



**Kingsgrove High School**

# **RoSA Course 2024 Assessment Handbook**

This document may be downloaded and relevant forms printed from the school website

[www.kingsgrove-h.schools.nsw.edu](http://www.kingsgrove-h.schools.nsw.edu)

# YEAR 10 ASSESSMENT POLICY 2024

## SECTION 1

### Information for Students and Parents

The assessment policy at Kingsgrove High School reflects the values and beliefs of our school. Students are expected to reflect these values in their course work at all times.

### Why do we need a school Assessment Policy?

- The school Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.
- Assessment at Kingsgrove High School encourages progressive development of skills and knowledge while ensuring:
  - consistency across courses and faculties
  - fairness in marking and reporting
  - coordination of the assessment program to ease the load on students

### What you need to know

To qualify for the award of the NSW Record of School Achievement (RoSA), a student must:

- Satisfactorily attend school until the final day of the school year as determined by the Department of Education and Communities.
- Complete Year 10.
- Make a serious attempt at all tasks.
- Satisfactorily complete the mandatory curriculum requirements of the NSW Educational Standard Authority (NESA). These are listed below:
  - English
  - Mathematics
  - Science
  - History and Geography in Years 7 and 8 (Stage 4).
  - Australian History Civics and Citizenship in Years 9 and 10 (Stage 5).
  - Australian Geography Civics and Citizenship in Years 9 and 10 (Stage 5).
  - Language, at least one over a 12 month period in Year 7 and/or Year 8.
  - Technology and Applied Science.
  - Technology: mandatory syllabus in Years 7 and 8.
  - Creative Arts: mandatory courses in Years 7 and 8.
  - PD/H/PE: mandatory integrated course in Years 7 – 10.

Kingsgrove High School provides a wide range of additional (elective) courses that, if completed in accordance with the NESA Developed or NESA Endorsed syllabuses and indicative time requirements will be credentialed for the Record of School Achievement (RoSA). The exception is Psychology, which is a department approved elective course that is delivered at Kingsgrove High School. Department approved elective courses are not listed on the Record of School Achievement (RoSA).

### Satisfactory completion of a course

A student will be considered to have satisfactorily completed a course if they have:

- followed the course developed or endorsed by the NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes

From 2020, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard by achieving Level 3 or above in the NESA minimum standard online assessment in each domain of reading, writing and numeracy (ACE 4060).

### **Attendance in relation to the satisfactory completion of a course**

Where a student's attendance pattern may jeopardise the satisfactory completion of a course, the reason for absence and its likely effect on the student's course progress should be established.

The Principal will consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

When leave is granted by the principal, such leave should not, of itself, jeopardise the student's eligibility for the Record of School Achievement (RoSA).

### **Absence through illness and/or physical injury**

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence. In many instances, school work may be undertaken while at home or in hospital. In this way, the principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

### **A student affected by long-term illness may elect to accumulate the Record of School Achievement (RoSA).**

#### **Absence on holidays**

It may be possible for compensatory assignments to be negotiated, completed and posted back to school by students who are absent on holidays. This may be sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

Some students may be judged able to catch up missed work upon return, in order to meet course requirements and achieve the outcomes of the course.

#### **Absences without satisfactory explanation**

Any unsatisfactorily explained absence, or series of unexplained absences, if the length or pattern is extensive, may result in a course(s) not being satisfactorily completed. In such a case warning letters to the student/parent/caregiver would indicate how the absence could result in non-completion of course requirements and set out the steps necessary for the student to satisfactorily complete the course(s).

#### **Absence prior to the final date for Year 10**

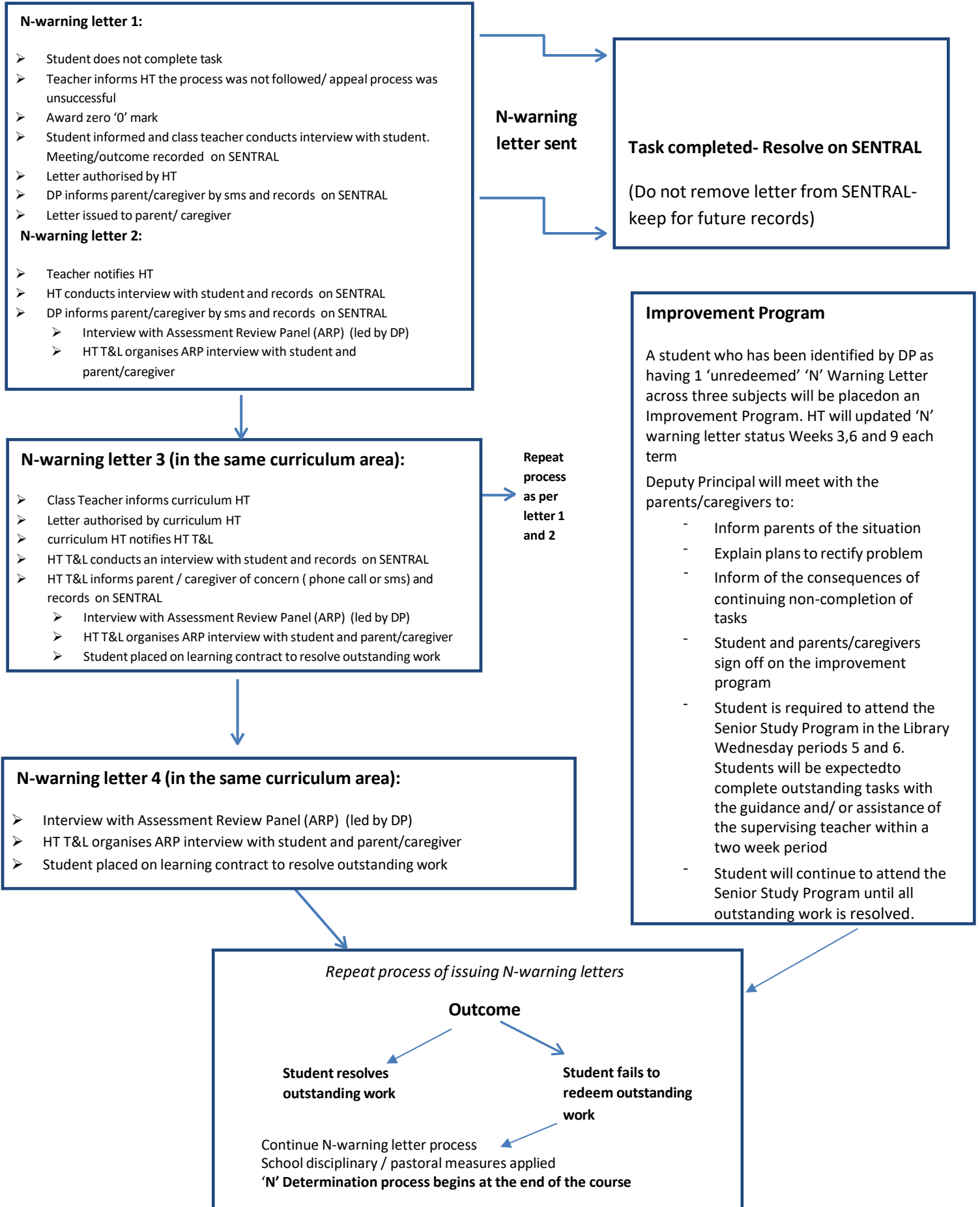
It is a requirement for the award of the Record of School Achievement (RoSA) that students **attend until the final day of Year 10 as determined by the DoE.**

#### **'N' Determinations**

Students who fail to achieve satisfactorily the course outcomes may be subject to an 'N' determination and be prohibited from getting the Record of School Achievement (RoSA). Students and parents/caregivers will be advised in writing and an opportunity will be given for students to redeem themselves from their current circumstance. The following flowchart outlines the 'N' determination process at Kingsgrove High School.

# Kingsgrove High School

## Process for determining 'N' Warnings for Stage 5 and Stage 6 Courses



## Kingsgrove High School - RoSACourse Determinations of Non-completion of Course Requirements

Principal warns student in writing, provides opportunities for catching up, allows time for problem to be corrected and issues follow-up warning letter(s). Students can expect a marking turnaround time of at least 48hours

Where a student has not met the NESA course completion requirements, Principal makes a determination of non-completion of course requirements and completes *Principal's Determination Form* by  
*Date Provided*

Principal advises student (by *Date Provided* ) and records the determination via Schools Online.  
Student (and Parent/Guardian, if student under 18) signs *Principal's Determination Form*.  
Principal provides the student with a copy of *Principal's Determination Form* and *Student Appeal Form*.

Student makes no appeal.  
All related documentation kept at school.

Student appeals.  
Student completes *Student Appeal Form* and submits it to the Principal by  
*Date Provided* .

Principal/Review Committee considers student's appeal and reviews determination.

Principal/Review Committee declines student appeal.  
Student advised by  
*Date Provided*

Principal/Review Committee upholds student appeal.  
Student advised by  
*Date Provided*.  
Adjust student's record via Schools Online by *Date Provided*  
No further action.

Student makes no appeal to NESA and signs appropriate student declaration on *School Review* – *Principal's Report Form*.  
All documentation kept at school.

Student requests NESA review of appeal by signing and submitting appropriate declaration on *School Review* – *Principal's Report Form* by *Date Provided*. School submits the following documentation to NESA:

- *Principal's Determination Form*
- *Student Appeal Form*
- *School Review Principal's Report Form*
- *Copies of all warning letters issued for subjects appealed*
- *Any other evidence, eg teacher reports, record of interviews*

by *Date Provided*

NESA conducts review of student appeal.

NESA makes final decision.

NESA notifies student in December.

NESA notifies Principal in December .

## Assessment of Student Achievement at the Completion of the Course

**Course Performance Descriptors** have been specifically developed for Years 7-10 syllabuses. They describe the main features of typical student performance at each grade measured against the syllabus objectives and outcomes for the course.

**Assessing** student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

**Grading** student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

The Record of School Achievement grading system is intended to describe the student's achievement at the end of each course in Stage 5. The final judgement of the grade deserved will be based on available assessment information and reference to the Course Performance Descriptors.

### Credentialing

The Record of School Achievement shows the student's name and school and is awarded only on satisfactory completion of all mandatory courses. The Record of School Achievement is a cumulative record of all Stage 5 courses completed in the form of grades awarded by the school.

**The NSW Record of School Achievement (RoSA) will only be issued when the student leaves school, so not necessarily at the end of Year 10.**

### Non-award of the Record of School Achievement (RoSA)

The Board will make a determination on appropriate action if a student:

- a) did not meet all mandatory curriculum requirements;
- b) left school before the final date for Year 10.
- c) did not comply with other Board requirements.

### Excursions

Some subjects require students to undertake compulsory field study while some tasks may well be linked to excursions and performances. In the case of an unavoidable absence from such activities, a **Request to Reschedule due to School Business (Attachment D)** should be completed.

### Illness/Misadventure

Consideration is given to students who suffer illness/misadventure at the time of a task or whose performance is impaired by circumstances beyond their control. The following policy will be applied at this school to ensure that no student gains an unfair advantage over other students.

If a student is absent due to illness/misadventure on the day of an in-school assessment task or the day an assessment task is due to be submitted:

- the student must complete an application for **Request for Illness/Misadventure (Attachment A)** the first day of returning to school. The application is to be collected from the HT Teaching & Learning. This form, once it has been completed by all relevant parties must be returned to HT T&L within **2 days** from returning to school.
- the Head Teacher will assess if the student's case is valid and decide which of the following is most appropriate:
  - an extension of time
  - sit an alternative task
  - mark pending
  - zero award

Students must be aware that **each case will be assessed on its merits**. Alternative arrangements of any kind will not automatically be made on request. If the case is not deemed valid, a zero mark will be awarded.

**Note:**

Tasks must be submitted at the required time as a hard copy and not on a computer disk, CD or USB flash drive, unless the latter is specifically requested as part of the task. Technology problems are **NOT** a valid excuse for late submission.

Failure to submit tasks on time, without a valid reason will result in a **percentage reduction of marks – 25% penalty per day or part thereof** and a warning letter indicating to the student the work that needs to be completed in order to achieve the course outcomes.

Malpractice and breaches of rules in relation to School assessment tasks. Malpractice is an activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- Copying someone else's work and presenting it as their own.
- Plagiarism or using material directly from books, journals, CDs, or the Internet without reference to the source.
- Borrowing or stealing another person's work and presenting it as their own.
- Offering false documentation or explanations in support of an appeal.
- Non-serious attempt in an exam or assessment task, where work presented contains frivolous or objectionable material.
- Assisting another student to engage in malpractice.

Work submitted for assessment tasks must be the student's own work. Malpractice in any assessment task will render a 'zero' mark and parent/caregiver will be informed by the Head Teacher of the course in writing.

The booklet 'Guide to the Record of School Achievement' (RoSA) issued by NESAs to students, gives a full description of requirements and correct avenues for appeal.

**Notification of Formal Assessment Tasks**

Written and/or electronic notification of formal assessment tasks will be issued at least **TWO weeks** prior to assessment tasks as per assessment schedules published in this handbook.

**Feedback on School Assessment Tasks**

Students will be given meaningful feedback following each assessment task:

- A mark/grade and information on the outcomes achieved as indicated by the marking criteria.
- Information, which assists students to improve on their performance in future tasks.

**Disability Provisions for the school assessments/examinations**

The Disability Provisions program is an arrangement designed to help students by granting justified provisions related to a physical or medical condition.

**Applying for Disability Provisions**

Students who wish to apply for Disability Provisions should see the Head Teacher, Teacher & Learning or School Counsellor. They will be asked to provide evidence to support their application.

***If all the necessary information is not provided, some requested provisions may be declined due to insufficient evidence.***

**A note to parents**

*If you are concerned about whether special examination provisions apply for your child, you should contact the school Year Adviser or Head Teacher, Teaching & Learning.*

# PROCEDURES FOR CONSIDERATION FOR RoSA Course ILLNESS/MISADVENTURE

Students missing an assessment task and wishing to make application for Illness/Misadventure must follow the procedure outlined below:

## **Step One: Contact the Head Teacher Teaching & Learning on the day of the task**

Student/Parent/Caregiver is requested to inform the school and **make contact with the Head Teacher Teaching & Learning via phone or email** of the absence

## **Step Two: On first day of return**

It is the student's responsibility to:

1. Report to the Head Teacher Teaching & Learning.
2. Complete Request for Illness/Misadventure Application (Attachment A) and attach documentation (such as a doctor's certificate), ensure the Parent/Carer and Student comments and signatures are completed, and pass to the Head Teacher for comment and signature.
3. Submit completed application form to the Head Teacher Teaching & Learning within **two (2) days** of their return.

## **Step Three: Resolution and Feedback**

1. The Head Teacher Teaching & Learning reviews documentation.
2. The Head Teacher Teaching & Learning takes advice from the Head Teacher, supplied on the form.
3. Resolution and feedback is given to Head Teacher, Student and Parent/Caregiver (by way of the student copy of the form). Original is kept on the student's file and a scanned copy is sent to the Head Teacher Teaching & Learning.
4. Mark pending or zero '0' award recorded on the application, plus the 'N' warning letter issued.

## **Step Four: Appeal**

If the student chooses to appeal the decision of the HT T&L, with regard to the request for consideration, then it is the student's responsibility to:

1. Complete HSC Illness/Misadventure Appeal (Attachment E) and supply to the HT T&L with any supporting information within **two** days of Step 3.
2. The Assessment Review Panel (ARP) consists of the HT T&L and Deputy Principal who meet to consider application.
3. ARP decides. The matter is resolved, and feedback is given to Head Teacher and Student and Parent/Caregiver (by way of the student copy of the form).  
Or
4. The ARP defers a decision to the Principal who makes a final decision. The matter is resolved, and feedback is given to Head Teacher, Student and Parent/Caregiver (by way of the student copy of the form).



## Completing an Assessment Task

**Assessment task notification issued (by email or hardcopy), containing date, weighting, type of task and marking rubric**

Minimum 2 weeks

Receipt of notification (email) to be stored by HT/ Course Coordinator

**Task submitted or completed on due date**

Student absent they follow the Illness/ Misadventure application

Receive acknowledgement of submission from teacher

Student given mark and rank in task and indicative cumulative rank as part of feedback

Tasks marked and returned (Samples kept as per NESA requirements).

**Task returned with marking criteria and suggestions for improvement**

**Discrepancies resolved by classroom teacher/marker in class or referred to HT for resolution**

Discrepancies must be discussed with teacher at time of task being returned

All unresolved matters to ARP

**Final mark for task**

**Note: All written work must be in blue or black pen**

# Kingsgrove High School



## Academic Integrity Report

Students need to complete and attach this cover sheet to every Assessment Task that they submit.

Student name:	Year:
Assessment Task Title:	Date submitted:
Course:	Teacher:

### Academic Integrity Statement

I .....declare that this is my own work and  
*(Your name in block letters)*

that any quotations, information or work have been properly acknowledged and cited in the bibliography or as footnotes.

***I understand that any work suspected of plagiarism will be placed under review and a zero mark awarded if found to be plagiarised.***

***I have read and understood the school assessment procedures.***

Student signature:.....Date: .....

### Warning

Students are required to keep a hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.



***Please complete and retain the following receipt as evidence of submission of task.***

Name: .....

Task: .....

Teacher's name: .....

Date: .....

Teacher's signature: .....

# SAMPLE N LETTER

Dear <Name of Parent/Guardian>

## OFFICIAL WARNING – Non-completion of a Stage 5 (RoSA) Course

I am writing to advise you that your son/daughter, <Insert student name>, is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in <Insert course name>.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. [*Delete the following sentence if this is the first warning*] Previous warning(s) were sent to you on <Insert dates>.

### **This course is mandatory for the award of the Record of School Achievement**

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

### **Criteria for satisfactory completion of a course**

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESA that the student has not satisfactorily completed the course. <Student first name> is not currently meeting one or more of these requirements.

**Lack of application in completing course work and insufficient preparation, has not demonstrated sustained diligence and application in course work.**

**Opportunity to correct the problem**

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Percentage Weighting	Date task initially due	Action required by student	Date for completion

*Add/delete rows as required*

**Action by parent/guardian**

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

\_\_\_\_\_

Principal

\_\_\_\_\_

Head Teacher

\_\_\_\_\_

Teacher

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***Acknowledgement of Official Warning***

I have received the letter dated <Insert date> advising me that <Insert name> is in danger of not meeting the course completion requirements for <Insert course name>, and am aware that this is the <first/second/third> official warning.

I am aware that this is a mandatory. I am aware that any mandatory course not satisfactorily completed appears on the student’s transcript of result as ‘Not Completed’, and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

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

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

Student’s signature: \_\_\_\_\_

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

**Attachment A:**

**Kingsgrove High School  
REQUEST FOR ILLNESS/MISADVENTURE  
(Please hand to the HT T&L)**

Student's DoE Email: \_\_\_\_\_@education.nsw.edu.au

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

Course: \_\_\_\_\_ Year (please circle): **10**    **11**    **12**

Nature of the Task: (please circle)

*Examination  
Research Task*

*Performance  
Practical Task*

*In Class Assessment  
Hand in Task*

*Field Work  
Multimodal Task*

Other (please specify): \_\_\_\_\_

Student's reason for the application (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task).

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

Medical Certificate attached       Other verification: \_\_\_\_\_

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

Parent's/Caregiver's support comment:

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

Parent/Caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

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***To be completed by Head Teacher***

Head Teacher Name: \_\_\_\_\_ Faculty: \_\_\_\_\_ Course: \_\_\_\_\_

Head Teacher Recommendation:

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

Head Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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***To be completed by Head Teacher Teaching and Learning***

Comment:

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

HT T&L Signature \_\_\_\_\_ Date Stamp: \_\_\_\_\_

Copy to:    Student emailed    (Original) Student file    Relevant HT/CT/DP/YA emailed    A/C emailed    Recorded in Excel

**Attachment B:**

**Kingsgrove High School (Request for Consideration)  
RoSA Course Group Performance Illness/Misadventure Application**

(Please supply to the HT Teacher & Learning)

**Section A:**

(To be completed by Class Teacher.)

**Teacher:** \_\_\_\_\_ **Course:** \_\_\_\_\_

List of students affected (attach list of names)

**Name of Task:** \_\_\_\_\_ **Date Task Given:** \_\_\_\_\_

**Date Task Due:** \_\_\_\_\_ **Weighting: (%)** \_\_\_\_\_

Outline reasons for this application.

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Attention: If an individual student's illness/misadventure is responsible for this group illness/misadventure application the individual student **MUST** also complete an individual illness/misadventure form (Attachment A) otherwise they may be awarded a mark of zero '0'.

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**Section B:**

(To be completed by the Head Teacher and forwarded to the HT Teaching & Learning).

**Head Teacher:** \_\_\_\_\_ **Faculty:** \_\_\_\_\_

**Course:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Receipt date of Group Illness/Misadventure form: \_\_\_\_\_

Task submitted/completed?  Yes  No

If No, date of rescheduled task: \_\_\_\_\_ Date completed: \_\_\_\_\_

Comment: (explain the circumstances that affected the students' performance and how the faculty will support the students.)

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Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Section C:**

(To be completed by the HT Teaching & Learning)

ARP members' signatures: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Outcome \_\_\_\_\_

**Copy to:**  Student/Parent/Carer copy  Student file  Relevant HT/CT/DP/YA emailed  
 Recorded in Excel



**Attachment C: ARP FORM**

**Kingsgrove High School (Request for Consideration)**

**RoSA Course Illness/Misadventure Appeal**

A student will need to complete this form if they wish to appeal against an illness/misadventure decision. This form must be submitted with all necessary documentation to the HT Teaching & Learning.

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Name of Task: \_\_\_\_\_ Date Task Given: \_\_\_\_\_

Date Task Due: \_\_\_\_\_ Weighting (%): \_\_\_\_\_

Tick as appropriate (Additional documentation supplied)

Yes (please specify) \_\_\_\_\_

No

Outline reasons for this application and attach all relevant documentation

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Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Parent/Caregiver signature: \_\_\_\_\_

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**Assessment Review Team**

ARP Members: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ Date: \_\_\_\_\_

Issue discussed:

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Decision reached:

Refer to the Principal:

Resolution: \_\_\_\_\_

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ARP members' signatures: \_\_\_\_\_

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

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

**Copy to:**  Student/Parent/Carer copy  
 AC emailed

(Original) Student file  
 Recorded in Excel

Relevant HT/CT/DP/YA emailed  
 ARP/HTA/THE/YA emailed



**Attachment D:**

**Kingsgrove High School**  
**REQUEST TO RESCHEDULE DUE TO SCHOOL BUSINESS**  
**(Please hand to the HT T&L)**

Student's DoE Email: \_\_\_\_\_@education.nsw.edu.au

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

Course: \_\_\_\_\_ Year (please circle):     **10**     **11**     **12**

Nature of the Task: (please circle)

**Examination**  
**Research Task**

**Performance**  
**Practical Task**

**In Class Assessment**  
**Hand in Task**

**Field Work**  
**Multimodal Task**

Other (please specify): \_\_\_\_\_

Student's reason for the application (Describe in detail why you will be unable to complete or submit an assessment task on the due date).

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

Documentation or supporting letter attached

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

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

Parent's/Caregiver's support comment:

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

Parent/Caregiver signature: \_\_\_\_\_

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

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***To be completed by Head Teacher***

Head Teacher Name: \_\_\_\_\_ Faculty: \_\_\_\_\_ Course: \_\_\_\_\_

Date of rescheduled task: \_\_\_\_\_

Head Teacher's signature: \_\_\_\_\_

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

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***To be completed by Head Teacher Teaching and Learning***

Comment:

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

HT T&L Signature \_\_\_\_\_

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

Copy to:    Student emailed    (Original) Student file

Relevant HT/CT/DP/YA emailed    A/C emailed

Recorded in Excel

**Attachment E:**

**Kingsgrove High School (Request for Consideration)**

**Application for Leave/Approved Leave**

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

Reason for the request: \_\_\_\_\_

First day of leave: \_\_\_\_\_ Date: \_\_\_\_\_

Last day of leave: \_\_\_\_\_ Date: \_\_\_\_\_

Documentation (please specify): \_\_\_\_\_

Student's comment (Describe in detail the request for leave and why you will be unable to complete or submit an assessment task on the due date).

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

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

Parent's/Caregiver's support comment:

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

Parent/Caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date request received: \_\_\_\_\_ Approval given by Principal/Assessment Co-ordinator

(tick one):  Yes  No

Head Teacher/Nominee Name: \_\_\_\_\_ Application noted on (date): \_\_\_\_\_

Task to be completed/submitted on \_\_\_\_\_ (Date)

Comment

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

Head Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

HT Teaching & Learning: \_\_\_\_\_ Date Stamp:

**Copy to:**

Student emailed  
 A/C emailed

(Original) Student file  
 Recorded in Excel

Relevant HT/CT/DP/YA emailed

## Section 2: Year 10 Assessment Schedules 2024

2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Child Studies					
Task		Task 1	Task 2	Task 3	
<b>Course Component</b>		<b>Research Task</b> The Diverse Needs of Children	<b>Research Task</b> Aboriginal Cultures and Childhood	<b>In Class Task</b> Media & Technology in Childhood	
<b>Due Date</b>		Term 1 Week 5	Term 2 Week 5	Term 3 Week 9	
		CS5-4, CS5-8, CS5-11	CS5-2, CS5-5, CS5-9	CS5-3, CS5-4, CS5-5	
<b>Assessment Component</b>	<b>Weighting</b>				
Knowledge and understanding of course content	<b>50%</b>	15	17.5	17.5	
Skills in critical thinking, research methodology, analysing and communicating	<b>50%</b>	15	17.5	17.5	
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	

## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Chinese

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Oral Presentation	Communicating (Assessing and responding)	Communicating (Composing and responding)	Yearly Examination
<b>Due Date</b>		Term 1 Week 8	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4
<b>Outcomes Assessed</b>		LCH5-1C, LCH5-5U, LCH5-9U	LCH5-2C, LCH5-3C, LCH5-6U, LCH5-7U, LCH5-8U	LCH5-4C, LCH5-6U, LCH5-7U, LCH5-9U	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U,
Assessment Component	Weighting				
Speaking	20%	10		10	
Listening	20%		10		10
Reading	30%	10	10		10
Writing	30%		10	10	10
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Commerce

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Stimulus Based Task	In class essay	Research Assignment	Yearly Examination
Due Date		Term 1 Week 7	Term 2 Week 6	Term 3 Week 7	Term 4 Week 4
Outcomes Assessed		5.1, 5.2, 5.4, 5.8	5.1, 5.2, 5.3, 5.5, 5.8	5.4, 5.7, 5.8	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8
Assessment Component	Weighting				
Knowledge and understanding	40%	10	10	5	15
Interpreting data	10%	5			5
Investigating and research	20%		5	15	
Problem solving	10%		5		5
Communicating	20%	5	5	5	5
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for English

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Composing	Writing	Multimodal	Reading & Writing
Due Date		Term 1	Term 2	Term 3	Term 4
Outcomes Assessed		EN5-5C; EN5-8D	EN5-1A; EN5-2A; EN5-3B	EN51A; EN5-2A; EN5-3B; EN5-4B; EN5-5C	EN51A; EN5-2A; EN5-3B; EN5-4B; EN5-5C; EN5-6C; EN5-7D
Assessment Component	Weighting				
<i>Telling Stories</i>	<b>25%</b>	25			
<i>Adapting Shakespeare</i>	<b>20%</b>		20		
<i>Consumerism</i>	<b>25%</b>			25	
<i>Yearly Examination</i>	<b>30%</b>				30
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>

## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Food Technology

Task		Task 1	Task 2	Task 3
<b>Course Component</b>		<b>Research Task</b>  Food for Special Needs Practical Application	<b>Design Activity</b>  Food services and Catering Practical Presentation	<b>Yearly Examination</b>  Food for Special Needs Food Services and Catering Food for Special Occasions/Food Trends
<b>Due Date</b>		Term 1	Term 2	Term 3 - 4
<b>Outcomes Assessed</b>		5.3.1, 5.3.2, 5.5.2, 5.6.1, 5.6.2	5.3.1, 5.3.2, 5.5.2, 5.6.1, 5.6.2	5.3.1, 5.3.2, 5.5.2
<b>Assessment Component</b>		<b>Weighting</b>		
Food properties and preparation	<b>25%</b>	5	10	10
Food, nutrition and society	<b>20%</b>	5	10	5
Food hygiene and safety.	<b>20%</b>	10	10	
Researching and communicating	<b>20%</b>	5	5	10
Designing, producing and evaluating	<b>15%</b>	10	5	
<b>Weighting</b>	<b>100%</b>	<b>35%</b>	<b>40%</b>	<b>25%</b>

## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Geography

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Literacy Task	Virtual Excursion Report	Webquest	Yearly Examination
<b>Due Date</b>		Term 1 Week 8	Term 2 Week 4/5	Term 3 Week 6	Term 4 Week 1
<b>Outcomes Assessed</b>		GE5-2, 3,4	GE5-3, 7, 8	GE5-6,7,8	GE5-1, 2, 7, 8
Assessment Component	Weighting				
Knowledge and Understanding	<b>35%</b>	15	10	5	5
Interpreting data	<b>20%</b>			10	10
Investigating and research	<b>15%</b>	5	5	5	
Problem Solving	<b>15%</b>		5	5	5
Communicating	<b>15%</b>	5	5		5
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>



## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for History

Assessment		Task 1	Task 2	Task 3
Course Component		Source Analysis	Viewing Task and Extended Response	Oral Presentation
Due Date		Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 7-8
Outcomes Assessed		HT5-1, HT5-2, HT5-4, HT5-5, HT5-6, HT5-9	HT5-1, HT5-3, HT5-4, HT5-7, HT5-9, HT5-10	HT5-4, HT5-6, HT5-8, HT5-9, HT5-10
Assessment Component	Weighting			
World War II	<b>40%</b>	40		
Rights and Freedoms	<b>40%</b>		40	
The Vietnam War Era	<b>20%</b>			20
<b>Weighting</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>

## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for History Elective

Assessment		Task 1	Task 2	Task 3
Course Component		Source Analysis	Research Task	Extended Response
Due Date		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9
Outcomes Assessed		HTE5-4, HTE5-6, HTE5-7, HTE5-9, HTE5-10	HTE5-1, HTE5-3, HTE5-8, HTE5-9, HTE5-10	HTE5-2, HTE5-5, HTE5-7, HTE5-9, HT5-10
Assessment Component	Weighting			
Assassination of JFK	30%	30		
History's Murderers	40%		40	
Hollywood's Histories	30%			30
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Industrial Technology - Timber

Task		Task 1	Task 2	Task 3
Course Component		Practical Project & Portfolio	Practical Project & Portfolio	Yearly Examination
Due Date		Term 2 Week 4	Term 3 Week 10	Term 4 Week 1
Outcomes Assessed		5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1	5.5.1, 5.7.1, 5.7.2
Assessment Component	Weight			
WHS & Risk Management	20%	5	5	10
Properties & Applications of Materials	20%	5	5	10
Industrial Technology & Society	15%	5		10
Designing, Communicating & Evaluation	15%	5		10
Producing Quality Projects	30%	10	20	
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Information and Software Technology

Task		Task 1	Task 2	Task 3
Course Component		Roller Coaster Tycoon Task	Sphero Practical	Yearly Exam
Due Date		Terms 1- 2	Terms 2 -3	Term 4
Outcomes Assessed		5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1
Assessment Component	Weighting			
Computer software and hardware	<b>20%</b>	15		5
Information and software technologies and society	<b>20%</b>			20
Designing and developing software solutions	<b>15%</b>	5	5	5
Communication and collaborative practices	<b>25%</b>	5	15	5
Responsible and ethical practices	<b>20%</b>	5	10	5
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Marine Studies

Assessment		Task 1	Task 2	Task 3
Course Component		Oral Presentation	Knowledge and Skills Test	Personal Interest Project
Due Date		Term 1 Week 7	Term 2 Week 6	Term 3 Week 8
Outcomes Assessed		MAR5-1, MAR5-2, MAR5-3, MAR5-7, MAR5-14	MAR5-1, MAR5-2, MAR5-4, MAR5-5, MAR5-7	MAR5-1, MAR5-2, MAR5-3, MAR5-4, MAR5-7, MAR5-14
Assessment Component	Weighting			
The Abyss	<b>30%</b>	30		
Invasive species	<b>30%</b>		30	
Saving the Sea	<b>40%</b>			40
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Mathematics

### SEMESTER 1 - COURSE: Pathways 5.1, 5.2 and 5.3

#### OUTCOMES:

1. Solves financial problems involving compound interest. (5.2)
2. Converts between metric units for very small and very large units of measurements, including digital information and calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms. (5.1)
3. Calculates the surface areas and volumes of right prisms, cylinders and related composite solids. (5.2)
4. Applies formulas to find the surface areas and volumes of right pyramids, right cones, spheres and related composite solids. (5.3)
5. Simplifies algebraic fractions. (5.2)
6. Operates with algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices for numerical bases. (5.1)
7. Applies index laws to operate with algebraic expressions involving integer indices. (5.2)
8. Performs operations with surds and indices. (5.3)
9. Calculates relative frequencies to estimate probabilities of simple and compound events. (5.1)
10. Describes and calculates probabilities in multi-step chance experiments. (5.2)

OUTCOMES REPORTED ON	ASSESS. INSTRUMENTS	WHEN	HOW CONSISTENCY OF JUDGEMENT IS ESTABLISHED	MARKS
5.1 – 1, 2 and 3 5.2 – 3 and 7 5.3 – 3, 7 and 8	Across-cohort pen and paper test.	Term 1 Week 8	Common marking scale used, each teacher marks a section. Performance against band descriptors (A-E) interpreted by marking scale.	Term 1 25%
5.1 – 9 5.2 – 9 and 10 5.3 – 9 and 10	Across-cohort pen and paper test.	Term 2 Week 2 Week 5	Common marking scale used; each teacher marks a section. Performance against band descriptors (A-E) interpreted by marking scale.	Term 2 25%

## 2024 Stage 5 (Year 10) Course Assessment Task Schedule for Mathematics

### SEMESTER 2 - COURSE: Pathways 5.1, 5.2 and 5.3

#### OUTCOMES:

1. Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media. (5.1)
2. Uses quartiles and box plots to compare sets of data, evaluates sources of data, and investigates relationships between two statistical variables, including their relationship over time. (5.2)
3. Uses standard deviation to analyse data, investigates the relationship between numerical variables using lines of best fit and explores how data is used to inform decision-making processes. (5.3)
4. Determines the midpoint, gradient and length of an interval, and graphs linear relationships. (5.1)
5. Uses the gradient-intercept form to interpret and graph linear relationships, and recognises direct proportion, and solves problems involving direct proportion. (5.2)
6. Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line. (5.3)
7. Describes and applies the properties of similar figures and scale drawings. (5.1)
8. Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar. (5.2)
9. Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals. (5.3)
10. Applies deductive reasoning to prove circle theorems and to solve related problems. (5.3)
11. Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression. (5.1)
12. Applies trigonometry to solve problems, including problems involving bearings. (5.2)
13. Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions. (5.3)

OUTCOMES REPORTED ON	ASSESS. INSTRUMENTS	WHEN	HOW CONSISTENCY OF JUDGEMENT IS ESTABLISHED	MARKS
(5.1) 1 (5.2) 4 and 9 (5.3) 4 and 10	Across-cohort pen and paper test	Term 3 Week 4	Common marking scale used; each teacher marks a section. Performance against band descriptors (A-E) interpreted by marking scale.	25%
(5.1) 4, 7 and 11 (5.2) 2 and 12 (5.3) 3, 12, 13	Across-cohort pen and paper test	Term 4 Week 3	Common marking scale used; each teacher marks a section. Performance against band descriptors (A-E) interpreted by marking scale.	25%

## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for PDHPE

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Drugs Test	Practical Task	Research Task on Road Safety	Practical Task
<b>Due Date</b>		Term 1 Week 10	Ongoing	Term 3 Week 9	On going
<b>Outcomes Assessed</b>		5.1, 5.6, 5.9	5.4, 5.5, 5.11	5.1, 5.6, 5.9	5.4, 5.5, 5.11
<b>Assessment Component</b>	<b>Weighting</b>				
Knowledge and Understanding	<b>35%</b>	20		15	
Critical inquiry	<b>15%</b>	5		10	
Movement Skill	<b>50%</b>		25		25
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>



## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Physical Activity and Sports Studies

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Coaching	Fundamental Movement Skills Theory	Fundamental Movement Skills Prac	Australia's Sporting Identity
<b>Due Date</b>		Term1 Week 10	Term 2 Week 9	Term 3 Week 8	Term 4 Week 2
<b>Outcomes Assessed</b>		5.5, 5.7, 5.8	5.1, 5.9, 5.10	5.9, 5.10	5.3, 5.4, 5.10
Assessment Component	Weighting				
Knowledge and understanding of course content	<b>40%</b>	10	5	5	20
Inquiry and research	<b>30%</b>	10	10	5	5
Movement skills	<b>30%</b>		5	25	
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>35%</b>	<b>25%</b>

## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Psychology

Task		Task 1 Written Responses	Task 2 Knowledge & Skills Test	Task 3 Oral Presentation
Course Component		Biological bases of behaviour	Psychological disorders and constructs of normality	Educational and developmental psychology
Due Date		Term1 Week 8	Term 2 Week 7	Term 3 Week 7
Outcomes Assessed		1.1 1.2, 1.3, 4.1, 3.2	1.3, 3.1, 4.1, 5.2	2.1, 2.2, 2.3, 5.1
Assessment Component	Weighting			
Knowledge and understanding of key psychological concepts	<b>50%</b>	15	15	20
Skills in collecting, synthesising and presenting information	<b>50%</b>	15	15	20
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Science

Task		Task 1	Task 2	Task 3	Task 4
Course Component		<b>CW</b> Depth Study	<b>LW</b> Research Literature Review	<b>PW</b> Research Task	<b>ES</b> Data Analysis and Scientific Skills
Due Date		Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
Outcomes Assessed	KNOWLEDGE	SC5-15CW	SC5-15LW	SC5-17CW	SC5 – 12ES
	SKILLS	SC5-6WS	SC5-5WS SC5 – 6WS SC5 – 9WS	SC5-7WS SC5 – 8WS	SC5-4WS SC5-7WS SC5-9WS
Assessment Component	Weighting				
Knowledge & Understanding	<b>50%</b>	5	15	15	15
Questioning & Predicting	<b>10%</b>	5		5	
Planning Investigations	<b>5%</b>	5			
Conducting Investigations	<b>5%</b>	5			
Processing & Analysing Data & Information	<b>15%</b>	5		5	5
Problem Solving	<b>5%</b>				5
Communicating	<b>10%</b>	5	5		
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>

**2024 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Visual Art**

<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Course Component</b>		Case Study Artist & Artwork Analysis	Art Making Body of Work 1 VAPD Documentation	Art Making Body of Work 2 VAPD Documentation	Art Criticism and Art History Written Examination
<b>Due Date</b>		Term 1 Week 7	Term 2 Week 2	Term 3 Week 9	Term 4 Week 1
<b>Outcomes Assessed</b>		5.7,5.8	5.1,5.2,5.3	5.4,5.5,5.6	5.9,5.10
<b>Assessment Component</b>	<b>Weighting</b>				
Art Making	<b>60%</b>		BOW 20 VAPD 10	BOW 20 VAPD 10	
Art Criticism & History	<b>40%</b>	20			20
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>

