

RECORD OF SCHOOL ACHIEVEMENT



Year 10

Student Assessment Handbook

2020

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1. What is the Record of School Achievement? (RoSA)

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary and HSC courses.

It is of specific use to students leaving school prior to the HSC.

The RoSA is also available to students who have demonstrated the [HSC minimum standard](#) to receive their HSC.

The Record of School Achievement (RoSA) is the credential. It will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extracurricular achievements.

To receive a RoSA, students are required to study mandatory courses in each of Years 7-10 in English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. During Years 7-10, other courses in Creative Arts, Technology and Applied Studies and Languages Other Than English must also be studied.

For a student to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board and
- satisfactorily completed Year 10.

2. HSC Minimum Standard

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate.

Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests which will be administered at school.

The minimum standard will ensure that students have the basic reading, writing and mathematics skills needed for everyday tasks and future learning. Further information can be found at: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

3. How will the RoSA report on student achievement?

Stage 5 – Year 10

- The RoSA will report on student achievements in Stage 5 using A to E grades (or equivalent) at the end of Year 10.
- Core and elective subjects that have been satisfactorily completed in Stage 5 will be reported with a school determined grade. The other mandatory curriculum requirements that have been met would also be listed.

Stage 6 – Year 11

- The Common Grade Scale for Preliminary courses will be used to report on student achievement
- If a student completes Preliminary courses, a result in the form of an A to E grade (or equivalent) will be recorded on the RoSA.
- If a student partially completes a Preliminary or HSC course the RoSA will record the courses that the student has undertaken up until the point of departure from school, with the date of leaving shown.
- If a student takes HSC courses but is not entitled to an HSC, those HSC results would be recorded on their RoSA.

4. Issue of credentials

- The RoSA will be awarded to students upon leaving school prior to completing their HSC and will be a cumulative record of achievements until that date. In this respect it will include a record of Year 10 grades and could include a record of courses studied at Preliminary level and those commenced at HSC.
- When a student has completed the HSC courses and has met eligibility requirements they receive the HSC testamur and would have their Preliminary and HSC results recorded on the HSC Record of Achievement. This credential would supersede the RoSA.



5. NESAs Students Online

What is it? Students Online is an online account with the NSW Education Standards Authority and contains a plethora of information including, but not limited to, the following:

- Your personal details
- Your patterns of study for Year 10, 11 and 12
- HSC Rules and Procedures
- Accumulated results and RoSA and HSC credentials can be downloaded
- Your personalised HSC timetable
- Study guides and tips
- HSC Minimum Standards results

You need to **ACTIVATE your account** to:

- Check your details are correct (and update them if not)
- Check the subjects listed are the ones you are actually studying
- Check you are eligible for an ATAR if that is what you planned
- View your results of HSC Minimum Standards tests
- All My Own Work Certificate of Completion

Activating your account

- Go to the following screen <https://studentsonline.nesa.nsw.edu.au/>

The screenshot shows the 'Students Online' website for NSW students in Years 10 to 12. The header includes the NSW Government logo and the Education Standards Authority logo. The main navigation menu has links for HOME, MY ACCOUNT, HELP, CONTACT US, and ABOUT. The main content area is titled 'Welcome to Students Online' and provides information about the platform's purpose and what users need to know. It is divided into sections for 2020 HSC students, 2019 HSC students, and All students. A 'Login' sidebar on the right contains a login form with fields for Student Number and PIN, a reCAPTCHA, and a 'LOG IN' button. Below the login form are links for 'Trouble logging in?', 'Forgot your PIN?', and 'Your security'. A 'Tell me about' sidebar on the right lists various resources such as 'Preparing for the HSC and subject selection', 'HSC Rules and Procedures Guide', 'Advice for students choosing HSC courses', 'HSC examination study tips and tools', 'How HSC results are released', 'The Record of School Achievement or RoSA', 'Key dates', and 'Latest news'.

- Select 'activate your account now', complete the details - SUBMIT

Activate my account	
School: *	<input type="text" value="Select school"/>
Given Name(s): *	<input type="text"/> Enter your given name(s) EXACTLY as you are formally known by your school. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s)' to NESA as 'Maxwell Anthony', 'Maxwell', or even, possibly, 'Max'.
Last Name: *	<input type="text"/>
Date of birth: *	<input type="text" value="Day"/> <input type="text" value="Month"/> <input type="text" value="2001"/>

SUBMIT

- You will need to create a password.
- Your account is now activated.

Store your NESA number and PIN number in your telephone and diary



The banner features the NSW Government logo on the left, the Education Standards Authority name in the center, and 'STUDENTS ONLINE for NSW students in years 10 to 12' on the right. Below this is a light blue bar with the text 'Welcome to Students Online'.

✓ **Activate your Account!**

Make sure your school has added an email to your NESA record or else you cannot activate your account.

- Go to <https://studentsonline.nesa.nsw.edu.au/>
- Click on – 'activate your account now'
- **Write down your NESA number** – you will need it to log on

✓ **PERSONAL DETAILS** - Check your name, address and contact details

You can add/change your address, email and phone number

ONLY your school can update your name. Your name in Students Online **MUST** be the same as your legal documentation (for example, birth certificate or passport).

✓ **ENROLMENTS/RESULTS** - Check your courses

Are you in the right courses? If not, go to your school and get that fixed.

Check the messages down the bottom of the page – Are there any errors in **red**? Check with your school.

✓ **MESSAGES** – Where all your PDF results will go that you order through Results Services **AND** your Minimum Standard Results can be viewed here.

✓ **RESULTS SERVICES** – Click here if you want to get a free PDF of your eRecord/results

Final tips:

- Get your NESA student number from your school (it is on your Confirmation of Entry) and save it somewhere you can access any time (e.g. phone)
- Once you activate your account save your NESA 6-digit PIN in a secure place
- As soon as you activate – log in – order a free eRecord to get used to using Results Services

6. Common Grade Scale

The Common Grade Scale is to be used to assign grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as Physical Activity and Sport Studies and Marine and Aquaculture Technology. The Common Grade Scale describes performance at each of five grade levels.

- A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

7. Satisfactory Completion of a Course

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;
- (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.

The school recognises a minimum of **85% attendance** for satisfactory completion of coursework. Principals may determine that, as a result of absence, the course completion criteria may not be met. The Principal will regard absences seriously and will give students early warning of the consequences of such absences.

Students who do not comply with the above requirements cannot be regarded as having satisfactorily completed the course. If at any time a student is at risk of an 'N' determination (unsatisfactory) they will be warned as soon as possible and parents or guardians advised in writing. This warning will be given in time for the problem to be corrected. The Assessment Committee will interview students at risk of receiving an N determination in any course they are studying. Students who are unable to fulfil course and assessment requirements within a set time period are then referred to the Principal. In the case of a Preliminary Course 'N' determination, this may affect entry into the subsequent Higher School Certificate course.

If a student makes a non-serious attempt or shows disrespect for a task a Lunchtime Learning and N-Warning may be awarded. For example, only attempting the multiple choice section of an Assessment Task, attempting the incorrect options.

It is a matter for the teacher's professional judgment whether the attempt is a genuine one. If it is deemed that the student has failed to make a genuine attempt, the assessment will need to be redone.

8. School Based Assessment

Why are assessments used?

Assessments:

1. give consideration to aspects of the course which can best be demonstrated over time, eg practical skills;
2. cater for elements such as fieldwork which occur as part of the course, and;
3. increase the accuracy of the final assessment of student achievement by using multiple measures.

How to maximise your chance of success

- Attend all timetabled lessons and participate in the provided learning experiences.
- Plan for all set assessment tasks by creating your own schedule.
- Develop appropriate time management skills.
- Read all assessment task instructions carefully and thoroughly.
- Ask questions where possible.
- Be familiar with the glossary of terms.
- Pace in-class tasks and exam style tasks carefully.
- Work consistently over the year for major works.
- Complete all the learning experiences of the course to the best of your ability.

9. Student Responsibilities

Expectations of all RoSA students

Students are expected to:

- attend all timetable periods for each of their subjects
- complete all class and assessment tasks to the best of their ability
- make a serious attempt of all tasks, as a *non-serious* attempt will result in an N-Warning.
- Submit work which is entirely their own, as if *malpractice* is proven, an N-Warning will result.
- Submit all hand-in tasks **ON TIME**. Handing in a task after the due date will result in an N-Warning.
- Complete an 'Application for Illness/Misadventure Form' if they are absent on the day of an assessment or examination.

Failure to meet the expectation of the RoSA requirements may result in an N-Determination. As a result, the course will not appear on your Record of Achievement. It is then likely you will not meet the pattern of study requirements (eg not have enough units) and hence be ineligible to commence the Preliminary HSC the next year.

What is a non-serious attempt?

A non-serious attempt includes:

- lack of academic engagement with a task
- frivolous or objectionable material
- provide answer in a language other than English (unless specifically instructed to do so)
- only attempting one section of a task
- attempting the incorrect options.

What is malpractice?

Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as one's own
- using material directly from books, journals, CDs or the Internet without reference
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, a parent, coach or expert has contributed substantially
- using words, ideas, designs or workmanship of others in practical and performance tasks
- paying someone to write or prepare material
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- being in possession of and/or using a mobile telephone or smartwatch in an examination.

What will put me at risk of an "N" determination?

If you are not making a genuine attempt to complete the course requirements. This could occur if you:

- are frequently absent or late to class
- fail to complete learning experiences or common tasks
- behave in a manner which does not reflect diligence.

10. Absence/Illness/Misadventure

Absence from/Non Completion of an Assessment Task

If a student is absent on the day a common task is due or an examination is to be held, the student will make sure that the office is notified by 8.30am by a parent / caregiver clearly on or before the due date. The following information should be provided: student's name, the name(s) of the task or tasks that will be missed because of the absence. This message will be given to the relevant KLA Coordinator.

Each task must be completed, and to support this, a student who fails to submit or submits a task late will be placed on Lunchtime Learning to complete the task.

The student must complete an Application for Illness/Misadventure Form on their return.

11. Application for Illness/Misadventure

Student must have ALL sections of the Application for Illness/Misadventure Form completed before it will be considered by the Assessment Committee. **No class teacher or KLA Coordinator can approve an Application for Illness/Misadventure.** This responsibility lies with the Assessment Committee who will inform the relevant student and teacher once a decision has been reached.

- The student must fill out Section 1 indicating why they are applying for Illness/Misadventure and how it has affected their ability to complete a task.
- A parent/guardian must sign the form.
- The student must get their class teacher to complete and sign Section 2.
- Documentation must be provided.
- Once Sections 1-3 have been completed and documentation attached, the student is to submit the form to the Curriculum Office for consideration by the Assessment Committee.

Holidays, routine medical or dental appointments, driving test, part-time work, sporting commitments, long term illness, broken limbs (if it did not occur on the day) etc are examples of grounds likely to be unsuccessful when applying for illness/misadventure. Technical problems concerning computers or printers or internet access will not be considered to be an acceptable form of misadventure for the late submission of an Assessment Task.

DO NOT ASSUME ILLNESS/MISADVENTURE FORMS WILL BE APPROVED.

12. Study Skills

Note-taking

Note-taking is a valuable study skill because it allows you to organise material in your own way using your own words. Notes are particularly important where the information is difficult to get again such as in a class or from a borrowed book. Skills for good note-taking

Preview

- When reading, preview first to get a general outline of the information setting out
- Notes should be made on one side of a page
- Notes should be well spaced with wide margins. Avoid doodling or fantasy artwork

Headings

- Use headings to separate each section
- Write down 4 to 8 subheadings (main ideas) for the questions that you want the reading material to answer for you
- When you come across important points, write them down under the appropriate subheading

What to write

- Write everything, except definition, in your own words
- Ignore words like 'a', 'an', 'the'
- Skip unnecessary words
- Use point form when writing notes
- Use personal but readable shorthand
- Print names
- Use abbreviations and punctuation
eg - .dots, &and, -dash, +plus, /slashes,
*asterisk, >leads to, CAPITALS, ...therefore



Using your own words

- Translating material into your own words means you don't just write – you think
- It is easier to remember your own words rather than words of others
- Using your own statement ensures you can simplify and condense
- Cut out unnecessary words by asking yourself how you would write the material on a postcard

Underline

Underlining is a good way to mark the most important notes you are reading. When you want to underline notes remember to:

- Underline the most important parts separately and carefully
- Do not underline too much of the material
- Use highlighters to show different types of information (eg main ideas, details, questions)

Annotate

As well as underling you can annotate and mark the most important information:

- Place a box around the main ideas
- Place a circle around details
- Put an asterisk next to important points
- Tick a good idea
- Write a summary note in the margin
- Put a question mark? next to something you don't understand

Referencing

- Always reference your notes – date, title, author, chapter, page numbers, etc
- Key words should be highlighted for easy checking
- Underline and number in sequence when you edit
- File your notes away in a folder for later revision
- Keep course notes separate using Google Classroom

Follow Up

- Keep a 'problem book' in which you write down things you don't understand. As soon as possible research your 'problems' and add to your notes if necessary. Once you have taken notes from a number of sources you are ready to arrange and organise them

Studying actively

- You don't need to like studying in order to do it – focus on study, not because you like it but because you like where it is going to get you
- There are no rules for studying – work out a system that works for you
- You can work out a system of making study work for you – don't be a victim! (eg 'It's not fair, I've got 3 essays due tomorrow'). Take responsibility for what you are doing instead of just letting things happen, and reshape your studying into something that makes sense to you and suits you.

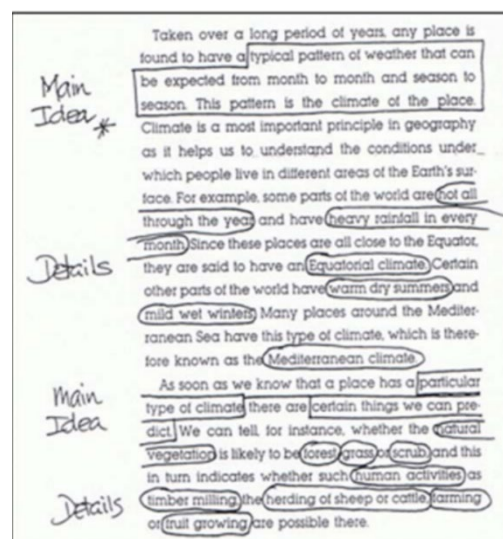
Test Preparation

Make an early start

- Begin your preparation for examinations, tests and quizzes as soon as you are given new material
- Make summaries of the most important information on cards and revise them at various stages throughout the term

Do not waste time

- Avoid rereading sections of your work that you already know
- Concentrate on the concepts, definitions and special vocabulary that you need to know
- Draw diagrams wherever possible and label the parts



Ask for help

- Do not hesitate to ask your teacher to explain or clarify anything that you don't understand
- In particular, be certain that you know exactly what is required in an examination or test
- Double-check the material that will be included and the types of answers (multiple choice, true/false, short answers or written passages) that are expected

Practice

- Spend some time practicing your examination skills under timed conditions
- If you are going to have to write an essay in thirty minutes, practice the skill by choosing a topic and attempting to write an essay on it in the given time
- Check your written work for correct setting out and spelling, but make sure that you have answered the question or written on the topic



RoSA ASSESSMENT PROGRAM

Agriculture

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:

- | | |
|--|---|
| <ul style="list-style-type: none">• Class research on the various forms of animal production• developing an understanding of sustainable and ethical practices that support productive and profitable agriculture | <ul style="list-style-type: none">• Practical tasks• research• written responses• group work |
|--|---|

Common Tasks

Task number	Semester 1 Task 1	Semester 2 Task 2	Semester 2 Task 3
Nature of task	Herb Production Booklet	Beef Research Task	Ethics in Food Production
Timing	Term 2 Week 5	Term 3 Week 4	Term 4 Week 3
Format	Hand in	Hand in	Hand in
Outcomes assessed	5.3.1, 5.3.2, 5.3.3, 5.6.2	5.1.1, 5.3.4	5.4.1, 5.4.2

RoSA ASSESSMENT PROGRAM

Bushcraft

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:	
<ul style="list-style-type: none">• Leadership initiatives• Planning outdoor experiences• Study and apply management issues	<ul style="list-style-type: none">• Team based games• Developing strategies and tactics• Investigating effective instructional methods• Rope skills

Common Tasks

Task number	Task 1	Task 2	Task 3	Task 4
Nature of task	Outdoor leadership plan, implement and evaluate	Expedition planning and implementation	Rockcraft practical	National Parks, Public lands, land management research task
Timing	Term 1 Week 5	Term 2 Week 9	Term 3 Week 7	Term 4 Week 3
Format	Hand in	Hand in	In class	Hand in
Outcomes assessed	1, 2, 5, 6	1, 2, 4, 5, 6	1, 2, 4, 5, 6	5, 6

RoSA ASSESSMENT PROGRAM

Child Studies

Learning Experiences

A range of learning experiences that will contribute towards the semester grade may include:	
<ul style="list-style-type: none">● PowerPoint presentations● Research skills● Presentation● Group discussions	<ul style="list-style-type: none">● Reflection● In class essay● Design booklets● Collaborative work

Common Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Health & Safety in Childhood	Child Nutrition (Planning a Party)	Lazy or Learning
Timing	Term 1 Week 10	Term 2 Week 6	Term 3 Week 5
Format	Exam and practical scenario and CPR	Hand In	Hand In and Presentation
	CS5-2, CS5-4, CS5-8, CS5-9, CS5-11	CS5-2, CS5-5, CS5-8, CS5-11, CS5-12	CS5-3, CS5-4, CS5-5 CS5-9

RoSA ASSESSMENT PROGRAM

Commerce

Learning Experiences

A range of learning experiences that will contribute towards the semester grade may include:	
<ul style="list-style-type: none">● Research tasks● Written responses● Class discussions● Role plays● Budgets● Comparison shopping tasks	<ul style="list-style-type: none">● Product development● Market analysis● Forecasting● Mind maps● Interviews● Surveys

Common Tasks

Task number	Task 1	Task 2	Task 3
Nature of Task	Research Task: Law and Society	Research Task: Employment Issues	Presentation: Political Movement
Timing	Term 1 Week 9	Term 2 Week 9	Term 4 Week 2

RoSA ASSESSMENT PROGRAM

Dance

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:	
<ul style="list-style-type: none">• Journal• Safe dance practice• Group micro-teaching• Improvisation	<ul style="list-style-type: none">• Composition of sequences• Modern dance• Musical theatre development

Common Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Practical Performance Exam/Journal	Composition	Modern Dance: Technique and Journal
Timing	Term 1 Week 10	Term 2 Week 7	Term 3 Week 5
Format	In class	In class	In class
Outcomes assessed	5.1.1, 5.1.2, 5.1.3, 5.3.3, 5.4.1	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1 5.4.1	5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.3.2, 5.3.3, 5.4.1

RoSA ASSESSMENT PROGRAM

Drama

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:

- | | |
|---|---|
| <ul style="list-style-type: none">● Journal reflection● Physical theatre devising● Small group improvisation● Playbuilding | <ul style="list-style-type: none">● Stanislavski's system of acting● Creative Movement Meyerhold● Political Theatre Performance● Contemporary Australian Theatre |
|---|---|

Common Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Physical Theatre Devising	Small Group / Devised Performance	Meyerhold Theatre Performance
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 10
Format	In class	In class	In class
Outcomes assessed	5.1.1, 5.1.2, 5.2.1, 5.2.3	5.1.1, 5.1.3, 5.2.1, 5.2.3	5.1.1, 5.1.3, 5.1.4, 5.2.2

RoSA ASSESSMENT PROGRAM

English

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:

- | | |
|--|---|
| <ul style="list-style-type: none">• Letter to the teacher• Creative writing skills• Essay• Dramatic reading | <ul style="list-style-type: none">• Character analysis• Speech skills• Advertisement presentation• Shakespeare |
|--|---|

Common Tasks

Task number	Task 1	Task 2	Task 3	Task 4
Nature of task	Extended Response (novel)	Poetry	Podcast	Creative Writing
Timing	Term 1 Week 10	Term 2 Week 6	Term 3 Week 10	Term 4 Week 5
Format	In class	In class	In class	Examination
Outcomes assessed	5.1, 5.5, 5.9, 5.2, 5.4	All outcomes assessed	5.1, 5.3, 5.7	5.1, 5.5, 5.9

RoSA ASSESSMENT PROGRAM

Food Technology

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:

- | | |
|---|--|
| <ul style="list-style-type: none">● Practical experiences● Research skills● Case studies● Quiz | <ul style="list-style-type: none">● Reflection/Evaluations● In class written responses● Written test |
|---|--|

Common Tasks

Task number	Task 1	Task 2
Nature of task	Written Response	Practical Activity and Written Response
Timing	Term 2 Week 1	Term 4 Week 2
Format	In class	In class
Outcomes assessed	5.3.1, 5.3.2, 5.4.1, 5.4.2	5.2.1, 5.2.2, 6.6.1, 5.6.2

RoSA ASSESSMENT PROGRAM

French

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:

- | | |
|---|--|
| <ul style="list-style-type: none">● Reading activities● Responding activities● Presentations● Speaking activities● Listening activities | <ul style="list-style-type: none">● Writing activities● Writing S.E.A.L. paragraphs● Vocabulary activities● Grammar activities● Culture and research activities● Collaborative activities |
|---|--|

Common Tasks

Task number	Task 1	Task 2
Nature of task	Speaking and listening	Reading and Writing
Timing	Term 2 Week 4	Term 4 Week 3
Format	In class	In class
Outcomes assessed	LFR5-1C; LFR5-5U, LFR5-2C; LFR5-3C	LFR5-7U; LFR5-8U LFR5-4C; LFR5-6U

RoSA ASSESSMENT PROGRAM

Geography

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:

- | | |
|--|--|
| <ul style="list-style-type: none">● Skills test● Research skills● Presentation● Group discussions | <ul style="list-style-type: none">● Reflection● In class essay● Fact file● Collaborative work |
|--|--|

Common Tasks

Task number	Task 1	Task 2
Nature of task	Research task	Examination
Timing	Term 1/3 Week 8	Term 2/4 Week 6
Format	Hand in	In class
Outcomes assessed	5.1, 5.2, 5.6, 5.7, 5.8	5.3, 5.4, 5.5, 5.7, 5.8

RoSA ASSESSMENT PROGRAM

History

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:

- | | |
|--|--|
| <ul style="list-style-type: none">● Source analysis● Research skills● Presentation● Group discussions | <ul style="list-style-type: none">● Reflection● In class essay● Fact file● Collaborative work |
|--|--|

Common Tasks

Task number	Task 1	Task 2
Nature of task	Source Analysis	In class task / Examination
Timing	Term 1/3 Week 9	Term 2/4 Week 4
Format	In class	In class

RoSA ASSESSMENT PROGRAM

History Elective

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:

- | | |
|---|--|
| <ul style="list-style-type: none">● PowerPoint presentations● Research skills● Presentation● Group discussions | <ul style="list-style-type: none">● Reflection● In class essay● Film report● Collaborative work● Source analysis |
|---|--|

Common Tasks

Task number	Task 1	Task 2
Nature of task	Film Study	Independent Historical Investigation
Timing	Term 2 Week 2	Term 4 Week 3
Format	Hand in	Hand in
Outcomes assessed	5.1, 5.2, 5.6, 5.7, 5.8, 5.9	All outcomes assessed

RoSA ASSESSMENT PROGRAM

Indonesian

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:

- | | |
|--|--|
| <ul style="list-style-type: none">● PowerPoint presentations● Research skills● Presentation● Group discussions● Quiz | <ul style="list-style-type: none">● Reflection● In class essay● Design booklets● Collaborative work |
|--|--|

Common Tasks

Task number	Task 1	Task 2
Nature of task	Speaking interview	Reading and Writing Examination
Timing	Term 2 Week 3	Term 4 Week 3
Format	Hand in	In class
Outcomes assessed	5.UL.3	5.UL.2 5.UL.4

RoSA ASSESSMENT PROGRAM

Industrial Technology Engineering

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:	
<ul style="list-style-type: none"> • Engineered design project • Planning and production of project • Folio of components • Analysis of project 	<ul style="list-style-type: none"> • Teacher observations • Practical components • Written submissions

Common Tasks

Task Number	Task 1	Task 2
Nature of Task	Written task	Examination
Timing	Term 2 Week 3	Term 4 Week 3
Format	In class	In Class
Outcomes assessed	IND5-1 IND5-4 IND5-7 IND5-10	IND5-1 IND5-5 IND5-8 IND5-9 IND5-10

RoSA ASSESSMENT PROGRAM

Marine and Aquaculture Technology

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:	
<ul style="list-style-type: none"> • Marine skills - Snorkeling • Oceanography • Marine Disasters • Problems facing the Marine Environment • Water birds of NSW 	<ul style="list-style-type: none"> • Aquaculture and employment • Tourism • Sailing • Boat Building

Common Tasks

Task number	Task 1	Task 2	Task 3	Task 4
Nature of task	Marine skills – Snorkeling	Local Environment Studies	Local Fishing Industries	Hand Plane
Timing	Ongoing during Term 1	Term 2 Week 5 & Week 10	Term 3 Week 7	Ongoing during Term 4
Format	Out of class - On excursion	In class hand in	In class hand in	In class
Outcomes assessed	5.5.2 - Skills in Marine environment 5.7.2 - Aspects of Marine Environment	5.2.1 - Effect of humans on the Marine Environment 5.7.1 – Collects and organises data	5.1.2 - Economic importance of Marine Environment 5.4.1 – Identifies, describes and evaluates, ethics, social and sustainability issues	5.5.1 - Uses a range of materials with confidence in the Marine setting

RoSA ASSESSMENT PROGRAM

Mathematics

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:	
<ul style="list-style-type: none"> • Topic tests • Assignments 	<ul style="list-style-type: none"> • Class room observations • Informal quizzes

Common Tasks

Task number	Task 1	Task 2	Task 3	Task 4
Nature of task	Written test	Test	Test	Test
Timing	Term 1 Week 6	Term 2 Week 4	Term 3 Week 4	Term 4 Week 5
Format	In class	In class	In class	In class
Outcomes assessed	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA MA5.3-1WM, MA5.3- 2WM, MA5.3-3WM, MA5.3-7NA	MA5.2-1WM, MA5.2- 2WM MA5.2-3WM, MA5.2-8NA, MA5.3- 1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA	MA5.2-1WM, MA5.2- 2WM, MA5.2-13MG, MA5.3-1WM, MA5.3- 2WM, MA5.3-3WM MA5.3-15MG	MA5.2-1WM, MA5.2- 3WM, MA5.2-15SP, MA5.3-1WM MA5.3- 2WM, MA5.3-3WM MA5.3-18SP, MA5.3- 1WM, MA5.3-2WM, MA5.3-19SP

RoSA ASSESSMENT PROGRAM

Music

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:

- | | |
|--|---|
| <ul style="list-style-type: none">● Performance workshops● Composition writing exercises● Performance● Group analysis discussions● Viva Voce presentations | <ul style="list-style-type: none">● Reflection Statements● Score Reading● Aural Analysis - listening exercises● Collaborative work |
|--|---|

Common Tasks

Task number	Task 1a	Task 1b
Nature of task	Listening	Listening
Timing	Term 2 Week 5	Term 4 Week 5
Format	In class	In class
Outcomes assessed	5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9, 5.10

RoSA ASSESSMENT PROGRAM

Personal Development, Health and Physical Education

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:	
<ul style="list-style-type: none"> ● Quiz ● Ongoing teacher observation and feedback ● Peer Observation and feedback ● Group discussions 	<ul style="list-style-type: none"> ● Reflection ● In class essay ● Appraisals ● Practical participation ● Research

Common Tasks

Task number	Task 1	Task 2	Task 3	Task 4
Nature of task	Practical: Striking Games	Theory: Planning for Safety	Practical: Movement Composition and Appraisal	Theory: Road Safety
Timing	Term 1 Weeks 6-11	Term 2 Week 2	Term 2 Week 8-10 Term 3 Week 1-3	Term 4 Week 2
Format	Ongoing participation in practical lessons	Hand in	Ongoing participation in practical lessons and hand in appraisal Term 3 Week 3	Hand in
Outcomes assessed	5.4, 5.5, 5.14	5.3, 5.6, 5.7, 5.12, 5.13, 5.16	5.5, 5.12, 5.13, 5.14	5.6, 5.7, 5.12, 5.15, 5.16

RoSA ASSESSMENT PROGRAM

Photographic and Digital Media

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:	
<ul style="list-style-type: none"> • SLR Camera workshops • Photo editing software • Presentation • Group discussions 	<ul style="list-style-type: none"> • Reflection • Film Editing • Scripting and Character Design • Collaborative work

Common Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Introduction to Photography - Portfolio and Case Study	Artist Workshop – Portfolio and Case Study	Moving Image Portfolio and Case Study
Timing	Term 1 Week 10	Term 2 Week 9	Term3 Week 9
Format	Hand in	Hand in	Hand in
Outcomes assessed	5.1, 5.2, 5.10, 5.11	5.1, 5.2, 5.10, 5.11	5.1, 5.2, 5.10, 5.11

RoSA ASSESSMENT PROGRAM

Physical Activity and Sport Science

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:	
<ul style="list-style-type: none"> ● PowerPoint presentations ● Research skills ● Presentation ● Group discussions 	<ul style="list-style-type: none"> ● Reflection ● In class essay ● Design booklets ● Collaborative work

Common Tasks

Task number	Task 1	Task 2	Task 3	Task 4
Nature of task	Physical Fitness Analysis	Nutrition & PA	Team Play	Coaching a Skill
Timing	Term 1 Week 8	Term 2 Week 5	Term 2 Week 8-10	Term 3 Week 8-10+
Format	In class (Wk 8-11) & Hand in (Wk11)	Hand in	In class ongoing	Hand in (Wk 8) In class ongoing (Wk 8-10+)
Outcomes assessed	1.2, 2.2, 4.3	1.1, 2.1, 4.4	3.1, 4.1, 4.4	3.1, 4.1, 4.1, 4.3

RoSA ASSESSMENT PROGRAM

Religious Education

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:

- | | |
|---|---|
| <ul style="list-style-type: none">● PowerPoint presentations● Research skills● Presentation● Group discussions | <ul style="list-style-type: none">● Reflection● Design booklets● Collaborative work● Written responses |
|---|---|

Common Tasks

Task number	Task 1: The Gospels: Who do people say I am?	Task 2: Catholic Social Teaching	Task 3: Topics 1-4
Nature of task	Written Report	Research and Presentation	End of Stage 5 Examination
Timing	Term 1 Week 9	Term 2 Week 6	Term 4 TBA by CEO
Format	In class	Hand in	In class
Outcomes assessed	A10-4	E10-4	A, B, D, E10-4

RoSA ASSESSMENT PROGRAM

Science

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:

- | | |
|---|---|
| <ul style="list-style-type: none">● PowerPoint presentations● Research skills● Presentation● Group discussions● Common practical activities● Environmental depth study | <ul style="list-style-type: none">● Reflection● In class essay● Design booklets● Collaborative work● Library research● Examination |
|---|---|

Common Tasks

Precipitation – Chemistry Practical

In-depth Climate Study

RoSA ASSESSMENT PROGRAM

Visual Arts

Learning Experiences

A range of learning experiences that will contribute towards the ROSA grade may include:	
<ul style="list-style-type: none">● Art Media Studies● Photo editing software● Presentation● Group discussions	<ul style="list-style-type: none">● Reflection● VAPD● Design● Collaborative work

Common Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Street Art and VAPD	Portfolio and VAPD	Examination
Timing	Term 2 Week 2	Term 3 Week 9	Term 4 Week 4
Format	Hand in	Hand in	Examination
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, 5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9, 5.10

