

**St Paul's**  
Catholic College



**Stage 5**

**Year 10**

***Assessment Policy  
and  
Schedules***

**2018**

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## 1. Principal's Message for Year 10

I welcome each student to Year 10.

As you would be aware, a 'Record of Student Achievement' (ROSA) displays student results from Year 10 through to the completion of formal school studies (for most students this will occur at the end of Year 12).

The NSW Education Standards Authority requires a formal assessment structure in schools so that accurate grades can be externally recorded for each student.

Hence, our Year 10 studies are recorded as a major part of this significant educational credential. Now is the perfect opportunity to begin considering future directions and as a result re-evaluate your approach to all aspects of school.

The significant majority of students will be invited to continue with senior studies in 2019. It is to their great advantage to be committed, disciplined students and Year 10 should see the development of habits that reflect this more serious and mature mentality. However, there is no automatic entry into St Paul's Year 11 cohort, by Year 10 students.

For some, the world of work and/or TAFE awaits. Perhaps, even more importantly, these students should be extending themselves in order to be placed in the best possible position. A very positive School Reference and School Report are the greatest assets in your search for work.

For all in Year 10, the right **mental approach** and the associated **commitment** are most in need of being developed.

I wish all students a fully productive 2018.



**Mr Graeme Selmes**  
*Principal*

## 2. Introduction

The nature of assessment in Year 10 is significant. By the end of this year, students will have grades recorded with the NSW Education Standards Authority that reflect their achievements throughout this year.

These grades will become a vital component of a student's Record of Student Achievement (ROSA) which will be awarded to students when they complete their school studies in the forthcoming years.

Students will have to work consistently throughout this year to gain the best grade for their efforts.

### **This is the challenge of Year 10 study!**

Assessment Tasks are set in all subjects to cover all the outcomes prescribed by the syllabus for that subject. **Assessment is accumulative throughout Year 10.**

A copy of all Assessment Task Notifications will be available to view on the school Student Portal via MNConnect. Assessment Handbooks can also be viewed on the St Paul's Catholic College website.

The key elements for this year are:

- **Students will receive a school-based grade in all subjects.** This grade will be a grade A to E (or N), based on school assessment.
- Assessment tasks form the basis of allocating grades related to the **Course Performance Descriptors** set by the NSW Education Standards Authority.
- **N Results** – Indicate that students have NOT successfully completed this course.
- Grades will be recorded on the Record of Student Achievement (ROSA) which will be awarded to students upon the completion of schooling.

### **Informal Assessment**

Will be continuous throughout the year as students develop their skills to handle the major tasks. These activities will help the teacher allocate the **Performance Profiles** that appear on the School Report.

### **Performance Profiles**

In each course, there will be a series of profiles that reflect a range of skills, knowledge, values and attitudes. These profiles are intended to provide a specific overview within each course. Each student, apart from statistical data, will receive this additional evaluation. The combination of profiles, data and personal comment will ideally create a complete profile of where a student is at, with regard to their course.

### **3. Subject Assessment Procedures**

Each subject area determines its individual assessment procedure with consideration to the following:

- Assessment is continuous/progressive.
- Assessment is relative to a pre determined standard.
- Assessment may be comprised of a variety of tasks, tests, assignments, presentations etc, throughout a semester.
- Final marks appearing on reports will reflect student achievements in assessments relative to standards as outlined by the NSW Education Standards Authority.

### **4. Assessment Guidelines**

In deference to the Gospel value of justice, our assessment procedures:

- Are clearly and concisely articulated, and communicated to all involved in the teaching/learning process.
- Are designed in conjunction with the teaching/learning process.
- Are based on the goals of the syllabii and/or school teaching programmes.
- Provide to each student, through a variety of assessment tasks, maximum scope to demonstrate breadth of achievement.
- Provide to each student significant opportunity to demonstrate his/her highest level of competence.

Consequently, at the beginning of each course teachers will provide Stage 5 candidates with a written statement as to how their Stage 5 Grade is determined. This will:

- give a brief overview of course content
- explain the nature of each assessment task
- explain the weighting of each task in the overall scheme for that assessment period

## 5. Plagiarism

### Do not plagiarise

Plagiarism is the use of another person's words or ideas, without stating where they came from. It is a form of **theft**.

**Plagiarism is dishonest, unfair to you and others and is illegal under the Copyright Act, 1963.**

There are two types of plagiarism:

- **Deliberate Plagiarism** - this involves buying or stealing an essay, hiring someone to write it for you or copying from any other source without citing it.
- **Accidental Plagiarism** – using some else's ideas without referring to them or using "notes" that are really "quotes".

### Always cite the following:

Internet sites, magazines and newspapers, books, pamphlets, music, TV and movies, personal interviews, maps and other students' work.

### To avoid plagiarism:

- Write new information in point form
- Identify the source you are using **immediately**
- Record the author, title, publication details or web site
- Use your own words
- Put quotation marks around direct sources – note the page

**For assistance with bibliographies, please see the Librarian.**

***IF YOU PLAGIARISE ALL OF THE TASK YOU WILL NOT BE AWARDED ANY MARKS***

## 6. What To Do If?

### Lateness in Submitting Tasks

Every effort should be made to hand tasks in on or by the due date. If a student fails to hand in set tasks at all, or without a suitable written explanation, their work will be penalised according to the following scale:

Task Submitted	Penalty
1 Day Late	20% of total possible mark
2 Days Late	40% of total possible mark
3 Days Late	Zero Mark Awarded

Should there be an appropriate reason for late submission, the student must submit an explanation note to the Leader of Pedagogy. Technological malfunction is not usually viewed as a satisfactory reason for late submission – students are expected to maintain a back-up copy at all times.

### Absence from In-class Tasks

- Parents/Guardians are expected to **email or telephone the School**, on the day, if the student will miss a task.
- Students will generally be expected to complete the task on their return to school. However, in exceptional circumstances, an estimate may be given.
- Students will be required to provide a **suitable written explanation** such as a note from a parent or guardian **on the day they return to school**. Failure to provide this written explanation to the Tutor Group Teacher within 1 week may result in a zero being awarded for the task.

### Extensions to Due Date

Extensions to the due date will only be given if special circumstances warrant and a request is made **in writing three days prior to the due date**. The actual extension in a particular circumstance is up to the discretion of the relevant Leader of Pedagogy.

### Academic Misconduct

**Cheating** during examination-type tasks will usually result in the cancellation of the paper in whole or part (and a zero mark awarded for the paper or part). Likewise, proven **dishonesty** in relation to other assessment tasks will result in marks being adjusted accordingly.

## 7. Non-Submission of an Assessment Task

If you have legitimate reasons for non-submission then the following options may be exercised:

- Provide a **suitable written explanation or email** from a parent or guardian if there is a problem.

**OR**

- Apply for an extension (3 days before the due date) if there is a valid reason you cannot complete the task on time.

It is not satisfactory to miss an assessment task and be content just to receive a **Zero '0'**.

You must hand it in late anyway (up to three (3) days) and receive a reduced mark.

If you fail to complete a task the following procedure will apply:

**Written warning letter is sent home to say you did not complete the task by the due date**



**The letter tells you that the task needs to be submitted by the following Tuesday**



**If you still do not hand in the task you will automatically be placed on afternoon detention**



**During the detention (which is different to normal afternoon detention) you will be given time to complete the outstanding task or some part of it**

You need to submit Assessment Tasks, even if you receive a **Zero (0)**, as you still need to meet the course outcomes to fulfil NSW Education Standards Authority expectations.



## 8. Reports

Students will be issued with **three reports during Year 10**. They are as follows:

- **Term 1 Interim Report** will be a brief reflection on the student's progress to date and their approaches to learning.
- **Term 2 Report** will be more comprehensive, summative report of Semester One, providing both feedback and direction for Semester Two.
- **Term 4 Report** will provide each student with a summation of their approaches to learning throughout the academic year.

***Please note: The Grade submitted to the NSW Education Standards Authority for each subject will reflect an accumulated result across both semesters.***

## 9. The Stage 5 Grading System Explained

### Performance Descriptors

The NSW Education Standards Authority has developed a set of General Performance Descriptors outlined on Page 10 which are statements describing the five levels of student achievement used as the basis for specific subject descriptors.

Sets of descriptors for **each subject** called **Course Performance Descriptors** have been developed from the General Performance Descriptors.

Each descriptor is a statement about a student's achievement related to the knowledge and skills objectives of each course. The descriptors range from Excellent (A) to Elementary (E) achievement.

Teachers will collect assessment information about student achievement and relate it to the specific subject descriptors. These will assist teachers to make the final judgement of the grade to award students at the end of Year 10.

The grade a student receives in each course will be the one which best relates to the description of the student's achievement given in the course Performance Descriptors.

### Comparing Grades

No attempt should be made to compare the grades awarded in different subjects.

There is no valid basis for comparing results between the various courses in Mathematics or between any other subjects.

## General Performance Descriptors

Grade	General Performance Descriptors
<b>A</b>	Indicates <b>excellent</b> achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
<b>B</b>	Indicates <b>a thorough level</b> of achievement in the course. The student has thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and skills to most new situations.
<b>C</b>	Indicates <b>sound</b> achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
<b>D</b>	Indicates <b>basic</b> achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
<b>E</b>	Indicates <b>elementary</b> achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

### *The “N” Determination.....*

***An ‘N’ determination will be used to show the subject was not satisfactorily completed. Students will be in danger of receiving an “N” determination if they:***

- Do not follow a course developed or endorsed by the Board.
- Do not apply themselves with **diligence** and **sustained effort** to the set tasks and experiences provided in the course by the school.
- Do not achieve some or all of the course outcomes.

**NB:** Satisfactory completion is judged by, among other things, a student’s attendance and level of involvement in class, proportion of homework and assessment tasks completed and level of achievement.

If a student is judged to be in danger of not completing the requirements of a course, they will be given a formal warning notice in writing and will be expected to correct the problem. Failure to correct the problem will result in a second warning. Failure to correct the problem after this second formal warning will mean that an “N” award for that subject will be given. This “N” award will be recorded on the official Record of Student Achievement.

## 10. A Final Word to Students

**With all these important aspects to consider, it is important that students recognise:**

The change in approach that is needed **now** in response to the structure of Year 10. This requires a more consistent and intense effort.

The consistency of study, the commitment to personal goal setting and excellence are vital patterns in **preparation for senior study**. There is no magical transformation over Christmas holidays for Year 11.

Some **course levels** and **course selections** for Year 11 will be strongly influenced by levels of attainment this year. **Career aspirations** will be affected by these. It is most important your very best efforts are made over this year.

The value in discussing with their teachers and, in particular, their Careers Adviser, **possibilities beyond Year 10**.

Those hoping to seek apprenticeships or some form of employment need to perhaps do most thinking of all: “How do I place myself in the best possible position to be employed? An important part of this is how effective my Year 10 Reports read – can I give my best? Do I possess consistency? Am I able to work with people? Can I cooperatively accept authority?”

The decisions to be made in this year start to take on serious proportions – we are talking about life issues. We urge every student to be consistent in their efforts and high in their aims, and call on parents and staff to extend, enthuse and support each student’s particular needs.

***The following pages outline both the Course & Assessment Overview for individual courses.***

# Commerce

## Stage 5 - Year 10

### Course Overview

The Commerce course assesses students on the basis of their knowledge and understanding of commercial activities as well as the skills involved in studying these activities.

### Topics:

- Law and Society
- Law in Action
- Employment Issues
- Towards Independence

### Assessment Overview

#### Semester 1

Task	Weighting	Timing
1. In –class task	40%	Term 1, Week 8
2. Semester 1 Examination	40%	Term 2, Week 6
3. Class Mark	20%	
<b>Total</b>	<b>100%</b>	

#### Semester 2

Task	Weighting	Timing
4. Research Project	40%	Term 3, Week 4
5. Examinations	40%	Term 4, Weeks 5 & 6
6. Class Mark	20%	
<b>Total</b>	<b>100%</b>	

# Drama

## Stage 5 - Year 10

### Course Overview

Drama is an elective course that, at St Paul's Catholic College, is semester based and studied for 200 hours across Years 9 and 10. Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works.

**All students will undertake a unit of Playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli.**

**Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.**

Students **learn to** make, perform and appreciate dramatic and theatrical works. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society. Log Books are maintained throughout the course and are an integral part of all assessment tasks.

### Assessment Overview

#### Semester 1

Task	Weighting	Timing
1.Creative Movement: Performance & Log Book	20%	Week 11, Term 1
2.Australian Drama Case Study: Research Task	10%	Week 8, Term 2
Scriptwriting/Monologue	20%	Week 9, Term 2
<b>Total</b>	<b>50%</b>	

#### Semester 2

Task	Weighting	Timing
3.Theory Examination	15%	Week 10, Term 3
5.Group Performance & Log Book	35%	Yearly Exam Block
<b>Total</b>	<b>50%</b>	

# English

## Stage 5 - Year 10

Year 10 English is programmed in accordance with the new Stage 5 Syllabus to provide experiences and skill development for students in the language modes of reading, writing, speaking, listening, viewing and representing.

Students engage in graded classes with a variety of texts including multi-media, film, and other visual material to complete both responding and composing tasks.

Outcomes-based units of work generally have a formal summative assessment task at the end of each unit. Ongoing class-based formative tasks also form part of the assessment process.

Four standards referenced common tasks will be used and combined with two moderated class marks to determine each student's ranking for reporting & ROSA purposes.

### Assessment Overview

#### Semester 1

Task	Semester Weighting for Report 1	Weighting for ROSA grading	Timing
1. – Unit 1	50%	20%	Term 1, Week 11
2. – Unit 2	50%	20%	Term 2, Week 5
<b>Total</b>	<b>100%</b>	<b>40%</b>	

#### Semester 2

Task	Semester Weighting for Report 2	Weighting for ROSA grading	Timing
3. – Unit 4	40%	20%	Term 3, Week 7
4. – Unit 6	40%	20%	Term 4, Week 5
Formative class work (moderated against Tasks 1,2,3 & 4)	20%	20%	Term 4, Weeks 5/6
<b>Total</b>	<b>100%</b>	<b>60%</b>	

# Food Technology

## Stage 5 - Year 10

### Course Overview

This course is the continuation of the Year 9 Food Technology course. In Year 9 the students studied **Food Selection and Health, Food in Australia, Food for Special Occasions, Food Equity** and two core topics **Food Preparation and Processing** and **Nutrition and Consumption**.

#### Core Topics:

- Food Preparation and Processing
- Nutrition and Consumption

#### Focus Areas:

- Food Service and Catering
- Food for Special Needs
- Food Product Development
- Food Trends

#### Each focus area/unit will involve:

- student activities during course (these may include practical tasks)
- a major assessment task

### Assessment Overview

#### Semester 1

Task Description	Weighting	Due In / To be done
1.Food Service and Catering Task	35%	Term 1, Week 8
2a.Food for Special Needs Task	35%	Term 2, Week 5
2b.Practical Task – Practical Food Solution	30%	In-class 2 lessons Term 2, Week 8
<b>Total</b>	<b>100%</b>	

#### Semester 2

Task Description	Weighting	Due In / To be done
3.Food Product Development Task	35%	Term 3, Week 10
4a.Food Trends Task	35%	Term 4, Week 4
4b.Practical Task – Two Course Meal	30%	In-class 2 lessons Term 4, Week 5/6
<b>Total</b>	<b>100%</b>	

# German

## Stage 5 - Year 10

### Course Overview

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

German has a direct relationship with English, having evolved from the same family of European languages. Many German words look and sound similar to English words and this helps make learning German an achievable and enjoyable experience.

In this course, students will study the following topics:

- Greetings & Introductions
- Family & Identification
- School
- Hobbies
- Food
- Tourism
- Around the Town
- Health
- Weather
- Holidays
- Clothing & Shopping
- Money
- Housing

In each topic the four skills of Reading, Writing, Listening and Speaking will be developed.

**Requirements** Students will need either A4 size writing books **OR** an A4 folder, as many A4 size handout sheets will be given throughout the course.

### Assessment Overview

#### Semester 1

Task	Weighting	Timing
1. Presentation (describe your house)	50%	T1, Wk8
2. Reading and Writing	25% & 25%	T2, Wk5 (exam)
<b>Total</b>	<b>100%</b>	

#### Semester 2

Task	Weighting	Timing
3. Listening	50%	T3, Wk8
4. Reading & Writing	25% & 25%	T4, Wk6 (Exam)
<b>Total</b>	<b>100%</b>	



# Graphics Technology

## Stage 5 - Year 10

### Course Overview

This is a continuation of the Year 9 Graphics Technology Course. In Year 9 students studied Core Module 1 and Core Module 2. In Year 10 they will study the optional modules Architectural Drawing, Engineering Drawing, Product Illustration and Computer Aided Design and Drafting.

The course has been designed to extend the student's skills in the use of materials, tools and techniques related to timber.

The course provides practical experiences as well as developing general education skills.

### Assessment Overview

#### Semester 1

Task	Weighting	Timing
1.Engineering Drawing	40%	Term 1, Week 8
2.Architectural	40%	Term 2, Week 5
3.Unit Review	20%	Term 2, Week 7
Total	100%	

#### Semester 2

Task	Weighting	Timing
4.Product Illustration	40%	Term 3, Week 6
5.CAD	40%	Term 4, Week 4
6.Semester 2 Examination	20%	Term 4, Weeks 5/6
Total	100%	

# HSIE – Geography

## Stage 5 - Year 10

### Semester 2

#### Course Overview

The mandatory Australian Geography, Civics and Citizenship course integrates knowledge of people, events and places. It encourages students to enquire, learn about and develop an appreciation of the world around them.

#### Topics

**Topic 3:** Issues in Australian environments

**Topic 4:** Australia in its Regional and Global Topic

#### Assessment Overview

##### Semester 1 – Geography

Task	Weighting	Timing
1. Common Task	30%	Term 3, Week 8
2. Class Tasks – small tasks that will include: <ul style="list-style-type: none"><li>• Skills 15%</li><li>• Literacy 15%</li><li>• Class Activities 20%</li></ul>	30%	Over the course of the semester as notice is given
<b>Total</b>	<b>100%</b>	

***N.B. "In the mandatory Stage 5 (Years 9/10) HSIE Courses only the first two classes are graded. The remaining classes will be made up of mixed ability groups."***

# HSIE – History

## Stage 5 - Year 10

### Semester 1

#### Course Overview

Year 10 History is programmed in accordance with the new Stage 5 History Syllabus for the Australian Curriculum. The aim of History is to enable students to acquire the knowledge and understanding, historical skills, values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenships in a changing world.

#### Topics

- Rights and Freedom - Vietnam
- 1960's and Vietnam
- Movement of People

#### Assessment Overview

##### Semester 1 – History

Task	Weighting	Timing
1 Common Task	30%	Term 2, Week 5
2 Class Tasks – small tasks that will include: <ul style="list-style-type: none"> <li>• Skills 15%</li> <li>• Literacy 15%</li> <li>• Class Activities 20%</li> </ul>	30%	Over the course of the semester as notice is given
<b>Total</b>	<b>100%</b>	

*“In the mandatory Stage 5 (Years 9/10) HSIE Courses only the first two classes are graded. The remaining classes will be made up of mixed ability groups.”*

# HSIE – Elective History

## Stage 5 - Year 10

### Course Overview

The Elective History course integrates knowledge of past societies and the impact they have had on the Modern World.

### Assessment Overview

#### Semester 1

Task	Weighting	Timing
1. Research / In-class component	40%	Term 2, Week 2
2. Semester 1 Examination	60%	Term 2, Week 6
<b>Total</b>	<b>100%</b>	

#### Semester 2

Task	Weighting	Timing
3. Research / In-class component	40%	Term 3, Week 6
4. Research and Presentation	60%	Term 4, Weeks 3-4
<b>Total</b>	<b>100%</b>	

# Industrial Technology - Timber

## Stage 5 - Year 10

### Course Overview

This is a continuation of the Year 9 Industrial Technology – Timber course in which students studied Core Modules 1 and 2. In the Year 10 course students complete 2 specialised units – Cabinetwork 3 and Wood Machining 3.

The course extends the students' skills and knowledge in working with timber, joint construction, project assembly, wood machining, design, the timber industry and related technologies.

### Assessment Overview

#### Semester 1: Cabinetwork 3 – Specialised Module 3

Task	Weighting	Timing
1a Practical Project Progress	40%	Term 2, Week 4
1b Folio / Research	40%	Term 2, Week 4
2 In-Class Practical Examination	20%	Term 2, Week 7 (Revised 4.6.18)
<b>Total</b>	<b>100%</b>	

#### Semester 2: Wood Machining – Specialised Module 3

Task	Weighting	Timing
3a Project Folio	20%	Term 4, Week 2
3b Practical Project	60%	Term 4, Week 2
4 Semester 2 Examination	20%	Term 4, Weeks 5/6
<b>Total</b>	<b>100%</b>	

# Information and Software Technology

## Stage 5 - Year 10

### Course Overview

During Year 10 you will continue to work on projects using different computing applications. Each project is designed to allow you to develop your skills and creativity.

Most of the projects will be carried out during the class time, although you may need to carry out some research, planning and evaluation, while also completing tasks out of class time.

### Topics

- Authoring and Multimedia
- Database Design
- Option Topic

The following core concepts will be covered with the above topics:

Design, produce and evaluate

Software, Hardware

Data handling, Issues, People

Past, current and emerging technologies

### Assessment Overview

#### Semester 1

Task	Weighting	Timing
1 Multimedia Project	50%	Term 1, Week 10
2 Database Project	50%	Term 2, Week 5
<b>Total</b>	<b>100%</b>	

#### Semester 2

Task	Weighting	Timing
3 Robotics Project	50%	Term 4, Week 2
4 Yearly Examination	50%	Term 4, Weeks 5/6
<b>Total</b>	<b>100%</b>	

# Mathematics

## Stage 5 - Year 10

In the Stage 5 (Years 9 and 10) Mathematics course, students follow an assessment schedule determined by the school. At the completion of this course students will be awarded a grade to summarise the students' achievement during Stage 5. Internal assessment and Course Performance Descriptors will be used to award these grades.

There will be a formal assessment task at the end of each semester. Ongoing class-based marks and tasks also form a part of the assessment process.

### Assessment Overview

#### Semester 1

Task /Description	Weighting	Timing	Duration
1 Examination	70%	Term 2, Week 6	90 Minutes
Class Tests / Home Work	30%		
<b>Total</b>	<b>100%</b>		

#### Semester 2

Task /Description	Weighting	Timing	Duration
2 End of Course Examination	70%	Term 4, Weeks 5/6	90 Minutes
Class Tests / Home Work	30%		
<b>Total</b>	<b>100%</b>		

### Equipment

Students will need a calculator, geometry set and ruler, and a separate workbook for Mathematics.

# Music

## Stage 5 - Year 10

### Course Overview

In Music, students are assessed on the skills and knowledge they demonstrate in the following three syllabus areas:

- Composing
- Performing
- Listening

### Topics

A range of topics will be covered in Year 10 including:

- Music For Small Ensembles
- Australian Music
- Art Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries

### Assessment Overview

#### Semester 1

Task	Weighting	Timing
1 Composition	50%	Week 10 Term 1
2 Performance	50%	Week 8 Term 2
<b>Total</b>	<b>100%</b>	

#### Semester 2

Task	Weighting	Timing
3 Listening Exam	50%	Week 6 Term 3
4 Performance	50%	Exam Week Term 4
<b>Total</b>	<b>100%</b>	



# Physical Activity and Sports Studies

## Stage 5 - Year 10

### Course Overview

The Year 10 section of the Physical Activity and Sports Studies course is made up of the following units of work.

### Semester 1

- Physical Fitness – Testing and Measurement
- Fitness Training
- Badminton
- Coaching
- Floorball

### Semester 2

- Enhancing Performances ( A World Sport Case Study)
- Drugs in Sport
- Issues in Sport
- Tchoukball

### Assessment Overview

Report marks reflect actual results, and achievement of Performance Descriptors, from selected units of work, within that Semester, compared with all students in the course.

Assessments will take a variety of styles including exam, assignment/report etc. and a mark given to reflect practical work.

### Semester 1

Task	Weighting	Timing
1 'Physical Fitness – Testing and Measurement' Assignment	30%	Term 1, Week 9
2. Practical – Badminton Focus	40%	Term 2, Week 3 + Progressive
3. 'Coaching' – Assignment	30%	Term 2, Week 5
<b>Total</b>	<b>100%</b>	

### Semester 2

Task	Weighting	Timing
4. World Sport Study – Research & Presentation	30%	Term 3, Week 1
5. Practical - Tchoukball	20%	Term3, Week 6
6. 'Drugs in Sport' – Topic Test	30%	Term 3, Week 7
7. Current Issues in Sport – Case Study	20%	Term 4, Week 3
<b>Total</b>	<b>100%</b>	

# PD/H/PE

## Stage 5 - Year 10

### Course Overview

The Year 10 PDHPE programme will consist of:

Theory based units of work

A series of practical units covering a variety of sports and activities

### Assessment Overview

Report marks reflect actual results, and achievement of Performance Descriptors, from selected units of work, up to that point of time, compared with all Year 10 students.

Assessments will be in a variety of styles including an exam, quizzes, an assignment/report etc. and a mark given to reflect practical work, in practical topics.

### Semester 1

Task	Weighting	Timing
1. 'A Risky Business' - Assignment	50%	Term 1, Week 10
2. 'Organising & Participating in Physical Activity' Peer instruction	50%	Term 2, Week 4
<b>Total</b>	<b>100%</b>	

### Semester 2

Task	Weighting	Timing
3. Assignment – 'Overcoming Adversity'	50%	Term 3, Week 5
4. 'Making A Difference' Assignment	50%	Term 4, Weeks 4
<b>Total</b>	<b>100%</b>	

# Religious Studies

## Stage 5 - Year 10

### Course Overview:

Year 10 Religion is programmed in accordance with the Catholic Schools Diocese of Maitland Newcastle K-12 Religion Syllabus. There are Four Strands that are followed throughout the following units of works, Jesus and Scripture, History and Beliefs, Celebration and Prayer and Justice and Morality.

### Topics covered:

- A Study of the Gospels
- The Story of the Australian Church
- Creating a Just World
- Understanding Catholic Morality
- Commitment and Ministry

### Assessment Overview

#### Semester 1

Task	Weighting	Timing
1. ICT Blog	50%	Term 1, Week 7
2. Research – In-class component (oral/interview)	50%	Term 2, Week 5
<b>Total</b>	<b>100%</b>	

#### Semester 2

Task	Weighting	Timing
3. Religious Literacy Task	50%	29 <sup>th</sup> August Term 3, Week 6
4. In class tasks	50%	Throughout the semester as notified by the teacher
<b>Total</b>	<b>100%</b>	

# Science

## Stage 5 - Year 10

### Course Overview

Year 10 classes are graded for the year.

The Topics listed below will lead to the students' achievement of the syllabus knowledge and skills outcomes for Stage 5.

Listed Topics will be assessed during the semester using both written examinations and skills based activities.

Both Semester 1 and Semester 2 results will be used to produce the ROSA Grade in Science.

### Semester One Topics:

- Physical World
- Living World

### Semester Two Topics:

- Chemical world
- Earth in Space

**Please Note:** Timing of units of work are not final and dates for completion may need to be flexible.

### Assessment Overview

#### Semester 1

Task	Weighting	Due in:
1. Practical Task (2 parts)	40%	Term 1, Week 11
2. Semester 1 Examination	60%	Term 2, Week 6
<b>Total</b>	<b>100%</b>	

#### Semester 2

Task	Weighting	Due in:
1. Open Ended Investigation	40%	Term 3, Week 8
2. Semester 2 Examination	60%	Term 4, Weeks 5/6
<b>Total</b>	<b>100%</b>	

# Visual Arts

## Stage 5 - Year 10

### Course Overview

Year 10 Visual Arts students will explore Artmaking in the forms of sculpture, painting, printmaking, digital media and drawing. Students will study the practical artists, their role in the world, art hierarchies, contemporary practice and the history and traditions surrounding the artwork.

All students will be required to keep a VAPD (Visual Arts Process Diary) to enhance and expand on this exploration. It is a vital component of a student's assessment, planning and development.

### Topics

- **Face Off** — painting and photography
- **Bridging Cultures** – Drawing
- **Desire for Change** — Sculpture and photography

### Assessment Overview

#### Semester 1

Task	Weighting	Timing
1. Face Off Portrait	50%	Term 1 Week 10
2. Bridging Cultures Drawing	50%	Term 2 Week 8
<b>Total</b>	<b>100%</b>	

#### Semester 2

Task	Weighting	Timing
3. Desire for Change Sculpture	50%	Term 3 Week 8
4. Yearly Exam	50%	Exam Week Term 4
<b>Total</b>	<b>100%</b>	

# Visual Design

## Stage 5 - Year 10

### Course Overview

In this course, students continue to investigate and develop skills and knowledge about design practice. This includes how designers create artistically, concept inspiration and development, working to a brief using problem-solving skills and audience response to design throughout history with an emphasis on current international design practice.

Students explore the various fields of the design world including:

- **Print** (photography, computer imaging, drawing)
- **Object** (sculpture, body adornment, product)

There is a strong emphasis on the documentation of concepts and research in the Visual Design folio.

### Assessment Overview

#### Semester 1

Task	Weighting	Timing
1. Manga Mania Publication	50%	Term1, Week 8
2. The Novocastrian Photography	50%	Term 2, Week 7
<b>Total</b>	<b>100%</b>	

#### Semester 2

Task	Weighting	Timing
3. The Body Adorned Ring Design	50%	Term 3, Week 4
4. Skin Deep Tattoo Design	50%	Term 4, Week 4
<b>Total</b>	<b>100%</b>	

## 2018 Year 10 Assessment Calendar

Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<b>Term 1</b>					1	2	3	4
<b>Feb 2018</b>	<b>2</b>	5	6	7	8	9	10	11
	<b>3</b>	12	13	14	15	16	17	18
	<b>4</b>	19	20	21	22	23	24	25
	<b>5</b>	26	27	28	1	2	3	4
<b>Mar 2018</b>	<b>6</b>	5	6	7	8	9	10	11
	<b>7</b>	12 Religious Studies Task 1a	13	14	15	16	17	18
	<b>8</b>	19 Religious studies Task 1b Food Tech Task 1 PAT Testing P4 7-10	20 Visual Design Task 1 Commerce Task 1	21 Harmony Day Year 12 Retreat Graphics Task 1	22 Year 12 Retreat German Speaking Task	23 Year 12 Retreat German Speaking Task	24	25
	<b>9</b>	26	27 PASS Tsk 1	28	29	30 Good Friday	31 Easter Saturday	1 Easter
<b>Apr 2018</b>	<b>10</b>	2 Easter Monday	3	4 Year 7 – 10 PT Interviews Evening PDHPE Tsk 1	5 Music Task 1	6	7 World Health Day	8
	<b>11</b>	9 Drama Task 1 English Task 1	10 Science Task 1	11 Europe Excursion Visual Arts Task 1	12 Europe Excursion	13 Europe Excursion	14	15

Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<b>Term 2 April 2018</b>	<b>1</b>	<b>30</b> STAFF SPIRITUALITY DAY	<b>1</b>	<b>2</b>	<b>3</b> IST Task 1	<b>4</b>	<b>5</b>	<b>6</b>
	<b>2</b>	<b>7</b>	<b>8</b> Elective History T1	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b> <i>Mother's Day</i>
<b>May 2018</b>	<b>3</b>	<b>14</b>	<b>15</b> PASS Tsk 2 (Prac)	<b>16</b> Year 10 Camp	<b>17</b> Year 10 Camp	<b>18</b> Year 10 Camp	<b>19</b>	<b>20</b>
	<b>4</b>	<b>21</b> ITTimber Task 1A & B	<b>22</b>	<b>23</b> PDHPE Tsk 2	<b>24</b> History T1	<b>25</b>	<b>26</b>	<b>27</b>
	<b>5</b>	<b>28</b> Religious Studies Task 2 Food Tech 10.1 Task 2a	<b>29</b> Religious Studies Task 2 Food Tech 10.2A/B Task 2a HSIE History Task 1	<b>30</b> PASS Tsk 3 Graphics Task2 IST Task 2	<b>31</b>	<b>1</b> IST Task 2	<b>2</b>	<b>3</b>
	<b>6</b>	<b>4</b> SCHOOL PHOTOS Yr 10 Music Task 2	<b>5</b> Yr 7-10 Maths Exam Block Yr 9&10 Science Exams	<b>6</b> Yr 7-10 Maths Exam Block Yr 9&10 Science Exams Yr 8 Religious Literacy Exam Elective History Task 2	<b>7</b> Yr 7-10 Maths Exam Block Yr 9&10 Science Exams Commerce Task 2	<b>8</b>	<b>9</b>	<b>10</b>
<b>Jun 2018</b>	<b>7</b>	<b>11</b> <i>Queen's Birthday</i>	<b>12</b> English Task 2	<b>13</b> Visual Design Task 2 Graphics Task 3	<b>14</b> ITTimber Task 2	<b>15</b>	<b>16</b>	<b>17</b>
	<b>8</b>	<b>18</b> Diosounds Drama Task 2A Visual Arts Task 2 German Task 2 Music Task 2	<b>19</b> Diosounds	<b>20</b> Diosounds	<b>21</b> Diosounds	<b>22</b>	<b>23</b>	<b>24</b>
	<b>9</b>	<b>25</b> Drama Task 2B Food Tech 10.1 Task 2b	<b>26</b> Food Tech 10.2A/B Task2b	<b>27</b> IST Task 2	<b>28</b>	<b>29</b>	<b>30</b>	<b>1</b>
	<b>10</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>July 2018</b>	<b>10</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>



Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<b>Term 3</b>	<b>1</b>	<b>23</b> STAFF DEVELOPMENT DAY CSO	<b>24</b> PASS Task 4	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
	<b>2</b>	<b>30</b>	<b>31</b> Year 7 – 10 PT Interviews Evening	<b>1</b> Year 7 – 10 PT Interviews ALL DAY	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Aug 2018</b>	<b>3</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>4</b>	<b>13</b>	<b>14</b> Athletics Carnival	<b>15</b> Visual Design Task 3	<b>16</b> Commerce Task 3	<b>17</b>	<b>18</b>	<b>19</b>
	<b>5</b>	<b>20</b>	<b>21</b> PDHPE Tsk 3	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
	<b>6</b>	<b>27</b> PASS Task 5 (Prac)	<b>28</b> Elective History T3 Grapics Task 3	<b>29</b> Year 10 Diocesan Religious Literacy Test ALL Year 10	<b>30</b> Year 10 Music Task 3	<b>31</b>	<b>1</b>	<b>2</b> Father's Day
<b>Sep 2018</b>	<b>7</b>	<b>3</b>	<b>4</b> PASS Task 6	<b>5</b> English Task 3 Visual Design Task 2	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
	<b>8</b>	<b>10</b>	<b>11</b> Geography Task 1	<b>12</b> Science Task 3 In Class Visual Arts Task 3	<b>13</b> German Task 3	<b>14</b>	<b>15</b>	<b>16</b>
	<b>9</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
	<b>10</b>	<b>24</b> Drama Task 3 Food Tech Task 3	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b> Staff Development Day	<b>29</b>	<b>30</b>

Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<b>Term 4</b>  <b>Oct</b> <b>2018</b>	<b>1</b>	15	16	17	18	19	20	21
	<b>2</b>	22 ITTimber Task 3A ITTimber Task 3B	23	24	25 IST Task 3	26	27	28
	<b>3</b>	29 Elective History Task 4	30 PASS Task 7	31	1	2	3	4
<b>Nov</b> <b>2018</b>	<b>4</b>	5 Food Tech Task 4a	6	7 Visual Design Task 4 PDHPE Tsk 4 Graphics Task 4	8	9	10	11
	<b>5</b>	12 Food Tech 10.1 Task 4b	13 Food Tech 10.2A/B Task 4b	14 Visual Arts Task 4	15 ASSESSMENT FREE	16 ASSESSMENT FREE	17	18
	<b>6</b>	19 Yr 7-10 Exam Block	20 Yr 7- 10 Exam Block	21 Yr 7- 10 Exam Block	22 Yr 7-10 Exam Block German Exam Music Task 4	23 Yr 7-9 Exam Block German Exam	24	25
	<b>7</b>	26	27	28	29	30	1	2
<b>Dec</b> <b>2018</b>	<b>8</b>	3	4	5	6	7	8	9
	<b>9</b>	10	11	12	13	14	15	16
	<b>10</b>	17	18	19	20	21	22	23
		24 HOLIDAYS	25 Christmas	26 Boxing Day	27	28	29	30

