



**KINGSGROVE
HIGH SCHOOL**

RoSA

2026

Assessment Handbook

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).

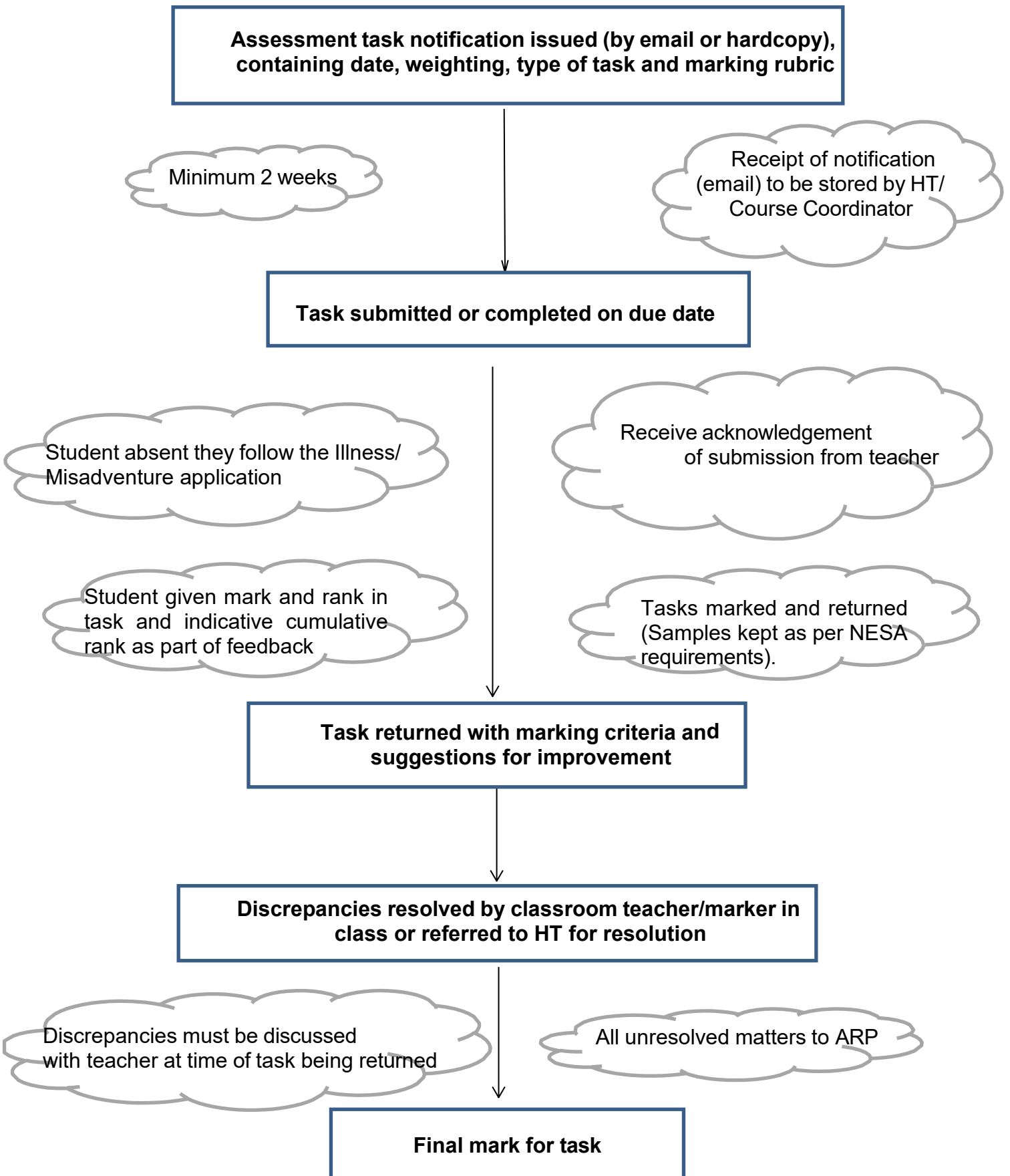
Absence prior to the final date for Year 10

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

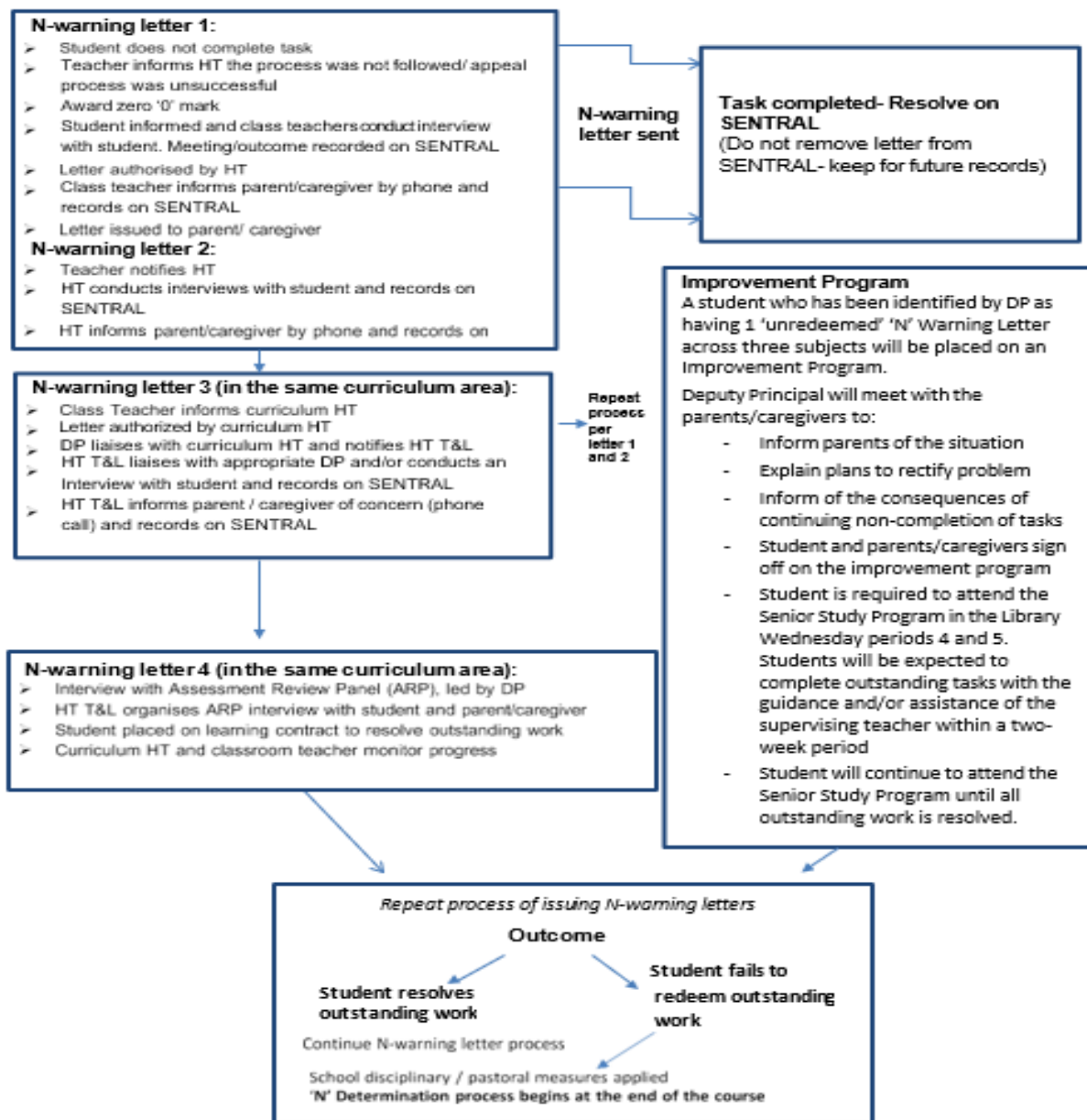
Students who fail to achieve satisfactorily the course outcomes may be subject to an 'N' determination and be prohibited from getting the Record of School Achievement (RoSA). Students and parents/caregivers will be advised in writing and an opportunity will be given for students to redeem themselves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

COMPLETING AN ASSESSMENT TASK



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

PROCESS FOR DETERMINING 'N' WARNINGS FOR STAGE 5 COURSES



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 Teaching & Learning within **2 days** from returning to school. A medical certificate (not a pharmacist certificate) or other valid documentation is to be attached.
- 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 **mark of zero being awarded** 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.
- unauthorised use of generative AI (artificial intelligence) tools.

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 NESA 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 (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).

ATTACHMENTS

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:



Unit/Module/Option/Topic: (Where does the task come from) Task Type: (Presentation, Research essay, in-class test etc)	Weighting:	Marks:
	Task Number:	
	Notification Date: Day/Date/Month	
	Date & Time Due: Day/Date/Month	
	How the task is to be submitted:	

Outcomes to be assessed:

Task Description: (What the task involves)

Marking Criteria/Rubric (What you have to demonstrate to be awarded certain grade or mark)

Hand in tasks / Misadventure & Illness

Hand in assessment tasks are due at the beginning of the period on the due date. Students are responsible for ensuring that the task is ready to be submitted at the beginning of the period. Students are strongly advised to hand write or print the task the day before the task is due. Students are strongly advised to email (or upload onto Google Classroom) their teacher a copy of any task with an ICT component the day before the task is due. Technology and/or computer failure equipment will not be valid grounds for misadventure involving the late submission of assessment tasks.

Hand in tasks will not be accepted without a completed Academic Integrity Report attached.

Any student who is absent from the date of an assessment task must have a medical certificate covering the absence and any subsequent periods of absence. The medical certificate and Misadventure/Illness Form must be submitted to the Head Teacher Teaching and Learning on the first day back from absence.

The following strategies will be used for all students in all classes attempting this task

Pre Task Assistance

- Explanation of Syllabus terms and definitions in the task.
- Marking rubric and Marking Criteria will be explained at notification.
- Sample task modelled in class.
- Identify the key elements. This will include any combination of the following:
 - NESA glossary;
 - type of question
 - scaffold for planning,
 - mind maps to prepare drafts,
 - use of blank syllabus to fill in the learn to/learn about statements.
- Best sample work from past previous cohorts demonstrating standards.

Post Task Feedback

- Worked solutions presented and explained in relation to the marking criteria/rubric.
- Teacher written and/or oral feedback provided on student performance related to the marking criteria/rubric. This may include:
 - Individual or group feedback;
 - The marker of the task or the question provides feedback to all students across all classes;
 - explicit statements about your strengths and weaknesses;
 - your status in the group – may be class or cohort rank, average, etc.
 - what to do, so as to improve.
- Best sample answers are provided and discussed to demonstrate the standards in evidence related to the marking criteria/rubric.

Post Task Strategies

- Self reflection – includes students writing their own comment on their own work, work effort and areas for improvement.
- Blank syllabus – self reflection – try fitting your answer into the learn to/learn about.
- Resubmit the task for feedback after the worked solutions.
- Peer marking using the marking criteria/rubric.

Please Note: You should refer to the KHS HSC Course Assessment Handbook also available on the school website www.kingsgrove-h.schools.nsw.edu

The unapproved use of AI in the completion of assessment tasks is a breach of academic integrity. All work presented in assessment tasks and external examinations must be a student's own or must be acknowledged appropriately (DoE, 2025).

Malpractice may occur where generative AI:

- has been used, when specifically prohibited, as part of an assessment task
- output has not been cited – all work presented in assessment tasks must be a student's own or must be acknowledged appropriately
- has been used in a way that contradicts the school's malpractice policy (DoE, 2025).

<input checked="" type="checkbox"/> or <input type="checkbox"/>	Level	Use of AI	Disclosure	Examples
	1 No AI	AI use is not permitted for the learning task or assessment.	Not required	
	2 AI assists with editing	AI can be used to support editing such as checking for grammar, spelling and general proofreading.	Yes, write an acknowledgement only	Acknowledgement: Generative AI was used to help [Insert broad description of task such as checking for grammar, spelling and general proofreading etc.]. All content is my own work. Example: Generative AI was used to check the grammar. All content is my own work.
	3 AI assists with ideas and planning	AI can be used to support tasks such as brainstorming ideas, planning projects, helping structure an assessment and presentation.	Yes, write an acknowledgement only	Acknowledgement: Generative AI was used to help [Insert broad description of task such as brainstorming, planning, etc.]. All content is my own work. Example: Generative AI was used to help brainstorm research ideas. AI was used for slide generation. All content is my own work.
	4 AI completes part of the final task or assessment	AI can be used to complete part of the content for the learning task or assessment. Examples include writing a paragraph for a presentation or creating a table for a report.	Yes, write an acknowledgement, in-text citation and full reference	Acknowledgement: Generative AI was used to help [insert broad description of task and output generated]. I reviewed the AI output. Example: Generative AI was used to help write a paragraph on renewable energy. I reviewed the AI output. In-text citation: (Name of Generative AI tool, year). Full reference: Owner & year (where did the Generative AI tool source the info), Name of Generative AI tool, Retrieved Month, Day, Year, from Generative AI tool website.
	5 Full AI use to generate final content	AI can be used to complete the full learning task or assessment.	Yes, write an acknowledgement, full reference and provide prompt used	Acknowledgement: This work was generated by (Name of Generative AI tool, year). The prompt that generated this content [Insert broad description of prompt]. I reviewed the AI output. Full reference: Owner & year (where did the Generative AI tool source the info), Name of Generative AI tool, Retrieved Month, Day, Year, from Generative AI tool website. Prompt: (Copy prompt here)

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

Performance

In Class Assessment

Field Work

Research Task

Practical Task

Hand in Task

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: _____

To be completed by Head Teacher

Head Teacher Name: _____ Faculty: _____ Course: _____

Head Teacher Recommendation:

Head Teacher's signature: _____ Date: _____

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.

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'.

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.)

Head Teacher signature: _____

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

Student Name: _____ Date: _____

Student signature: _____ Parent/Caregiver signature: _____

Assessment Review Team

ARP Members: 1 _____ 2 _____ 3 _____ Date: _____

Issue discussed:

Decision reached:

Refer to the Principal:

Resolution: _____

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: _____

To be completed by Head Teacher

Head Teacher Name: _____ Faculty: _____ Course: _____

Date of rescheduled task: _____

Head Teacher's signature: _____

Date: _____

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
Coordinator

Co- (tick one): Yes No

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

Task to be completed/submitted _____ (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

ASSESSMENT SCHEDULES

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Child Studies				
Task		Task 1	Task 2	Task 3
Course Component		Research Task The Diverse Needs of Children	Research Task Aboriginal Cultures and Childhood	In Class Task Media & Technology in Childhood
Due Date		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
Assessment Component	Weighting			
Knowledge and understanding of course content	50%	15	17.5	17.5
Skills in critical thinking, research methodology, analysing and communicating	50%	15	17.5	17.5
Weighting	100%	30%	35%	35%

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Chinese

Task	Task 1	Task 2	Task 3	Task 4
Course Component	Oral Presentation	Communicating (Assessing and responding)	Communicating (Composing and responding)	Yearly Examination
Due Date	Term 1 Week 8	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4
Outcomes Assessed	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
Weighting	100%	20%	30%	20%
			20%	30%

2026 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 Task	Yearly Examination
Due Date		Term 1 Week 7	Term 2 Week 6	Term 3 Week 7	Term 4 Week 3
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 of course components	40%	10	5	5	20
Skills in decision-making and problem solving	30%	5	5	10	10
Skills in effective research and communication	20%	5	5	10	
Skills in working independently and collaboratively	10%		5	5	
Weighting	100%	20%	20%	30%	30%

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Computer Technology

Task		Software Development Creating games and simulations research task	Software Development Creating games and simulations project and documentation	Enterprise Information Systems Designing for user experience planning and documentation task	Enterprise Information Systems Designing for user experience project and documentation
Due Date		Term 1 Week 7	Term 2 Week 8	Term 3 Week 4	Term 4 Weeks 5
Outcomes Assessed		CT5-EVL-01 CT5-THI-01	CT5-SAF-01 CT5-DPM-01 CT5-COL-01 CT5-COM-01 CT5-OPL-01 CT5-DES-01	CT5-COL-01 CT5-DAT-01 CT5-COM-01	CT5-SAF-01 CT5-DPM-01 CT5-COM-01 CT5-THI-01 CT5-DAT-02 CT5-DES-01
Assessment Component	Weighting				
Knowledge and understanding of course content	50%	10	15	10	15
Knowledge and skills in the practical application of the content	50%	5	20	10	15
Weighting	100%	15%	35%	20%	30%

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for English

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Discursive	Essay	Imaginative	Reading, Representing & Writing
Due Date		Term 1 Weeks 9-10	Term 2 Weeks 10-11	Term 2 Weeks 9-10	Term 4 Weeks 5-6
Outcomes Assessed		EN5-URA-1 EN5-URC-1 EN5-ECA-1	EN5-RVL-1 EN5-URB-1	EN5-ECA-1 EN5-ECB-1	EN5-RVL-1 EN5-URA-1 EN5-ECA-1
Assessment Component	Weighting				
<i>Poetry</i>	20%	20			
<i>Close Study of Text</i>	25%		25		
<i>Write Right</i>	25%			25	
<i>Yearly Examination</i>	30%				30
Weighting	100%	20%	25%	25%	30%

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Food Technology

Task		Task 1	Task 2	Task 3
Course Component		Food Trends Practical and Multimedia Task	Food Service and Catering Practical Task	Food Product Development Research and Practical Task
Due Date		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8
Outcomes Assessed		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	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13
Assessment Component	Weighting			
Food properties and preparation	30%	10	10	10
Food, nutrition and society	20%	5	5	10
Food hygiene and safety.	20%	5	5	10
Researching and communicating	15%	5	5	5
Designing, producing and evaluating	15%	5	5	5
Weighting	100%	30%	30%	40%

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Geography

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Literacy Task	Virtual Excursion Report	Webquest	Yearly Examination
Due Date		Term 1 Week 8	Term 2 Week 4-5	Term 3 Week 6	Term 4 Week 2
Outcomes Assessed		GE5-2, GE5-3, GE5-4	GE5-3, GE5-7, GE5-8	GE5-6, GE5-7, GE5-8	GE5-1, GE5-2, GE5-7 GE5-8
Assessment Component	Weighting				
Knowledge and understanding of course content	40%	5	10	5	20
Skills in the analysis and evaluation of evidence and interpretations	20%	5	10	5	
Inquiry and research	20%	5	10	5	
Communication of understanding in appropriate forms	20%	5		5	10
Weighting	100%	20%	30%	20%	30%

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for History

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Source Analysis	Viewing Task and Extended Response	Oral Presentation	Multimedia Presentation
Due Date		Term 1 Week 9	Term 2 Week 8	Term 3 Week 6-7	Term 4 Week 3
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	HT5-1, HT5-7, HT5-8, HT5-9, HT5-10
Assessment Component	Weighting				
Knowledge and understanding of course content	40%	5	10	10	15
Skills in the analysis and evaluation of evidence and interpretations	20%	10	5	5	
Inquiry and research	20%	5	5	5	5
Communication of understanding in appropriate forms	20%	5	5	5	5
Weighting	100%	25%	25%	25%	25%

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for History Elective

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Source Analysis	Research Task	Extended Response	Multimedia Presentation
Due Date		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9	Term 4 Week 2
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, HTE5-10	HTE5-2, HTE5-5, HTE5-7, HTE5-9, HTE5-10
Assessment Component	Weighting				
Knowledge and understanding of history and historical inquiry	20%	5	5	5	5
Knowledge and understanding of past societies and historical periods	30%	5	15	5	5
Historical skills to undertake the processes of historical inquiry	30%	5	10	5	10
Historical skills to communicate the understanding of history	20%	5		10	5
Weighting	100%	20%	30%	25%	25%

2026 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	
Weighting	100%	30%	30%	40%

2026 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	20%	15		5
Information and software technologies and society	20%			20
Designing and developing software solutions	15%	5	5	5
Communication and collaborative practices	25%	5	15	5
Responsible and ethical practices	20%	5	10	5
Weighting	100%	30%	30%	40%

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Marine Studies

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Oral task	Knowledge and Skills Test	Report	Diorama and Website
Due Date		Term 1 Week 9	Term 2 Week 7	Term 3 Week 6-7	Term 4 Week 2-3
Outcomes Assessed		MAR5-1, MAR5-2, MAR5-3, MAR5-7	MAR5-1, MAR5-2, MAR5-3, MAR5-7	MAR5-1, MAR5-2, MAR5-4, MAR5-8	MAR5-1, MAR5-2, MAR5-4, MAR5-8
Assessment Component	Weighting				
Knowledge and understanding of course components	60%	20	20	20	
Skills in effective research and communication	20%	5		10	5
Skills in promoting ethical and sustainable practices	20%	5			15
Weighting	100%	30%	20%	30%	20%

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Mathematics

Task	Task 1	Task 2	Task 3	Task 4
Task Type	Class test	Class Test	Assignment (Hand-in)	Class Test
Due Date	Term 1 Week 8	Term 2 Week 5	Term 3 Week 4	Term 4 Week 3
Outcomes Assessed	Outcome(s) assessed	Outcome(s) assessed	Outcome(s) assessed	Outcome(s) assessed
Core/Standard	MA5-ALG-C-01 MA5-EQU-C-01 MA5-LIN-C-01 MAO-WM-01	MA5-LIN-C-02 MA5-NLI-C-01 MAO-WM-01	MA5-NLI-C-02 MA5-GEO-C-01 MA5-NET-P-01 MAO-WM-01	MA5-RAT-P-01 MA5-PRO-C-01 MAO-WM-01
Core/Advanced/Extension	MA5-ALG-P-02 MA5-EQU-P-02 MA5-LIN-C-01 MA5-LIN-C-02 MAO-WM-01	MA5-LIN-P-01 MA5-NLI-C-01 MA5-NLI-C-02 MAO-WM-01	MA5-NLI-P-01 MA5-RAT-P-01 MA5-RAT-P-02 MA5-FNC-P-01 MAO-WM-01	MA5-POL-P-01 MA5-LOG-P-01 MA5-GEO-C-01 MA5-GEO-P-01 MA5-GEO-P-02 MAO-WM-01
Weighting	25%	25%	25%	25%

Note: All class tests are of 1 period duration

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Music

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Performance Group performance and Riff Composition	Half Yearly Aural Exam	Composition Performance Using Notation software, Audacity or Garage Band	Yearly Aural exam
Due Date		Term 1 Week 9	Term 2 Week 3	Term 3 Week 8	Term 4 Week 3
Outcomes Assessed		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.4, 5.5, 5.11
Assessment Component	Weighting				
Performance	35%	15		20	
Composition	20%	10		10	
Aural	45%		25		20
Weighting	100%	25%	25%	30%	20%

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for PDHPE

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

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Physical Activity and Sports Studies

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Coaching	Fundamental Movement Skills Theory	Fundamental Movement Skills Prac	Australia's Sporting Identity
Due Date		Term1 Week 10	Term 2 Week 9	Term 3 Week 8	Term 4 Week 2
Outcomes Assessed		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	40%	10	5	5	20
Inquiry and research	30%	10	10	5	5
Movement skills	30%		5	25	
Weighting	100%	20%	20%	35%	25%

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Science

Task		Task 1	Task 2	Task 3	Task 4	
Course Component		Genetics and evolutionary change	Reactions	Waves and Motion	Environmental sustainability	
Due Date		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 3	
Outcomes Assessed	KNOWLEDGE	SC5-GEV-01 SC5-GEV-02	SC5-RXN-01 SC5-RXN-02	SC5-WAM-01 SC5-WAM-02	SC5-ENV-01	
	SKILLS	SC5-WS-05 SC5-WS-08	SC5-WS-03 SC5-WS-04 SC5-WS-07	SC5-WS-04 SC5-WS-05	SC5-WS-06 SC5-WS-07 SC5-WS-08	
Assessment Component		Weighting				
Knowledge & Understanding		50%	15	10	10	15
Questioning & Predicting		10%		5	5	
Processing & Analysing Data & Information		10%		5	5	
Problem Solving		10%	5			5
Communicating		10%	5			5
Observing and Planning and Conducting Investigations		10%		5	5	
Weighting		100%	25%	25%	25%	25%

2026 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Visual Art

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

