



Year 9 Assessment Guidelines 2024

respect | responsibility | personal best

'ba yilinj ganji buraaja buran'

Vincentia High School

Year 9 Assessment Guidelines

General Information

Welcome to Stage 5 at Vincentia High School! Stage 5 incorporates both Year 9 & Year 10. In order to successfully complete your RoSA (Record of School Achievement) you must successfully complete Stage 5 at Vincentia High School before moving onto the Higher School Certificate.

What are Assessment Tasks?

Assessment Tasks are used to measure total student achievement throughout Year 7. They cover core syllabus content and outcomes, but do not include information about student attitudes, behaviour, effort, and conduct. Student assessment marks are gathered during Year 7 through a variety of Assessment Tasks and are used to allocate grades for academic reports. The descriptors appear below.

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 can 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.

What are the Rules surrounding Assessment Tasks?

- Students must be notified by the teacher that an Assessment Task is approaching. Notification of the task will be given to students, a minimum of two weeks before the task date. Students will be informed of:
 - The type of task (test, assignment, oral presentation, etc)
 - The content covered by the task
 - The best way to prepare for the task (organisation, study etc)
- Assessment Tasks must be completed on or by the due date. If a student is sick or away on the due date, an explanatory note from home, Doctor's Certificate or other documentation must be sent to the teacher as soon as possible. Phone contact with the school would also be appreciated.
- Students who have missed a task will need to complete it, or an alternative task, immediately upon their return to school (see teacher before school).
- Unexplained lateness of a task may incur a 20% penalty for each day late.
- Non-serious attempts at Assessment Tasks may incur a zero mark for that task
- Cheating, plagiarism, or use of the work of others will incur a zero mark for that task.

What does 'Satisfactorily Completed' mean?

Satisfactory study of a course involves not only the completion of assessment tasks but satisfactory participation and progress in ALL aspects of that course.

To satisfactorily complete the course you must:

- a) have a satisfactory record of attendance (Department Guidelines 80% and above) **and**
- b) complete the requirements of the course as specified by the syllabus. This includes mandatory oral, practical and project work, **and**
- c) make a *serious attempt* at assessment tasks which contribute to *more* than 50% of available school assessment marks, **and**
- d) make a *serious attempt* at all examinations set as part of the assessment program **and**
- e) apply yourself with diligence and sustained effort to the set tasks and experiences provided by the school in each course **and**
- f) achieve the course outcomes by adhering to the above requirements.

What is a 'Satisfactory Record of Attendance'?

You must:

- a) Have a pattern of attendance which shows that you are making a serious effort. You cannot regularly take time off and seriously expect to satisfactorily complete a course.
- b) As a general rule a student who has missed in excess of 20% of the available school days is not likely to have achieved the course outcomes and therefore would not be deemed to have satisfactorily completed course requirements.

What is the Record of School Achievement (RoSA)?

The NSW Education Standards Authority (NESA) issue the RoSA to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential and contains a student's record of academic achievement up until the date they leave school. This could be at the end of Year 10 or up until and including the end of Year 12.

The RoSA records completed Year 10 and Year 11 courses and grades, and Year 12 results. It also records participation in any uncompleted Year 11 or Year 12 courses, minimum standard literacy and numeracy test results, and the date of leaving school.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. The RoSA will also be available to students who, from 2020, have not demonstrated the HSC minimum standard to receive the HSC credential.

While the RoSA credential is for school leavers, all Years 10, 11 & 12 students are able to access and print a student eRecord via their NESA Students Online account. The eRecord is not a formal NESA credential but has the same information as a RoSA. The Student eRecord is also available to schools via Schools Online.

Eligibility for a RoSA:

To be eligible for a Rosa, students must have:

- completed the mandatory curriculum requirements for Years 7 to 10.
- attended a government school, an accredited non-government school or a recognised school outside NSW.
- completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA.
- complied with the requirements of the Education Act.

RoSA grades and reporting of student achievement

The RoSA includes an A to E grade for all Year 10 courses the student has satisfactorily completed. Grades are:

- based on student achievement in their assessment work.
- submitted to NESA in Term 4
- monitored by NESA for fairness and consistency.

Students ineligible for a RoSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a 'Transcript of Study'.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

Requirements of NSW 'Education Act 1990' in relation to the RoSA Curriculum for Record of School Achievement candidates

The curriculum during Year 7 to Year 10 for students who are candidates for the Record of School Achievement must meet the following requirements:

- a) courses of study in each of the 8 key learning areas for secondary education are to be provided for each student,
- b) courses of study in the key learning areas of English, Mathematics, Science and Human Society and its Environment are to be provided during each year, but the courses of study in the other key learning areas need not be provided during each year,
- c) courses of study in a key learning area are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

Record of School Achievement

(1) Records of School Achievement are to be granted by the Authority to students:

- (a) who:
 - I. have attended a government school, or
 - II. have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Record of School Achievement applies, or
 - III. have attended a school outside New South Wales recognised by the Authority, and
- (b) who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Record of School Achievement, and
- (c) who have been accepted by the Authority as having satisfactorily completed those courses of study, and
- (d) who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
- (e) who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority, and
- (f) who have completed Year 10.

(2) The requisite examinations or other assessments may be conducted on a school-basis, but are to be moderated on a State-wide basis in the learning areas and in the manner determined by the Authority.

(3) The Authority may refuse to grant a Record of School Achievement to a student whose attendance or application at school has been of such an unsatisfactory character that the granting of a Record of School Achievement would not, in the opinion of the Authority, be justified.

(4) Records of School Achievement are to be granted in the manner determined by the Authority.

'N' Determination Warnings:

Your Class Teacher and Head Teacher will closely monitor your progress and attendance in each course.

Students who:

- Do not attend regularly
- MISS classes
- MISS assessment tasks
- Make non-serious attempts at assessable tasks, non-assessable tasks or general schoolwork cannot be making a serious effort, and will not be deemed to have satisfactorily completed the course/s.

Such students will:

- a) be interviewed by class and/or Head Teacher of the course/s concerned, and a course of action determined
- b) receive a formal written warning after parental contact is made and if improvement is not evident, or requirements not met.

NB a minimum of two formal warnings is required for a student to be considered to have not satisfied course requirements.

Records of interview, where formal warnings take place, or letters sent home advising of missed work or poor attendance are kept as school records as required by NESAs. Students deemed to be approaching an 'N' award for a course/s will be interviewed by Deputy Principal to discuss concerns and a resolution to the situation.

N.B If you are N determined you may not be able to proceed to the next academic year.

Vincentia High School

Student Responsibilities

1 Do All Tasks

It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating).

2 Do Tasks When Due

It is your responsibility to be present for, or hand in, an Assessment Task on the day it is due.

3 Attend Day Before, Lesson Before

It is your responsibility to be present at school the calendar day before and all lessons, on the day, up until the task is due. A school excursion is attendance.

4 Clashes

It is your responsibility to let the Head Teacher know if there is a clash, such as a compulsory excursion on the same day as an Assessment Task. A Special Circumstances Form must be completed.

5 Absence from Tasks

It is your responsibility to arrange for the handing in of a task or providing necessary documentation if you are unable to do so. If not, a zero (0) will be awarded.

6 Assessment Requirements

Ensure you have a copy of the assessment requirements for EACH course you are studying and that you are aware of course requirements.

7 Vincentia High School Assessment Guidelines

Be aware of the assessment guidelines and procedures of Vincentia High School as detailed in this booklet and elaborated on in the Assessment section of our school website in the Assessment Guidelines documentation.

8 Advice

It is your responsibility to seek advice if there is a problem which has not been resolved satisfactorily within a class or KLA. You can speak with the Head Teacher, a Learning and Support Teacher, your Year Advisor or Deputy Principal. All these staff are ready to help you if required.

To be fair to everyone, the rules must be followed.






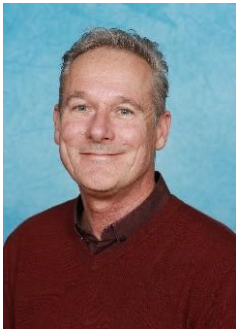






Vincentia High School Year 9 – Staff Contact Information

KEY CONTACTS

			
Ruth Winfield Principal	Sue Fisher Year 9 and Year 12	Toni Smith Deputy Principal Inclusion and Support	Maree McNeil Careers Advisor
			
Maddie Wheeler Year Advisor	Monique Jackson Year Advisor	Nicole Higgins Head Teacher Wellbeing	Gai Brown Aboriginal Education Coordinator
			
Kylie Newton Deputy Principal Year 8 & 11 (Mon-Wed)	Michael Matuschka Deputy Principal Year 8 & 11 (Thurs- Fri)	Simon Flannigan Deputy Principal Year 7 and Year 10	Jess South Head Teacher Learning Support

Year 9 Curriculum Structure

Year 9 students will be supported by the following head teachers and participate in the following subjects:

			
<p>English <i>Ashley Oxley</i></p>	<p>Mathematics <i>John Powter</i></p>	<p>Science <i>Patrick Twining Science, Agriculture and Marine Studies</i></p>	<p>HSIE <i>Michael Matuschka History and Geography, Aboriginal Studies and Commerce</i></p>
			
<p>PD/H/PE <i>Peter Raftery</i> PDHPE, Dance, Child Studies and PASS</p>	<p>TAS <i>Andrew Newton</i> Food Technology, Wood, Electronics, Textiles, Metal, Computer Studies</p>	<p>CAPA <i>Jaz Corr</i> Music, Visual Arts and Visual Design and Photo</p>	<p>Teaching and Learning <i>Lisa Raftery</i></p>
			
<p>Mudjingaal <i>Katherine Antonio</i></p>	<p>Gumbari <i>Tom Mason</i></p>	<p>School Sport <i>Alison Bech</i></p>	<p>Representative Sport <i>Vivienne Nolan</i></p>

Assessment Policy Addendum (inserted February 2024)

Use and Detection of Artificial Intelligence (AI)

It is important that our school and students take every measure to maintain the integrity of assessment tasks and to ensure that assessment task results are both valid and reliable. These measures include taking all available measures to ensure students abide by the principles underlying “All My Own Work”.

In January 2023, the NSW Department of Education publicly announced that the use of generative AI programs (one example is ChatGPT) are banned in NSW public schools.

The emergence of generative AI programs has proven a challenge to ensuring the integrity of all assessment tasks. Therefore, **the use of artificial intelligence (AI) programs to either generate, write, modify, edit or review student submissions is prohibited.**

Students should not use AI in ANY capacity when creating and reviewing their work. This includes using AI to:

- Generate all or part of an assessment task
- Improve the standard of their work
- Review or edit work for spelling, punctuation, sentence structure or general language use

Any plagiarised work will be awarded a mark of zero. In Stage 5 and Stage 6 an N warning letter will be sent. In Year 12, plagiarism must also be reported to the Malpractice Register on NESA.

Vincentia High School

Year 9 Schedule of Assessment Tasks – 2024

CORE SUBJECTS

ENGLISH

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Representation of Life Experiences</i>	Creative Composition and Reflection	EN5-URB-01 EN5-URC-01 EN5-ECA-01 EN5-ECB-01	T1 WK9	40%
2	<i>Shining a New (stage) Light</i>	Examination	EN5-RVL-01 EN5-URA-01 EN5-URB-01	T2 WK7	30%
3	<i>Close Study of Text</i>	Multimodal Response	EN5-RVL-01 EN5-URA-01 EN5-ECA-01	T3 W9	30%
4	<i>Sonder Storytelling</i>	Contribution to Anthology	EN5-ECA-01 EN5-ECB-01	T4 W8	

MATHEMATICS

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Students engage in a range of topics that explore:</i> <ul style="list-style-type: none"> ● <i>Understanding, fluency and communicating</i> ● <i>Problem solving, reasoning and justification</i> 	Topic Test Open Book	NA WM	T1 WK6	25%
2		Investigation	MG WM	T2 WK5	25%
3		Topic Test	SP WM	T3 W4	25%
4		Yearly Examination Topic Test	NA WM	T4 WK4	25%

SCIENCE

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Writing Scientifically</i>	Practical examination and experimental report	SC5-4WS 5WS 6WS 7WS 8WS	T1 WK7	20%
2	<i>Writing Scientifically Knowledge and Understanding</i>	Portfolio Task	4WS 5WS 6WS 7WS 8WS 9WS	T2 WK7	30%
3	<i>Knowledge and Understanding</i>	Unit Assessment Quiz	10WS 11WS 12WS 13WS 14WS 15WS 16WS 17WS	T4 WK4	20%
4	<i>Writing Scientifically Knowledge and Understanding</i>	Portfolio Task	4WS 5WS 6WS 7WS 8WS 9WS	T4 WK4	30%

N.B. Portfolio task is completed throughout the semester it is due.

N.B. Quiz completed at the end of every topic – Top 4 of 8 taken for final assessment result.

GEOGRAPHY – SEMESTER 1

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Biomes</i>	Website	GE5-1 5-2 5-3 5-5 5-7 5-8	T1 WK9	50%
2	<i>Changing Places</i>	Skills Booklet & Test	GE5-1 5-2 5-4 5-7 5-9	T4 WK4	50%

HISTORY – SEMESTER 2

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Making of the Modern World</i>	Source Analysis Research Report	HT 5-4 5-5 5-6 5-8 5-9	T3 WK5	50%
2	<i>The World Wars</i>	Yearly Examination	HT 5-1 5-3 5-4 5-5 5-8	T4 WK3	50%

PDHPE

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Learning Portfolio</i>	Keep a learning portfolio of student work related to theory and practical units.	5-2 5-9	Sem 1 Ongoing	30%
2	<i>Self/Peer/Teacher Assessment</i>	Complete a range of tasks to evaluate own and others' performances + ongoing teacher evaluation	5-5 5-8	T2 WK6	20%
3	<i>Movement Performance</i>	Create and video a movement performance sequence	5-11	T3 WK6	20%
4	<i>Exam</i>	Yearly Examination	5-6 5-8	T3 WK8	30%

N.B. Portfolio task is completed throughout the semester it is due.

ELECTIVE SUBJECTS

DRAMA (ENGLISH FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Introduction to Drama and Playbuilding</i>	Group devised piece	5.1.1, 5.1.2 5.2.1	T1 WK9	25%
2	<i>Mime/Movement</i>	Mime Performance	5.1.4, 5.1.3 5.2.3	T2 WK6	25%
3	<i>Production design</i>	Production Portfolio	5.2.2, 5.3.3	T3 WK 8	25%
4	<i>Scripted Theatre</i>	Monologues	5.1.3, 5.3.1 5.3.2	T4 WK3	25%

AGRICULTURE (SCIENCE FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Wool Production</i>	Sheep Practical Task	AG5.7 5.8 5.9 5.10 AG13 AG5.14	T1 WK7	20%
2	<i>Cotton</i>	Portfolio	AG5.5 5.9 5.10 5.12 5.14	T2 WK2	30%
3	<i>Cows Dairy</i>	Research Task	AG5.5 5.6 5.11 5.12 5.13 5.14		30%
4	<i>Market and Gardening</i>	Orchard/Worms Practical Processes	AG5.5 5.6 5.8 5.13 5.14		20%

COMMERCE (HSIE FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Consumer and Financial Decisions</i>	Site Study	COM5.8 5.1 5.2	T1 WK9	35%
2	<i>Travel</i>	Purchase Goods Report	COM5.7 5.5 5.6 5.3	T2 WK6	35%
3	<i>Economics and Business Environment</i>	Video Report	Com5.9 5.4	T3 WK10	30%

ABORIGINAL STUDIES (HSIE FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Aboriginal Identity</i>	In class examination	5-7 5-9	T1 WK9	30%
2	<i>Aboriginal Languages</i>	Written Response	5-1 5-10	T2 WK5	25%
3	<i>Film and Television</i>	Research Task	5-2 5-3 5-11 5-12	T3 WK8	30%
4	<i>People and Sport</i>	Mini Lesson	5-2 5-11	T4 WK3	15%

WORKPLACE SKILLS(HSIE FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Use Business Resources Safely</i>	A range of written & observation tasks	SIRXWHS001 BSBOPS101	T2 WK10	35%
2	<i>Work Readiness</i>	A range of written & observation tasks	BSBTEC203 BSBPEF101 FSKLRG007	T1 WK1 0	40%
3	<i>Work Digitally</i>	A range of written & observation tasks	FSKOCM006 BSBTEC101	T4 WK1 0	25%

PSYCHOLOGY (HSIE FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	<i>What is Psychology?</i>	Media Portfolio	PSY5-1, PSY5-2 PSY5-4, PSY5-6 PSY5-8	T1 WK8	25%
2	<i>Research Methods in Psychology</i>	Sleep Observation Study & Report	PSY5-1, PSY5-2 PSY5-5, PSY5-7 PSY5-8	T2 WK5	25%
3	<i>Personality and Self</i>	Presentation	PSY5-1, PSY5-2 PSY5-3, PSY5-4 PSY5-7, PSY5-8	T3 WK8	25%
4	<i>Forensic Psychology</i>	Examination	PSY5-1, PSY5-2 PSY5-5, PSY5-6 PSY5-7, PSY5-8	T4 WK4	25%

VISUAL ARTS (CAPA FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Visual Art students will explore a range of mediums, art criticism theories and practical styles throughout their study.</i>	Art Literacy	5.1 5.2 5.7	T1 WK10	25%
2		Art Literacy	5.3 5.4 5.8	T2 WK10	25%
3		Art Literacy	5.5 5.6 5.9	T3 WK10	25%
4		Art Literacy	5.1 5.2 5.10	T4 WK4	25%

VISUAL DESIGN (CAPA FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Visual Design students will explore a range of mediums, theoretical research and practical styles throughout their study.</i>	Portfolio of Design	5.1 5.2 5.7	T1 WK10	25%
2		Portfolio of Design	5.3 5.4 5.8	T2 WK5	25%
3		Portfolio of Design	5.5 5.6 5.9	T3 WK10	25%
4		Portfolio of Design	5.1 5.2 5.10	T4 WK4	25%

PHOTOGRAPHY AND DIGITAL MEDIA (CAPA FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Photography students will explore a range of historical and critical studies to support their creative process and the development of their photographic work.</i>	Photo 1	5.1 5.2 5.7	T1 WK10	25%
2		Photo 2	5.3 5.4 5.8	T2 WK5	25%
3		Photo 3	5.5 5.6 5.9	T3 WK10	25%
4		Photo 4	5.1 5.2 5.10	T4 WK4	25%

MUSIC (CAPA FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Music students will study a range of musical styles, instruments and compositions through their focus on the elements of music.</i>	Performance in Class Listening Task	5.1 5.3 5.7 5.9	T1 WK9	25%
2		Performance in Class Composition	5.11 5.12 5.4 5.5	T2 WK6	25%
3		Performance in Class Listening Task	5.10 5.9 5.8 5.12	T3 WK9	25%
4		Performance in Class Composition	5.2 5.6 5.7	T4 WK5	25%

CHILD STUDIES (PDHPE FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Preparing for Parenthood</i>	Interview, Portfolio and Diorama	5-7 5-9	T1 WK8	25%
2	<i>Conception to Birth</i>	Research and Egg Adoption	5-1 5-10	T2 WK5	25%
3	<i>Family Interactions</i>	Examination	5-2 5-3 5-11 5-12	T3 WK8	25%
4	<i>Growth and Development</i>	Research and In class task	5-2 5-11	T4 WK3	25%

PASS (PDHPE FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Body in Motion</i>	Examination	5.1 5.2 5.9	T1 WK6	25%
2	<i>Fitness Circuit</i>	Design and Practical	5.2 5.7 5.8	T2 WK6	25%
3	<i>Athlete Profile</i>	Written Task	5.3 5.4	T3 WK7	25%
4	<i>Event Management</i>	Research Task and Participation	5.5 5.10	T4 Wk 1-4	25%

FOOD TECHNOLOGY (TAS FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	<i>Food In Australia</i>	Food Blog	FT5.1, FT5.2, FT5.5 FT5.6, FT5.7, FT5.8 FT5.9, FT5.10, FT5.11, FT5.12, FT5.13	T1 WK7	20%
2	<i>Food Equity</i>	Theory and Practical	FT5.1, FT5.2, FT5.5 FT5.6, FT5.7, FT5.8 FT5.9, FT5.10, FT5.11, FT5.12, FT5.13	T2 WK5	30%
3	<i>Food Product Development</i>	Food Product Portfolio	FT5.1, FT5.2, FT5.5 FT5.7, FT5.8 FT5.9, FT5.10, FT5.11, FT5.12, FT5.13	T3 WK9	30%
4	<i>Food Selection and Health</i>	Theory and Practical	FT5.1, FT5.2, FT5.5 FT5.6, FT5.7, FT5.8 FT5.9, FT5.10, FT5.11, FT5.12, FT5.13	T4 WK3	20%

INDUSTRIAL TECHNOLOGY (TAS FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	Students completing the industrial technology course will focus on: <ul style="list-style-type: none"> • <i>Practical workshop skills and development</i> • <i>Theory folio design, management and communication</i> • <i>Industry related technologies and processes</i> 	WHS Assignment	IND5.1	T1 WK10	10%
2		Project and Portfolio	IND5.1,IND5.2 IND5.3,IND5.5 IND5.6	T2 WK5	40%
3		Yearly Examination	IND5.1,IND5.2 IND5.5	T3 WK7	10%
4		Project and Portfolio	IND5.1,IND5.2 IND5.3,IND5.5 IND5.6,IND5.8 IND5.9,IND5.10	T4 WK4	40%

TEXTILES TECHNOLOGY (TAS FACULTY)

Task	Topic	Format	Outcomes	Due	Weight
1	Students completing the Textiles Technology course will focus on: <ul style="list-style-type: none"> • <i>Design</i> • <i>Properties and Performance of Textiles</i> • <i>Textiles and Society</i> 	Non-apparel Item and Inspiration Folio	TEX5.1, TEX5.2 TEX5.5,TEX5.6, TEX5.9,TEX5.10 TEX5.11	T1 WK10	15%
2		Costume Design and Visual Design Folio	TEX5.1, TEX5.2 TEX5.5,TEX5.6, TEX5.9,TEX5.10 TEX5.11 TEX 5.12	T2 WK7	25%
3		Apparel Item and Evidence Folio	TEX5.1, TEX5.2 TEX5.5,TEX5.6, TEX5.9,TEX5.10 TEX5.11 TEX 5.12	T4 WK4	30%
4		Skills Folder	TEX5.1, TEX5.2 TEX5.5,TEX5.6, TEX5.9,TEX5.10 TEX5.11 TEX 5.12	T4 WK1/2	30%

Vincentia High School

Stage 5 – ASSESSMENT

Special Circumstances Form



Name: _____ **Year: 9/10** **Date:** _____

Please describe the Assessment Task(s) missed below:

Course	Teacher	Type of Assessment Task	New Due Date
1			
2			
3			
4			
5			

Reasons for missing assessment task(s):

Reasons for requesting extension:

Reason for appeal:

I have/have not attached a Medical Certificate from Doctor: _____

I have/have not attached a supporting statement from: _____

Head Teacher was notified of this appeal on ___ /___ /___ by _____

Student Signature: _____

Approved / Denied - Date: _____

Head Teacher: _____

Copy to: Classroom teacher:

Student File:

Not es

Office Use Only NESA <input type="checkbox"/>	Student file <input type="checkbox"/>
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Vincentia High School Stage 5 – Change of Subject Form

Student Name: _____ **Year:** 9/10

List of subjects being studied NOW

I wish to (i) Change from _____ to _____

I wish to (i) Change from _____ to _____

You must see the following Head Teachers

a. HT Losing _____ Signature _____

b. HT Gaining _____ Signature _____

c. Deputy Principal _____ Signature _____

Student: _____

Date _____

Parent: _____

Date _____