

St Paul's
Catholic College



Stage 5

Year 10

***Assessment Policy
and
Schedules***

2020

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1. Principal's Message for Year 10



I welcome each student to Year 10.

This year commences a student's attainment of a 'Record of School Achievement' (RoSA). The NSW Education Standards Authority (NESA) issues the RoSA to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

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.

NESA requires a formal assessment structure in schools so that accurate grades can be externally recorded for each student. Hence, 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 2020. 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 2020.



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

Informal assessment will be continuous throughout the year as students develop their skills and knowledge related to course outcomes. These formative tasks will not only allow for assessment AS and FOR learning but will assist teachers in allocating 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 research tasks, tests, speeches, presentations, group tasks etc, throughout a semester.
- Final Grades appearing on reports will reflect student achievements in assessments relative to standards as outlined by the NSW Education Standards Authority (NESA).

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 programs.
- 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 and an overall Grade for each subject.

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
A	Indicates excellent 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	Indicates a thorough level 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.
C	Indicates sound 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.
D	Indicates basic 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.
E	Indicates elementary 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 that 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 will assess students on the basis of their knowledge and understanding of commercial activities as well as the skills involved in studying these activities in each specific topic.

Topics

- Law and Society (Core)
- Law In Action (Option)
- Employment Issues (Core)
- Our Economy (Option)
- Towards Independence (Option)

Assessment Overview

Task	Weighting	Timing
1. Research Task	30%	Term 2 Week 2
2. In class Task	35%	Term 3 Week 5
3. Summative Class Portfolio: A culmination of various individual and class tasks throughout the year.	35%	Progressive throughout the year. Term 4 Week 7
Total	100%	

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 theatre using 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. Logbooks are maintained throughout the course and are an integral part of all assessment tasks.

Topics

- Creative Movement
- Australian Scripts
- Brecht and Epic Theatre
- Melodrama

Assessment Overview

Task	Weighting	Task Due Date
4. Creative Movement: Group Performance, Logbook and Case Studies	40%	Term 1, Week 10 3 rd April 2020
5. Australian Theatre: Monologue Performance and Logbook	30%	Term 2, Week 10 1 st July 2020
6. Brecht Playbuilding: Group Performance and Logbook	30%	Term 4, Week 3 29 th October 2020
Total	100%	

English

Stage 5 - Year 10

Year 10 English is programmed 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.

Three common assessment tasks as well as ongoing class-based formative tasks inform the assessment process to determine each student's grading for reporting & ROSA purposes.

Assessment Overview

Task	Weighting	Timing
1. Unit 1: "Text Adaptation" Comparative essay (in class task)	30%	Term 1, Week 11
2. Unit 4: "The Writer's Workshop" Part A (25%): Narrative, Discursive or Persuasive (student choice) (submission task) Part B (15%): Reflection (in class task)	40%	Term 3, Week 10
3. Unit 5: "The Power and the Passion" Multimodal (live presentation/ submission options)	30%	Term 4, Week 5/6
Total	100%	

Food Technology

Stage 5 – Year 10

Course Overview

This course is a continuation of the Year 9 Food Technology Course and aims to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Focus Areas:

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

Assessment Overview

Task	Weighting	Timing
1. Task 1 Food for Special Needs Task	30%	Term 2, Week 5 (Submitted)
2. Task 2 Food Product Development Task	30%	Term 3, Week 10 (Submitted/in-class)
3. Task 3 Practical Task	40%	Term 4, Week 5/6 (In-class 2 lessons)
Total	100%	

Textiles Technology

Stage 5 – Year 10

Course Overview

In Year 10, students will extend their experiences in the use of textiles and their design ability will be further challenged. Project work forms the basis of units studied. All textile projects are supported by a design folio.

In Semester 1 students look at career opportunities in the textiles industry and study the changing nature of work and factors affecting consumer demand.

In Semester 2 students study historical and cultural issues associated with textiles.

Assessment Overview

Task	Weighting	Timing
4. Apparel Task	40%	Term 2, Week 4 (submitted)
5. Upcycled Task	30%	Term 3, Week 5 (submitted)
6. Textile Art Task	30%	Term 4, Week 7 (submitted)
Total	100%	

Design and Technology

Stage 5 – Year 10

Course Overview

This course is a continuation of the Stage 5 Design and Technology Syllabus with a focus on STEM based activities. Students will complete design projects that will challenge them and allow them to learn about the Core areas.

Assessment Overview

Task	Weighting	Timing
1. Project and Folio Progress	40%	Term 2 Week 6 (submitted)
2. Project and Folio Progress	60%	Term 4, Week 2 (submitted)
Total	100%	

HSIE - Geography

Stage 5 – Year 10

Course Overview

The aim of Geography is to enable students to acquire the knowledge and understanding, skills, values and attitudes essential to an appreciation of geographical phenomena and to prepare students for informed and active citizenship in a changing world. Geography will be studied in semester two.

Topics include

- Environmental Change and Management
- Human Wellbeing

Assessment Overview

Task	Weighting	Task Due Date
1. Literacy Task	60 %	Term 3 Week 7
2. Skills-based Activity	40 %	Term 4 Week 3
Total	100%	

HSIE - History

Stage 5 – Year 10

Course Overview

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 citizenship in a changing world. History will be studied in semester one.

Topics include

- Changing Rights and Freedoms
- The Vietnam Era

Assessment Overview

Task	Weighting	Task Due Date
1. Literacy Task	60 %	Term 1 Week 8
2. Skills-based Activity	40 %	Term 2 Week 8
Total	100%	

HSIE – Elective History

Stage 5 – Year 10

Course Overview

Student will focus on understanding the nature of history, heritage, archaeology and the methods of historical inquiry. They examine historical meanings through a range of media and apply these understandings to their investigation of past societies and historical periods through both depth and thematic studies.

Topics Include

The Plagues, Who Owns the Past, World Empires, Individual Project-based Inquiry topics.

Assessment Overview

Task	Weighting	Task Due Date
7. Literacy Task-Submission	35 %	Term 2 Week 5 25.5.2020
8. Skills-based Presentation – Individual Study Submission	35 %	Term 3 Week 8 9.9.2020
9. Summative Class Portfolio – a collection of various individual and class tasks completed throughout the year	30%	Progressive throughout the year
Total	100%	

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

Task	Weighting	Timing
1. Focus Area - Research Task	30%	Term 1, Week 9 (Submitted)
2. Focus Area - Skill Assessment	40%	Term 2, Week 6 (In-class)
3. Focus Area - Exam	30%	Term 4, Week 5/6 (Exam)
Total	100%	

Information and Software Technology

Stage 5 – Year 10

Course Overview

In this course students will carry out projects using a variety of computing applications. Each project is designed to develop skills and discover interesting ways of using a variety of software.

The following core concepts will be covered:

- Design, produce and evaluate
- Software, Hardware
- Data handling, Issues, People
- Past, current and emerging technologies

Assessment Overview

Task	Weighting	Timing
Concept 1 - Project	50%	Term 2 Week 6 (Submitted)
Concept 2 - Project	50%	Term 4, Week 3 (Submitted)
Total	100%	

Mathematics

Stage 5 – Year 10

Course Overview

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.

Assessment

There will be a common ongoing assessment for student learning throughout the year. Students are encouraged to be diligent learners and complete all set work.

Assessment Overview

Task	Timing
1. Investigation Task	Term 1, Week 9
2. Examination	Term 2, Week 6
3. Examination	Term 4, Week 4

Equipment

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

The NSW Education Standards Authority (NESA) has a list of scientific calculators approved for use by students. Staff will only support students in their use of Casio fx or Sharp EL calculators from the NESA's list. All other brands may not be suitable, and staff will not be able to show students their functions.

Please note that the use of mobile phones as calculators is not permitted by NESA.

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 and Listening.

Throughout the stage 5 course the students will continue to develop their knowledge, understanding and skills in each of those areas.

Topics

Topics include:

- Art Music of the 20th and 21st Centuries
- Australian Music
- Music and Technology
- Music for Small Ensembles

Assessment Overview

Task	Weighting	Timing
10. Listening exam	30 %	Week 5 Term 2
11. Composition	30 %	Week 6 Term 3
12. Performance	40 %	Exam Week Term 4
Total	100%	

Physical Activity and Sports Studies

Stage 5 – Year 10

Course Overview

The Year 10 PASS Course contains modules across three areas of study:

- Foundations of physical activity
- Physical activity and sport in society
- Enhancing participation and performance.

Assessment Overview

Task	Weighting	Timing
1. Task 1 – Coaching (Research Task)	50%	Term 2 Week 6 (Submission)
2. Task 2 – Practical Skill Observations (Peer/Teacher Observations)	50%	Term 3 Week 7 (In Class)
Total	100%	

PDHPE

Stage 5 – Year 10

Course Overview

The Year 10 PDHPE Course contains modules across three areas of study:

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

Assessment Overview

Task	Weighting	Timing
3. Task 1 – Boost Your Performance (Research Task)	50%	Term 1 Week 7 (Submission)
4. Task 2 – Practical Skill Observations (Peer/Teacher Observations)	50%	Term 3 Week 1 (In Class)
Total	100%	

Religious Studies

Stage 5 - Year 10

Course Overview

The Year 10 course strives to help students be global citizens, who can gain an understanding and respect for the place of religion in our world. Students will gain skills in investigating, analysing and communicating through various mediums.

Students will study and deepen their understanding in the following units:

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

Assessment Overview

Task	Weighting	Timing
1. Research	10% (+5%)	Week 8, Term 1
2. Analysis	20% (+5%)	Week 5, Term 2
3. CSO Religious Literacy Exam	40% (30%)	Week 6, Term 3*
4. Oral	30%	Week 3, Term 4
Total	100%	

* The RL Exams marks will be contribute to the weightings of Tasks 1 and 2.

Science

Stage 5 - Year 10

Course Overview

Year 10 Science further develops the student's knowledge of Science and builds upon the knowledge and skills developed in Stage 4 and early Stage 5.

The topics that will be studied in year 10 are:

- Evolution
- Motion
- Chemical Reactions
- Genetics
- Waves
- Acids & Bases

Assessment Overview

Task	Weighting	Timing
1. Task 1- Open Ended Investigation	30%	Term 1 Week 10 Submission
2. Literacy task	20%	Term 3, Week 4 In class
3. Formal Examination	50%	Term 4, Week 5/6 In class
Total	100%	

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

- **Bridging Cultures**
 - Practical: Painting/Mixed Media
 - Theory: V.A.P.D. (Visual Arts Process Diary)
- **Desire for Change**
Practical: Sculpture and photography
- **Exam**
Theory

Assessment Overview

Task	Weighting	Timing
1. Bridging Cultures Practical-Painting/Mixed media Theory-V.A.P.D.	40%	Term 2, Week 8
2. Desire for Change Practical-Sculpture and photography	30%	Term 3, Week 8
3. Exam Theory	30%	Term 4 Week 5/6
Total	100%	

Visual Design

Stage 5 - Year 10

Course Overview

The aim of this course is for students 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.

Topics

Topics include

- **Print**
 - photography, computer imaging, drawing
- **Object**
 - product design

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

Assessment Overview

Task	Weighting	Task Due Date
1. Novocastrian Tales	30%	Term 1 Week 10 Tuesday 31/3/2020
2. Manga Mania	30%	Term 2 Week 9 Tuesday 23/6/2020
3. The Body Adorned	40%	Term 3, Week 10 Tuesday 22/9/2020
Total	100%	