

ROSA Y9



LUCAS HEIGHTS COMMUNITY SCHOOL

Year 9 ROSA Assessment Guidelines

**Parent, Student
& Staff Handbook**

2022



The Nature and Purpose of the Record of School Achievement (RoSA)

Introduction

The school is required to award a grade, (A—E), to each Stage 5 student in all courses as part of their Record of Achievement credential. A Non [N] award will be used to signify non-satisfactory completion of a course.

The grade that a student receives will be based on the teachers' assessment of a student's achievement at the end of their course against Course Performance Descriptors for that particular course. A student is NOT assessed against the performance of other students.

Course Performance Descriptors

What are Course Performance Descriptors?

Performance Descriptors are statements that summarise various levels of student achievement in a course. Each descriptor is a positive statement about attainment related to the knowledge and skill outcomes of each course. They describe what students can do rather than what they cannot do. The Course Performance Descriptor information for each course will be given to students by teachers of each course.

How do teachers use Course Performance Descriptors to award a grade?

Teachers will collect assessment information about student achievement and relate it to the specific subject descriptors. The grade a student receives will be the one that relates to the best overall description of the student's achievement given in the Course Performance Descriptors. It is essentially a "snapshot" of each student at the end of their course. There is no need for a fixed proportion of students to receive a grade and therefore no need to define a particular grade as "average".

Types of Assessment

Both formal assessment tasks and informal assessment provide important information about student achievement. Most of the assessment information will come from formal tasks undertaken by every student in the course(s). Informal observation can be used to assist in determining a student's level of achievement, but will be a minor contributor in the assessment process.

Some assessment will be for the purpose of assisting teachers and students to meet learning needs whilst other assessment is conducted so that teachers can make judgments about student achievement at or up to a certain point in time.

What are assessment tasks?

Assessment tasks allow students to demonstrate their achievement in a variety of ways that are appropriate for the outcomes being assessed.

Formal tasks

The majority of courses will have three to five formal assessment tasks each year with some courses having additional formal tasks. Half yearly and yearly examinations, which are formal assessment tasks, may be included in the formal assessment program. The results of assessment tasks will be used to give students an indication of their achievement relative to the Course Performance Descriptors.

Other assessment tasks

Students will also be required to complete a range of other tasks throughout the course that are less formal but nevertheless important as these tasks assist students to develop and refine knowledge and skills. Their performance on these tasks may be used by teachers to make an accurate judgement about the level of student achievement.

Assessment of the affective domain

Assessment tasks seek to measure achievement related to knowledge and skills outcomes and will not assess the affective domain such as values, attitudes and behaviour. However student behaviour, effort and attitude to learning directly affects a student's ability to demonstrate the achievement of outcomes.

How will tasks be scheduled?

Where possible, students will be given at least two weeks' notice of a formal task. Staff will endeavour to ensure that students are not over-burdened at any one time.

Students should be informed about the following:

1. the scope of the task including the outcomes to be assessed
2. the form the assessment task will take
3. proposed timing and duration of the task.

What happens with invalid tasks?

Should a task be deemed invalid or unreliable by a Head Teacher, e.g. if the task has been interrupted, the task may be cancelled and a substitute task given.

What procedures will be used where there is more than one class following the same course?

Where possible, common assessment programs will be followed with common tasks, conditions and assessment procedures.

What feedback should be given to students on formal tasks?

Students will be given clear and honest feedback on their performance on each task. This will show the extent to which they have achieved particular outcomes of the task and a mark and an indication of the standard of their performance in relation to syllabus expectations.

What is the formal assessment period?

Assessment will commence at the beginning of Term 1 in Year 9.

What are students' responsibilities?

Students must read carefully each subject's assessment guidelines for each subject being studied. These will inform students of the following:

- (a) the number and nature of the tasks for the subject eg. assignment, essay etc;
- (b) the value of each task in comparison to the whole course;
- (c) any special requirements for each of the tasks.

It is the student's responsibility to be aware of all of the above and not knowing about a task, the nature of a task or when a task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task. It is the student's responsibility to check if a task has been given during their absence.

- Where tasks are attempted at school, the onus is on the student to hand the task to the teacher conducting the task.
- Where a task is completed at home, the task must be handed to the teacher conducting the task when requested by the teacher during the lesson on the due date.
- If the teacher is absent, then the task is to be handed to the Head Teacher or in the last instance the Deputy Principal. Students must not simply leave the task at the office or on the teacher's desk in the staffroom or classroom. If the deadline for a task is not met then the task will receive zero.

What are the penalties in relation to assessment tasks?

Late or non-submission of an assessment task

Assessment tasks must be submitted during or before the lesson on the day the task is due.

Tasks not submitted during or before a lesson will be treated as late submissions and will receive zero. If work is submitted late, due to illness however, students must supply acceptable documentation. In this situation, students must submit the task to the relevant teacher or Head Teacher during the student's first two days back at school following the absence. The granting of an extension or the acceptance of a late assignment under extenuating circumstances must be presented in writing and supported with independent evidence. The circumstances will be considered by the coordinator in conjunction with the school executive. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero will be given.

Missing an in-school task

It is important for students to present for all tasks. If an in-school task is missed for any reason considered jointly by the Head Teacher and Deputy Principal to be unreasonable, then you will be given a zero for the task. **If a student misses a task due to illness**, they will be required to present acceptable supporting documentation. If the student is ill during an assessment task at school, then the student must inform the teacher at the time of the assessment task. Acceptable supporting evidence will be required to validate the student's claim to illness. All medical certificates and extenuating circumstances presented in writing and supported with independent evidence may be considered by the Head Teacher in conjunction with the School Executive. These are to be given to the Head Teacher of the subject during the student's first day back at school, even if they do not have a lesson in the course from which the task was missed. **It is the student's responsibility to see the relevant Head Teacher before school to make arrangements to complete the task(s).**

Where appropriate, Head Teachers will organise for the task to be completed on that day, or negotiate an alternative period for the student to complete the task. The same rules for an absence on an alternative day negotiated with the Coordinator apply if the student is absent on that day. In the case of a prolonged absence or when a substitute task is inappropriate, the Principal may approve the giving of an estimate.

On the day of an assessment task, students must attend school and all timetabled classes from the commencement of the school day.

Students may not be absent from school prior to the task and simply attend school in time to either submit or attempt an assessment task. If this situation occurs, students must supply acceptable supporting documentation or they will be given a zero for the assessment task. Head Teachers may grant an exemption under extenuating circumstances presented in writing. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero will be given.

Students who miss an in-school task may be given an alternate task, the same task, the same task used as an indicator for the determination of an estimate, or an estimate based on teacher judgment.

Non-Serious attempt

If a student fails to make a serious attempt at a task, the Head Teacher will give students a formal warning about a non-serious attempt which may jeopardise their completion of the course. Parents will also be advised of this matter.

A non-serious attempt or failure to submit or complete a task displays a lack of sustained diligence and effort and will be considered as nil achievement. This may lead to an 'N' Determination (Non award).

Malpractice

Cheating, copying, plagiarism or any other form of malpractice is a serious offence. All assessment tasks/examinations must be a student's own work. A zero may be given in cases where any malpractice, such as cheating or any attempt to cheat occurs. Where this occurs teachers will not have any evidence of the student's ability to demonstrate their level of achievement of the outcome of the task. This is very likely to affect the level of the grade received by the student for the Record of Achievement. It may also lead to the non-award [N-Award] of a course.

Students are not to bring mobile phones into assessment tasks. Should a student be in possession of a mobile phone or if the mobile phone rings or is used during a formal assessment task, then the Head Teacher may deem this a form of malpractice and zero may be awarded.

Use of Computer Based Technologies

Students who need to, or elect to prepare any assessment task material using a computer based technology, such as a word processor or the Internet, must take any necessary precautions to ensure that technical difficulties do not lead to late submission. This may include precautions such as backing up files, installing anti-virus software for system protection or ensuring sufficient time is left to produce a hard copy of the task using a printer. Late submission of any task due to any computer related/technical problem will result in a zero mark unless overwhelming evidence about extenuating circumstances is



submitted in writing and deemed so by the Head Teacher in conjunction with the Deputy Principal.

How do we know if a student has satisfied requirements for the Record of School Achievement?

Principals are required to certify that students have satisfactorily completed the Stage 5 courses. The ROSA completion criteria, as outlined in the Assessment, Certification and Examination (ACE) Manual, are:

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) followed the course developed or endorsed by the Board; and*
- (b) applied themselves 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.*



What will happen to students who are not demonstrating sustained effort and diligence?

N Determinations

N Determinations [Non Awards] are given to students who have not satisfactorily completed a course. If the student is at risk of receiving an “N” determination in any course the school will warn the student as soon as possible and advise the parent or guardian in writing.

A student who receives an “N” Determination in any of the mandatory subjects (English, Mathematics, Science, Australian History, Australian Geography, PD Health PE) will not be eligible to proceed to Year 11 without Principal approval. The subjects N-determined will not be listed on a student’s ROSA.

Can students appeal?

Any appeal concerning the achievement level at which a student’s task has been assessed may be made only at the time the task is returned. The teacher’s judgement of the student’s achievement level in the task is not subject to review. Students may appeal computational errors. Students who consider that their grade awarded is not correct on the basis of feedback on their performance during the course may also appeal.

Students also have the right to appeal an “N” determination. Such appeals will be heard within the school, or if necessary, by the NSW Education Standards Authority (NESA). Students must be able to demonstrate that they have satisfied all of NESA’s requirements for satisfactory completion of Stage 5. Such appeals must be submitted in writing to the Head Teacher.

Where else can students go for advice?

There are a number of people that students may speak to if they have any queries about the ROSA. In the first instance, they may speak to their Head Teacher, Deputy Principal or Principal. They may wish to also speak to a NESA Liaison Officer who may be contacted at the Wollongong Office of NESA.



Assessment Schedules 2022

Please note not all subjects are included in this course book for stage 5.

Some courses are operating in Year 9 2022 and some will be operating in Year 10 2023.

Students will be receiving any additional guidelines from KLA teachers.

Child Studies

Outcomes	Task	Total Weighting of Task	Approximate Scheduling of Task
CS5-1, CS5-2, CS5-5, CS5-7, CS5-8, CS5-9, CS5-11, CS5-12	Research Task – Journey to Parenthood	20 %	Term 1 Week 9
CS5-1, CS5-2, CS5-5, CS5-6, CS5-7, CS5-8, CS5-10, CS5-11, CS5-12, CS5-13	Real Care Baby Simulation Research Task	20%	Term 2 Week 9
CS5-1, CS5-2, CS5-4, CS5-5, CS5-6, CS5-8, CS5-9, CS5-11	Growth and Development Task	20 %	Term 3 Week 7
CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-10	Research Task – Diverse Needs of Children	15 %	Term 4 Week 2
	Yearly Exam	25%	Term 4 Week 4

Dance

Tasks	Total Weighting of Task	Approximate Scheduling of Task
1. Elements of dance portfolio (Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1)	30%	Term 1 Weeks 5 & 10
2. Safe dance research assignment (Outcomes: 5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.4.1)	30%	Term 2 Week 9
3. Stimulus response portfolio (Outcomes: 5.1.1, 5.1.3, 5.2.2, 5.3.1, 5.3.3, 5.4.1)	30%	Term 3 Week 8
4. Research artist/Presentation workshop (Outcomes: 5.1.3, 5.2.2, 5.3.1, 5.3.2, 5.3.3, 5.4.1)	10%	Term 4 Week 5

Design + Technology

Outcomes	Assessment Tasks	Total Weighting of Task	Approximate Scheduling of Task
DT5-2, DT-5	Project 1 – Product - Project + Folio	30%	Term 2 Week 2
DT5-6, DT5-8	Project 2 – Project + Folio	30%	Term 3 Week 3
DT5-7, DT5-10	Project 3 – Project + Folio	40%	Term 4 Week 4

Drama

Tasks	Total Weighting of Task	Approximate Scheduling of Task
1. Elements of drama/improvisation workshops and logbook	30%	Term 1 Weeks 5 & 10
2. Group performance/playbuilding and review	30%	Term 2 Week 9
3. Creating a character/monologue/duologue and review	30%	Term 3 Week 8
4. Logbook and performance	10%	Term 4 Week 5

English

Tasks	Total Weighting of Task	Approximate Scheduling of Task
1. Course work Term 1	5%	Term 1 Week 7
2. Half yearly examination based on skills and content of Semester 1	30%	Term 2 Week 5
3. Multimodal presentation/Video essay	30%	Term 3 Week 7
4. Yearly exam based on skills and content of Semester 2	20%	Term 4 Week 4
5. Course work Semester 2	5%	Term 4 Week 2

Food Technology 200hr

Outcomes	Task	Area of Study	Total Weighting of Task	Approximate Scheduling of Task
FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	Research and Practical	Food for Specific Needs	25%	Term 1 Week 10
FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13	Research and Practical	<i>My Restaurant Rules</i> Food Service and Catering	20%	Term 3 Week 2
FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12 FT5-1	Folio and Practical	Food Product Development	25%	Term 4 Week 3
FTLS-2, FTLS-3, FTLS-4, FTLS-11	End of Year examination		30%	Term 4 Week 4

Food Technology 100hr

Outcomes	Task	Area of Study	Total Weighting of Task	Approximate scheduling of task
FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	Research & Practical	Food Selection and Health	25%	Term 1 Week 10
FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	Research Task & Practical	Food in Australia	25%	Term 2 Week 10
FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	Research Task & Practical	Food Trends	25%	Term 4 Week 2
FTLS-2, FTLS-3, FTLS-4, FTLS-11	End of year examination		25%	Term 4 Week 4

Industrial Technology – Engineering 100hr

Outcomes	Task	Total Weighting of Task	Approximate Scheduling of Task
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8.	Engineered Structures	30%	Term 2 Week 3
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Engineered Mechanisms	40%	Term 3 Week 5
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Specialised module task	30%	Term 4 Week 3



Industrial Technology – Wood 200hr

Outcomes	Task	Total Weighting of Task	Approximate Scheduling of Task
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Project 1 and Portfolio	20%	Term 1 Week 10
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Project 2 and Portfolio	20%	Term 3 Week 3
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Project 3 and Portfolio	40%	Term 4 Week 2
IND5-7, IND5-8, IND5-9, IND5-10	Exam	20%	Term 4 Week 4

Industrial Technology – Wood 100hr

Outcomes	Task	Total Weighting of Task	Approximate Scheduling of Task
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Project 1 and Portfolio	20%	Term 1 Week 10
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Project 2 and Portfolio	20%	Term 3 Week 3
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Project 3 and Portfolio	40%	Term 4 Week 2
IND5-7, IND5-8, IND5-9, IND5-10	Exam	20%	Term 4 Week 4



Information Software Technology (IST) 200hr

Outcomes	Task	Total Weighting of Unit	Approximate Scheduling of Task
5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	Project 1 and Portfolio	20%	Term 2 Week 1
5.2.1, 5.2.2, 5.2.3, 5.5.2	Project 2 and Portfolio	40%	Term 3 Week 4
5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.5.1, 5.5.2	Project 3 and Portfolio	20%	Term 4 Week 2
5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	Final Examination	20%	Term 4 Week 4

Marine Studies 100hr

Semester 1: Module of Study	Types of Assessment	Total Weighting of Task	Approximate Scheduling of Task
Core 1: Introduction to Marine & Aquaculture Technology (Outcomes 5.1.1, 5.1.2, 5.2.1)	CPR/First aid written/practical test	20%	Term 1 Week 6
Module 29: Fish Biology (Outcomes 5.5.2, 5.7.1, 5.7.2)	Written/practical test	20%	Term 2 Week 3
Module 31: Managing Water Quality (Outcomes 5.1.2, 5.2.1, 5.4.2, 5.7.1)	Practical test	20%	*Term 2 Week 10
Semester 2: Module of Study	Types of Assessment	Total Weighting of Task	Approximate Scheduling of Task
Module 13: Antarctica Marine Ecology (outcomes 5.1.1, 5.1.2, 5.2.1, 5.6.2, 5.7.2)	Research/individual - Prezie based/oral presentation	20%	Term 3 Week 7
Module 8: Marine ecosystems (outcomes 5.1.1, 5.4.1, 5.7.1)	Rock Platform Report "Attenborough style" Research/team – iMovie presentations	10%	*Term 4 Week 4
Over whole year: Module of Study	Types of Assessment	Total Weighting of Task	Approximate Scheduling of Task
Module 16: Snorkelling (outcomes 5.5.1, 5.5.2)	Swimming and snorkelling abilities tests (school carnival and swim school, excursion)	10%	*Term 1 + *late term 4

All assessments are mandatory and are to be completed at the time set.

* Designated excursion based assess.

Disclaimer: Due dates are approximate and may vary by a week due to extracurricular events and class needs. Thank you for your understanding. Organisational and book keeping skills will be assessed throughout the year and classes will be required to submit their books for checks on an ongoing basis. Students will be assessed on their completion of class work, their application in class as well as how they perform on home tasks for the reporting process.

Mathematics

Task	Total Weighting of Task	Approximate Scheduling of Task
Term 1 – Investigation Task	25%	Term 1 Week 8
Term 2 – Topic Test	25%	Term 2 Week 7
Term 3 – Topic Test	25%	Term 3 Week 7
Term 4 – Open Book Test	25%	Term 4 Week 4

The weightings have no strict mathematical significance, but rather indicate the relative importance of particular aspects of assessment.

Music

Area of Study	Task	Total Weighting of Task	Approximate Scheduling of Task
Australian Music	1. Performance Task	10%	Term 1 Week 10
Mid-course Exam	2. Review of course	20%	Term 2 Week 3
Popular Music	3. Composition Task	20%	Term 2 Week 10
Music for Small Ensembles	4. Listening Task	25%	Term 3 Week 4
Final Examination	5. All Topics	25%	Term 4 Week 5



PASS 100hr

Tasks	Assessment Components		Total Weighting of Task	Approximate Scheduling of Task
	Knowledge & Understanding	Skills		
Body Systems & Energy for Physical Activity Exam	15%	10%	25%	Term 1 Week 9
Physical Activity & Sport for Specific Groups Portfolio	10%	15%	25%	Term 2 Week 6
Participating with Safety	15%	10%	25%	Term 3 Week 7
Coaching Portfolio	10%	15%	25%	Term 4 Week 6
Total weighting of each component	50%	50%	100%	

Personal Development, Health and Physical Education

Outcomes	Task	Assessment Components		Total Weighting of Task	Approximate Scheduling of Task
		Knowledge and Understanding	Skills		
PD5.1, PD5.2, PD5.6, PD5.7, PD5.8, PD5.9	1. Looking Good Feeling Great	15%	10%	25%	Term 1 Week 7
PD5.1 – PD5.11	2. Respectful Relationships/ Gymnastics (Ninja Warrior) Portfolio	10%	15%	25%	Term 2 Week 6
PD5.2, PD5.6, PD5.7, PD5.8, PD5.9	3. It Couldn't Happen to Me	15%	10%	25%	Term 3 Week 7
PD5.1, PD5.2, PD5.5, PD5.6, PD5.7, PD5.8, PD5.9, PD5.10, PD5.11	4. The Mind Matters/ Understanding Feedback Portfolio	10%	15%	25%	Term 4 Week 6
Total weighting of each component		50%	50%	100%	

Students are also reported on the following areas:

- PE Uniform and Equipment
- Participation in Health and Personal Development – including bookwork
- Participation in Physical Education – including all PE lessons

Photographic and Digital Media

Tasks	Assessment Components		Total Weighting of Task	Approximate Scheduling of Task
	Art Criticism & Art History	Art Making		
Research task & class writing tasks	20%		20%	Term 1 Week 8
Development of body of work progress 1		20%	20%	Term 2 Week 4
Body of work Portfolio progress 2		40%	40%	Term 4 Week 4
Research Task + Examination	20%		20%	Term 4 Week 4
Total weighting of each component	40%	60%	100%	



Spanish

Tasks	Total Weighting of Task	Approximate Scheduling of Task
1. Speaking & Writing Task	25%	Term 1 Week 9
2. Half Yearly Examination	25%	Term 2 Week 5
3. ROLE PLAY (Speaking and Writing task)	25%	Term 3 Week 7
4. Yearly Examination. Speaking / Reading / Listening & Writing	25%	Term 4 Week 4/5

Science

Outcomes	Task	Type - Content	Total Weighting of Task	Approximate Scheduling of Task
SC5-1VA SC5-2VA SC5-9WS SC5-11PW	Practical Test	In class task testing skills on working scientifically and analysing waves.	10%	Term 1 Week 8
SC5-1VA SC5-2VA SC5-9WS SC5-12ES	Presentation	Students produce a presentation related to space exploration – e.g. Parker Probe, Mars Rover, Satellites, Neutron star mergers, black holes, CMBR	15%	Term 1 Week 10
SC5-1VA SC5-8WS SC5-9WS SC5-11PW SC5-12ES	Half Yearly Exam	Covering topics: <ul style="list-style-type: none"> - The Big Wave - ET Phones Home 	25%	Term 2 Week 4
SC5-1VA SC5-8WS SC5-9WS SC5-11PW SC5-12ES	Google Classroom Bookmark	Checking content, experimental reports, editing and presentation either electronic or book format but not both.	Complete/ Incomplete (Resubmit if necessary)	Progressively throughout Terms 1 & 2/ Terms 3 & 4
SC5-1VA SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-9WS SC5-16CW SC5-17CW	Practical Test	In class task testing experimental design and working scientifically skills	25%	Term 3 Week 3
SC5-1VA SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-14LW SC5-15LW SC5-16CW SC5-17CW	Yearly Exam	Covering topics: <ul style="list-style-type: none"> - Material world - The Tree of Life - Working Scientifically Skills. 	25%	Term 4 Week 4
SC5- 2VA SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-12ES SC5-13ES	Model Presentation	Students produce in class, a model explaining a natural disaster and research current disasters impacting the world. Students present their model and research to the class	Complete/ Incomplete (Resubmit if necessary)	Term 4 Week 8-9

Textiles Technology 100hr

Outcomes	Task	Total Weighting of Task	Approximate Scheduling of Task
TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	Foot stool product and portfolio Focus Area – Furnishings	25%	Term 1 Week 9
TEX5-1, TEX5-2, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	Upcycled design and Folio Focus Area - Non apparel	25%	Term 2 Week 10
TEX5-3, TEX5-4, TEX5-5, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12.	Jumper Design and Folio Focus Area – Apparel	30%	Term 4 Week 3
TEX5-1, TEX5-2, TEX5-3, TEX5-6, TEX5-7,	Yearly Examination	20%	Term 4 Week 4

Visual Arts 100hr

Tasks	Assessment Components		Total Weighting of Task	Approximate Scheduling of Task
	Art Criticism & Art History	Art Making		
Research task and class writing tasks			20%	Term 1 Week 8
Body of artwork progress 1 + VAPD			20%	Term 2 Week 4
Body of artwork progress 2 + VAPD			40%	Term 4 Week 4
Examination			20%	Term 4 Week 4
Total weighting of each component	40%	60%	100%	





ASSESSMENT TASK SCHEDULE PLANNER: Term 1, 2022

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					



ASSESSMENT TASK SCHEDULE PLANNER: Term 2, 2022

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					



ASSESSMENT TASK SCHEDULE PLANNER: Term 3, 2022

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					



ASSESSMENT TASK SCHEDULE PLANNER: Term 4, 2022

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					



DRAFT ONLY – See Year Adviser / Website for Copies

X Attach any supporting evidence here with a staple or a pin

**Lucas Heights Community School
ILLNESS, MISADVENTURE OR EXTENSION CLAIM FORM**

Student's name: Year: Roll class:

Parent's name: Daytime parent contact phone no:

Exam or assessment task affected:

..... Due date of task: / /

Subject: Class teacher's name:

Type of claim: (please tick✓) Illness Misadventure Extension

Describe your reasons for submitting this claim (describe the illness, misadventure or reason for extension).
(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached to the top left corner of this form.)

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State what outcome you hope to achieve by submitting this claim:

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Parent's/Caregiver's signature: Date: / /

INSTRUCTIONS: (please read the following instructions carefully)

1. This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Head Teacher of the subject area concerned.
2. This claim form should be submitted as soon as possible after the examination or assessment task in question has occurred. It may also be submitted before the task is due, when applying for an extension.
3. Failure to comply with these instructions may result in a zero assessment being recorded.

Office use only

Day and date claim received by Head Teacher: M T W T F / /

Head Teacher's name: Signature:

This claim form should be filed in the student's master file. Claim Upheld Claim Denied





