



DE LA SALLE COLLEGE STUDENT HANDBOOK 2022

**Learning Area / Subject:
EARTH AND SPACE
SCIENCE (ESS301)**

Year Level: 13

**Curriculum
Level: 8**

**NCEA LEVEL
THREE**

FACULTY OF SCIENCE

De La Salle College, 81 Gray Avenue, Mangere East, Manukau City



De La Salle College
2022 YEAR PLANNER

COURSE: L 3 EARTH AND SPACE SCIENCE

ESS301

WEEK		1	2	3	4	5	6	7	8	9	10	11
DATE	24-Jan	31-Jan	7-Feb	14-Feb	21-Feb	28-Feb	7-Mar	14-Mar	21-Mar	28-Mar	4-Apr	11-Apr
TERM 1			AS 91411 (3.2) Investigate socio scientific issue in an Earth and Space science context.					AS 91414(3.5) Demonstrate understanding of processes in the atmosphere system.				Easter
WEEK	1	2	3	4	5	6	7	8	9	10		
DATE	2-May	9-May	16-May	23-May	30-May	6-Jun	13-Jun	20-Jun	27-Jun	4-Jul		
TERM 2						AS91415 (3.6) Investigate an aspect of astronomy						
WEEK	1	2	3	4	5	6	7	8	9	10		
DATE	25-Jul	1-Aug	8-Aug	15-Aug	22-Aug	29-Aug	5-Sep	12-Sep	19-Sep	26-Sep		
TERM 3		AS91410 (3.1) Carry out an independent practical Earth and Space Science investigation					REVISION			Senior Exam Week		
WEEK	1	2	3	4	5	6	7	8				
DATE	17-Oct	24-Oct	31-Oct	7-Nov	14-Nov	21-Nov	28-Nov	5-Dec		INTERNAL	EXTERNAL	
TERM 4	REVISION			NCEA Exams begin				NCEA Exams end				



Science

ESS301 Assessment Statement 2022

Course is endorsable

Year : 13

Course : Earth and Space Science

Mr A Kumar

Total Credits : 20

Earth and Space Science (ESS) course at Level 3 is a UE approved course which comes with 20 credits from internals and external assessments. It takes students through a journey of exploring the atmospheric processes to the Science of all that happens in the ocean. Students will learn how the socio-scientific issue of global warming and climate change has evolved over time. Students take a journey to explore an aspect of astronomy and develop skills to carry out a practical Earth and Space Science investigation. This course requires students to have strong literacy skills to be able to comprehend scientific texts and write detailed answers to questions.

Pre Requisites

A minimum of 12 credits from any NCEA Level Two Science subjects.

Additional Requirements

Student Workbook \$28

No	Standard Number	Version	Level	Credits	Lit / Num	Full Title	Method of Assessment	Assessment Opportunities Offered	Approximate Date	Grade	Teacher Signature
1	91415	2	3	4	L1 Lit R Lit	Earth and Space Science 3.6 - Investigate an aspect of astronomy	Assignment		Week 2 Term 3		
2	91411	2	3	4	L1 Lit B Lit	Earth and Space Science 3.2 - Investigate a socio-scientific issue in an Earth and Space Science context	Assignment		Week 8 Term 1		
3	91410	2	3	4	Num L1 Lit B Lit	Earth and Space Science 3.1 - Carry out an independent practical Earth and Space Science investigation	Practical		Week 9 Term 3		
4	91413	2	3	4	L1 Lit B Lit	Earth and Space Science 3.4 - Demonstrate understanding of processes in the ocean system	Exam	External	Term 4		
5	91414	2	3	4	L1 Lit B Lit	Earth and Space Science 3.5 - Demonstrate understanding of processes in the atmosphere system	Exam	External	Term 4		

School Assessment Procedures - You can view your rights and obligations in the school's assessment procedures in the **Student Assessment Handbook**

Record your internal grades and ask your teacher to sign it off as correct. You can then use this as evidence of your achievement.

2022 Course Outline – Y13 Earth and Space Science (ESS 301)

Subject: Earth and Space Science

NCEA Level: Three

Entry Requirements: a minimum of 12 credits from NCEA Level Two ESS or any core science subjects.

Number of credits gained: 20

Method of assessment:

- Both internal and external assessment
- Internal assessments are given after a series of mock practice runs
- Mock externals at the end of each unit of work
- Practical Test: Summative or Formative practical tests.
- Mid Year Examinations
- Preliminary Examinations

Looking Ahead:

- Tertiary level study
- A diverse range of careers stem from Earth and Space Science –
e.g. Teaching, Geo Scientist, Marine Scientist, Meteorologist, Atmospheric Scientist, Lab Technician, Geologist.

Course Description

Course aims:

This course is aimed at those students who have achieved well in Year 12 and who know that they wish to pursue a career that requires Earth and Space science. The course consists of Achievement Standards from the Level 3 Earth and space science course.

Course learning outcomes:

- Carry out research on a past geological event by selecting, processing and interpreting information and reporting.
- Describe the composition of the atmosphere and explain the processes which occur in the atmosphere system
- Be able to relate and link the atmospheric processes to the climate change.
- Show the understanding of the ocean system and explain all the processes which ocean is part of.
- Determine the role of ocean in the natural cycles eg water and carbon cycle.
- To be able to sort, summarise and report on reliable resources on a recent astronomical event or discovery

2022 Course Assessment Statement – Y13 ESS (ESS301)**HOW WILL I BE ASSESSED IN THIS SUBJECT?**

Achievement Standard	Curriculum Level	Level and Credit Value	Internal or External Assessment	Brief Description	My grades for Prelims	My final grades for Internals
91410 AS 3.1 Carry out an independent practical Earth and Space Science investigation	8	Level 3 4 credits	I	Students plan and carry out a practical investigation which a fair test or/and pattern seeking in ESS context		
91411 AS 3.2 Investigate a socio-scientific issue in Earth and Space context.	8	Level 3 4 credits	I	Students research on impact of climate change on food security on Earth.		
91413 AS 3.4 Demonstrate understanding of processes in the ocean system	8	Level 3 4 credits	E	This standard requires students to demonstrate the understanding of processes in ocean system		
91414 AS 3.5 Demonstrate understanding of processes in the atmosphere system	8	Level 3 4 credits	E	This standard requires students to demonstrate the understanding of processes in atmosphere system		
91415 AS 3.6 Investigate an aspect of astronomy	8	Level 3 4 credits	I	Student write a report on astronomical event/ discovery after investigating the evidences.		



De La Salle College Subject Year Planner 2022

Subject: ESS 301

Teacher in charge: Mr. Ajinesh Kumar

Year Level: 13

Curriculum Levels: 8

<p>Unit Title: AS91440 (AS3.1 ESS Internal) – Carry out an independent practical Earth and Space Science investigation</p> <p>Achievement objectives:</p> <ul style="list-style-type: none"> Develop an in-depth understanding of the interrelationship between human activities and the geosphere, hydrosphere, atmosphere, and biosphere over time. <p>Learning outcomes/skills:</p> <ul style="list-style-type: none"> Develop skills to carry out a practical investigation Demonstrate skills to collect, process, present and analyse data to reach a valid conclusion Use background knowledge to explain how the findings relate to selected context and its implications <p>Assessment tasks/method:</p> <ul style="list-style-type: none"> Choosing a valid investigation to collect data to help answer the aim. Prepare a written report <p>Key competencies: Thinking, Managing self, Using language, symbols, and texts.</p> <p>Values: Innovation, inquiry and curiosity, thinking, excellence</p> <p>Approximate time required: 6 weeks</p>	<p>Unit Title: AS91411 (AS3.2 ESS Internal) – Investigate a socio – scientific issue in the Earth and Space context</p> <p>Achievement objectives:</p> <ul style="list-style-type: none"> Use relevant information to develop a coherent understanding of socio-scientific issues that concern them, to identify possible responses at both personal and societal levels. <p>Learning outcomes/skills:</p> <ul style="list-style-type: none"> Develop an understanding of how to carry out research and organise the information in a report. To be able to research and choose a topic that is scientific which has evidence To organise a computerised report. To organise a log book. <p>Assessment tasks/method:</p> <ul style="list-style-type: none"> Choosing a valid investigation to collect data to help answer the aim. Prepare a written report <p>Key competencies: Thinking, Managing self, Using language, symbols, and texts.</p> <p>Values: Innovation, inquiry and curiosity, thinking, excellence</p> <p>Approximate time required: 5 weeks</p>	<p>Unit Title: AS91413 (AS 3.4 ESS External) – Demonstrate understanding of processes in the ocean system</p> <p>Achievement objectives:</p> <ul style="list-style-type: none"> Develop an in-depth understanding of the interrelationship between human activities and the geosphere, hydrosphere, atmosphere, and biosphere over time. <p>Learning outcomes/skills:</p> <ul style="list-style-type: none"> Describe the composition of the ocean Explain the process of ocean circulation Show the understanding of carbon cycling and the ocean's link Show the understanding of transport of matter and energy in the ocean and its effect.. <p>Assessment tasks/method:</p> <ul style="list-style-type: none"> Mid Year Mock Examinations (Term 2). Preliminary Mock Examinations (Term 3). External NCEA examination at year's end. <p>Key competencies: Thinking, Managing self, Using language, symbols, and texts, Participating and contributing.</p> <p>Values: Inquiry and curiosity, excellence.</p> <p>Approximate time required: 8 weeks</p>
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<p>Unit Title: AS91414 (AS3.5 ESS External) – Demonstrate understanding of processes in the atmosphere system</p> <p>Achievement objectives:</p> <ul style="list-style-type: none"> • Develop an in-depth understanding of the interrelationship between human activities and the geosphere, hydrosphere, atmosphere, and biosphere over time. <p>Learning outcomes/skills:</p> <ul style="list-style-type: none"> • Describe the composition of the atmosphere • Explain the process of atmospheric circulation • Explain the transport of matter and energy in the atmosphere • Show the understanding water and carbon cycle in the atmosphere and its effect on climate change. <p>Assessment tasks/method:</p> <ul style="list-style-type: none"> • Mid Year Mock Examinations (Term 2). • Preliminary Mock Examinations (Term 3). • External NCEA examination at year's end. <p>Key competencies: Thinking, Managing self, Using language, symbols, and texts, Participating and contributing.</p> <p>Values: Inquiry and curiosity, excellence, innovation.</p> <p>Approximate time required: 8 weeks</p>	<p>Unit Title: AS91415 (AS3.6 ESS Internal) – Investigate an aspect of astronomy.</p> <p>Achievement objectives:</p> <ul style="list-style-type: none"> • Explore recent astronomical events or discoveries, showing understanding of the concepts of distance and time. <p>Learning outcomes/skills:</p> <ul style="list-style-type: none"> • To be able to sort, summarise and report on reliable resources on a recent astronomical event or discovery. <p>Assessment tasks/method:</p> <ul style="list-style-type: none"> • Sorting and summarising relevant information on the chosen astronomical event or discovery. • Showing progress of investigation in a log book • Processing and interpreting the information and finally reporting. <p>Key competencies: Thinking, Managing self, Using language, symbols, and texts, Participating and contributing.</p> <p>Values: Inquiry and curiosity, excellence, innovation.</p> <p>Approximate time required: 6 weeks</p>
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Achievement Standard

Subject Reference	Earth and Space Science 3.1		
Title	Carry out an independent practical Earth and Space Science investigation		
Level	3	Credits	4
Subfield	Science	Assessment	Internal
Domain	Earth and Space Science		
Status	Registered	Status date	04 December 2012
Planned review date	31 December 2020	Date version published	17 November 2016

This achievement standard involves carrying out an independent practical Earth and Space Science investigation.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Carry out an independent practical Earth and Space Science investigation. 	<ul style="list-style-type: none"> Carry out an in-depth independent practical Earth and Space Science investigation. 	<ul style="list-style-type: none"> Carry out a comprehensive independent practical Earth and Space Science investigation.

Explanatory Notes

- 1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 8, and is related to the material in the *Teaching and Learning Guide for Earth and Space Science*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>. The standard is aligned to the Nature of Science achievement objectives: Investigating in science, and Understanding about science.

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

Procedures outlined in *Safety and Science: A Guidance Manual for New Zealand Schools*, Learning Media, Ministry of Education, 2000, are followed. Investigations must comply with the Animal Welfare Act 1999, as outlined in *Caring for Animals: A Guide for Teachers, Early Childhood Educators, and Students*, Learning Media, Ministry of Education, 1999.

- 2 Carry out an independent practical Earth and Space Science investigation involves:

- stating a purpose for the investigation
- developing a method that includes:
 - the valid range for key variables
 - how key variables are measured
 - the management of other variables
 - the control of potential sources of error
 - the management of sampling bias
 - the reliable collection of raw data
- collecting valid raw data consistent with the chosen method
- recording and processing raw data relevant to the purpose
- interpreting the processed data to draw a conclusion related to the purpose of the investigation
- explaining how the Earth and Space Science links to the investigation
- explaining how the investigation method allowed for reliable data to be collected
- reporting on the investigation.

Carry out an in-depth independent practical Earth and Space Science investigation involves:

- confirming or refining the initial method to improve the validity and reliability of collected data by the:
 - valid measurement of the key variables
 - valid management of other variables
- interpreting the processed data to draw a valid conclusion related to the purpose of the investigation
- explaining in depth how the Earth and Space Science links to the investigation
- explaining in depth how the investigation method allowed for valid and reliable data to be collected.

Carry out a comprehensive independent practical Earth and Space Science investigation involves:

- justifying how the investigation method supports the collection of valid and reliable data
- evaluating the investigation with respect to the relevant Earth and Space Science.

- 3 Independent investigation refers to a student initiated investigation.

- 4 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/>.

Replacement Information

This achievement standard replaced AS90727.

Achievement Standard

Subject Reference	Earth and Space Science 3.2		
Title	Investigate a socio-scientific issue in an Earth and Space Science context		
Level	3	Credits	4
Subfield	Science	Assessment	Internal
Domain	Earth and Space Science		
Status	Registered	Status date	04 December 2012
Planned review date	31 December 2020	Date version published	17 November 2016

This achievement standard involves investigating a socio-scientific issue in an Earth and Space Science context.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Investigate a socio-scientific issue in an Earth and Space Science context. 	<ul style="list-style-type: none"> Investigate in depth a socio-scientific issue in an Earth and Space Science context. 	<ul style="list-style-type: none"> Investigate comprehensively a socio-scientific issue in an Earth and Space Science context.

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 8, and is related to the material in the *Teaching and Learning Guide for Earth and Space Science*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>. The standard is aligned to the Nature of Science strand.

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- Investigate a socio-scientific issue involves:
 - selecting and processing a valid range of scientific information on the issue
 - explaining the issue and the impact on individuals and society
 - describing a personal response to the issue
 - describing a societal response to the issue.

Investigate in depth a socio-scientific issue involves:

- explaining in detail the issue and the impact on individuals and society

- explaining a personal response to the issue
- explaining a societal response to the issue.

Investigate comprehensively a socio-scientific issue involves:

- evaluating the issue and the impact on individuals and society
- justifying a personal response to the issue
- evaluating a societal response to the issue.

- A socio-scientific issue refers to a current issue in an Earth and Space Science context that has an impact on individuals and society.
- An Earth and Space Science context means that the issue can be in Earth science, Space science, or a combination of both.
- Investigate involves collecting scientific information from a variety of sources and reporting on the investigation.
- A personal response will be the learner's own point of view on the issue.
- A societal response may represent family, whānau, or small or large group consensus.
- Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/>.

Replacement Information

This achievement standard replaced AS90728.

Quality Assurance

- Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233

Achievement Standard

Subject Reference	Earth and Space Science 3.4		
Title	Demonstrate understanding of processes in the ocean system		
Level	3	Credits	4
Subfield	Science	Assessment	External
Domain	Earth and Space Science		
Status	Registered	Status date	04 December 2012
Planned review date	31 December 2020	Date version published	17 November 2016

This achievement standard involves demonstrating understanding of processes in the ocean system.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of processes in the ocean system. 	<ul style="list-style-type: none"> Demonstrate in-depth understanding of processes in the ocean system. 	<ul style="list-style-type: none"> Demonstrate comprehensive understanding of processes in the ocean system.

Explanatory Notes

This standard was re-published in November 2013 following a minor editorial change.

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 8, and is related to the material in the *Teaching and Learning Guide for Earth and Space Science*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>. The standard is aligned to the Earth systems and Interacting systems achievement objective of the Planet Earth and Beyond strand.

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- Demonstrate understanding* involves:
 - explaining processes and links within the processes in the ocean system.

Demonstrate in-depth understanding involves:

- explaining links between the processes in the ocean system.

Demonstrate comprehensive understanding involves:

- discussing the complexity of the ocean system.

- Processes in the ocean system* are selected from:
 - ocean composition – gradients, temperature, density, salinity, pressure
 - ocean circulation – surface and thermohaline circulations, Coriolis effect
 - carbon cycle – carbonate chemistry, physical pumps, biological pumps
 - transport of matter and energy – heat, tides, waves
 - Southern Oscillation – El Niño and La Niña.
- Assessment Specifications for this achievement standard can be found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.

Quality Assurance

- Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

Achievement Standard

Subject Reference	Earth and Space Science 3.5		
Title	Demonstrate understanding of processes in the atmosphere system		
Level	3	Credits	4
Subfield	Science	Assessment	External
Domain	Earth and Space Science		
Status	Registered	Status date	04 December 2012
Planned review date	31 December 2020	Date version published	17 November 2016

This achievement standard involves demonstrating understanding of processes in the atmosphere system.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of processes in the atmosphere system. 	<ul style="list-style-type: none"> Demonstrate in-depth understanding of processes in the atmosphere system. 	<ul style="list-style-type: none"> Demonstrate comprehensive understanding of processes in the atmosphere system.

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 8, and is related to the material in the *Teaching and Learning Guide for Earth and Space Science*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>. The standard is aligned to the Earth systems and Interacting systems achievement objective of the Planet Earth and Beyond strand.

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- Demonstrate understanding* involves:
 - explaining processes and links within the processes in the atmosphere system.

Demonstrate in-depth understanding involves:

- explaining links between the processes in the atmosphere system.

Demonstrate comprehensive understanding involves:

- discussing the complexity of the atmosphere system.

- Processes in the atmosphere system* will be selected from:
 - atmosphere composition – gases, aerosols including clouds, gradients, temperature, pressure, density
 - atmospheric circulation
 - convection cells - Hadley, Ferrel, Polar
 - wind belts - Trade, Westerlies, Polar Easterlies, Doldrums
 - Coriolis effect
 - transport of matter and heat energy – water, gases, aerosols from volcanic eruptions
 - cycles – water, carbon; biological pump and physical pump
 - climate – global and regional trends – temperature, precipitation, weather.
- Assessment Specifications for this achievement standard can be found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.

Quality Assurance

- Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

Achievement Standard

Subject Reference	Earth and Space Science 3.6		
Title	Investigate an aspect of astronomy		
Level	3	Credits	4
		Assessment	Internal
Subfield	Science		
Domain	Earth and Space Science		
Status	Registered	Status date	04 December 2012
Planned review date	31 December 2020	Date version published	17 November 2016

This achievement standard involves investigating an aspect of astronomy.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Investigate an aspect of astronomy. 	<ul style="list-style-type: none"> Investigate in depth an aspect of astronomy. 	<ul style="list-style-type: none"> Investigate comprehensively an aspect of astronomy.

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 8, and is related to the material in the *Teaching and Learning Guide for Earth and Space Science*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>. The standard is aligned to the Planet Earth and Beyond strand, Astronomical Systems achievement objective.

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- Investigate an aspect of astronomy* involves:
 - selecting and processing a wide range of reliable information related to the astronomical aspect and the relevant science
 - explaining the astronomical aspect.

Investigate in depth an aspect of astronomy involves:

- explaining the key science relevant to the astronomical aspect.

Investigate comprehensively an aspect of astronomy involves:

- explaining the key links between the astronomy aspect and the key science.

- An aspect of astronomy* may include:
 - an event
 - a discovery
 - principles
 - knowledge gained from space probes or telescopes.
- Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/>.

Replacement Information

This achievement standard replaced AS90733.

Quality Assurance

- Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233

2022 ESS 301 – Student Guide to Bibliographies / Referencing

A bibliography is the 'trail' of reading that you did to inform your thinking for your essay or assignment. A bibliography is organised alphabetically by the author's last name.

Setting up a bibliography APA style:

Item	Reference list entries	In text citation
Book one author	Pilger, J. (2006). <i>Freedom next time</i> . London, England: Bantam.	(Pilger, 2006) or ... Pilger (2006).
Book two authors	Shaw, R., & Eichbaum, C. (2008). <i>Public policy in New Zealand: Institutions, processes and outcomes</i> . Auckland, New Zealand: Pearson Education.	(Shaw & Eichbaum, 2008) or According to Shaw and Eichbaum (2008) ...
Book three - five authors	Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2009). <i>The business writer's handbook</i> . New York, NY: St Martin's Press.	<i>First citation:</i> (Alred, Brusaw, & Oliu, 2009) <i>Subsequent citations:</i> (Alred et al., 2009)
Book six - seven authors	Gazda, G. M., Balzer, F. J., Childers, W. C., Nealy, A. U., Phelps, R. E., & Walters, R. P. (2005). <i>Human relations development: A manual for educators</i> (7th ed.). Boston, MA: Pearson Educational.	(Gazda et al., 2005)
Website html no date	Flesch, R. (n.d.). <i>How to write plain English</i> . Retrieved April 12, 2009, from http://www.mang.canterbury.ac.nz/writing_guide/writing/flesch.shtml	(Flesch, n.d.)
Website PDF	Radio New Zealand. (2008). <i>Annual report 2007-2008</i> . Retrieved from http://static.radionz.net.nz/assets/pdf_file/0010/1796761/Radio_NZ_Annual_Report_2008.pdf	(Radio New Zealand, 2008)
Video online	Bellofolletti. (2009, April 8). <i>Ghost caught on surveillance camera</i> [Video file]. Retrieved from http://www.youtube.com/watch?v=Dq1ms2JhYBI&feature=related	(Bellofolletti, 2009)

**De La Salle College
Assessment Result Appeal Form**

Name: _____

Class: _____

Name/number of standard being appealed: _____

Subject: _____

Teacher who marked work: _____

Grade awarded for standard: _____

Date work returned to student: _____ Date of appeal: _____

Reason for appeal:

Student signature: _____

Caregiver's signature: _____

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Teacher response:

HOF response:

Principal's Nominee response:

Final decision:

De La Salle College

Absence From Internal Assessment

Application for Extension

Student: _____ Class: _____

Subject: _____ Teacher: _____

Assessment title: _____

Standard number: _____

Type of assessment activity (*test, practical, assignment etc*).

Date of assessment or due date: _____

Reason for application:

- ☐ Illness or injury: *medical certificate or a letter from parent / caregiver* must be attached.
- ☐ Family / personal trauma: documentation must be attached (*eg. a letter from parent / caregiver, counsellor or Dean*).
- ☐ School activity (*sporting or cultural*) _____

Signature of the teacher-in-charge of the activity: _____

Decision by Principal's Nominee:

- ☐ Extension granted, new due date: _____
- ☐ New assessment granted, new date: _____
- ☐ Compassionate consideration will be used to determine a grade. HOD / TIC to attach documentation of evidence used to determine the grade and the grade awarded.
- ☐ Application denied. Comment: _____

The reason for this has been explained to me and I accept the decision.

Signed: _____ (Student) _____ (Teacher)