

YEAR 10 2022



# ACADEMIC GUIDE

‘VIVERE CHRISTUS EST’

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*Whatever you have learned or received or heard from  
me, or seen in me—put it into practice. And the God of  
peace will be with you.*

*Philippians 4:9*

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# A Message from the Principal

Dear Students and Parents,

Every student at St Paul's receives an assessment overview for the year. This takes the form of an outline for each course, together with an assessment grid and assessment procedures.

These assessment overviews are designed for you to:

- know what assessments you will have, and
- learn how to plan for your assessments so that you can perform better in them.

Please keep in mind that dates will, at times, be changed and students will be notified by the class teacher.

You need to be aware of three important aspects of assessments:

1. If you are absent from an assessment task or are away when it should be handed in, on the day you return to school you need to bring a letter or email your teacher explaining the reason for the absence. On the day of your return you will be required to undertake or submit the task. Marks will be awarded as normal provided the explanation for the absence is satisfactory. Estimates are only given in exceptional circumstances. Parents should telephone or email the school if a student is away when a task is scheduled and arrange for a message to be passed onto the relevant Leader of Pedagogy.
2. If you have a good reason for not having time to complete an assessment task (eg you have been ill for a week), you can apply for an extension by a written parental request presented to the Leader of Pedagogy. It is usually anticipated that this is clearly done in advance of the due date.
3. If you are absent without explanation or fail to submit a task on time without an adequate explanation, you will be required to attend an afternoon detention to complete some or all of the assessment. A penalty may also be applied to the overall mark or grade provided on the assessment.

For Year 10 students, please remember that all tasks still must be submitted regardless of penalties to fulfil NSW Education Standards Authority (NESA) expectations. Students who fail to submit tasks will be required to attend school after hours to complete outstanding assessment work.

All assessment task notifications will be available to view on Compass so absence on the day a task is issued is not grounds for extension. Assessment Handbooks can also be viewed on the St Paul's Catholic College website.

It is vitally important that you realise managing assessment is complex, but we are training students to be proactive in the management and organisation of their school responsibilities.

I hope this information allows you to be a far better prepared student in 2022.

Every success,



**Mr Nicholas Wickham**  
**Principal**

# A Message from the Assistant Principals

Dear Parents and Students

Year 10 is a significant period in a student's journey through secondary school. This year marks the first time students must adhere to the rules and regulations stipulated by NESA. Assessment forms an integral part of these rules and regulations to ensure the equitable delivery of learning and judgement of student performance against the standards. This booklet outlines the assessment tasks for each subject available to Year 10 students at St Paul's Catholic College. It has been prepared to assist in planning for assessment tasks which are part of the teaching and learning cycle. Our approach to assessment is to lead students in building on the knowledge and skills that they develop and refine each year. Students will move towards becoming greater advocates for their own learning and develop an understanding of the importance of academic rigor as their teachers continually prepare students for lifelong learning. Importantly, the assessments outlined in this booklet do not constitute all the assessment opportunities afforded to students. It is vital that students understand that all learning students engage in, both inside and outside the classroom, counts.

Traditionally, student understanding has been assessed using four or, in some cases five, set tasks throughout the year. At St Paul's our approach is to provide students with multiple opportunities throughout the year to demonstrate what they know and can do through classwork and informal assessment. This approach changes the emphasis from 'learning for the assessment' to an approach where all learning is an opportunity for students to show mastery of content and skills. Teachers, in collaboration with students, will be building a profile of student learning which enables students to receive regular feedback that can then be used by students to identify their next steps in learning. As has previously been the case, student achievement will be identified against the common grade scale.

Through this approach, teachers will be asking students 'Show me that you can ...'. Through the explicit communication of learning intentions and co-constructed success criteria we place students in a position where they are able to be agile in their own learning and make adjustments as necessary. Teachers lead students to mastery through regular feedback which assists students in identifying their next steps in learning.

Learning is a lifelong process and, as centres of learning, schools strive to support students in developing the skills to assist them in identifying how they learn. It is useful for students to know how they learn, the importance of practice and trying again which allow students to develop resilience and a 'bounce back' attitude. Students don't often know their learning potential and how adaptable their brains can be. As teachers, it is our goal to provide students with opportunities to grow in their learning power.

To our students, we wish you all the best in your academic endeavours. Always maintain a growth mindset and positive work ethic and your goals will be realised.



**Mrs Anne—Maree Shipman**  
**Assistant Principal Community & Wellbeing**  
**Learning**



**Mrs Amber Carter**  
**Assistant Principal Teaching &**

## Understanding Learning Power

In order to achieve your goals, you need to also be prepared to think and, sometimes, thinking requires effort. Effort is a factor that must be consistent with your personal motivation and goals and it is tied into your confidence to succeed. Thinking relies directly on our ability to access information on how curious we are about things and our desire to learn.

Consider the following: do you seek challenges that are hard and require effort; do you overcome setbacks by setting new goals and working harder; do you embrace the success of others and try to do what they are doing; seek feedback in order to improve your work and personal goals; and importantly, do you 'work harder' to 'get better'? At St Paul's Catholic College we encourage students to develop a growth mindset where you are encouraged to focus on effort rather than on intelligence and this allows you to build capacity in improving your self-efficacy and confidence to succeed.

Many students see their intelligence – and consequently their future achievement – as a fixed entity (Fixed Mindset), rather than on something that can grow and develop (Growth Mindset). Teaching people to have a growth mindset encourages focus on effort rather than on intelligence. The following table contains ideas that can help you in developing a growth mindset:

Words that encourage a growth mindset	Fixed mindset labels (avoid these!)	Grow your mindset using these!
WOW!	Smart	Believe that you can change your intelligence
Tell me about it	Cute	Plan what you should do next
Show me more	Great	Believe you can learn
How did you do that?	Fast	Know that you will do this
How do you figure that out?	Best	Plan your goals backwards: know what you want to achieve and make little goals to get there
How many ways did you try it before it turned out the way you wanted?	Pretty Good Great	Plan to overcome obstacles Be prepared to think!
What do you plan to do next?	Clever	Verbalise what success looks like
Are you pleased with what you did?	Intelligent Right	Acknowledge that there are things you will find challenging

## 1.0 What is a School Assessment?

A School Assessment is used by the school to generate a grade and/or mark comparing a student's performance on School Assessment Tasks with that of all other students in the school doing the same course, in relation to a set of course outcomes and course standard descriptors. Separate assessment programs operate throughout the ROSA and HSC Courses.

**Refer to ACE Manual 8070 Preliminary course assessment – areas, tasks, programs and adjustments (<https://ace.nesa.nsw.edu.au/ace-8070>)**

Students are required to complete school-based assessment tasks for each course they study. School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in examination. Teachers are continually gathering evidence of student achievement through the normal teaching and learning cycle. Students will receive information on how they are progressing through marks, grades, comments which can be both teacher and student generated. Results from assessments are aligned with the common grade scale which outlines standards of achievement for students in each grade.

### 1.1 Formative & Summative Assessment:

NESA distinguishes between formal assessment tasks and informal assessment tasks. Each type of task can contribute to a student's overall grade or rank throughout the ROSA and HSC courses. **Informal assessment** is also known as formative assessment and is used throughout the teaching and learning cycle to inform students and teachers on how learning is progressing. Feedback is an essential part of effective formative assessment practice. Feedback can take the form of teacher provided feedback, student self-reflection or peer feedback. Effective feedback provides the learner with an understanding of their next steps in learning.

Formal assessment is also known as summative assessment and is used to provide information to the student and the teacher on how well a student has acquired knowledge and understanding at the end of the teaching and learning cycle. While feedback may be provided on summative assessment, it is not as effective as the feedback provided with formative assessment. The outline of the summative tasks are provided in this Academic Guide.

From this point onwards the term **Assessment will refer to summative assessment** unless otherwise specified.

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement. Teachers should consider all evidence gathered and should not be limited to a set number of children allocated to each grade within their class or school.

With this in mind, our approach to assessment is continuous throughout the year as students develop their skills and knowledge related to course outcomes. These learning 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. More information about assessment as and assessment for learning can be found at: [Assessment For Of As](#)

## **1.2 Why have Assessment Tasks?**

It is not possible or desirable to assess everything that a student does in a course in a single examination. A School Assessment will allow a student to be given credit for their performance in diverse areas such as oral presentations, practical tasks and inquiry-based projects, as well as basing overall results on assessment tasks completed throughout the whole course, rather than just on one examination at the end of the course.

## **1.3 Why is Assessment important?**

There are several reasons:

- a. Assessment tasks for the Year 11 Course are used to determine whether the course has been satisfactorily completed. Only if a Year 11 Course has been satisfactorily completed can a student proceed to the Year 12 Course.
- b. All assessment tasks in the Year 12 HSC Course count towards the final HSC Assessment Marks forwarded to the NSW Education Standards Authority (NESA). The student's moderated Assessment Mark in each NESA Developed course will be reported on their Higher School Certificate.
- c. If a student is unable to sit an HSC Examination due to illness or misadventure the student's Assessment Mark in that course becomes extremely important in determining their final mark in that course.
- d. The marks used in calculating a student's ATAR are based on the average of their moderated Assessment Mark and the Examination Mark for each HSC course. Thus, the moderated Assessment Marks make up 50% of the marks used as the starting point in calculating a student's ATAR. Clearly, it makes good sense for a student to aim for their personal best in every assessment task.

**For further information regarding assessment, please see NESA Principles of Assessment:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/principles-of-assessment>

## **2.0 Satisfactory Completion of a Course & Responsibilities of Students**

Students are required to both understand and comply with the Year 10 Assessment Policy outlined in the Academic Guide. A consistent approach to developing knowledge and understanding is necessary for students to experience success in their studies. This requires a partnership between students, teachers and families in encouraging and developing effective patterns of learning.



The following course completion criteria refer to Year 10, Year 11 and Year 12 Courses.

**A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:**

- a. **followed** the course developed or endorsed by NESA; and
- b. **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c. **achieved** some or all of the course outcomes.

While NESA does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate students' absences to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) will be sent to the student and their parents/carers. Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

**This information is taken from ACE Manual 4016 Satisfactory completion of a course: course completion criteria <https://ace.nesa.nsw.edu.au/ace-4016>**

A Year 10 student studying for the HSC at St Paul's Catholic College must:

- satisfactorily complete which satisfy NESA's pattern of study requirements;
- make a genuine effort to complete course requirements;
- make a genuine attempt at assessment tasks;
- make, in competency-based courses, a genuine attempt to complete the course;
- meet the Diocesan requirement of studying Religious Education

**The information regarding the five dot points above is taken from ACE Manual 8073 Internal assessment overview: <https://ace.nesa.nsw.edu.au/ace-8073>**

## **2.1 How will my Assessment Grade be determined?**

NESA has provided guidelines for every course and these have been distributed to every school in NSW. Teachers use these guidelines to develop an Assessment Program for each course offered. Every school will follow the components and weightings contained in the NESA guidelines, although schools will differ in how they assess the components. Students must note, that formative and summative assessment can both contribute to the grade or mark a student will receive. In the extreme case of illness or

misadventure, the work a student has produced through formative assessment can be used by teachers to make an on balanced judgement of student performance against the standards.

## 2.2 What information do I have to know?

Each school has the responsibility to tell the student the following information:

- **how many tasks will be assessed**
- **what outcomes of the course will be assessed**
- **how they will be assessed**
- **when they are going to be assessed**

**This information is found in ACE Manual 4021: Course assessment – areas, tasks, programs, and adjustments** <https://ace.nesa.nsw.edu.au/ace-4021>

This information will be passed on to students via a **Subject Assessment Schedule** which is included in this handbook. Students are also informed of assessments through a formal assessment notification and through the College calendar. Students can expect at least two weeks' notice of the due date for formal assessment tasks. In cases of unavoidable re-scheduling (eg excursions postponed due to weather conditions) all care will be taken to ensure students are aware of changes to dates for assessment. **Notification of any changes in date will be provide to students and parents/carers in writing.**

**This information is found in ACE Manual 4022: School-based assessment programs** <https://ace.nesa.nsw.edu.au/ace-4022>

## 2.3 How do I know how I am progressing in my Assessment?

The College will notify students of how they are progressing in their assessment tasks through feedback on formative and summative assessment along with school reports.

School reports are issued in Term 2 and at the end of the Year 10 course in Term 4. Students and parents/carers will also be issued with an Interim Report at the end of Term 1 which will assist students and parents/carers in understanding how the student is approaching their studies.

Students will be issued with three reports. 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 relating to achievement of Course Outcomes.



## Performance Profiles & Student Self-Reflection

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.

Research<sup>1</sup> shows students who are able to self-regulate their learning and are provided with the opportunity to self-reflect, are more likely to experience success in their learning and develop self-efficacy in striving for achievement. In light of that, students are provided with the opportunity to reflect on their approach to learning in each course. Students will be asked to respond to the following questions:

Attempts set tasks which reflects the student's best efforts in their learning	Seeks assistance when needed and communicates with the class teacher	Applies feedback to improve learning and enhance understanding
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The scale students are provided with are: consistently, generally, requires improvement. The teacher also provides feedback on the same scale.

## Student Conferences

There are three formal opportunities for parents/carers and students to meet with teachers to discuss learning progress. These formal meetings are called Student Conferences. A compelling argument for changing the language from Parent/Teacher Interviews to Student Conferences is the opportunity to increase student voice in setting goals for learning. In turn, the focus on student voice increases parent/carer participation. Discussions focused on the student's work including assessments and work completed in class play a central role in the student led conversation. Parents/carers are encouraged, however, to contact their child's teacher should an issue arise.

Achievement is measured by:

- School assessments throughout each course, based on the assessments outlined in this booklet and tasks completed in and out of the classroom. Assessment tasks may include assignments, projects, tests, examinations, field study and practical tasks.
- Informal, or formative, assessment tasks where the teacher will collect evidence of student achievement of course content.

## 2.4 Awarding Grades

Students will be awarded a grade for each course they are enrolled in. Teachers will award grades based on the collection of evidence of student learning throughout the year. This means students are not just restricted to formal assessment tasks as opportunities to show teachers what they know and can do. Students are encouraged to show their best effort in all learning opportunities as all learning can contribute towards the allocation of a grade. As teachers gather evidence of student learning, the performance of students will be compared to the common grade scale which is applied to each course. NESA advice about the Common Grade Scale can be found in **Section 5.0** and at: [The Common Grade Scale](#)

## 2.5 How many Assessment Tasks will be used to assess student achievement?

Students may be assessed in some or all of the following ways:

- Written, practical and/or aural, oral tests
- Class tests and/or home assignments, including essays and practical tasks
- Projects of varying length and complexity
- Oral presentations
- Observation of student participation in individual and group activities related to the course, including class discussions and fieldwork where appropriately stipulated

The syllabus documents mandate the use of a wide range of assessment procedures to assess student outcomes.

## Completing informal Assessment Tasks

Students should realise that formal (those communicated through this booklet) and informal assessment tasks are important in the context of the whole course. Such tasks provide valuable practice for assessment tasks, examination preparation and the feedback component of all courses.

When certifying for the RoSA, a student's satisfactory progress and completion of course work, the Principal can consider involvement in BOTH assessment and non-assessment tasks. "N" Warning letters may be issued for non-completion of any work assessable or not.

## 2.6 The Distribution and Handing in of Tasks

All tasks will be issued to students through Compass and hardcopy in class. If a student is absent on the day a task is issued it is their responsibility to ensure they contact their teacher to confirm the details of the task.

When **a task is submitted** this must be done either at the **Student Reception** using the **Submissions Box** (if specified by the teacher) or **handed in at a specified classroom**.

**Tasks must be handed in before 8:45am on the due date.**

Note that the time of submission is not the appropriate time for seeking extensions of time or offering explanations – the student must see the Leader of Learning in these cases.

If the classroom teacher is absent on the due date or there is no scheduled class, then a student should submit the task to the Student Reception using the **Submissions Box**, where a school stamp will be issued detailing date and time of submission. Without this, there is no validity in the submission.

### **3.0 What if I am absent from an Assessment Task?**

If a student is absent from a task, **it is essential that they:**

- Inform the relevant Leader of Learning by contacting the School Office on the day of the absences as early as possible either by email to [admin@brg.catholic.edu.au](mailto:admin@brg.catholic.edu.au) or phone 4958 6711.
- Present **clear evidence** to the Leader of Learning that the **absence was legitimate on the first day they return to school**. In the case of sickness a **Medical Certificate** from a registered medical practitioner is required. Under the Fair Work Act (2009), a pharmacist can issue personal leave and medical leave certificates. Medical Certificates can also be obtained from registered medical practitioners such as dentists and registered psychologists (refer to [Medical Practitioner Definition - Australia](#)). **See note below regarding Medical Certificates.**

If the Leader of Learning is unavailable a student should report to their teacher, Year 10 Leader of Wellbeing and Engagement or the Assistant Principal Teaching & Learning.

- **Are prepared to complete the assessment on the first day they return to school.**
- **Collect an Absence, Illness and Misadventure (AIM) Form from Student Reception** (or download from the College Website) and **submit it to the Leader of Learning the day they return to school** so that a decision can be made regarding the course of action to be followed.

**NOTE:** Notifications for submission-style tasks indicate the **final date by which the work must be received by the teacher**. Absence on this final date is **NOT** a valid reason for late submission even with a medical certificate. (i.e students are responsible to ensure their work is at school even if they are absent)

#### **Medical Certificates:**

Students and parent/carers are to be aware of the following expectations regarding medical certificates:

- The registered medical practitioner must sight the illness on or prior to the day of the assessment task or the date the assessment task is due;
- The medical certificate must cover the full period of illness;
- The medical practitioner providing the medical certificate must not be a family member;

- Ideally the medical certificate will state, where possible, the relevant illness / condition and how this has had a negative impact on the student's performance (as with appeals for the HSC examinations);
- If a student is absent on and after the due date of the assessment task, the medical certificate must indicate the day the student is fit to return to school;
- **Failure to follow any of these procedures could result in a zero mark being awarded.**

**Please Note:** The school will then establish if the student was absent for a valid reason. If the school considers that the absence was **not** for a valid reason, **the student will receive a zero mark for the task.**

If the reason for the absence is valid then the school will decide on one of the following courses of action.

- i. The student may be required to complete the missed task or a substitute task as soon as possible at a time decided by the Leader of Learning;

**or**

- ii. The student may be given an estimate for the missed task in exceptional circumstances. This estimate will be **finalised by the Assistant Principal Teaching and Learning**, at the completion of the course based on the student's performance in other completed tasks.

In the case of absence from an examination during the Formal Examination period **ALL** of the rules and procedures above still apply.

## **4.0 Homework & Study**

Homework should be a purposeful experience which may consolidate, extend and/or enrich the school's academic program. Homework will take into account the unique set of gifts, talents, interests and needs that each child brings and should therefore cater for a variety of interests, skills and abilities. At the College, we believe homework should be balanced with a range of recreational, family and cultural activities and we understand that life skills as well as academic skills are important and therefore supports the development of the well-rounded student, skilled in many spheres of life.

At St Paul's students can access assistance with their homework and study through study afternoons held in the library twice per weeks and the Mathematics homework mornings which are also held regularly during the week. Further details of these opportunities are available by contacting your teacher, the newsletter or through the Compass notifications.

Students acquire and consolidate knowledge independently, and with guidance and direction. Students learn both when they are shown how to do things step by step in the classroom and when they work on their own outside class time.

Research has shown that in the latter years of schooling, students who complete homework generally outperform students who do not<sup>1</sup>. The appropriate type and amount of homework improves students' study skills and their attitudes toward school and helps learning take place outside the classroom. The type and nature

of homework varies depending on the subject, the student's level of learning and the stage in the academic program.

Homework may focus on reading, revising, report writing, investigating and project work, such as assignments and research projects involving the main types of homework which are:

- Practice exercises - providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills. These activities include but are not limited to:
  - consolidation exercise e.g. maths, including memorisation of tables practising for mastery e.g. spelling words
  - revising information about a current topic
  - practising words or phrases learnt in a language other than English
  - reading for pleasure
  - essay writing
- Preparatory homework - providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons. These activities include but are not limited to:
  - background reading e.g. English text for class discussion
  - researching topics for a class unit of work
  - collecting items e.g. geometric shapes
  - completing pre-learning activities
- Extension assignments - encouraging students to pursue knowledge individually and imaginatively. Extension activities encourage students to transfer knowledge and skills to new situations. These activities include but are not limited to:
  - writing e.g. a book review
  - making or designing something e.g. an art work
  - investigations e.g. science, social science
  - researching e.g. history, local news
  - information and retrieval skills eg. using a home computer to find material on the Internet
  - monitoring e.g. advertising in particular newspapers.

<sup>1</sup>[https://ir.canterbury.ac.nz/bitstream/handle/10092/12846/Dickson%20Journal%20of%20Initial%20Teacher%20Inquiry\\_2016.pdf?sequence=1&isAllowed=y](https://ir.canterbury.ac.nz/bitstream/handle/10092/12846/Dickson%20Journal%20of%20Initial%20Teacher%20Inquiry_2016.pdf?sequence=1&isAllowed=y)

## **Homework and the Role of Feedback**

Teachers will set and check homework and provide feedback to students and this will also include opportunities for self and peer feedback. Whether feedback is given through marking, comments in and out of class, or other means, the aim is the same: to know each student's capabilities well and to help them to develop to their potential.

Frequent and constructive feedback makes a considerable contribution towards learning as well as being central to a teacher's knowledge of a student's abilities, needs, current developmental phase and potential. A thorough knowledge of each student assists teachers to form accurate expectations of students, as well as to set appropriate enrichment and extension tasks. Constructive feedback has a positive effect on students' motivation and self-esteem.

Regular feedback is given to students in both formal and informal ways. Listening to students, discussion with students, notation and comments on workbooks, detailed marking of formally set work and communication with parents are all forms of feedback. The quality of feedback is important and involves giving information on



how well the student has demonstrated knowledge, understanding and skills, and providing sufficient details to allow the student to correct their own errors and the actions they can take develop a deeper understanding of the subject content. Students benefit from correcting their own work and this practice needs to be monitored.

## Expectations for Homework

Students are expected to:

- keep a record of homework and when it is due
- complete the homework set to the best of their ability
- complete homework on time

If students have no set homework in a subject or for a given evening they should:

- continue work on assignments set to be completed over time
- review the lessons for the day and make summary notes
- keep an on-going summary for each subject
- read the news from a published source such as the Sydney Morning Herald, Newcastle Herald or other media publication such as New Scientist
- read set texts and texts for wide reading

Given individual differences in work rates and level of commitment the same work can take each student quite different amounts of time. As a guide the following timings are what is expected for students to complete homework:

Year 7-8	Between 60-90 minutes of homework/assessment preparation four nights per week.
Year 9-10	Between 90-120 minutes of homework/assessment preparation four nights per week.
Years 11-12	Students are to complete homework and assessment preparation which equates to a minimum of 30 minutes per two-unit subject over five nights (this includes the weekend). Students should do what is necessary to excel in their studies.

Students who are undertaking practical subjects should expect to spend a minimum of 70 hours per year 12 course over three terms.

Students are expected to develop increasing skills in time management and organisation as they progress towards Stage 6 studies. There are a variety of structures in place that assist students in developing these self-regulation skills including recording of homework on Compass and set as Learning Tasks, communication of homework expectations to parents by email where necessary and the support provided to students by the Care Group teacher.

The College also acknowledges that students often work part-time after school. It is recommended, however, that student's work hours are kept to a maximum of 10 hours per week.

In addition, the College encourages students to spend a period of time reading a book without the aid of an electronic device each evening.

## Supporting Students at Home

Parents and carers can assist with encouragement, interest and provision of appropriate time and space for homework but students should do their own work. Positive techniques that can assist children with homework tasks include:

- motivating students and gently monitoring homework completion
- responding to efforts, including the use of praise or rewards
- interacting by modelling, demonstrating or problem-solving
- supporting their child to learn techniques that will improve achievement, eg techniques to cope with distractions, planning a homework timetable
- encouraging reading



# 7 Ways to keep your kids focused during homework time!



1



**Provide a peaceful setting**  
with good lighting. No red or colorful rooms!



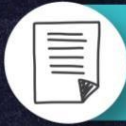
2



**Take away distractions**  
including cell phones, TV, etc. Their only concern should be homework.



3



**Make a to-do list**  
and have them check off each assignment when completed.



4



**Have them stand up**  
in 15 minute intervals, stretch and maybe even do a few jumping jacks to stay awake.



5



**Make sure they have healthy snacks**  
like Crispy Fruit for brain food.

6



**Keep 'em hydrated!**  
Give them either a glass of water, or natural juices. Stay away from sugary drinks.



7



**Join them**  
grab a book and sit next to them. It's all about team work!



<https://smartlifebites.com/7-ways-to-keep-kids-focused-during-homework-time/>

## 5.0 Record of School Achievement (ROSA)

NESA issues the Record of School Achievement (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 they leave school. This could be between the end of Year 10 and prior to completing Year 12. The ROSA is useful to students leaving school prior to completing Year 12 as they can use this to demonstrate to prospective employers or other learning institutions their achievement in a range of courses against the Common Grade Scale.

### 5.1 Eligibility for the ROSA

To be eligible for the ROSA students must have:

- Completed the mandatory curriculum requirements for Years 7-10;
- Attended a government school or accredited non-government school or a recognised school outside NSW;
- Completed courses of study that satisfy NESA requirements for the ROSA;

Complied with the requirements of the NSW Education Act.

Refer to **ACE 4001: Requirements for the award of the Record of School Achievement** <https://ace.nesa.nsw.edu.au/ace-4001>

## 5.2 Mandatory Requirements for the ROSA

The table below lists the mandatory requirements for the award of the ROSA:

<b>Mandatory curriculum requirements for the award of the Record of School Achievement</b>	
<b>English</b>	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Mathematics</b>	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Science</b>	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Human Society and Its Environment</b>	The Board Developed syllabuses are to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage.
<b>Languages Other than English</b>	100 hours to be completed in one Board Developed syllabus or Board Endorsed language course over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
<b>Technological and Applied Studies (Technologies)</b>	The Board Developed Technology Mandatory syllabus to be studied for 200 hours in Years 7-8.
<b>Creative Arts</b>	200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music. It is an expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
<b>Personal Development, Health and Physical Education</b>	The Board Developed mandatory 300-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

### 5.3 ROSA Credentialling and Assessment

The ROSA shows a student’s record of academic achievement which includes:

- Completed courses and the awarded grade;
- Courses a student has participated in but did not complete before leaving school;
- Date the student left school.

The ROSA includes an A-E grade for all Stage 5 (Year 9 and 10) and Year 11 courses the student has satisfactorily received.

Grades are based on the student achievement in the work they have completed which includes summative and formative assessment. NESAs monitors grade distribution for consistency across schools.

### 5.4 Common Grade Scale (CGS) & Course Performance Descriptors

NESA has provided Course Performance Descriptors for each mandatory ROSA course. These can be found on the relevant syllabus site or through the following link:

[Awarding Grades Stage 5](#)

NESA has produced a Common Grade Scale for Stage 5 Elective courses to assist with the reporting of student achievement. The CGS is a five point scale which describes the performance at each level:

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

## 6.0 Student Responsibilities in Maintaining Copies of Their Work

Students have a responsibility to maintain electronic copies of their classwork and assessments throughout the duration of the Course. Computer or other electronic malfunction is not a valid reason for a task to be submitted late. Students must use OneDrive (or similar) to store their classwork and assessments.

Technology failure is not acceptable grounds for appeal and only in extenuating circumstances will an application for extension be granted.

## 7.0 Attendance, Absence from School & Extensions

Where a student's attendance pattern may jeopardise the satisfactory completion of a Year 10 course, the reason for absence and its likely effect on the student's course progress should be established.

The Principal will consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantiated and that the progress of the student towards course outcomes will not be unduly affected. When leave is granted by the principal, such leave should not, of itself, jeopardise the student's eligibility for the ROSA. While NESAs do not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met.

Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

**This information is taken from the ACE Manual 4018: Managing absences**

<https://ace.nesa.nsw.edu.au/ace-4018>

Furthermore, the NSW Education Act (1990) Part 2 – 4 (b) states “the education of a child is primarily the responsibility of the child's parents (p.4).” This information is taken from the NSW Education Act (1990). <https://www.legislation.nsw.gov.au/inforce/fc4bcf6a-d005-68af-fa91-fd9a7d10cd09/1990-8.pdf>

In light of the attendance and absence advice from NESAs and the NSW Education Act outlined above, the College has the following expectations:

- In the interest of Year 10 students achieving to their potential, extended leave of FIVE or more school days will NOT usually be approved by the Principal. In situations where



leave may be required, families need to make an appointment with the Principal to discuss the circumstances. This appointment needs to occur at least TEN school days prior to the possible absence from school.

- Extended leave of FIVE or more school days for Year 10 students will need to be applied for in writing at least TEN school days prior to the leave period. Ordinarily, Year 10 students should be discouraged from being away from school as studies in the Year 10 Courses lay the foundation for study in Stage 6.
- In general, families who are aware in advance that their child will be absent from school for a period of time need to apply in writing to the Principal identifying the dates of the leave and the reason. In cases where the leave is greater than TEN days approval for Extended Leave will be issued by the College.
- In situations where leave has been approved by the Principal it is the student and families' responsibility to discuss arrangements with respect to assessment tasks while the child is on leave. These discussions need to take place with the Assistant Principal Teaching & Learning. As outlined an AIM Form will need to be completed for all courses where there is an impact on assessment tasks.
- In situations, where leave has been approved it will be the responsibility of the student to complete work during the period of absence. The school is not compelled to provide work missed while the student is on leave.
- In instances where there is a pattern of absence from school of students in Years 7 – 11 without valid reasons, the College is required to communicate these concerns to the families. Failure to comply with the College's expectations regarding leave may result in a student being awarded a zero mark for the impacted assessment tasks.

## **7.1 Known Absence On The Due Date of An Assessment**

In circumstances where students need to attend a scheduled medical appointment (eg: Paediatrician Appointment or Orthodontist Appointment etc) and this appointment coincides with an assessment task, an application for extension must be lodged by the student through the AIM Form at least three days before the task is due. A medical certificate will also need to be submitted on the next school day after the appointment.

In the situations of appointment, the student may complete the task prior to attending the scheduled appointment in negotiation with the Leader of Learning. In this instance the student will be expected to complete a Declaration of Non-Disclosure of Assessment Details where they agree to NOT share any details related to the task with any peers until all students have completed the task. The declaration will be completed at the conclusion of the task.

If a student is aware that they will be absent from an upcoming assessment task due to Family Leave (eg Family Holiday) it is expected that the Principal will be notified in writing/email prior to the proposed absence as per Diocesan Policy. Alternative arrangements to complete the course requirements will then be made.

Students who miss more than one assessment task in a particular subject area may be asked by the Leader of Learning to attend a parental interview to discuss the implications. Students are reminded that, in accordance with directions from NESAs, they will be deemed **unsatisfactory** in a given subject if they fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that subject.

**Students must be aware it is their responsibility to contact the school, provide evidence and find out the course of action to be taken.**

## 7.2 What if I think my performance in a task could have been affected by Illness or Misadventure?

Whenever possible, it is advisable for students to attempt the task. They should advise the supervisor of the task of the absence, illness or misadventure prior to the assessment and then complete and submit an AIM form immediately after the task. While the task will be marked as normal, appeal will then be considered before final results are provided.

Students who become so ill **during a task** that they feel their performance will be adversely affected **should advise the supervisor of the task as soon as this circumstance arises**, so that a record can be taken for later action. The supervisor will bring the matter to the attention of the relevant Leader of Learning who will then decide on the appropriate course of action and notify the student of the procedure to follow. Students who fall ill must follow the guidelines provided previously in section outlining Absence From A Task and obtain a medical certificate and complete and AIM Form.

Students who experience some misadventure (e.g. car accident on the way to an exam), or who are aware of some circumstance (e.g. injury to writing hand) that will adversely affect their performance, are to inform the relevant Leader of Pedagogy upon arrival at the school to enable appropriate action to be taken.

## 7.3 Late Submission of Assessment Tasks

A short extension of time may be granted for valid reasons, if applied for using the **AIM Form** and submitting this to the Leader of Learning **at least three (3) working days** before the due date. If the reasons are not valid, the request will be denied, and punctual submission will be requested to avoid a penalty. Consideration is given for that portion of a task which may be complete, provided it is submitted by the due date.

**If a student fails to complete a task on time they must:**

- Inform their teacher or Leader of Learning.
- Present evidence that they have valid reasons for the non-completion.
- Submit the work that has been done up to the due date.

Students who fail to submit a task on time, will receive zero for that task. If a student has a valid reason for submitting the task late, they must complete an AIM form as outlined above.

## 7.4 Extra-Curricular Activities and Assessment Tasks

Students representing the school in an extra-curricular activity or participating in an internal school based activity are required to follow the procedure outlined below:

- The student must submit a completed AIM Form to the Leader of Learning at least THREE school days prior to the due date of the assessment task;
- In situations where the task is a Prepare Assessment Task (PAT) and the assessment notification has been issued at least two weeks prior to the due date of the task, a student will generally not be granted an extension;
- The missed assessment task must be completed immediately upon return to school or to Student Services no later than 8:45am.
- If possible, the student may complete the task prior to the leave. In this instance the student will be expected to complete a Declaration of Non-Disclosure of Assessment Details, where they agree to NOT share any details related to the task with any peers until all students have completed the task. The declaration will be completed at the conclusion of the task;
- Students with a demonstrated pattern of non-compliance (eg two occasions) with respect to submitting the Summative Assessment Variation Form three days prior to the due date of the Summative Assessment Task will be at risk of not attending extra-curricular activities.

## 7.5 Changes to Assessment Tasks

In some cases, it is necessary to change the nature or timing of a task. In this situation, students will be notified in writing and updated Assessment Schedules and Assessment Tasks will be made available on the College website and on Compass Course Learning Tasks.

## 7.6 Long-term illness or problems at home

NESA's general guidelines state that the School Assessment cannot compensate for factors such as those which operate throughout the course. (e.g. long-term illness, change in domestic circumstances). However, with regard to particular tasks, the grounds for illness or misadventure appeal and the evidence required. Likewise, where appropriate, disability provisions as outlined in the **NESA ACE MANUAL** will apply during the performance of assessment tasks, especially where these take the form of a written examination.

**Relevant information regarding the legitimate grounds for appeal for the HSC examination are found in ACE Manual I 1004: <https://ace.nesa.nsw.edu.au/ace-I 1004>** These guidelines also apply to school-based assessment for students in Year 10, 11 and 12.

## 7.7 Requirements For The Completion the Assessment Tasks

It is important to note that the school policy adheres to the NESA requirement that all assessment tasks **must** be submitted regardless of penalties to fulfil NESA expectations. Students who fail to submit tasks will be required to attend school after hours to complete outstanding assessment work. Furthermore, NESA highlights that failure to meet the course criteria in Year 10 may put progression into Year 11 in jeopardy.

Refer to **ACE Manual 8003: Eligibility requirements for progression to Year 11**  
<https://ace.nesa.nsw.edu.au/ace-8003>

For students in Year 10 who fail to make a valid attempt at assessment will be issued with an N-Determination Warning. If a student does not follow the advice on the warning, they , Examination Mark nor the Assessment Mark in the case of Year 12 will be recorded on the HSC. If as a result of this the student has fewer than 10 units, he/she will become ineligible for the award of a HSC.

If it appears that a student is at risk of not satisfying NESA's requirements in a particular course, the Principal will issue the student and parents/carers an Official Warning in time for the problem to be corrected.

**Note that in all cases of assessment tasks being late, being incomplete or being missed, the responsibility of informing the Leader of Learning and presenting a case against the awarding of a zero mark rests with the student.**

## 7.8 What if I disagree with the Teacher's Assessment?

If a student is concerned about the mark, the student **MUST** discuss their concerns with the subject teacher as the assessment is returned. If the student is still not satisfied, they will need to pursue the matter with the relevant Leader of Learning. The final decision will be made by the Assessment Committee however, the mark awarded can **not** be appealed against (see Review of Senior Assessment following for more details).

## **8.0 Academic Integrity: All My Own Work**

Students, as well as their teachers and others who may guide them, are required to comply with NESA expectations of academic integrity.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the delivery of the curriculum. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice or cheating. Malpractice in any form, including plagiarism, is unacceptable. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own.

With regard to extended tasks (practical work, projects, research essays, etc.) proven dishonesty may likewise result in the award of a zero mark. Students are warned that plagiarism will be viewed as dishonest appropriation of another's work and will attract a significant penalty.

**Students must also take note of the guidelines for referencing included in this Academic Guide.**

### **8.1 Maintaining Academic Integrity**

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own work or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their ROSA and/or HSC results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own;
- using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as their own;
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aids during an assessment task;

- contriving false explanations to explain work not handed in by the due date;
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

**Refer to ACE Manual 9023: Honesty in HSC assessment: what constitutes malpractice** <https://ace.nesa.nsw.edu.au/ace-9023>

The College's delivery of the academic integrity modules in Year 10 align with the HSC: All My Own Work program and is designed to help HSC students follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed in consultation with the NSW Government's Respect and Responsibility strategy and complements other approaches such as brochures for teachers, students and parents and strengthened student and teacher declarations for the HSC.

The criteria for satisfactory completion of the program are similar to the criteria for satisfactory completion of a Year 11 or 12 (HSC) course. A student is considered to have satisfactorily completed the program if, in the principal's view, there is sufficient evidence that the student has:

- systematically addressed the content covered by the program;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the program by the school;
- achieved some or all of the program outcomes.

As with decisions about satisfactory completion of a course, the professional judgement of principals and teachers is a key element in decisions about a student's satisfactory completion of the program. Principals are also able to deem that satisfactory completion has been demonstrated through equivalent programs.

## 8.2 Referencing Your Work

### Why do we need to reference?

Referencing gives credit to, or acknowledges, the original source of ideas and work that is not the writer's own, and guides the reader to the original documents. Whenever you use information from somebody else, either by quoting them directly or putting the information into your own words (paraphrasing) you must acknowledge them. This is called referencing.

When we reference we follow a particular style. There are many ways to reference. In Stage 6, we use a simplified version of the APA (American Psychological Association) referencing style.

### Where do we reference?

Referencing the information source in the body of your writing is called in text referencing. The APA in text reference is in the format **(author, date)**. When directly quoting from a text you must include a page number in the citation as given in the examples below.

### Referencing an idea

- It was not until large amounts of money were injected into the economy, after the entry of the United States into World War 2, that there was a dramatic drop in unemployment. (Mirams, 2015)
- OR
- Mirams (2015) stated that it was not until large amounts of money were injected into the economy, after the entry of the United States into World War 2, that there was a dramatic drop in unemployment.

### Referencing a quotation

- One researcher commented that during Prohibition the “federal government lost \$11 billion in tax revenue” (Mirams, 2015, p. 92).

### The Reference List

A reference list, a list of all the sources you have used, is included at the end of your work. This tells the reader exactly where you have found all your information.

Your reference list should be ordered alphabetically by author.

#### Book

Mirams, S. (2015). *The USA 1900 - 1945*. South Melbourne, Australia: Cengage Learning.

#### Webpage with an author

Palmer, D. (2018, June 6). *Gondwana Rainforest Types of Australia*. Retrieved from <https://www.bigvolcano.com.au/natural/rftypes.htm>

#### Webpage with no author

Rainforest news. (2018). Retrieved from [https://www.sciencedaily.com/news/earth\\_climate/rainforests/](https://www.sciencedaily.com/news/earth_climate/rainforests/)

## 9.0 Disability Provisions

Disability provisions provide eligible students with practical support to allow them to access and participate in their learning including assessment tasks. These practical arrangements are designed to help students who couldn't otherwise make a reasonable attempt to demonstrate their knowledge of the assessment material. If provisions are granted they are solely determined by how the student's assessment performance is affected. Students' additional assessment needs may include learning, medical, vision or hearing difficulties.

Examples of provisions available include:

- braille or large-print papers
- use of a writer and/or reader
- use of an oral interpreter
- extension of test time
- rest breaks
- separate examination supervision and permission to take medication.

A student with a disability recognised in the Commonwealth Disability Standards for Education 2005. The definition of 'disability' in the Disability Discrimination Act 1992 (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological,
- learning disabilities
- physical disability
- the presence in the body of disease-causing organisms.

Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an assessment situation. Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

Under the Disability Discrimination Act, all schools must be sure that students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability. St Paul's Catholic College will assess and accommodate individual students' disability provisions for assessment tasks. The Disability Standards for Education, issued under the Commonwealth Disabilities Discrimination Act, outline the obligations of education and training providers. These obligations can be accessed at <https://www.legislation.gov.au/Details/F2005L00767>

The College disability provisions are applicable for all assessment tasks, including examinations. The College procedures aim to ensure:

- Consistent academic standards applied to all students;
- Any adjustments or access arrangements made must maintain the academic rigour of the assessment task and the integrity of the credential being studied;
- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students;
- The use of assistive technologies to complete assessment tasks be investigated where necessary as long as equal rigour and challenge are maintained;



- That there is an appeal process as part of the procedures.

## **9.1 Applying for Disability Provisions**

The College disability provisions are applicable for all assessment tasks, including examinations.

Established procedures aim to ensure:

- Consistent academic standards applied to all students;
- Any adjustments or access arrangements made must maintain the academic rigour of the assessment task and the integrity of the credential being studied;
- That there is an appeal process as part of the procedures.

Parents/Carers will make an application on behalf of their child to the Leader of Learning Support for disability provisions. Accompanying the application will be the following information:

- Identification of disability;
- Reports from registered medical practitioners;
- Vision or hearing test results;
- Other supporting documentation (eg: Mental Health Plans).

In the case of students who have been diagnosed with a mental health condition, the student will need to have a letter of diagnosis from the relevant medical professional. This diagnosis cannot be any older than twelve months. Furthermore, students with a mental health diagnosis should be receiving ongoing intervention / therapy from the relevant medical professional (eg: psychologist). In situations where the student has a Mental Health Plan this should be provided to the College. The Leader of Learning Support will determine if additional information is required (eg classroom observations etc) prior to presenting the application along with the supporting evidence.

## Important Information

- Please note dates that are listed may be subject to change. Students will be notified in writing of any alteration to a scheduled task.
- For each Assessment Task the Assessment Task Notification will appear on Compass at least 14 days prior to the due date of the task. Tasks will be located in 'Learning Tasks' on Compass and made visible to parents.
- The Leader of Pedagogy signature will be on every formal Assessment Task given to students.
- Assessment tasks are to be submitted via the Submission Box located in the Student Reception. These tasks will be due by 8.45am on the due date (unless otherwise stated in the AT Notification Form).

## Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in assessment.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against

Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



# Religion

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

#### Course Description:

The Religious Studies course enables students to study the Catholic faith and tradition as expressed in the life and mission of the Church, providing them with opportunities to research and critically reflect upon religious, social and moral questions within the context of the Catholic Tradition and to become familiar with some of the religious traditions that are part of multicultural, multifaith Australian society. They learn about various sources of inspiration, strength and guidance for believers today and ways in which believers live their Christian vocation. Students are enabled to know, understand and integrate Gospel values such as compassion, forgiveness, hope and justice in daily life.

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Type of Task</b>	<i>Research</i>	<i>Analysis</i>	<i>Religious Literacy Diocesan Task</i>	<i>Oral</i>
<b>Date of Task</b>	Term 1, Week 8	Term 2, Week 6	Term 3, Week 6 TBC	Term 4, Week 2
<b>Outcomes</b>	HB 5.2	JM 5.4, JM 5.5	JS 5.1, JM 5.1, JM 5.2, JM 5.3	HB 5.5, CP 5.3
<b>Topic Focus</b>	The Story of the Australian Catholic Church	Understanding Catholic Morality	The Australian Catholic Church, Catholic Morality, A Study of the Gospel	Creating a Just World

The Outcomes assessed in these tasks are:

HB 5.2	Demonstrates a knowledge of key people and events in the history of the Catholic Church in Australia
HB 5.5	Demonstrates an awareness of the impact of faith on the human search for meaning
CP 5.3	Demonstrates a knowledge and understanding of the meaning of the Sacraments of Service and Commitment
JM 5.1	Communicates a knowledge of the various ways that people have responded to Jesus' message of justice and peace
JM 5.2	Demonstrates a deeper knowledge and understanding of the Church's social teaching and action for justice
JM 5.3	Demonstrates a further knowledge and understanding of some current justice issues

JM 5.4	Outlines Church teaching on conscience and morality and applies this teaching to selected contemporary moral and ethical issues
JM 5.5	Demonstrates an understanding of ethical and moral issues
JS 5.1	Demonstrates a deeper understanding of the language and books of the Scriptures

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# English

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2	Task 3
<b>Type of Task</b>	Essay (in class)	Multimodal – Youth focussed social justice issue (submission)	Part A: Narrative or Discursive (student choice) Part B: Reflection (in class)
<b>Date of Task</b>	Term 1 – Week 10	Term 2 – Week 6	Term 3 – Week 10
<b>Outcomes</b>	EN5-1A, EN5-3B, EN5-6C, EN5-7D	EN5-2A, EN5-3B, EN5-7D, EN5-8D	EN5-1A, EN5-5C, EN5-6C, EN5-9E
<b>Topic Focus</b>	<b>Text Adaptation</b> Novel (or substantial text appropriate to class level) & film	<b>“Youth Culture”</b> Multimedia; various visual & language texts	<b>“The Writer’s Workshop”</b> Prose & Poetry & Drama

The Outcomes assessed in these tasks are:

EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	investigates the relationships between and among texts
EN5-7D	understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# Mathematics

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	<b>Task 1</b>	<b>Task 2</b>	<b>Task</b>
<b>Type of Task</b>	<i>Investigation Task</i>	<i>Examination</i>	<i>Examination</i>
<b>Date of Task</b>	Week 2 T2	Week 6 T2	Early Week 4 T4
<b>Outcomes</b>	MA5.1 2 3.1WM, MA5.1 2 3.2WM, MA5.1 2 3.3WM, MA5.2 3-6NA, MA4-16MG, MA5.1-10MG, MA5.2-13MG, MA5.3-15MG	MA5.1 2 3.1WM, MA5.1 2 3.2WM, MA5.1 2 3.3WM, MA5.2 3-6NA, MA4-16MG, MA5.1-10MG, MA5.2-13MG, MA5.3-15MG, MA4-10NA, MA5.2-8NA, MA5.3-7NA, MA4-21SP, MA5.1-13SP, MA5.2-17SP	All outcomes
<b>Topic Focus</b>	Algebra and Trigonometry	Algebra, Trigonometry, Equations, Probability	All topics

The Outcomes assessed in these tasks are:

MA5.1 2 3.1WM	Communicating
MA5.1 2 3.2WM	Problem Solving
MA5.1 2 3.3WM	Reasoning
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-9NA	sketches and interprets a variety of non-linear relationships



MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# Science

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	<b>Task 1</b>		<b>Task 2</b>
<b>Type of Task</b>	<i>Knowledge test</i>	<i>Student research project</i>	<i>Science literacy</i>
<b>Date of Task</b>	Term 1 week 10	Term 2 week 4	Term 3 week 5
<b>Outcomes</b>	SC5-9WS SC5-7WS SC5-8WS SC5-10PW	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-9WS	SC5-7WS SC5-9WS
<b>Topic Focus</b>	Students will be required to apply their knowledge to respond to a variety of questions as outline on the notification.	Planning, conducting and performing an independent investigation	Students will be required to read and annotate a scientific article and respond to questions around the content covered in the article and the validity and reliability of the source

The Outcomes assessed in these tasks are:

SC5-4WS	Develops questions or hypothesis to be investigated scientifically
SC5-5WS	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	Undertakes firsthand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence based arguments and conclusions
SC5-8WS	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, text types and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-17CW	Analyses interactions between components and processes within biological systems

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# HSIE - Geography

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

#### Course Description:

Students will investigate Environmental Change and Management and Human Wellbeing. They will consider how environments function and the scale of human-induced environmental changes that present challenges to sustainability. Worldviews influencing approaches to environmental use and management will also be investigated.

Investigating differences in human wellbeing and the issues affecting development are important concepts to consider both locally, nationally and globally.

Students will acquire skills in geographical research and learn to express information through a variety of mediums, as well as developing their application of geographical skills.

	<b>Task 1</b>	<b>Task 2</b>
<b>Type of Task</b>	<i>Research Task</i>	<i>Portfolio</i>
<b>Date of Task</b>	Term 1 Week 9	Term 2 Week 9
<b>Outcomes</b>	GE 5-1; 5-2; 5-4; 5-7; 5-8	GE 5-3; 5-4; 5-5; 5-6; 5-7; 5-8
<b>Topic Focus</b>	Undertaking research and compiling a written report	Undertaking a variety of types of responses to focus and inquiry tasks.

The Outcomes assessed in these tasks are:

GE 5-1	explains the diverse features and characteristics of a range of places and environments
GE 5-2	explains processes and influences that form and transform places and environments
GE 5-3	analyses the effect of interactions and connections between people, places and environments
GE 5-4	accounts for perspectives of people and organisations on a range of geographical issues
GE 5-5	assesses management strategies for places and environments for their sustainability
GE 5-6	analyses differences in human wellbeing and ways to improve human wellbeing
GE 5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE 5-8	communicates geographical information to a range of audiences using a variety of strategies
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- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# HSIE - History

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

#### Course Description:

This semester students will learn about Changing Rights and Freedoms in the context of Australian History and the experiences of indigenous people in Australia prior to the 1900s, as well as a specific decade study of the 1960s and the political climate in Australia at the time that lead to Australia's Involvement in the Vietnam War.

Students will investigate the past and present struggles of the Aboriginal and Torres Strait Islander peoples for rights and freedoms and the current issues surrounding racism and discrimination in Australia and the differing perspectives and responses to this. They will also study the historical forces and global effects that influenced politics and culture of the 1960's and focused on the impact these had on Australia's connections with the USA, leading to Australia's Involvement in the Vietnam War.

Students will aim to develop skills in source analysis, validating perspectives, research and literacy.

	<b>Task 1</b>	<b>Task 2</b>
<b>Type of Task</b>	<i>Research Task</i>	<i>Portfolio</i>
<b>Date of Task</b>	Term 3 Week 9	Term 4 Week 7
<b>Outcomes</b>	HT 5-1; 5-2; 5-3; 5-7; 5-8	HT 5-3; 5-4; 5-5; 5-6; 5-7; 5-8
<b>Topic Focus</b>	Undertaking research and compiling a written report	Compiling a variety of types of responses to focus and inquiry tasks.

The Outcomes assessed in these tasks are:

HT 5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT 5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT 5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT 5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT 5-5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT 5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT 5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT 5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry

- • The remaining course outcomes will be assessed through learning tasks students will complete throughout the year.

**Please note:** *students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.*



# PDHPE

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	<b>Task 1</b>	<b>Task 2</b>
<b>Type of Task</b>	<i>Training Program</i>	<i>Practical Skill Observations</i>
<b>Date of Task</b>	Term 1 Week 9	Term 3 Week 1-5
<b>Outcomes</b>	PD5-5 PD5-7 PD5-8	PD5-4 PD5-5 PD5-11
<b>Topic Focus</b>	Boost Your Performance	Invasion Games

The Outcomes assessed in these tasks are:

PD5-4	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	Appraises and justifies choices of actions when solving complex movement challenges
PD5-7	Plans, implements and critiques strategies to promotes health, safety, wellbeing and participation in physical activity in their communities
PD5-8	Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-11	Refines and applies movement skills and concepts to compose and perform innovative movement sequences

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# Commerce

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of learning tasks completed as part of the normal teaching and learning sequence.

#### Course Description:

This year students will learn about the topics of Law, Society and Political Involvement, the Economic and Business Environment, and Towards Independence. They will investigate how laws affect individuals and society and examine various legal and political systems. They will examine the business and economic environment and the functions of the economy and investigate issues surrounding the transition from dependent living to independence. Skills to be developed will include: developing questions, processing, analysing, evaluating, arguing, planning, decision-making, working independently and collaboratively.

	Task 1	Task 2	Task 3	Task 4
<b>Type of Task</b>	Quiz	Research Task	In-class task	Portfolio
<b>Date of Task</b>	Week 7 Term 1	Week 5 Term 2	Week 1 Term 4	Week 6 Term 4
<b>Outcomes</b>	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5,	COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-4, COM5-5, COM5-6,	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9
<b>Topic Focus</b>	Law In Action and Contemporary Legal Issues	Our Economy and The Economic and Business Environment		Law, Society and Political Involvement and Law in Action The Economic and Business Environment Travel

The Outcomes assessed in these tasks are:

COM 5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM 5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM 5-3	examines the role of law in society
COM 5-4	analyses key factors affecting decisions
COM 5-5	evaluates options for solving problems and issues



COM 5-6	develops and implements plans designed to achieve goals
COM 5-7	researches and assesses information using a variety of sources
COM 5-8	explains information using a variety of forms
COM 5-9	works independently and collaboratively to meet individual and collective goals within specified timeframes

- The remaining course outcomes will be assessed through informal assessment tasks.  
**Please note:** students will be informed of any changes to the assessment schedule in writing.  
The most recent Assessment Schedule can be found on the College website.



# Drama

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2	Task 3
<b>Type of Task</b>	<i>Physical Theatre Movement Piece, Rationale and Logbook</i>	<i>Individual Performance Presentation and Logbook</i>	<i>Street Theatre Group Performance and Logbook</i>
<b>Date of Task</b>	Term 2, Week 5	Term 3, Week 5	Term 4, Week 3
<b>Outcomes</b>	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1.	5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.3.	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.3.3.
<b>Topic Focus</b>	Symbolism, Creative Movement and Physical Theatre.	Individual Performance The Monologue.	Street Theatre.

The Outcomes assessed in these tasks are:

<b>Outcome:</b>	<b>A student:</b>
<b>Making</b>	<p><b>5.1.1</b> - manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action.</p> <p><b>5.1.2</b> - contributes, selects, develops and structures ideas in improvisation and playbuilding.</p> <p><b>5.1.3</b> - devises, interprets and enacts drama using scripted and unscripted material or text</p> <p><b>5.1.4</b> - explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.</p>
<b>Performing</b>	<p><b>5.2.1</b> - applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning</p> <p><b>5.2.2</b> -selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</p> <p><b>5.2.3</b> - employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.</p>
<b>Appreciating</b>	<p><b>5.3.1</b> - responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.</p> <p><b>5.3.2</b> - analyses the contemporary and historical contexts of drama</p> <p><b>5.3.3</b> analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.</p>

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# French

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Type of Task</b>	<i>Reading and Writing</i>	<i>Speaking</i>	<i>Listening</i>
<b>Date of Task</b>	Term 2, Week 6	Term 3, Week 9	Term 4,
<b>Outcomes</b>	LFR5-1C LFR5-4C LFR5-8U	LFR5-1C LFR5-5U LFR5-6U	LFR5-2C LFR5-3C LFR5-7U
<b>Topic Focus</b>	<b>Reading and Writing Exam:</b> Respond to a range of French texts in English, written responses to a range of questions	<b>Conversation:</b> Teacher led conversation about your week	<b>Listening Test:</b> Respond to a range of French texts in English

The Outcomes assessed in these tasks are:

<b>Outcome</b> LFR5-1C	manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
<b>Outcome</b> LFR5-2C	identifies and interprets information in a range of texts
<b>Outcome</b> LFR5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
<b>Outcome</b> LFR5-4C	experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes
<b>Outcome</b> LFR5-8U	explains and reflects on the interrelationship between language, culture and identity
<b>Outcome</b> LFR5-5U	demonstrates how French pronunciation and intonation are used to convey meaning
<b>Outcome</b> LFR5-6U	analyses the function of complex French grammatical structures to extend meaning
<b>Outcome</b> LFR5-7U	analyses linguistic, structural and cultural features in a range of texts
<b>Outcome</b> LFR5-8U	explains and reflects on the interrelationship between language, culture and identity

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# Food Technology

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	<b>Task 1</b>	<b>Task 2</b>
<b>Type of Task</b>	<i>Research Task</i>	<i>Practical Task</i>
<b>Date of Task</b>	Term 2, Week 5	Term 4, Week 4
<b>Outcomes</b>	FT5-6, FT5-7, FT5-13	FT5-1, FT5-10, FT5-11
<b>Topic Focus</b>	Students explore a range of foods for specific needs and the means to satisfy these.	Students plan, prepare and present safe, appealing food that reflects contemporary food trends.

The Outcomes assessed in these tasks are:

<b>FT5-1</b>	demonstrates hygienic handling of food to ensure a safe and appealing product
<b>FT5-6</b>	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>FT5-7</b>	justifies food choices by analysing the factors that influence eating habits
<b>FT5-10</b>	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
<b>FT5-11</b>	plans, prepares, presents and evaluates food solutions for specific purposes
<b>FT5-13</b>	evaluates the impact of activities related to food on the individual, society and the environment

- The remaining course outcomes will be assessed through informal assessment tasks

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# Industrial Technology Timber

Year 10

## 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	<b>Task 1</b>	<b>Task 2</b>
<b>Type of Task</b>	<i>Skills based practical task</i>	<i>Examination</i>
<b>Date of Task</b>	Term 2, Week 6	Term 3, Week 3
<b>Outcomes</b>	IND5-1, IND5-2, IND5-3, IND5-4	IND5-5, IND5-7, IND5-8, IND5-9, IND5-10
<b>Topic Focus</b>	Students develop knowledge and understanding of the relationship between tools and machines, the properties of materials and their applications to produce practical projects	Students display knowledge and skills learnt throughout the course to identify the processes and technical information required to produce furniture in an industrial setting.

The Outcomes assessed in these tasks are:

IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# Music

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2	Task 3
<b>Type of Task</b>	<i>Listening</i>	<i>Composition</i>	<i>Performance</i>
<b>Date of Task</b>	Term 2, Week 6	Term 3, Week 8	Term 4, Week 4
<b>Outcomes</b>	5.4 5.5 5.6	5.7 5.8 5.9	5.1 5.3
<b>Topic Focus</b>	Rock Music	Music Through the Ages	Music in Film

The Outcomes assessed in these tasks are:

5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	uses different forms of technology in the composition process
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# PASS

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	<b>Task 1</b>	<b>Task 2</b>
<b>Type of Task</b>	<i>Research Task</i>	<i>Practical Skill Observations</i>
<b>Date of Task</b>	Term 2 Week 6	Term 3 Week 7-8
<b>Outcomes</b>	PASS5-5 PASS5-6 PASS5-8	PASS5-5 PASS5-6 PASS5-7 PASS5-9 PASS5-10
<b>Topic Focus</b>	Coaching	Badminton/Speedminton

The Outcomes assessed in these tasks are:

PASS5-5	Demonstrates actions and strategies that contribute to active participation and skillful performance
PASS5-6	Evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	Displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# Textiles Technology

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	<b>Task 1</b>	<b>Task 2</b>
<b>Type of Task</b>	<i>Research Task</i>	<i>Practical Task</i>
<b>Date of Task</b>	Term 1, Week 9	Term 3, Week 8
<b>Outcomes</b>	TEX5-4, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-4, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12
<b>Topic Focus</b>	Design ideas and construction techniques	Design ideas and construction techniques

The Outcomes assessed in these tasks are:

<b>TEX5-4</b>	generates and develops textile design ideas
<b>TEX5-8</b>	selects and uses appropriate technology to creatively document, communicate and present design and project work
<b>TEX5-9</b>	critically selects and creatively manipulates a range of textile materials to produce quality textile items
<b>TEX5-10</b>	selects appropriate techniques and uses equipment safely in the production of quality textile projects
<b>TEX5-11</b>	demonstrates competence in the production of textile projects to completion
<b>TEX5-12</b>	evaluates textile items to determine quality in their design and construction

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.





# Visual Art

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2	Task 3
<b>Type of Task</b>	Practical	Practical	Written
<b>Date of Task</b>	Term 1 Week 9	Term 3 Week 9	Term 4 Week 6
<b>Outcomes</b>	5.3, 5.6	5.1, 5.2, 5.4,	5.7, 5.8, 5.9
<b>Topic Focus</b>	Portraiture	Desire For Change	Hear The Word

The Outcomes assessed in these tasks are:

Task 1	Task 2	Task 3
<b>5.3</b> makes artworks informed by an understanding of how the frames affect meaning	<b>5.1</b> develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	<b>5.7</b> applies their understanding of aspects of practice to critical and historical interpretations of art
<b>5.6</b> demonstrates developing technical accomplishment and refinement in making artworks	<b>5.2</b> makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience	<b>5.8</b> uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
	<b>5.4</b> investigates the world as a source of ideas, concepts and subject matter in the visual arts	<b>5.9</b> demonstrates how the frames provide different interpretations of art

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# Visual Design

## Year 10

### 2022 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2	Task 3
<b>Type of Task</b>	<i>Artmaking</i>	<i>Artmaking</i>	<i>Artmaking</i>
<b>Date of Task</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Week 10
<b>Outcomes</b>	5.3, 5.4, 5.5	5.7, 5.8	5.4, 5.6
<b>Topic Focus</b>	Tourism/Promotion	Comic – Children's Book	The Body Adorned
<b>Learning Tasks</b>	reflection, feedback, darkroom safety	reflection, feedback, worksheet	reflection, feedback, research

The Outcomes assessed in these tasks are:

<b>5.3</b>	makes visual design artworks informed by an understanding of how the frames affect meaning
<b>5.4</b>	investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their visual design artworks
<b>5.6</b>	selects appropriate procedures and techniques to make and refine visual design artworks
<b>5.7</b>	applies their understanding of aspects of practice to critically and historically interpret visual design artworks
<b>5.8</b>	uses their understanding of the function of and relationships between artist – artwork –world – audience in critical and historical interpretations of visual design artworks

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.