



**ST CATHERINE'S CATHOLIC COLLEGE  
SINGLETON**

**Year 10  
2019**

**ASSESSMENT POLICY  
AND  
HANDBOOK**

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## **ASSESSMENT PLAYS AN IMPORTANT ROLE IN THE ACADEMIC LIFE OF ST CATHERINE'S CATHOLIC COLLEGE.**

The NSW Education Standards Authority (NESA), through syllabus and other documents, sets out the expected learning outcomes for students through Years 7-10. In this way, NESA has established **standards** for each outcome, which it expects students to achieve at various stages of their schooling.

Assessment at St Catherine's has three main purposes:

1. **Assessment of learning:** this is done so that teachers, parents and students can see if the student is achieving the expected outcomes and to what standard.
2. **Assessment for learning:** students are encouraged to take an active part in their learning process by:
  - actively engaging in the learning process. Students know and recognize the standards they should be aiming for and feedback helps students understand the next steps in learning.
  - taking opportunities to produce the work that leads to development of their skills, knowledge and understanding.
3. **Assessment as learning:** occurs when students are their own assessor. They monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Teachers will provide students with opportunities in the context of everyday classroom activities, as well as planned Assessment events, to demonstrate their learning.

In summary, **Assessment of, for and as learning:**

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents reflecting on Assessment data.

This booklet aims to set out clearly the Assessment expectations of students at this school. The nature and relative importance of each Assessment Task is displayed so that students can be aware of what is expected of them.

For more information regarding NESA Assessment expectations, visit website:

<http://educationstandards.nsw.edu.au>

## YEAR 10 ASSESSMENT POLICY

Students are advised that St Catherine's Catholic College Assessment Policy covers information relevant to the award of the Record of School Achievement (RoSA). This Handbook identifies information which applies to the Stage 5 (Year 9 & 10) courses.

- 1 Students complete courses of study in each subject in two phases – Year 9 and Year 10. Each year of the Stage 5 course has a component of internal College Assessment.
- 2 College Assessment is intended to provide an indication of a student's attainment, which is based on:
  - (a) a wide range of syllabus objectives
  - (b) multiple measures and observations obtained throughout the Stage 5 course, which provides a more comprehensive indicator of a student's ability than a single assessment event.

## Standards Referenced Approach

The Stage 5 Course uses a standards-referenced approach to assessing and reporting student achievement. This means that the achievements of students are assessed and reported against specified standards that are established for each course. In a standards-referenced approach, students are recognized for what they know, understand and can do. The mark they receive will reflect the standard to which the student has achieved in the course.

The advantages of a standards referenced system are that:

- student performance is assessed against pre-determined standards of achievement
- once established standards remain constant
- marks reflect the standards achieved rather than a pre-determined distribution
- Assessment Tasks are linked to outcomes
- students know what is expected of them.

If additional information is required on the Standards Reference approach, please contact The College, or visit

<http://syllabus.bos.nsw.edu.au/support-materials/standards-referenced-assessment/>

## A. What is Stage 5 Course Assessment?

1. The Assessment grade submitted to the NSW Education Standards Authority (NESA) by schools for a particular course is intended to measure the students' achievement, relative to the Course Performance Descriptors, at the end of the Stage 5 course.
2. The use of achievement measures throughout the course is seen as serving three purposes:
  - (a) it enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, e.g. practical skills
  - (b) it caters for any "self contained" elements such as fieldwork, which occurs as an isolated part of the course
  - (c) it increases the accuracy of the final Assessment of the students' achievement, by utilising multiple measures.
3. The Stage 5 Assessment program encompasses all syllabus outcomes other than those relating to the affective domain (interests, attitudes). It will include the content, and those outcomes previously measured by the external Examination.
4. A student who is absent from a task due to illness, accident, or exceptional circumstances, or who is adversely affected during a particular task which constitutes part of the Stage 5 Assessment program, or who is unable to present an assignment for inclusion in the Stage 5 Assessment program, will not necessarily have a "zero" mark recorded for that task. Marks based on a substitute task or, in exceptional circumstances, an estimate based on other evidence will be accepted where the Principal considers that student has an acceptable reason, and all Assessment Policy procedures have been correctly followed.
5. Students who fail to complete Assessments **must** obtain and fill in correct form, as included in this Handbook and available from Student Services, and return it to the appropriate teacher. The Studies Co-ordinator, in consultation with the Assistant Principal Secondary, will decide whether or not the reason for non-completion is valid, and what action will need to be taken. Signed, completed forms will be kept and filed to enable monitoring of performance and notification to students and parents if they are in danger of not satisfactorily completing a course(s).
6. Assessments require each school to determine the relative achievement of its students with respect to specified syllabus standards.
7. Syllabus standards and performance standards are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how it is achieved.

## B. Responsibilities

1. It is the **responsibility of the College** to:
  - (a) Conduct sound Assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding.
  - (b) Develop quality Assessment Tasks and well-constructed marking guidelines.
  - (c) Provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement.
  - (d) Develop an Assessment schedule for each subject and to inform students of which essays, assignments, tests, Examinations, field studies, tutorials, etc. or parts thereof, will contribute to the Assessment grade submitted to NESAs for each subject. This schedule identifies the term and week of a task, but it is not a calendar of events. Teachers give notice of specific dates two weeks prior to when a task is due.
  - (e) Schedule the various Assessment Tasks throughout the course and ensure that such tasks cover the range of components specified by NESAs.
  - (f) Collate such information as is necessary to provide a comprehensive guide for students of the College's requirements for Assessment in each subject.
  
1. It is the **responsibility of each student** to:
  - (a) Be aware of the various Assessment instruments (essays, presentations etc.). This will involve reading this booklet carefully, and managing their individual schedule.
  - (b) Know the date on which Assessments are due. For all Assessment Tasks, students will be supplied with an Assessment schedule at the beginning of the course. Their teacher must give at least two weeks prior to the task of any changes to these dates to students, in writing.
  - (c) Ensure that all work is submitted by the due date. Failure to submit required work must be accompanied by an **ACCEPTABLE** reason and be submitted **in writing** to the relevant Studies Coordinator. Poor organisation of time and/or social events is **NOT** considered acceptable. IT hardware problems, such as printers running out of ink, will not be accepted as an excuse. Students **are required to back up all work onto a USB stick so that work can be printed if necessary at school.**
  - (d) Notify class teachers if other College commitments e.g. sport, debating, clash with assessable dates by completing the appropriate form – **Form B: Application to complete Assessment Task on alternative date.**
  - (e) If absent on the day an Assessment task is given, ensure he/she collect a copy of the task from the appropriate teacher on return. Students cannot assume an automatic extension – application must be made.
  - (f) **HOLIDAYS may not be** considered a valid reason for failure to complete Assessment Tasks, particularly during the End of Year Examination period. Determinations regarding holidays as a reason will be made by the College Assessment Committee.
  - (g) Use the feedback from teachers as the basis for improvement; this may mean that a student needs to discuss their progress individually with the teacher.

## C. Calculation of Marks

Students will be given their raw mark for each Assessment Task. Any queries about raw marks may only be made **at this time**. These raw marks are combined in accordance with the weightings given later in this booklet, after first having been mapped to ensure the marks are statistically compatible.

## D. Reporting / Credentials / Assessment Feedback

Students in Year 9 receive a College Report to acknowledge achievement. The Report indicates a Grade of A – E, based on the Course Performance Descriptors for Assessment Tasks completed to date. Year 9 students will be issued with a Report at the end of Term 2 (Semester 1 Report) and Term 4 (Semester 2 Report).

Students who leave at the end of Year 10 for full time employment or TAFE, or once they turn 17 years old, or any time before completing the Higher School Certificate, can apply to receive a **Record of School Achievement (RoSA)**. The RoSA is issued directly by NESA.

The **Record of School Achievement** shows **grades (A – E)** for each subject studied in Year 9 (for 100h Electives only), Year 10 and in Year 11/12. These are reported together on the final Certificate. These grades are determined from students' achievement, as demonstrated in set Assessment tasks which form the school's formal Assessment program.

The award of these grades is based on the Course Performance Descriptors developed by NESA. For further information on the Descriptors, visit <http://arc.boardofstudies.nsw.edu.au/go/9-10/stage-5-grading/cpds/>.

- a) **There will NOT be any pre-determined proportion** of students awarded in each grade. It is not possible, nor fair, to say beforehand that the top X% of students should be graded A, the next Y% graded B, etc. In fact, it is quite conceivable that the school, in some years, will not give any student a grade A because, although a particular student may come "top" in their Assessment, that student may still not conform to the grade A descriptor.
- b) The final grade assigned to students in each subject will be decided by the teacher in the light of available Assessment information and by referring to the Course Performance Descriptors.
- c) Because the system is based on a **common set of performance descriptors**, the school community and others outside the education community will gain a better understanding of the purposes and outcomes of schooling.
- d) **General Experience Courses**  
For compulsory and optional General Experience Courses such as Stage 4 Visual Art, Music, LOTE, Mandatory Technology, one of the two grades will be awarded and reported as part of the Record of Secondary Achievement.

The grades are:

S	-	Satisfactory completion
U	-	Unsatisfactory or non-completion.

### Assessment Task Feedback

Students will also be provided with meaningful feedback on their performance in all Assessment areas. This feedback may take many forms which could include – teacher student discussion in relation to work samples, annotations on work samples, highlighted sections of Marking Guidelines indicating the level at which students are performing interim report comments. Students are encouraged to keep this feedback together in a portfolio that combines Marking Criteria and Marking Guidelines for each subject. This provides an ongoing Assessment Record.

To provide students with a guide as to what is expected of them in Assessment Tasks, a marking guideline structure should be clearly stated on their Assessment Task Notification.

## E. Assessment Requirements and Guidelines

NESA rules govern the awarding of an exit credential such as the Record of Secondary Achievement. The RoSA is awarded to students who have **satisfactorily** completed the required pattern of study, as specified by NESA.

The Record of School Achievement (RoSA) is awarded to students who have fulfilled all eligibility requirements. These are:

- (a) Have **satisfactorily** completed an approved course of study in Years 9 and 10.
- (b) Met all other mandatory requirements and indicative hours of study.

The words “**satisfactorily completed**” are significant and apply to all subjects studied throughout Years 9 and 10.

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: (ACE 5.3)

- (a) followed the course developed or endorsed by the NSW Education Standards Authority; 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.

*Assessment, Certification, Examination (ACE) website, 8019*  
<https://ace.nesa.nsw.edu.au/ace-8019>

There are some important points to note from this.

1. Principals may determine that, as a result of absences, a student may not have completed the course.
2. This means that students must provide evidence that they have “**applied themselves with diligence and sustained effort** to the **set tasks** and **experiences provided in the course by the school.**” (NESA). This evidence comes from marks achieved and application to work.
3. Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. **The principal may then apply the ‘N’ determination.**

*Assessment, Certification, Examination (ACE) website, 4019*  
<https://ace.nesa.nsw.edu.au/ace-4019>

Should students not fulfil any of the course requirements and put themselves in a position whereby they could be awarded an N grade / U award, the student and parents must be notified in writing (Form C) in order for the student to be given time to improve performance and avoid receiving an N grade / U award.

***NESA gives schools authority to determine their own definition of diligence and sustained effort.***

***At St Catherine’s Catholic College, students are expected to complete all Assessment Tasks and examinations to have “satisfactorily completed” the course.***

***Students should also maintain a consistent pattern of attendance to ensure all class tasks are satisfactorily attempted.***



## F. Absence and Misadventure Policy

1. Students absent from an Assessment task, Examinations, during the period of a long-term task, or the day a task is due **MUST PRODUCE** a suitable written explanation for the absence. This written explanation must be an acceptable reason. Students or parents **MUST** contact the school office indicating absence on the days of Assessment.

The following are acceptable reasons:

a) **Absent due to illness**

For all absences due to illness a medical certificate is required covering the period of absence (**FORM A – Absence from Assessment Task**).

The following conditions apply:

- (i) The doctor must sight the condition **ON, OR** prior to the day of Assessment or date the assessment is due. (see note below)
- (ii) The certificate must cover the period of assessment (dates must appear on the certificate.)
- (iii) Post-dated certificates **WILL NOT** be accepted.
- (iv) The task must be completed immediately on return to school.
- (v) If you are absent on and after the due date of the Assessment the medical certificate must indicate what day you are fit to return to College.

**NOTE :** *The College recognises that with the shortage of Doctors, it may be that a student cannot obtain an appointment on the day of the Assessment Task. If this occurs, then a parental note will be accepted (provided the reason is deemed reasonable). However, if a second incident of illness occurs a Doctor's Certificate will be required.*

b) **Absent due to an acceptable unforeseen circumstances (e.g. funeral)**

A letter addressed to the Assistant Principal Secondary explaining the circumstances will be required.

c) **Absent due to an acceptable school activities (e.g. Representative sport, debating etc)**

The Assistant Principal Secondary determines that the activity warrants a change of circumstance for an approved College Representation. The student will need to submit the appropriate form (Form B) to the subject teacher **PRIOR** to the Assessment day.

d) **Absent due to other acceptable reasons (e.g. granted leave see ACE 4017)**

All other circumstances must be applied in writing to the Assistant Principal Secondary who will determine if the reason is to be accepted. If the reason is considered acceptable then **Form B** must be submitted to the subject teachers(s) for each missed task **PRIOR** to the Assessment.

**N.B.**

**FAMILY HOLIDAYS, PARTICULARLY DURING SCHEDULED EXAMINATION WEEK IN TERM 4, MAY NOT BE ACCEPTED AS A SUITABLE REASON FOR BEING ABSENT. STUDENTS ARE STRONGLY DISCOURAGED FROM TAKING HOLIDAYS DURING THIS TIME.**

2. If the reason is **NOT** accepted, the procedure for late submission will apply.

### 3. **Late Submissions**

Students are expected to submit the task on the due date, however, penalties will apply if a valid reason for non-submission is not forthcoming – these are as follows – **20% for one day late, then a score of zero.**

3. If an **acceptable** absence occurs during the period of an extended Assessment task (e.g. project, assignment etc.) an extension of the due date can be applied for. Extensions are not automatic. If granted, the extension may be pro-rata, that is, three school days sickness may warrant three school days extension. The granting of an extension will be communicated to the student in writing, on FORM B.

### 4. **Students returning after absence with an acceptable reason**

The subject teacher and Studies Co-ordinator will advise the Assistant Principal Secondary who will determine whether:

- (a) To allow you to complete the original task;
- (b) Complete a substitute task; or
- (c) An estimate based on appropriate evidence will be given (this will only occur in exceptional circumstances).

### 5. **Misadventure**

Students may lodge an illness/misadventure appeal if they believe that circumstances occurring immediately before or during a formal school Assessment Task, and which were beyond their control, diminished their Assessment performance.

### 6. **Cheating and dishonesty**

Cheating during Examination type tasks will usually result in the cancellation of the paper in whole or part and a zero mark awarded for the paper or part. Likewise, proven dishonesty in relation to other Assessment Tasks will result in a zero mark.

### 7. **Plagiarism is a form of proven dishonesty**

Directly or indirectly copying information from a text, internet or other source, including a classmate, is plagiarism. All Assessment work – assignment, research, multimedia presentation, etc, must be referenced appropriately. If unsure, students should check with their teacher. Proven dishonesty in relation to Assessment Tasks will result in a zero mark.

## **G. Submission of Assessment Tasks**

1. **Date/Lesson of Submission.** The written Assessment Notice provided by a subject teacher to students will identify the due date for submission of a particular task. If a task is due during a particular lesson, this will be indicated on the initial Assessment Task Notice.

Unless specified otherwise, all tasks will be due by 3.30 pm on the due date.

2. **Method of Submission.** In the first instance Assessment Tasks should be handed in to the subject teacher who will sign off that the task has been received.

If a task is to be submitted to the office, IT IS THE STUDENT'S RESPONSIBILITY to ensure that the task is handed to the Student Services Officer and signed off by both the Student Services Officer and the student

No responsibility will be taken for tasks which are not signed off by Student Services.

In all instances, students should ensure that a back-up copy is kept on a USB stick or as a hard COPY.

Unless specifically instructed by the teacher, students SHOULD NOT EMAIL Assessment Tasks.

**Failure of email OR ANY OTHER FORM OF TECHNOLOGY is not accepted as a reason for late submission.**

### **SPECIAL NOTES**

**Any failure to hand in a task on the due date calls for submitting either:**

- **FORM A: Absence from Assessment Task**
- **FORM B: Application to complete on an Alternate Date** – regardless of whether or not you believe the reason will be accepted.
- **Students or parents must contact the College Office on the day of a task if the student is absent.**
- **Extensions are applied for in writing and the result will be communicated back to the student in writing also on FORM B.**

## H. Appeals Policy

### INTERNAL APPEAL following the handing back of an Assessment Task

Disagreement over a teacher's Assessment of a task should be resolved promptly when the task result is advised. Where the matter cannot be resolved, it should be brought quickly to the attention of the appropriate Studies Co-ordinator. Note that a teacher's judgement of a student's performance cannot be the subject of appeal. The Assessment Committee of the College (Principal, Assistant Principal and Co-ordinators) will be the final arbiter of appeals.

### SCHOOL REVIEW OF ASSESSMENTS

Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

Students are not entitled to seek a review of teachers' judgments of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an Assessment review it is necessary for the school to ascertain whether:

- (a) the weightings specified by the school in its Assessment program conform with NESA requirements as detailed in the syllabus packages;
- (b) the procedures used by the school for determining the final Assessment mark conform with its stated assessment program – in particular, the weightings used for the various Assessment Tasks should be consistent with those specified in the Assessment program;
- (c) there are no computational or other clerical errors in the determination of the Assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the Assessment will be made.

## I. Unreliable or Invalid Tasks

If a task is given and is found to be non-discriminating between students, being invalid or having problems associated with its administration, it may be discarded and an alternative task set. In these circumstances, the Studies Co-ordinator, in consultation with the Assessment Committee, may determine that another task be done, and/or adjust the weightings accordingly.

If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Studies Co-ordinator, in consultation with the Assessment Committee, may decide to discard the original task completely and a replacement task will be organised. If an alternative task is to be given students will be notified in writing and be given sufficient notice.

## J. Further Information

Further information on aspects of the assessment process may be obtained from the NSW Education Standards Authority (NESA), the Assistant Principal Secondary, or, for specific queries, from the Studies Co-ordinator.

Students may also access the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home/>

Students at St Catherine's Catholic College **MUST** have **ALL** official College letters regarding **leave, absence, permission notes and forms** signed by either parent /guardians.

## **K. What Happens When**

### **1. YOU ARE ABSENT DUE TO ILLNESS**

- (a) **Notify the College office on the day of the task for which you will be absent.**
- (b) Obtain **Form A** from Student Services at the College upon the first day of your return.
- (c) Complete **Form A** and **attach the Medical Certificate** (where possible).
- (d) Submit this to your subject teacher within two days of return.
- (e) Notify your subject teacher at the beginning of the day you return, to arrange when you will complete the task.

### **2. YOU ARE ABSENT DUE TO ACCEPTABLE UNFORESEEN CIRCUMSTANCES**

- (a) **Notify the College office on the day of the task that you will be absent.**
- (b) Obtain **Form A** from Student Services at the College upon the first day of your return.
- (c) Complete **Form A** and **attach the letter addressed to the Assistant Principal explaining the circumstances in detail.**
- (d) Submit this to your subject teacher within two days of return.
- (e) Notify your subject teacher at the beginning of the day you return to arrange when you will complete the task.

### **3. ALL OTHER ABSENCES - as these will be known prior to the event.**

- (a) Obtain **Form B** from Student Services at the College.
- (b) Complete **Form B** and **attach the letter addressed to the Assistant Principal Secondary, explaining the circumstances in detail.**
- (c) Submit this to your subject teacher **prior** to the due date of the task.

### **4. YOU FAIL TO SUBMIT AN ASSESSMENT TASK**

If you –

- (a) fail to submit an Assessment Task; or,
- (b) do not have an acceptable reason to not complete an Assessment Task by the due date.

Then, your teacher will complete a **FAILURE TO SUBMIT AN ASSESSMENT TASK (FORM C)**, to notify you and your parents.

### **5. YOU SUBMIT AN ASSESSMENT TASK JUDGED TO BE A NON-SERIOUS ATTEMPT**

If your Assessment Task is determined to not be of an acceptable standard, your teacher will complete a **'NON-SERIOUS ATTEMPT' (Form D)**, to notify you and your parents.

**Note: Failure to complete a RoSA Course, with sufficient notifications, may lead to an "N" (unsatisfactory) determination for that course.**



St Catherine's Catholic College Singleton

**ABSENCE FROM ASSESSMENT TASK***(NB: a new form is required for each subject requiring attention)***SECTION ONE: To be completed by student immediately upon returning to school.**

NAME: \_\_\_\_\_ PASTORAL GROUP: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

TASK NUMBER: \_\_\_\_\_

NATURE OF TASK: \_\_\_\_\_

(e.g. Exam, research activity, topic test, practical, fieldwork, etc)

**REASON FOR ABSENCE:**


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Parent's/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION TWO: To be completed by Teacher on first day of student's return**

ACTION TAKEN:

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Teacher's signature \_\_\_\_\_ Date: \_\_\_\_\_

Studies Coordinator's signature \_\_\_\_\_ Date: \_\_\_\_\_

Comment:

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# APPLICATION TO COMPLETE AN ASSESSMENT TASK ON ALTERNATE DATE

**NB: a new form is required for each subject requiring attention**

**SECTION ONE: To be completed by student prior to due date**

NAME: \_\_\_\_\_ PASTORAL GROUP: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

TASK NUMBER: \_\_\_\_\_

NATURE OF TASK: \_\_\_\_\_  
(e.g. Exam, research activity, topic test, practical, fieldwork, etc)

ORIGINAL DATE DUE: \_\_\_\_\_

REASON FOR CHANGE: \_\_\_\_\_

Parent's/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION TWO: To be completed by Teacher**

DETAILS OF ALTERNATE ARRANGEMENT/ DATE PROPOSED: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

RECOMMENDATIONS/APPROVAL/CONDITIONS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Teacher's signature \_\_\_\_\_ Date: \_\_\_\_\_

Studies Coordinator's signature \_\_\_\_\_ Date: \_\_\_\_\_

Assistant Principal Secondary Signature \_\_\_\_\_ Date: \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Copy to be kept on file by Studies Co-ordinator.

Copy to Assistant Principal Secondary



**St Catherine's Catholic College Singleton**  
**OFFICIAL WARNING**  
**NON ATTEMPT OF AN ASSESSMENT TASK**  
**STAGE 5 ASSESSMENT PROGRAM**

6 February 2016

Dear Charles & Isabelle Scott

I am writing to advise that your son Bon Scott is not meeting the Course Completion Criteria for the Stage 5 Course: **Music**

The Board of Studies, Teaching and Educational Standards requires schools to issue students with course official warnings to give them the opportunity to redeem themselves. Please regard this letter as **warning number 4** we have issued concerning this course.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Completion of Stage 5 Internal Assessment

**"The Board expects students to attempt all Assessment Tasks set" (ACE Manual 8.13.4)**

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of School Achievement (RoSA). At St Catherine's Catholic College, Year 3 students must complete all Assessment Tasks and Examinations to have satisfactorily completed a course.

To date, the Course Completion Criteria have not been met due to:

- Failure to submit a task in the designated course

**As a result, Bon has been awarded ZERO (0) for this Assessment Task.**

To satisfy the Course Completion Criteria, Bon must satisfactorily complete the following task/s:

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	46%%	16/08/2016	Complete this essay and hand in	23/08/2016

Please discuss this matter with Bon and contact the College if further information or clarification is needed.

Yours sincerely

Mr Black Adder  
Class Teacher

Mr John Smith  
Studies Co-ordinator





**St Catherine's Catholic College Singleton**  
**OFFICIAL WARNING**  
**NON SERIOUS ATTEMPT OF AN ASSESSMENT TASK**  
**STAGE 5 ASSESSMENT PROGRAM**

6 February 2016

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I am writing to advise that your son Bon Scott is not meeting the Course Completion Criteria for the Stage 5 Course: **Music**

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Completion of Stage 5 Internal Assessment

**"The Board expects students to attempt all Assessment Tasks set" (ACE Manual 8.13.4)**

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of School Achievement (RoSA). At St Catherine's Catholic College, Year 3 students must complete all Assessment Tasks and Examinations to have satisfactorily completed a course.

To date, the Course Completion Criteria have not been met due to:

- \* Failure to make a serious attempt for a task in the designated course

To satisfy the Course Completion Criteria, Bon must satisfactorily complete the following task/s:

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	46%%	16/08/2016	Complete this essay and hand in	23/08/2016

Please discuss this matter with Bon and contact the College if further information or clarification is needed.

Yours sincerely

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Mr Black Adder  
Class Teacher

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Mr John Smith  
Studies Co-ordinator



**St Catherine's Catholic College Singleton**  
**OFFICIAL WARNING**  
**PLAGIARISM/MALPRACTICE ON AN ASSESSMENT TASK**  
**STAGE 5 ASSESSMENT PROGRAM**

6 February 2016

Dear Charles & Isabelle Scott

I am writing to advise that your son Bon Scott is not meeting the Course Completion Criteria for the Stage 5 Course: **Music**.

Bon has been given a **Adjusted Mark** / **Reduced Mark** / **Zero Mark** in an Assessment Task because:

NB. Plagiarism and malpractice includes:

- copying, buying, stealing or borrowing part or all of someone else's work and presenting it as their own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person such as a parent, tutor, coach or author
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.

From BOSTES

The Board of Studies, Teaching and Educational Standards requires schools to issue students with course official warnings to give them the opportunity to redeem themselves. Please regard this letter as **warning number 4** we have issued concerning this course.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of School Achievement (RoSA). At St Catherine's Catholic College, Year 3 students must complete all Assessment Tasks and Examinations to have satisfactorily completed a course.

To date, the Course Completion Criteria have not been met due to:

- Failure to make a serious attempt for a task in the designated course - students must ensure all submitted work is their own or appropriately acknowledge the contribution of others

Please discuss this matter with Bon and contact the College if further information or clarification is needed.

Yours sincerely

---

Mr Black Adder

---

Mr John Smith

Class Teacher

Studies Co-ordinator



**St Catherine's Catholic College Singleton**  
**OFFICIAL WARNING**  
**NON COMPLETION OF A STAGE 5 COURSE**

6 February 2016

Dear Charles & Isabelle Scott

I am writing to advise you that your son Bon Scott is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course: **Music**.

This course is mandatory for the award of the Record of School Achievement (RoSA).  
 This course is a Stage 5 elective course that is credentialled on the Record of School Achievement (RoSA).

Where the non completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement (RoSA) and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement (RoSA).

For a student to satisfactorily complete a course, the Board requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by the Board; and
- (b) applied him/herself 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.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform the Board that the student has not satisfactorily completed the course.

Bon is not currently meeting one or more of these requirements.

The Board requires schools to issue students who are in danger of not meeting course requirements with a minimum on two official warnings in order to give them the opportunity to correct the problem.

This is Official Warning Number 0 we have issued notifying you that Bon is at risk of not completing the course Music.

Previous warning letters have been sent to you on

Opportunity to correct the problem

This table lists those tasks, requirements or outcomes not yet completed or achieved by Bon, and/or for which a genuine attempt has not been made.

<b>Task Name/Course Requirement/Course Outcome</b>	<b>Percentage Weighting</b>	<b>Date Task Initially Due</b>	<b>Action Required by Student</b>	<b>Date to be Completed by</b>
Assessment 1 - Essay on Hamlet	46%%	16/08/2016	Complete this essay and hand in	23/08/2016

To support Bon in meeting the course requirements, we request that you discuss this matter with him, and encourage and support him to carry out the required actions. You are requested to make an appointment with Mrs Kristen Southwell, Assistant Principal Secondary Curriculum, to discuss this issue and to develop a support plan for Bon.

Please complete the acknowledgement below and return it to the school.

Yours sincerely



**ST CATHERINE'S CATHOLIC COLLEGE SINGLETON  
APPEAL DUE TO MISADVENTURE**

Student Name: \_\_\_\_\_ Pastoral Class: \_\_\_\_\_

Course for which the appeal is being lodged: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Task Affected: \_\_\_\_\_

Date of the Task: \_\_\_\_\_

Did you attend / submit the task: Yes or No

**Student Record**

Describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this (including reporting to teachers, attendance at a doctor's surgery or hospital)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Teacher Record**

Record fully your observations of distress or disadvantage suffered by the student (if they were in attendance for the task)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Independent evidence of illness or misadventure**

Record and attach Doctor's Certificates or Police Reports to this section

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature \_\_\_\_\_ Parent Signature: \_\_\_\_\_



**REQUEST FOR VARIATION OF PROGRAM**

**NB: A NEW FORM IS REQUIRED FOR EACH SUBJECT BEING ALTERED**

NAME: \_\_\_\_\_ PASTORAL GROUP: \_\_\_\_\_

Current number of units (total): \_\_\_\_\_

PART ONE: SUBJECT DELETION

SUBJECT BEING DISCONTINUED: \_\_\_\_\_

Teacher's signature \_\_\_\_\_ Date: \_\_\_\_\_

Studies Coordinator's signature \_\_\_\_\_ Date: \_\_\_\_\_

PART TWO: SUBJECT ADDITION (if applicable)

SUBJECT BEING ADDED: \_\_\_\_\_

Teacher's signature \_\_\_\_\_ Date: \_\_\_\_\_

Studies Coordinator's signature \_\_\_\_\_ Date: \_\_\_\_\_

PART THREE: AUTHORISATION

Parent's/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assistant Principal's signature \_\_\_\_\_ Date: \_\_\_\_\_

Office Use only: TimeChart  SAS

Return to Assistant Principal for Filing  Date: .....

# **INDIVIDUAL COURSE DETAILS**

**Each semester, you will receive a report which contains outcomes explicit to that semester, as well as a Semester Grade.**

**We hope this new structure better allows you to see your successes and areas for improvement.**

<b>SUBJECT:</b>	<b>AGRICULTURAL TECHNOLOGY</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teacher:</b>	<b>Mr C Barker</b>
<b>Co-ordinator:</b>	<b>Mr R Turnbull</b>

### Year 10 (100 hr course)

**Semester 1 – 50% of final overall result.**

Course Component DATE	Weight %	Task 1	Task 2
		Term1 Week 11	Term 2 Week 5
Practical	70	40	30
Theory	30	10	20
TOTAL	100%	50	50
<b>Type of Task</b>		Chicken Project	Cropping Topic Test
<b>Outcomes</b>		5.3.1; 5.3.4; 5.4.3; 5.5.2; 5.6.2	5.1.1; 5.3.1; 5.3.3; 5.4.1, 5.6.1

**Semester 2 – 50% of final overall result.**

Course Component DATE	Weight %	Task 3	Task 4
		Term 3 Week 7	Term 4 Week 5
Practical	50	20	10
Theory	50	30	40
TOTAL	100%	50	50
<b>Type of Task</b>		Breeding Program Simulation	Topic and Practical Skills Test
<b>Outcomes</b>		5.3.1; 5.3.2; 5.3.4; 5.5.1; 5.5.2	5.4.3; 5.6.1; 5.6.2

<b>SUBJECT:</b>	<b>AUSTRALIAN HISTORY AND GEOGRAPHY</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teachers:</b>	<b>Mrs T Holstein, Mrs C McBurney, Mrs D Lucas</b>
<b>Co-ordinator:</b>	<b>Mrs T Holstein</b>

### Semester 1 – Geography

Course Component DATE	Weight %	Task 1	Task 2
		Term1 Week 6	Term 2 Week 6
Knowledge	40	15	25
Tools and skills	50	20	30
Communication	10	5	5
TOTAL	100%	40	60
<b>Type of Task</b>		Research RAP	Examination
<b>Outcomes</b>		5.1, 5.2, 5.3, 5.5, 5.7	All

### Semester 2 – History

Course Component DATE	Weight %	Task 4	Task 6
		Term 3 Week 6	Term 4 Week 5
Knowledge & Understanding	55	15	40
Inquiry skills & research	40	35	5
Communication	5		5
TOTAL	100%	50	50
<b>Type of Task</b>		Individual report	Examination
<b>Outcomes</b>		HT5.2, 5.3, 5.6, 5.8, 5.9, 5-10	All



<b>SUBJECT:</b>	<b>COMMERCE</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teacher:</b>	<b>Miss C McBurney</b>
<b>Co-ordinator:</b>	<b>Mrs T Holstein</b>

**Year 10 (100 hr course)**

**Semester 1 – 50% of final overall result.**

Course Component DATE	Weight %	Task 1	Task 2
		Term1 Week 7	Term 2 Week 6
Core 2.1 Law & Society			
Core 2.2 Employment Issues			
Option 8 Law in Action	40		40
Option 6 Political Involvement	60	60	
<b>TOTAL</b>	<b>100%</b>	<b>60</b>	<b>40</b>
<b>Type of Task</b>		Interview /report	Oral/ Economy
<b>Outcomes</b>		5.1; 5.2; 5.3; 5.10	5.1; 5.3; 5.4; 5.7; 5.9

**Semester 2 – 50% of final overall result.**

Course Component DATE	Weight %	Task 3	Task 4
		Term 3 Week 5	Term 4 Week 5
Core 2.1 Law & Society	10		10
Core 2.2 Employment Issues	70	60	10
Option 8 Law in Action	10		10
Option 6 Political Involvement	10		10
<b>TOTAL</b>	<b>100%</b>	<b>60</b>	<b>40</b>
<b>Type of Task</b>		Research/ internet contracts	Examination
<b>Outcomes</b>		5.5; 5.7; 5.8; 5.9	5.2; 5.4; 5.6; 5.9

<b>SUBJECT:</b>	<b>DRAMA</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teacher:</b>	<b>Ms L Hall</b>
<b>Co-ordinator:</b>	<b>Mrs N Marzol</b>

### Year 10 (100 hr course)

**Semester 1 – 40% of final overall result.**

Course Component DATE	Weight %	Task 1	Task 2
		Term1 Week 10	Term 2 Week 9
Improvisation	37.5	37.5	
Playbuilding			
Technical aspects of Production	25		25
Writing about Drama & Theatre	25		25
Use of Scripts	12.5		12.5
<b>TOTAL</b>	<b>100%</b>	<b>37.5</b>	<b>62.5</b>
<b>Type of Task</b>		Prepared Improvisation & Journal	Masses of Styles
<b>Outcomes</b>		5.1.1; 5.1.2; 5.3.1	5.1.1; 5.1.2; 5.1.3; 5.2.3; 5.3.1

**Semester 2 – 60% of final overall result.**

Course Component DATE	Weight %	Task 3	Task 4	Task 5
		Term 3 Week 10	Term 4 Week 5	Term 4 Week 5
Improvisation	8		8	
Playbuilding	34	34		
Technical aspects of Production				
Writing about Drama & Theatre	50	8	17	25
Use of Scripts	8		8	
<b>TOTAL</b>	<b>100%</b>	<b>42</b>	<b>33</b>	<b>25</b>
<b>Type of Task</b>		Analysis & Elements of Production & Film Making	Practical Exam	Examination
<b>Outcomes</b>		5.1.2; 5.2.1	5.1.4; 5.3.1; 5.2.2; 5.2.3; 5.3.3	5.1.3; 5.2.2; 5.3.2; 5.3.3

<b>SUBJECT:</b>	<b>ENGLISH</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teacher:</b>	<b>Mr M Daley, Mrs S Yardley, Ms A Partridge, Miss C Carver and Mrs R Price</b>
<b>Co-ordinator:</b>	<b>Ms A Partridge</b>

**Semester 1 – 50% of final overall result.**

Course Component DATE	Weight %	Task 1	Task 2
		Term1 Week 11	Term 2 Week 7
Changing Times	40	40	
The Writing Workshop	60		60
<b>TOTAL</b>	<b>100%</b>	<b>40</b>	<b>60</b>
<b>Type of Task</b>		Multi-Modal representation	In class writing portfolio
<b>Outcomes</b>		2, 5, 6, 8, 9	1, 4, 5, 7,

**Semester 2 – 50% of final overall result.**

Course Component DATE	Weight %	Task 3	Task 4
		Term 3 Week 6	Term 4 Week 5
Poetry: What's the Matter?	40	40	
Love and Other Forms of Torture	60		60
<b>TOTAL</b>	<b>100%</b>	<b>40</b>	<b>60</b>
<b>Type of Task</b>		In class essay	Examination
<b>Outcomes</b>		1, 3, 6, 7	1, 3, 5, 8

<b>SUBJECT:</b>	<b>FOOD TECHNOLOGY</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teacher:</b>	<b>Mrs F Sidney</b>
<b>Co-ordinator:</b>	<b>Mr R Turnbull</b>

**Year 10 (100 hr course)**

**Semester 1 – 40% of final overall result.**

Course Component DATE	Weight %	Task 1	Task 2
		Term 1 Week 8	Term 2 Week 8
Knowledge	60	25	35
Skills	40	13	37
<b>TOTAL</b>	100	38	62
<b>Type of Task</b>		Presentation Task	Practical Task
<b>Outcomes</b>		5.1.1, 5.1.2, 5.2.3, 5.5.1	5.3.1, 5.3.2, 5.4.1, 5.4.2

**Semester 2 – 60% of final overall result.**

Course Component DATE	Weight %	Task 1	Task 2
		Term 3 Week 8	Term 4 Week 5
Knowledge	60	25	35
Skills	40	15	25
<b>TOTAL</b>	100	40	60
<b>Type of Task</b>		Research Task	Yearly Practical Examination
<b>Outcomes</b>		5.2.1, 5.2.2, 5.2.3, 5.5.1	All outcomes

<b>SUBJECT:</b>	<b>HISTORY ELECTIVE</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teacher:</b>	<b>Mrs T Holstein</b>
<b>Co-ordinator:</b>	<b>Mrs T Holstein</b>

### Year 10 (100 hr course)

Semester 1 – 50% of final overall result.

Course Component DATE	Weight %	Task 1	Task 2
		Term 2 Week 2	Term 2 Week 8
Constructing History	80	80	
Ancient, Medieval and Early Modern Societies option: China	20		20
Thematic study option: Crime and punishment			
<b>TOTAL</b>	<b>100%</b>	<b>80</b>	<b>20</b>
<b>Type of Task</b>		Historical Portfolio	Test
<b>Outcomes</b>		E5.2, E5.4, E5.7, E5.8	E5.1, E5.3, E5.6,

Semester 2 – 50% of final overall result.

Course Component DATE	Weight %	Task 3	Task 4
		Term 3 Week 6	Term 4 Week 5
Ancient, Medieval and Early Modern Societies option: China	0		
Thematic study option: Crime and punishment	100	80	20
<b>TOTAL</b>	<b>100%</b>	<b>80</b>	<b>20</b>
<b>Type of Task</b>		Research	Test
<b>Outcomes</b>		E5.1, E5.3, E5.8; E5.10	E5.1;E5.5, E5.9

<b>SUBJECT:</b>	<b>INDUSTRIAL TECHNOLOGY METAL</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teacher:</b>	<b>Mr R Turnbull</b>
<b>Co-ordinator:</b>	<b>Mr R Turnbull</b>

Year 10 (100 hr course)

Semester 1 - 50% of final overall result.

Course Component DATE	Weight %	Task 1	Task 2
		Term 1 Week 8	Term 2 Week 5
Knowledge	37.5	37.5	
Skills	62.5		62.5
TOTAL	100	37.5	62.5
<b>Type of Task</b>		Research Report	Production Unit One
<b>Outcomes</b>		5.5.1; 5.7.1 & 5.7.2	5.1.1; 5.1.2; 5.2.1; 5.2.2 & 5.4.2

Semester 2 - 50% of final overall result.

Course Component DATE	Weight %	Task 3	Task 4
		Term 4 Week 3	Term 4 Week 5
Knowledge	42		42
Skills	58	58	
TOTAL	100	58	42
<b>Type of Task</b>		Production Unit Two	Examination
<b>Outcomes</b>		5.1.1; 5.2.1; 5.2.2; 5.4.2; 5.5.1 & 5.6.1	5.1.1; 5.2.2; 5.3.1; 5.3.2; 5.4.1 & 5.6.1

<b>SUBJECT:</b>	<b>INDUSTRIAL TECHNOLOGY TIMBER</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teacher:</b>	<b>Miss N Woods</b>
<b>Co-ordinator:</b>	<b>Mr R Turnbull</b>

**Year 10 (100 hr course)**

**Semester 1 - 40% of final overall result.**

Course Component	DATE	Weight %	Task 1	Task 2
			Term 1 Week 8	Term 2 Week 5
OH&S and Risk Management		20		20
Properties and applications of materials		15		15
Industrial Technology and society		20	20	
Designing, communicating and evaluating		15		15
Producing quality projects		30		30
<b>TOTAL</b>		100	20	80
<b>Type of Task</b>			Research Report	Production Unit One
<b>Outcomes</b>			5.5.1; 5.7.1 & 5.7.2	5.1.1; 5.1.2; 5.2.1; 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.6.1, 5.7.1

Course Component	DATE	Weight %	Task 1	Task 2
			Term 4 Week 3	Term 4 Week 5
OH&S and Risk Management		20	5	15
Properties and applications of materials		15	5	10
Industrial Technology and society		20		10
Designing, communicating and evaluating		15	10	10
Producing quality projects		30	30	5
<b>TOTAL</b>		100	50	50
<b>Type of Task</b>			Production Unit Two	Examination
<b>Outcomes</b>			5.1.1; 5.1.2; 5.2.1; 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.6.1, 5.7.1	All outcomes

<b>SUBJECT:</b>	<b>Integrating Science, Technology, Engineering, Mathematics (iSTEM)</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teachers:</b>	<b>Mr A Campbell, Mr T Edwards</b>
<b>Co-ordinator:</b>	<b>Mr T Edwards, Mrs L Sponberg</b>

**Year 10 (100 hr course)**

**Semester 1 - 50% of final overall result.**

Course Component DATE	Weight %	Task 1	Task 2
		Term1 Week 9	Term 2 Week 9
Knowledge	50	25	25
Skills	50	25	25
TOTAL	100%	50	50
<b>Type of Task</b>		Module Completion	Module Completion
<b>Outcomes</b>		5.2.2, 5.6.2, 5.8.1	5.3.2, 5.4.1, 5.5.1, 5.8.1

**Semester 2 - 50% of final overall result.**

Course Component DATE	Weight %	Task 3	Task 4
		Term 3 Week 9	Term 4 Week 6
Knowledge	50	25	25
Skills	50	25	25
TOTAL	100%	50	50
<b>Type of Task</b>		Module Completion	Module Completion
<b>Outcomes</b>		5.5.2, 5.6.2, 5.8.1	5.4.2, 5.6.2, 5.8.1



<b>SUBJECT:</b>	<b>JAPANESE ELECTIVE</b>
	<b>ASSESSMENT RECORD for 2019</b>
<b>Teacher:</b>	<b>Mrs C Duffey</b>
<b>Co-ordinator:</b>	<b>Ms A Partridge</b>

Year 10 (100 hr course)

Semester 1 - 50% of final overall result.

**Schedule to be published in class**

Semester 2 - 50% of final overall result.

**Schedule to be published in class**

<b>SUBJECT:</b>	<b>MATHEMATICS</b>	
	<b>ASSESSMENT RECORD for 2019</b>	
<b>Teachers:</b>	<b>Level 5.1 – Mrs L Horsburgh</b>	<b>Level 5.2 – Miss J Murray</b>
	<b>Level 5.3 – Mrs R Collins</b>	
<b>Co-ordinator:</b>	<b>Mrs R Collins</b>	

**Semester 1 - 50% of final overall result.**

Course Component DATE	Weight %	Task 1	Task 2
		Term 1 Week 8	Term 2 Week 5
Understanding, fluency and communication	60	24	36
Problem solving, reasoning and justification	40	16	24
<b>TOTAL</b>	100	40	60
Type of Task/Context Area		Open Book Test	Progress Test
<b>5.1 Outcomes</b>		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4-8NA, MA5.1-10MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4-10NA, MA5.1-5NA, MA5.1-13SP
<b>5.2 Outcomes</b>		All of 5.1 outcomes as well as MA5.2-6NA, MA5.2-13MG	All of 5.1 outcomes as well as MA5.2-7NA, MA5.2-8NA, MA5.2-17SP
<b>5.3 Outcomes</b>		All of 5.2 outcomes as well as MA5.3-7NA, MA5.3-15MG	All of 5.2 outcomes as well as MA5.3-6NA, MA5.3-7NA

**Semester 2 - 50% of final overall result.**

Course Component DATE	Weight %	Task 3	Task 4
		Term 3 Week 8	Term 4 Week 5
Understanding, fluency and communication	60	12	48
Problem solving, reasoning and justification	40	18	22
<b>TOTAL</b>	100	30	70
Type of Task/Context Area		Investigative Assignment	Semester Two Examination
<b>5.1 Outcomes</b>		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-6NA, MA5.1-7NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-6NA, MA5.1-7NA, MA5.1-8MG
<b>5.2 Outcomes</b>		All of 5.1 outcomes as well as MA5.2-4NA, MA5.2-9NA, MA5.2-10NA	All of 5.1 outcomes as well as MA5.2-4NA, MA5.2-9NA, MA5.2-10NA, MA5.2-11MG
<b>5.3 Outcomes</b>		All of 5.2 outcomes as well as MA5.3-8NA, MA5.3-9NA	All of 5.2 outcomes as well as MA5.3-8NA, MA5.3-9NA, MA5.3-13MG

<b>SUBJECT:</b>	<b>MUSIC</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teacher:</b>	<b>Mrs D Smith, Mrs S Manthey</b>
<b>Co-ordinator:</b>	<b>Mrs N Marzol</b>

**Year 10 (100 hr course)**

**Semester 1 - 47% of final overall result.**

Course Component DATE	Weight %	Task 1	Task 2
		Term 1 Week 9	Term 2 Week 9
Performance – solo or ensemble mode	30	30	-
Composition and Portfolio	70	-	70
Listening	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>30</b>	<b>70</b>
<b>Type of Task/Context Area</b>		Music for Small Ensembles: Performance	Jazz Music: Composition and Portfolio
<b>Outcomes</b>		5.1, 5.2, 5.3	5.4; 5.5; 5.6

**Semester 2 - 53% of final overall result.**

Course Component DATE	Weight %	Task 3	Task 4
		Term 3 Week 9	Term 4 Week 5
Performance – solo or ensemble mode	38	-	38
Composition and Portfolio	-	-	-
Listening	62	38	24
<b>TOTAL</b>	<b>100%</b>	<b>38</b>	<b>62</b>
<b>Type of Task</b>		Australian Music: Listening Test	All topics: Performance and Viva Voce
<b>Outcomes</b>		5.7; 5.8; 5.9	5.1; 5.2; 5.3; 5.7; 5.8

<b>SUBJECT:</b>	<b>PERSONAL DEVELOPMENT, HEALTH &amp; PHYSICAL EDUCATION</b>
	<b>ASSESSMENT RECORD for 2019</b>
<b>Teacher:</b>	<b>Mrs Sponberg, Mr T Rohr, Mr M Edwards</b>
<b>Co-ordinator:</b>	<b>Mr T Edwards, Mrs L Sponberg</b>

**Semester 1 – 50% of final overall result.**

Course Component DATE	Weight %	Task 1	Task 2 a (cumulative)
		Term 2 Week 4	Term 2 Week 6
Practical	33		33
Theory	67	67	
TOTAL	100%	67	33
<b>Type of Task</b>		Written Report: Mental Health	Practical: participation, skill development and game play
<b>Outcomes</b>		5.6, 5.7	5.4, 5.5, 5.10, 5.13, 5.14

**Semester 2 – 50% of final overall result.**

Course Component DATE	Weight %	Task 2b (cumulative)	Task 3	Task 4
		Term 4 Week 6	Term 3 Week 5	Term 4 Week 5
Practical	67	33	34	
Theory	33			33
TOTAL	100%	33	34	33
<b>Type of Task</b>		Practical: participation, skill development and game play	Composition Performance Dance	Examination
<b>Outcomes</b>		5.4, 5.5, 5.10, 5.13, 5.14	5.4; 5.5; 5.10; 5.13; 5.14	All outcomes may be assessed

<b>SUBJECT:</b>	<b>PHYSICAL ACTIVITY &amp; SPORT STUDIES</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teacher:</b>	<b>Mr M Edwards</b>
<b>Co-ordinator:</b>	<b>Mr T Edwards, Mrs L Sponberg</b>

Year 10 (100 hr course)

Semester 1 - 50% of final overall result.

Course Component DATE	Weight %	Task 1	Task 2	Task 3a
		Term 1 Week 9	Term 2 Week 8	Term 2 Week 8
Australia's Sporting Identify	44	44		
Nutrition and Physical Activity	44		44	
Practical	12			12
<b>TOTAL</b>	100	44	44	12
<b>Type of Task</b>		Written Report	Group Meal Plan and Report	Participation in practical lessons
<b>Outcomes</b>		2.1, 2.2, 4.1, 4.2, 4.3, 4.4	1.1, 1.2, 4.1, 4.2, 4.3, 4.4	3.3, 4.1, 4.3

Semester 2 - 50% of final overall result.

Course Component DATE	Weight %	Task 4	Task 5	Task 3b
		Term 3 Week 10	Term 4 Week 5	Term 4 Week 6
Australia's Sporting Identify	18		18	
Nutrition and Physical Activity	18		18	
Coaching	54	36	18	
Practical	10			10
<b>TOTAL</b>	100	36	54	10
<b>Type of Task</b>		Coaching Report	Examination	Participation in practical lessons
<b>Outcomes</b>		1.1, 3.1, 3.2, 4.4	All	3.3, 4.1, 4.3

<b>SUBJECT:</b>	<b>RELIGIOUS STUDIES</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teachers:</b>	<b>Mr T Rohr, Ms A Jenkins, Mr P O'Toole</b>
<b>Co-ordinator:</b>	<b>Mr D Thomas</b>

**Semester 1 – 30% of final overall result.**

Course Component DATE	Weight %	Task 1	Task 2
		Term1 Week 8	Term 2 Week 5
A study of the Gospels	34	34	
Understanding Catholic Morality	66		66
Creating a Just World			
The Story of the Australian Catholic Church			
<b>TOTAL</b>	<b>100%</b>	<b>34</b>	<b>66</b>
<b>Type of Task</b>		Research	Pamphlet
<b>Outcomes</b>		JS5.1, JS5.3, JS 5.4	JM 5.4, JM 5.5

**Semester 2 – 70% of final overall result.**

Course Component DATE	Weight %	Task 3	Task 5
		Term 3 Week 6, 29/8	Term 4 Week 5
A study of the Gospels		7	
Understanding Catholic Morality		21	
Creating a Just World		7	44
The Story of the Australian Catholic Church			21
<b>TOTAL</b>	<b>100%</b>	<b>35</b>	<b>65</b>
<b>Type of Task</b>		Diocesan Religious Literacy Examination	Topic Test
<b>Outcomes</b>		All outcomes may be assessed	JS 5.1, JM 5.1, JM5.2, JM 5.3, HB5.2

<b>SUBJECT:</b>	<b>SCIENCE</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teachers:</b>	<b>Mr R Angeli, Mrs C Barker, Mr C Barker, Ms A Jenkins, Ms J Towers,</b>
<b>Co-ordinator:</b>	<b>Mr R Angeli</b>

**Semester 1 – 50% of final overall result.**

Course Component DATE	Weight %	Task 1	Task 2
		Term 1 Week 11	Term 2 Week 5
Knowledge	50	15	35
Skills	50	30	20
<b>TOTAL</b>	100	45	55
<b>Type of Task</b>		Practical Task - Chemistry	Semester One Examination
<b>Outcomes</b>		WS7 – 9, 17CW	WS7 – 9, 14LW, 17CW

**Semester 2 – 50% of final overall result.**

Course Component DATE	Weight %	Task 3	Task 4
		Term 3 Week 9	Term 4 Week 5
Knowledge	50	20	30
Skills	50	20	30
<b>TOTAL</b>	100	40	60
<b>Type of Task</b>		Research – Forces	Semester Two Examination
<b>Outcomes</b>		WS6, WS7, WS9, PW10	WS4 – WS9, PW1, PW2, 12ES, 15LW

<b>SUBJECT:</b>	<b>VISUAL ARTS</b>
<b>ASSESSMENT RECORD for 2019</b>	
<b>Teachers:</b>	<b>Ms T Peachey, M E Bennetts</b>
<b>Co-ordinator:</b>	<b>Mrs N Marzol</b>

**Year 10 (100 hr course)**

**Semester 1 – 50% of final overall result.**

Course Component DATE	Weight %	Task 1	Task 2
		Term1 Week 11	Term 2 Week 8
Art Making	100	50	50
Art Criticism/ History			
<b>TOTAL</b>	100%	50	50
<b>Type of Task</b>		Printmaking Major Work	Major Work
<b>Outcomes</b>		5.1 – 5.10	5.1-5.6

**Semester 2 – 50% of final overall result.**

Course Component DATE	Weight %	Task 3	Task 4
		Term 3 Week 10	Term 4 Week 5
Art Making	40	40	
Art Criticism/ History	60	30	30
<b>TOTAL</b>	100%	70	30
<b>Type of Task</b>		Major Work & Assignment	Examination
<b>Outcomes</b>		5.1-5.10	5.7-5.10