohort, had all these Year 7 students completed Year 12 and been eligible for an ATAR. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05.

The ATAR is a rank that allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions to rank and select school leavers for admission to tertiary courses. Other selection criteria may be used together with the ATAR. The ATAR is calculated by the universities and is released by the Universities Admissions Centre (UAC). To be eligible for an ATAR in 2013, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- Eight units from Category A courses
- Two units of English
- Three Board Developed courses of two units or greater
- Four subjects.

The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- best two units of English and
- best eight units from the remaining units. No more than two units of Category B courses can be included.

The ATAR and HSC marks

ATAR calculation is a complex process that begins with scaling the raw HSC marks and ends with ranking students among entire cohorts.

Scaling is the first step in calculating the ATAR and scaled marks (not HSC marks) are used in the ATAR calculation. Scaling is necessary because HSC students take all kinds of different courses, and scaling allows courses to be compared fairly. The same marks in different courses are not necessarily equal, just as the same amounts of money in different countries are not equal. In the same way that an exchange rate can be used to compare currency in different countries, scaling can be used to compare marks in different courses.

It is not valid to compare the ATAR numbers with the Board marks as recorded on the Higher School Certificate. The Board when calculating the marks for each course does not attempt to relate marks for different courses to a common scale. Therefore adding together the marks for different courses on the printed certificate is meaningless.

Much of the information on this page regarding the ATAR was taken directly from www.uac.edu.au on 18/2/11.
REQUIREMENTS FOR THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

When am I eligible to receive a RoSA?
If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time. To receive a RoSA you will need to meet your school’s attendance requirements. You will also need to have satisfactorily completed courses of study that satisfy the Board of Studies curriculum and assessment requirements. You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving. You will also be able to request a RoSA at the time of receiving your HSC.

What will it show?
The RoSA will show your Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment. Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school. Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

FOCUSED TEXT REQUIREMENTS

ANCIENT HISTORY
- Antiquity 1 Past Perspectives, 3rd Edition T Hurley
- Antiquity 2 Interpreting the Past, 3rd Edition T Hurley

CHEMISTRY
- Conquering Chemistry, Preliminary Course, 4th Edition Roland Smith

ECONOMICS
- Year 11 Economics 2013 Tim Riley
- Year 12 Economics 2014 Tim Riley

FOOD TECHNOLOGY
- Food Technology in Action, 4th Edition Preliminary and HSC Course Sue Dengate et al

INFORMATION PROCESSES AND TECHNOLOGY
- Information Processes and Technology – The Preliminary Course Samuel Davis
- Information Processes and Technology – The HSC Course Samuel Davis
**PRELIMINARY ANCIENT HISTORY**

**Assessment Approach and requirements**

Students will demonstrate knowledge and understanding of the course content through inquiry and research tasks. They will develop source-based skills and communicate their historical understanding using appropriate historical terms, concepts and written forms.

**Assessment Schedule**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4 Week 9</td>
<td>Term 1 Week 5</td>
<td>Term 1 Week 8</td>
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</table>

<table>
<thead>
<tr>
<th>Type of Task</th>
<th></th>
<th>Research/Source Analysis</th>
<th>Historical Investigation / Oral Presentation</th>
<th>Yearly Examination</th>
</tr>
</thead>
</table>

| Outcomes Assessed  | 1.1, 2.1, 3.1, 3.3, 3.4, 3.6, 4.2 | 1.1, 3.1, 3.2, 3.3, 4.1, 4.2 | 1.1, 2.1, 3.4, 4.1, 4.2 |

| Knowledge & Understanding of course content | 40% | 10 | 10 | 20 |
| Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources | 20% | 10 | 5 | 5 |
| Historical inquiry and research, including mandatory history investigation | 20% | 10 | 10 |
| Communication of historical understanding in appropriate forms | 20% | 10 | 10 |
| **Total** | 100% | 30% | 35% | 35% |

**Preliminary Course Outcomes:**

1.1 Describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context
2.1 Identify historical factors and explain their significance in contributing to change and continuity in the ancient world
3.1 Locate, select and organise relevant information from a variety of sources
3.2 Identify relevant problems of sources in reconstructing the past
3.3 Comprehend sources and analyse them for their usefulness and reliability
3.4 Identify and account for differing perspectives and interpretations of the past
3.5 Discuss issues relating to ownership and custodianship of the past
3.6 Plan and present the findings of historical investigations, analyzing and synthesizing information from a range of sources
4.1 Use historical terms and concepts appropriately
4.2 Communicate knowledge and understanding of historical features and issues using appropriate oral and written forms
Assessment Approach and requirements

Students will demonstrate knowledge and understanding of the course content through inquiry and research tasks. They will develop source-based skills and communicate their historical understanding using appropriate historical terms, concepts and written forms.

Assessment Schedule

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<tbody>
<tr>
<td></td>
<td>Term 2 Week 5</td>
<td>Term 3 Week 1</td>
<td>Term 3 Week 5</td>
<td></td>
</tr>
<tr>
<td>Type of Task</td>
<td>Research / source analysis</td>
<td>Oral Presentation/Research</td>
<td>HSC Trial Examination</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
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<td>1.1, 2.1, 3.1, 3.6, 4.1, 4.2</td>
<td>1.1, 2.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2</td>
<td></td>
</tr>
</tbody>
</table>

Knowledge & Understanding of course content 40% 10 10 20

Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources 20% 10 10

Historical inquiry and research, including mandatory history investigation 20% 10 10

Communication of historical understanding in appropriate forms 20% 10 10

Total 100% 30% 30% 40%

HSC Course Outcomes:

1.1 Describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context

2.1 Explain historical factors and assess their significance in contributing to change and continuity in the ancient world

3.1 Locate, select and organise relevant information from a variety of sources

3.2 Discuss relevant problems of sources for reconstructing the past

3.3 Analyse and evaluate sources for their usefulness and reliability

3.4 Explain and evaluate differing perspectives and interpretations of the past

3.5 Analyse issues relating to ownership and custodianship of the past

3.6 Plan and present the findings of historical investigations, analysing and synthesising information from a range of sources

4.1 Use historical terms and concepts appropriately

4.2 Communicate knowledge and understanding of historical features and issues using appropriate oral and written forms
**PRELIMINARY CHEMISTRY**

**Assessment Approach and requirements**

Assessment in this subject consists of practical tests and reports, research and the formal examinations. In practical tests and reports, students will conduct first-hand investigations where they are required to communicate information and understanding based on the investigations they carry out. Topics in this course are:

1. The Chemical Earth (30 indicative hours)
2. Metals (30 indicative hours)
3. Water (30 indicative hours)
4. Energy (30 indicative hours)

**Assessment Schedule**

<table>
<thead>
<tr>
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<th>Task 3</th>
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<td></td>
<td>Term 4 Week 9</td>
<td>Term 1 Week 4</td>
<td>Term 1 Week 8</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Topic Test</td>
<td>Practical Test</td>
<td>Yearly Examination</td>
</tr>
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<td>2, 11, 12, 13, 14, 15</td>
<td>1, 3, 5, 6, 7, 8, 9, 10, 13</td>
</tr>
</tbody>
</table>

**Knowledge & Understanding**

- Term 4 Week 9: 10
- Term 1 Week 4: 10
- Term 1 Week 8: 20

**Skills in planning and conducting first-hand investigations, communicating information and understanding based on these investigations**

- Term 4 Week 9: 25
- Term 1 Week 4: 5
- Term 1 Week 8: 5

**Skills in scientific thinking, problem-solving, communicating and conclusions**

- Term 4 Week 9: 15
- Term 1 Week 4: 15
- Term 1 Week 8: 10

**Total**

- Term 4 Week 9: 15%
- Term 1 Week 4: 50%
- Term 1 Week 8: 35%

**Preliminary Course Outcomes:**

1. Outlines the historical development of major principles, concepts and ideas in chemistry
2. Applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigation
3. Assesses the impact of particular technological advances on understanding in chemistry
4. Describes applications of chemistry which affect society or the environment
5. Describes the scientific principles employed in particular areas of research in chemistry
6. Explains trends and relationships between elements in terms of atomic structure and bonding
7. Describes chemical changes in terms of energy inputs and outputs
8. Describes factors that influence the type and rate of chemical reactions
9. Relates the uses of carbon to the unique nature of carbon chemistry
10. Applies simple stoichiometric relationships
11. Identifies and implements improvements to investigation plans
12. Discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
13. Identifies appropriate terminology and reporting styles to communicate information and understanding
14. Draws valid conclusions from gathered data and information
15. Implements strategies to work effectively as an individual or as a member of a team
16. Demonstrate positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science
Assessment Approach and Requirements

Assessment in this subject consists of practical tests and reports, research and the formal examinations. In practical tests and reports, students will conduct first-hand investigations where they are required to communicate information and understanding based on the investigations they carry out. Topics in this course are:

1. Production of Materials (30 indicative hours)
2. The Acidic Environment (30 indicative hours)
3. Chemical Monitoring and Management (30 indicative hours)
4. Industrial Chemistry (30 indicative hours)

Assessment Schedule

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</tr>
<tr>
<td>Type of Task</td>
<td>Topic Test</td>
<td>Open-Ended Investigation</td>
<td>HSC Trial Examination</td>
<td></td>
</tr>
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<td>Outcomes Assessed</td>
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<td>2, 11, 12, 13, 14, 15</td>
<td>1, 3, 5, 6, 7, 8, 9, 10, 13</td>
</tr>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>40%</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Skills in planning and conducting first-hand investigations, communicating information and understanding based on these investigations</td>
<td>30%</td>
<td>25</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Skills in scientific thinking, problem-solving, communicating and conclusions</td>
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<td>5</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>15%</td>
<td>50%</td>
<td>35%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

1. Outlines the historical development of major principles, concepts and ideas in chemistry
2. Applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigation
3. Assesses the impact of particular technological advances on understanding in chemistry
4. Describes applications of chemistry which affect society or the environment
5. Describes the scientific principles employed in particular areas of research in chemistry
6. Explains trends and relationships between elements in terms of atomic structure and bonding
7. Describes chemical changes in terms of energy inputs and outputs
8. Describes factors that influence the type and rate of chemical reactions
9. Relates the uses of carbon to the unique nature of carbon chemistry
10. Applies simple stoichiometric relationships
11. Identifies and implements improvements to investigation plans
12. Discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
13. Identifies appropriate terminology and reporting styles to communicate information and understanding
14. Draws valid conclusions from gathered data and information
15. Implements strategies to work effectively as an individual or as a member of a team
16. Demonstrate positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science
PRELIMINARY ECONOMICS

Assessment Approach and requirements

All three tasks will assess knowledge and skills requirements of the course. Students will also research and present two papers on current economic situation that are relevant to the syllabus.

Assessment Schedule

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<tbody>
<tr>
<td></td>
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<td>Term 1 Week 2</td>
<td>Term 1 Week 5</td>
<td>Term 1 Week 8</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Research Markets</td>
<td>Research Economics</td>
<td>Yearly Examination</td>
</tr>
<tr>
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<tr>
<td>Knowledge &amp; Understanding</td>
<td>40%</td>
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<tr>
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<td>10</td>
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<tr>
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<td>10</td>
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<td>Communication</td>
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<td>100%</td>
<td>30%</td>
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</tbody>
</table>

Preliminary Course Outcomes

1. Demonstrates understanding of economic terms, concepts and relationships
2. Explains the economic role of individuals, firms and government in an economy
3. Describes, explains and evaluates the role and operation of markets
4. Compares and contrasts aspects of different economies
5. Analyses the relationship between individuals, firms, institutions and government in the Australian economy
6. Explains the role of government in the Australian economy
7. Identifies the nature and causes of economic problems and issues for individuals, firms and governments
8. Applies appropriate terminology, concepts and theories in economic contexts
9. Selects and organises information from a variety of sources for relevance and reliability
10. Communicates economic information, ideas and issues in appropriate forms
11. Applies mathematical concepts in economic contexts
12. Works independently and in groups to achieve appropriate goals in set timelines
Assessment Approach and requirements

Students will also research and present two papers which assess knowledge and skills. The first will be on globalisation and economic development in a country of their choice and the second will be related to economic issues in Australia and current issues.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
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<tbody>
<tr>
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<td>Term 3 Week 1</td>
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<td>Economics Issues</td>
<td>HSC Trial Examination</td>
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<td>Total</td>
<td>100%</td>
<td>30%</td>
<td>30%</td>
<td>40%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

1. Demonstrates understanding of economic terms, concepts and relationships
2. Analyses the economic role of individuals, firms, institutions and governments
3. Explains the role of markets within the global economy
4. Analyses the impact of global markets on the Australian and global economies
5. Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
6. Analyses the impact of economic policies in theoretical and contemporary Australian contexts
7. Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
8. Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
9. Selects and organises information from a variety of sources for relevance and reliability
10. Communicates economic information, ideas and issues in appropriate forms
11. Applies mathematical concepts in economic contexts
12. Works independently and in groups to achieve appropriate goals in set timelines
PRELIMINARY FOOD TECHNOLOGY

Assessment Approach and requirements

Assessment in Food Technology consists of a range of practical tests and reports, design and communication tasks, topic tests, formal written examinations and research tasks. In practical lessons, students will conduct first-hand experimental work where they are required to communicate information and understanding based on the activities they carry out. Topics in this course include:
1. Food Availability and Selection (30%)
2. Food Quality (40%)
3. Nutrition (30%)

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Task 1</th>
<th>Task 2 Part A</th>
<th>Task 2 Part B</th>
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<td>Term 1 Week 8</td>
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<td>Practical Examination</td>
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<tr>
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<td>10</td>
</tr>
<tr>
<td>Skills in experimenting with and preparing food</td>
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<tr>
<td>Skills in designing, implementing and evaluating</td>
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<tr>
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<td>100%</td>
<td>15%</td>
<td>30%</td>
<td>25%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes:

1.1 Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
1.2 Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
2.1 Explains the role of food nutrients in human nutrition
2.2 Identifies and explains the sensory characteristics and functional properties of food
3.1 Assesses the nutrient value of meals/diets for particular individuals and groups
3.2 Presents ideas in written, graphic and oral form using computer software where appropriate
4.1 Selects appropriate equipment, applies suitable techniques, and utilizes safe and hygienic practices when handling food
4.2 Plans, prepares and presents foods which reflect a range of the influences on food selection
4.3 Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
4.4 Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
5.1 Generates ideas and develops solutions to a range of food situations
Assessment Approach and requirements

Assessment in Food Technology consists of a range of practical tests and reports, design and communication tasks, topic tests, formal written examinations and research tasks. In practical lessons, students will conduct first-hand experimental work where they are required to communicate information and understanding based on the activities they carry out. Topics in this course include:

1. The Australian Food Industry (25%)
2. Food Manufacture (25%)
3. Food product development (25%)
4. Contemporary nutrition issues (25%)

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2 Part A</th>
<th>Task 2 Part B</th>
<th>Task 3</th>
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<tbody>
<tr>
<td></td>
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<td>Term 2 Week 8</td>
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<td>Term 3 Week 5</td>
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<td>Research Task</td>
<td>Experiment and Topic Test</td>
<td>Portfolio</td>
<td>Trial HSC Examination</td>
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<td>Skills in researching and communicating</td>
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</tr>
<tr>
<td>Skills in experimenting with and preparing food</td>
<td>20%</td>
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<tr>
<td>Skills in designing, implementing and evaluating</td>
<td>10%</td>
<td>5</td>
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<td>100%</td>
<td>15%</td>
<td>20%</td>
<td>30%</td>
<td>35%</td>
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</table>

HSC Course Outcomes

1.1 Explains manufacturing processes and technologies used in the production of food products
1.2 Examines the nature and extent of the Australian Food Industry
1.3 Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
1.4 Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
2.1 Evaluates the relationship between food, its production, consumption, promotion and health
3.1 Investigates operations of one organisation with the Australian Food Industry
3.2 Independently investigates contemporary nutrition issues
4.1 Develops, prepares and presents food using product development processes
4.2 Applies principles of food preservation to extend the life of food and maintain safety
5.1 Develops, realises and evaluates solutions to a range of food situations
PRELIMINARY INFORMATION PROCESSES AND TECHNOLOGY

Assessment Approach and requirements
Assessment in IPT is based on a number of varied tasks. Each task allows the student to demonstrate their knowledge and skills in hypothetical or authentic scenarios.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
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<td>Term 1 Week 6</td>
<td>Term 1 Week 8</td>
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<td>Individual Project and Test</td>
<td>Group Project</td>
<td>Yearly Examination</td>
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<td>1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 5.1, 6.1</td>
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</tbody>
</table>

- Introduction to Information skills and systems: 20%  10  3  7
- Tools for information processes: 50%  15  15  20
- Developing information systems: 30%  10  12  8
- Total: 100%  35%  30%  35%

Preliminary Course Outcomes:

1.1 Describes the nature of information processes and information technology
1.2 Classifies the functions and operations of information processes and information technology
2.1 Identifies and describes the information processes within an information system
2.2 Recognises and explains the interdependence between each of the information processes
3.1 Identifies and describes social and ethical issues
4.1 Describes the historical development of information systems and relates these to current and emerging technologies
5.1 Selects and ethically uses computer based and non-computer based resources and tools to process information
6.1 Analyses and describes an identified need
6.2 Generates ideas, considers alternatives and develops solutions for a defined need
7.1 Recognises, applies and explains management and communication techniques used in individual and team-based project work
7.2 Uses and justifies technology to support individuals and teams
HSC INFORMATION PROCESSES AND TECHNOLOGY

Assessment Approach and requirements

Assessment in IPT is based on a number of varied tasks. Each task allows the student to demonstrate their knowledge and skills in hypothetical or authentic scenarios.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
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<td>Term 3 Week 5</td>
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**Type of Task**

<table>
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<tr>
<th>Outcomes assessed</th>
<th>Project 1 portfolio: Database</th>
<th>Written Report: Option Topic</th>
<th>Trial HSC Examination</th>
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</tr>
</tbody>
</table>

**Outcomes assessed**

- Project Work: 20% 20
- Information Systems and Databases: 20% 10 10
- Communication Systems: 20% 10 10
- Option Topics: 40% 20 20

**Total**

|                  | 100% 40% 20% |

HSC Course Outcomes:

1.1 Applies an understanding of the nature and function of information technologies to a specific practical situation

1.2 Explains and justifies the way in which information systems relate to information processes in a specific context

2.1 Analyses and describes a system in terms of the information processes involved

2.2 Develops solutions for an identified need which address all of the information processes

3.1 Evaluates the effect of information systems on the individual, society and the environment

3.2 Demonstrates ethical practice in the use of information systems, technologies and processes

4.1 Proposes ways in which information systems will meet emerging needs

5.1 Justifies the selection and use of appropriate resources and tools to effectively develop and manage projects

5.2 Assesses the ethical implications of selecting and using specific resources and tools

6.1 Analyses situations, identifies a need and develops solutions
GLOSSARY

Glossary of Key Assessment words as defined by the NSW Board of Studies

Account  Account for: state reasons for, report on. Give and 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, and employ in a particular situation

Appreciate  Make a judgement about the value of

Assess  Make a judgement 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  Add a degree or level of accuracy; depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/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/or against

Distinguish  Recognise and note/indicate as being distinct or different from; to note differences between

Evaluate  Make a judgement based on criteria

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

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 of action

Recall  Present remembered ideas, facts or experiences

Recommended  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
The following pages are sample copies of forms you may need throughout the HSC course. All forms can be found on the Community Section of Insite.

Focused Assessment Handbook 2014

norWEST
CHRISTIAN COLLEGE

Secondary
Assessment illness/misadventure form

Students are to use this form when they have been unable to submit an assessment task by the due date and have legitimate reasons to support their late submission.

1. Students must submit this signed form to the relevant teacher upon return to school for approval
2. Once approval is granted the student must acknowledge the revised due date in their student diary
3. Students will be expected to complete/submit their task by the revised date
4. If the revised date is missed the standard consequences will apply for a late task

For a detailed overview please consult the ‘Assessment Guideline section’ in the student diary.

STUDENT SECTION Please fill out all details

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Teacher:</th>
<th>Today’s date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject name:</td>
<td>Task name:</td>
<td>Original due date:</td>
</tr>
</tbody>
</table>

Reason for late submission or requested extension (Stage 6 - please supply a medical certificate if illness is relevant)

…………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………

This is a true and valid account

…………………………………………………………………………………………………………………………………………

Student signature

Parent/guardian signature

TEACHER SECTION Please fill out all details and enter this on Edumate

Approved □ □ Declined □ □ (if declined please discuss with the relevant Director of Learning and the student)

…………………………………………………………………………………………………………………………………………

Teacher signature

Director of Learning signature (only required for Stage 6 students)

Once approved please instruct the student to fill out the following box, cut it out and stick in their student diary on the relevant revised date.

Teacher……………………………………. Subject………………………………..

Task Name…………………………………………………………………………..

Secondary School Student: Illness/Misadventure Form
SECONDARY YEARS
ASSESSMENT TASK COVER SHEET

To be completed by student

Student Name:  Class:
Teacher:  Subject:
Assignment Title:  Due Date:

To be completed by student

Student Statement of Submission

I declare that:
- the assignment I am submitting for assessment is entirely my own original work.
- I have not copied or plagiarised any other person’s work.
- I have not submitted this assignment previously.
- no other person has previously submitted this assignment.
- where I have used material that is not my original work, I have reference to this in my bibliography
- I have made, and have kept, a copy of this original assignment.
- there are............ pages attached to this cover sheet.

Student Signature: .......................................................... Date: .................................

To be completed by Office Staff

Date Submitted: ................................................... Time Submitted: ................................

I have checked the assignment and it contains .... pages of information.

Office Signature: ..........................................................

STUDENT RECEIPT – student to complete

Student Name:  Class:
Teacher:  Subject:
Assignment Title:  Due Date:

To be completed by Office Staff

Date Submitted: ....................... Time Submitted: ....................

No. Pages: ................................................................. Office Signature:

The student named must keep this original receipt. In the event of a dispute regarding submission this receipt is evidence that the stated assignment has been submitted.
Change of Subject Request

Prior to any change of subject, this form must be completed and returned to the Head of Curriculum and Pedagogy. Parents or guardians must also authorise the change.

Student’s name______________________________ Year: Preliminary or HSC (Circle)

Date of request _____________________________

<table>
<thead>
<tr>
<th>Current Subjects</th>
<th>Units</th>
<th>Keep</th>
<th>Drop</th>
<th>Enrol</th>
<th>Teacher approval</th>
<th>Reason for dropping or enrolment of subject</th>
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<tbody>
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</tbody>
</table>

New Subject/s

Total amount of units with above changes: ______

Are you planning on receiving an ATAR? ______

Do you plan to study at university? ________________________________

What is your proposed career path? ________________________________

Parent/Guardian approval: __________________________ Date: _____________

Head of Curriculum and Pedagogy approval: __________ Date of final approval: __________

Office use only

HSY

☐ Units checked

☐ Eligible for ATAR

☐ Notify relevant staff

Admin

☐ Update Edumate

☐ Print & distribute new student timetable

☐ Update BOS

Focused Assessment Handbook 2014
I acknowledge receipt of the booklet:

NORWEST CHRISTIAN COLLEGE

Stage 6 – Focused Assessment Handbook

**AND** I understand that I am required to be familiar with this booklet

STUDENT’S NAME: 

Signed: 

Parent/Guardian

Student

Date:  

Date: 

Please return this page to Student Services.

This page will be filed in individual Student Records as a legal document which verifies the receipt of the booklet.