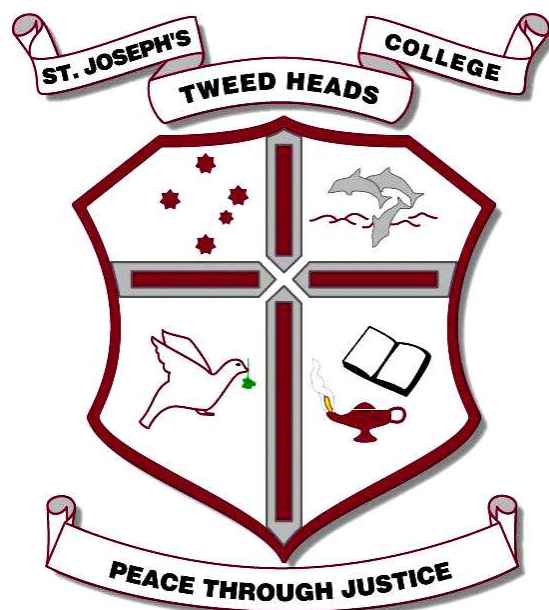


St Joseph's College

Tweed Heads



SCHOOL CERTIFICATE

**ASSESSMENT HANDBOOK
YEAR 10**

2010

TABLE OF CONTENTS

	Page
Introduction	3
Assessment Policy	3
Assessment Procedures	3
Reporting	4
Malpractice	4
Plagiarism	5
Failure to Complete Work	5
Submission of Tasks	5
Computer Presentation of Tasks	5
Assessment Review Committee	6
Application for Extension	6
Lateness	6
Procedure for Absences from Scheduled Assessment Tasks	6
Award of the School Certificate	7
School Certificate External Tests	7
Students Experiencing Difficulties	7
Students with Special Needs	8
Assessment Programs	8
Student Responsibilities	8
Appeals	8
Common Questions (What if?)	8
Scheduled Assessment Variation Form	11
Course Assessment Schedules	12 - 28

ST. JOSEPH'S COLLEGE

ASSESSMENT OF STUDENT ACHIEVEMENT

STAGE 5 – YEAR 10

Introduction

In a school that is founded on the person of Jesus Christ, our philosophy of assessment is one based on the values which He lived and proclaimed. As a Catholic school the understanding of the uniqueness of each individual student must be reflected in our policies and practices of assessment.

The N.S.W. Board of Studies has developed and published mandatory requirements for assessment of students in the Years 7 – 12. These regulations and rules must be closely adhered to in order for students to be eligible for the award of the School Certificate and the Higher School Certificate.

This Policy and Procedures document is St. Joseph's College's way of establishing the structure within which we must operate.

Assessment is a means to recognise individual effort and achievement, to enhance self-esteem and to develop a realistic impression of one's strengths and limitations. The students of St. Joseph's College are encouraged to take responsibility for their own learning and achievement.

Assessment procedures at St. Joseph's College will recognise personal achievement and performance in regard to course learning outcomes and performance descriptors.

Assessment remains set in its defined context as only one component of school education.

ASSESSMENT POLICY

At St Joseph's College, Tweed Heads we believe assessment should:-

- Be conducted regularly on a formal and informal basis.
- Be integral to the teaching and learning program.
- Be reflected in the reporting process – on a semester basis.
- Enable students to be clear about what they are expected to know and do.
- Provide students with adequate notice to prepare for the assessment.
- Reflect the outcomes of the teaching and learning of the course/unit/module.
- Be conducted in an environment which allows students to perform at their optimum level.

- Be varied according to the specific needs of subjects and syllabus requirements.
- Incorporate the preparation of the task, the administration, marking, feedback and evaluation components of the task.
- Allow for students to receive meaningful feedback about their performance and progress.
- Allow teachers to reflect on their teaching practice and to modify where necessary their approaches to the teaching and learning process.
- Permit teachers to make consistent judgements about student performance.
- Teachers should exercise professional judgement where necessary to determine final gradings for students. An 'on-balance' judgement of student performance relative to defined standards should be employed.
- Use a variety of task types to incorporate the learning styles of all learners.

ASSESSMENT PROCEDURES

1. **This School Certificate Assessment Handbook sets out the 'formal' assessment requirements for each subject/course offered.**

The subject assessment requirements are derived from:-

- (a) Board of Studies syllabus requirements, and
- (b) Subject/Course Teaching and Learning Programs.

The subject assessment requirements provide information relative to:-

- (a) Syllabus components
- (b) Task description
- (c) Timing of task
- (d) Task value
- (e) Outcomes of each task (to be determined)

2. Assessment Task Calendars are provided for students each year. The calendars supplement the Assessment Handbook and provide specific dates for tasks within each week. Variations to task dates can occur after teacher consultation with the Curriculum Coordinator. **No formal assessment tasks will be scheduled in the week prior to major examination blocks.**
3. Prior to the scheduled date of the assessment task, **and at least two weeks prior to the task, specific details of the assessment task are provided to students. These details are posted on the College website. Students who are unable to access the College website may request a hard copy of the task from their teacher.**

4. The Assessment Task Notification will include:
 - The date and timing of the task.
 - Length/duration of task (eg reading time, etc).
 - Type/nature of task (eg hand-up, exam, etc).
 - Subject/course
 - Unit/Module
 - Topic
 - Weighting of Task (relative to course overview and if applicable)
 - Outcomes to be assessed.
 - Description of Task Requirements – breakdown of marks to indicate relative weightings.
 - Marking guidelines and/or marking criteria.
 - Task Rubric (optional).
 - Task References (if applicable).
5. Teachers will 'walk' students through the requirements of the task and the details listed above. Students have the opportunity to reflect on the task requirements and ask questions to clarify issues.
6. Teaching and learning will not be specifically directed towards the task; however, teaching and learning will incorporate the outcomes of the proposed assessment.
7. Task design will be a collaborative activity, involving all teachers who will take part in the administration of the task.
8. Prior to the marking of assessment tasks, where more than one teacher is involved in the marking, teachers will discuss and clarify the marking criteria to ensure consistency of judgement and awarding of marks takes place.
9. An essential component of assessment is to provide meaningful feedback to each student. Elements of meaningful feedback could include:-
 - Providing marks which have meaning by linking marks to specific criteria.
 - Allowing students to self-assess their work relative to the marking criteria.
 - Allowing peers to assess their work relative to the marking criteria.
 - Providing opportunity for teachers to discuss with students (one on one/small group/whole group) the assessment of their performance, which may include their study preparation, their exam technique, their time management, their attitude and application, their commitment to class and home study, etc.
 - Written comments which benefit future student performance, affirm their performance, suggest methods of improvement, areas for development, etc.
 - Providing a link to their future learning in the course.

Reporting

Students and parents will receive regular and scheduled reports on student achievement in each course of study. Semester reports as well as Term 1 and 3 progress reports will be distributed.

Grades for each component of a course will be allocated using both formal and informal assessment strategies.

The Grades A to E will be consistent with the mandated performance criteria and/or outcomes as described in each Board of Studies course syllabus.

This feedback, both formal and informal, will provide students (and parents) with meaningful insights into their work habits and skills, achievements and potential.

The General Performance Descriptors describe performance at each of five grade levels:

- 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**.

Malpractice

Students are expected to display their own abilities and achievements when attempting work that will be used to assess their achievements.

Any student who copies the work of another student will be suspected of malpractice.

Similarly, any student who knowingly, allows another student to copy their work will be suspected of malpractice.

In the case of malpractice in an assessment task used for the purposes of the School Certificate, the Curriculum Coordinator must be notified and the Assessment Review Committee will initiate appropriate action. If a zero mark is to be given for malpractice, the student and parent/carer will be notified in writing by the Curriculum Coordinator. The Assessment Review Committee consists of the Curriculum Coordinator and Course Teacher and KLA Coordinator

It is the responsibility of the student to complete each learning activity or assessment item to the best of his/her ability.

Plagiarism

Students are to submit assessment tasks which are one's own work and not plagiarised from another author. Plagiarism involves copying or using thoughts directly from another person's work as one's own work. For example, students who download text or diagrams from an internet site and do not acknowledge the original author are plagiarising that author's work. **A zero mark may be given for plagiarism.** Students and parents will be notified in writing by the Curriculum Coordinator if a zero mark is awarded.

Failure to Complete Work

Failure to complete assessment items/tasks, classwork, homework and assignments that are not specifically part of a formal assessment program in a course may result in the student not satisfactorily completing that course.

The parents of students at risk of not fulfilling the mandated requirements will be notified in writing with a Board of Studies Unsatisfactory School Certificate Warning letter.

The decision to send a warning letter will involve consultation between the KLA Coordinator, the Course Teacher and the Curriculum Coordinator.

Failure to complete a course on these grounds can have serious implications with regard to the award of the School Certificate in Year 10.

Submission of Tasks

Students are expected to complete **all** assessment tasks.

Assessment tasks which are to be handed up must be submitted by the commencement of Period 1 on the due date (or by the commencement of Period 1 on an earlier date if desired.) **These tasks are to be posted into the Assessment Task Box which is located in**

student reception. All assessments which are posted into the box **must have a completed Assessment Cover Sheet attached to the task.** These are available from course teachers, with spares located in the bottom filing drawer of the Assessment Task Box. The Assessment Task Box will be removed at the commencement of Period 1. Students with tasks submitted after this time must follow procedures for lateness.

Hand up assessment tasks which are too big or bulky to be posted eg design folios, major practical projects need to be submitted to the Course Teacher prior to Period 1 at a prearranged location. In the absence of the Course Teacher, the KLA Coordinator or Curriculum Coordinator will accept the task.

Tasks are not to be handed in to the office staff. Faxed assessment tasks will not be accepted.

All assessment tasks are to be **hard copy** unless otherwise stated in the assessment notification details.

Students under suspension must comply with all assessment requirements on or by the due date as indicated in this document.

Students must keep a copy of submitted written work.

Computer Presentation of Tasks

All assessment tasks are to be **hard copy** unless otherwise stated on the Assessment Notification. **Computer breakdown or printer failure is not a valid reason for submitting nothing on the due assessment date.** In the event of a computer and/or printer problem immediately prior to the hand up date, students must take the following action:

1. **Post in the assessment box on the due date some evidence** that the task had been commenced eg handwritten notes, part printouts etc.
2. Complete an Assessment Variation Form (with documentation attached) on or before the due date and hand this form to your course teacher.

Students using computers must save and print their work at regular intervals throughout the period of time allocated to complete the task. Assessment tasks which are to be handed up should not be commenced too close to the due date. **The amount of evidence presented in the event of computer breakdown should have a direct relationship to the length of time allocated for the task to be completed.** eg.. if the student is given 8 weeks to complete a

research task, the evidence submitted would need to be substantial.

Assessment Review Committee

An Assessment Review Committee consisting of the Course Teacher, KLA Coordinator and Curriculum Coordinator will meet to determine the outcome of any applications re student assessment variation. **Student assessment variation requests are to be submitted to the Course Teacher on an Assessment Variation Form (available from student reception) with the appropriate documentation attached.** The Course Teacher immediately notifies the KLA Coordinator and Curriculum Coordinator so that the Assessment Review Committee is able to meet. The Curriculum Coordinator will notify the student in writing of the Committee's decision.

Application for Extension

Students are permitted to apply for an extension of item, in writing, **prior to the due date using the 'Scheduled Assessment Task Variation' form. This form is handed to the Course Teacher** who will then meet with the Assessment Review Committee to decide the outcome of the application.

Forms are available at Student Reception.

Extensions of time will be given ONLY for circumstances outside the student's control. The Assessment Review Committee, which consists of the Course Teacher, KLA Coordinator and Curriculum Coordinator, will notify the student in writing of its decision. Students granted an extension for a "hand up" assessment task must post the task in the Assessment Box on or before the extension date.

Lateness

If a student is to hand up an assessment task and is **late on the due date** (ie. after the Assessment Task Box has been removed), the **student must submit both an Assessment Variation Form and the task to the Course Teacher** (the KLA Coordinator or Curriculum Coordinator in the absence of the Course Teacher.) Documentation will need to be attached so that the Assessment Review Committee is able to meet and determine an outcome for the late submission.

Procedures for Absences from Scheduled Assessment Tasks

- **If an assessment task is to be handed up and the student is absent** on the due date, the **student is required to arrange , where**

possible, for a family member to submit the task by posting it in the Assessment Task Box before the commencement of Period 1.

- **When a student is unexpectedly absent** and unable to attend or submit a particular assessment task on the set date (eg illness) he/she (or a parent/carer) **must notify the KLA Coordinator, Course Teacher, Year Coordinator or Curriculum Coordinator before the commencement of Period 1 on the morning of the absence.** If this notification of absence is via phone to the College Office, the student or parent/carer should tell the Office Staff about the assessment task(s) being missed so that this information can be passed on to the appropriate teaching staff. **The next available school day following the absence the student must report to the Course Teacher and hand in a "Scheduled Assessment Task Variation" form (available from Student Reception) accompanied by either:**
 - (a) a medical certificate in the case of an illness.
 - (b) satisfactory documentation in the case of other leave.
- **If the absence is foreseeable** (eg sporting representation) the student **must notify the Course Teacher or Curriculum Coordinator** as soon as the clash becomes evident. This **notification must be before the day of the task** and not on or after the task date. The notification is made on the "Scheduled Assessment Task Variation" form and accompanied by the appropriate documentation.
- **If the absence is due to leave, the Principal must endorse the leave.**

The Course Teacher takes the "Scheduled Assessment Variation Form" to the Curriculum Coordinator who meets with the Assessment Review Committee. The student will be notified of the committee's decision in writing.

(These procedures with regard to absences are the student's responsibility. Teachers are NOT required to ask for this documentation.)

If the above conditions are satisfied then the student may be given a substitute task.

In circumstances where the completion of a substitute task is not feasible, is unreasonable or where the conditions of the missed task are difficult to duplicate, the Principal may authorise the use of an estimate based on other appropriate evidence.

In all other cases where a student fails to complete an assessment task, a score of zero will be recorded. In such a situation, parents and students will be notified in writing as soon as practical after the task.

THE AWARD OF THE SCHOOL CERTIFICATE Stage 5 – Year 10

To be eligible for a School Certificate students must:

- (a) attend a government or registered non-government school eg. St. Joseph's College.
- (b) have participated in courses of study which have been determined as appropriate for the School Certificate eg. The curriculum offered at St. Joseph's College.
- (c) satisfactorily complete these courses of study.
- (d) undertake the required examinations or other forms of assessment.
- (e) comply with any requirements or regulations imposed by the Board of Studies or the Minister of Education.

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- (a) followed the course developed or endorsed by the Board of Studies.
- (b) applied themselves with diligence and sustained effort to the experience provided in the course by the school.
- (c) achieved some or all of the course outcomes.

Where a student is in danger of not satisfactorily completing any course, the student will be given a warning of the consequences and sufficient time to allow him/her to retain School Certificate eligibility.

Students who subsequently do not respond to a warning and fail to comply with the above requirements can have the 'N' determination applied by the Principal.

Where the 'N' determination is applied, it will appear on the student's Record of Achievement. Where the student cannot meet the requirements for the award of the School Certificate, a Result Notice will be issued instead of a School Certificate. This would deem the student ineligible for the School Certificate in the year of concern.

The School Certificate is a document indicating that the requirements for the award of the certificate have been met.

It provides information which includes:

- (a) a statement that mandatory studies, such as Music, Visual Arts, Design & Technology and PD/H/PE have been satisfactorily completed in Stage 4 or 5 courses.
- (b) results in the external tests for English, Mathematics, Science, Australian History, Geography, Civics & Citizenship and Computing Skills. These results will be issued directly to the student after the completion of the examinations in November.
- (c) grades in **ALL** school courses, will be awarded to students based on summative assessment.
- (d) A grade for the PDHPE course studied throughout Year 10 will also be included in the School Certificate.

In all courses requiring grades, grades A to E (except in Mathematics) will be awarded by relating student achievement to Course Performance Descriptors. Mathematics grades will be allocated as one of nine (E2, D3, D4, C5, C6, B7, B8, A9, A10) with A10 being the highest grade.

School Certificate External Tests

All students who are entered for the award of the School Certificate are to attempt the School Certificate Tests which are set by the Board of Studies. Students in Year 10 2010 will sit tests in English, Mathematics, Science, Australian History, Geography, Civics & Citizenship and Computing Skills.

These External Tests will be held on 9 and 10 November 2010.

Students will also sit a Trial Computing Skills test. The Computing Test will be held from 11-13 November 2010.

The results from these examinations will be provided for the individual student by the Board of Studies.

If a student fails to sit the examinations held in November or fails to provide documentation for an absence, they are ineligible to receive a School Certificate. They will, however, receive a Record of Attainment displaying school determined and awarded grades.

Students Experiencing Difficulties

Students will be encouraged to discuss any difficulties they may be experiencing with regards to assessment tasks. A number of people are in a position to counsel and help students as required.

These include:-

their Course Teacher,
their Homeroom Teacher /Pastoral Advisor
the KLA Coordinator,
the Year Coordinator,
the Curriculum Coordinator and
the Deputy Principal.

Students with Special Needs

Students with special needs will be treated according to the guidelines published by the Board of Studies.

Depending on the circumstance, special arrangements will be made for these students at the time of specific School Certificate assessment tasks and the final external examinations in Year 10.

Assessment Programs

During Term 1 students attempting the School Certificate receive the Assessment Program for each course they are studying. These schedules appear alphabetically at the end of this booklet.

Assessment details are provided to students at least 2 weeks prior to the scheduled task to allow them to adequately prepare and plan for the formal assessment tasks in each course.

All scheduled School Certificate Assessment Tasks are compulsory.

Student Responsibilities

Students are given advance warning of the nature and dates for the completion of tasks via their course teacher, the School Certificate Assessment booklet, the Assessment Calendar, and the online Assessment Notifications.

All tasks MUST be completed on or by the published due date.

Appeals

School Certificate Appeals

Students attempting the School Certificate have the right of appeal against:

- (a) N determination
- (b) All grades allocated by the school
- (c) Non-award of the School Certificate on the basis of attendance or application.

Students cannot appeal against individual assessment task results, only assessment procedures.

All appeals will be attempted to be resolved within the school as simply and informally as possible.

The Principal is responsible for the Appeal process.

School Assessment Appeals

Students may appeal an assessment result or procedure within one week of the task being returned. The appeal is made to the course teacher. For example, if the student notices a section of work has been missed in making or incorrectly tallied, the student would approach the course teacher. If the student believes the appeal has been unsatisfactorily resolved, the student must submit, within one week of the return of the task, an appeal in writing to the appropriate KLA Coordinator. The KLA Coordinator, Course Teacher, and Curriculum Coordinator will meet to determine the outcome of the appeal. The student will be notified in writing of the outcome of any appeal at this level.

What if situations – some common questions answered

What should I consider if I want to get the best possible assessment mark?

You must:

- be aware of, and follow the College's policy on assessment
- be aware of the assessment programme and the assessment timetable for all of your courses
- check in advance for any assessment tasks that you might miss through a planned absence from school
- upon returning to school after an absence, check for assessment task details that might have been handed out while you were away
- plan your homework and study programme carefully, and aim to be prepared for assessment deadlines
- try your best in every assessment task

What if I'm unable to come to school on the day an in-school assessment task (like a test) is due to be held?

If you know in advance that you will be absent, you must talk to your course teacher/s and apply in writing using the 'Scheduled Assessment Task Variation' form, before the morning of the absence.

You may be able to negotiate an alternative time or task if your reason is considered reasonable and acceptable.

If your absence is not planned in advance....

- because you were sick ... get a doctor's certificate
- because you weren't sick, but you had a really good reason ... get evidence and documentation

Documentation needs to be attached to an Assessment Variation Form and the form handed to the Course teacher on your first day back at school.

The Assessment Review Committee will need to review your evidence and documentation in order to determine whether you can attempt a substitute task or be granted an extension of time.

What if I can't come to school on the day an out of class assessment task is due to be handed up?

If you know in advance that you will not be at school on the due date either submit the task before the due date or make arrangements for a family member to post the task in the Assessment Box in student reception on or before the due date.

If your absence is unplanned, send your task in to school with a family member.

You must contact the College before Period 1 if you are unable to submit a task on the due date and then hand in your assessment task to your teacher on your first day back at school either with a doctor's certificate or documented evidence of your reason for absence. This documentation must be attached to a "Scheduled Assessment Variation" Form.

Remember, if your reason is acceptable you will not be penalised. If your reason for absence is not substantiated or unacceptable you will be awarded a zero mark for that task.

What should I do if my preparation for an assessment task is interrupted by illness or some serious matter?

If you have trouble preparing for an assessment task because of illness or some other serious reason, then you should discuss your problem before the due date with your teacher.

You may be granted an extension if the circumstances are outside your control. Refer to

the section Application for Extension in this handbook.

What notice will I be given of the exact details of an assessment task?

Your course teacher will give you at least two weeks notice so that you can adequately prepare for the completion of the task. The timing of your assessment tasks will take into account the time demands of your other school responsibilities and activities.

What if I think my teacher's decision or treatment of my situation is unreasonable or unfair?

If you are concerned about the amount of time you have been given to complete a task or prepare for a task, discuss this with your course teacher well before the due date.

If you disagree or are not satisfied with your teacher's decision you are encouraged to discuss the issue further with the KLA Coordinator.

If you disagree with the mark allocated for an assessment task, you must ask your teacher to review the mark within one week of getting the assessment task back.

If you then still disagree with your teacher's decision, you must ask the KLA Coordinator to review your situation within one week of getting the task back.

How will I know if I am satisfactorily completing each course?

If your teacher believes that you are not meeting the requirements to satisfactorily complete a course, she/ he will advise the Principal of this and present the Principal with evidence.

The evidence presented to the Principal would include warning letters sent throughout the course, your attendance record and marks gained from assessment tasks.

The Principal will review evidence presented by your teacher and probably interview you to discuss your situation.

The Principal will then make a final decision which will be corresponded to the Board of Studies.

If I get into trouble or have problems with assessment tasks, who can I talk to?

Your course teacher should be your first contact. If your problem is not able to be addressed at this level, then you should consider talking to the KLA Coordinator, or even perhaps your Year Coordinator. You must remember that you are expected to understand the College Assessment Policy and that you must satisfy the necessary assessment procedures.

If you then still disagree with your teacher's decision, you must ask the KLA Coordinator to review your situation within one week.

How will I know if I am satisfactorily completing each course?

If your teacher believes that you are not meeting the requirements to satisfactorily complete a course, she/he will advise the Principal of this and present the Principal with evidence.

This would include warning letters sent throughout the course, your attendance record and marks gained from assessment tasks.

The Principal will review evidence presented by your teacher and probably interview you to discuss your situation. The Principal will then make a final decision which will be corresponded to the Board of Studies.

If I get into trouble or have problems with assessment tasks, who can I talk to?

Your course teacher should be your first contact. If your problem can't be addressed at this level, then you should consider talking to the KLA Coordinator, or even perhaps your Year Coordinator.

You must remember that you are expected to understand the College Assessment Policy and that you must do your best to satisfy the necessary assessment procedures.

Attach any documented Evidence here!

St Joseph's College *Scheduled Assessment Task Variation*

Name: _____

Homeroom: _____

Course Teacher: _____

Course: _____

HSC Course

Preliminary Course

Year 10 Course

Nature of TASK:

Due Date of TASK: _____

Student Declaration (circle the appropriate phrase)

1. I will not be/ was not able to complete the scheduled assessment task indicated above.
2. I did/did not notify the College prior or on the due date of my task (includes telephone call) being due to my inability to fulfil my responsibility in being at school to complete the task or to submit the task on time.
3. My reason is as follows: (tick the appropriate reason)
 - a. I have personal commitments and won't be able to attend school on the due date.
 - b. I was sick and I couldn't attend school – a doctor's certificate must validate this reason.
 - c. I was absent due to unplanned circumstances and a family member could not submit the task on my behalf.
 - d. I have extenuating circumstances not covered by the above reasons.
 - e. I do not have a valid or substantiated reason.
 - f. I will be representing the College at an event approved by the Principal.
4. Attached is the necessary documented evidence: (tick the appropriate evidence)
 - a. a parental letter explaining my absence submitted prior to the due date (submitted prior to the due date).
 - b. a doctor's certificate substantiating the nature of my illness.
 - c. a statement outlining the reason for my unplanned absence, witnessed by my parent/guardian.
 - d. a parental letter explaining the extenuating circumstances.
 - e. nothing is attached - I do not have a valid reason.

Student signature: _____

Date: _____ / _____ / _____

Parent signature: _____

Date: _____ / _____ / _____

or

Notification by: _____

Date: _____ / _____ / _____

ASSESSMENT REVIEW COMMITTEE RULING

In regard to this matter the following is to be arranged.-

- a. the task is to be submitted and accepted with no penalty by date: _____
- b. an alternative task is to be administered by the course teacher on date: _____
- c. an extension of time with no penalty be granted by the KLA Coordinator to date: _____
- d. an estimated mark be authorised by the Principal at the end of the course.
- e. a zero mark be recorded for this task by the course teacher.

KLA Coordinator: _____

Curriculum Coordinator: _____

Date: _____

St Joseph's College



Religious Education
Key Learning Area

School Certificate ~ Year 10
Assessment Program 2010

CATHOLIC STUDIES

Task Number	Task Description	Topic	Weighting	Due Date
1	<i>In class test</i>	<i>A Synoptic Gospel</i>	10%	<i>Week 8 Term 1</i>
2	<i>Half Yearly Examination</i>		25%	<i>Weeks 7 & 8 Term 2</i>
3	<i>Research Assignment</i>	<i>Working for Justice in Australia</i>	20%	<i>Week 11 Term 2</i>
4	<i>Research Assignment</i>	<i>Major Christian Denominations</i>	25%	<i>Week 5 Term 3</i>
5	<i>End of Course Examination</i>		20%	<i>Weeks 5 & 6 Term 4</i>

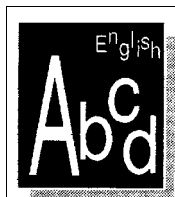


1	<i>Research Assignment</i>	<i>Political Involvement</i>	20%	Week 8 Term 1
2	<i>Media File</i>	<i>Law</i>	20%	Week 4 Term 2
3	<i>Half Yearly Examination</i>	<i>All work to date</i>	20%	Week 7 Term 2
4	<i>Extended Response</i>	<i>Economic Issues</i>	20%	Week 8 Term 3
5	<i>End of Course Examination</i>	<i>All work</i>	20%	Weeks 5 & 6 Term 4



Creative and
Performing Arts
Key Learning Area

Task Number	Task Description	Topic	Weighting	Due Date
	<i>Playbuilding</i>	<i>Protest/Political & Street & Environmental Theatre</i>	10%	<i>Week 10 Term 1</i>
2	<i>Dramatic Form</i>	<i>Realism (Monologue) Set Design/Costume</i>	15%	<i>Week 10 Term 2</i>
3	<i>Half Yearly Exam</i>	<i>Protest/Political & Street & Environmental Theatre</i>	20%	<i>Weeks 7 & 8 Term 2</i>
4	<i>Dramatic Form</i>	<i>Small Screen</i>	20%	<i>Week 10 Term 3</i>
5	<i>Dramatic Form</i>	<i>Theatresports</i>	15%	<i>Week 2 Term 4</i>
6	<i>End of Course Examination</i>	<i>Theory and Practical</i>	20%	<i>Weeks 5 & 6 Term 4</i>



ENGLISH

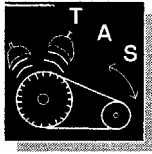
1	"Romeo & Juliet"	Viewing & Representing Speaking Listening		Week 9 Term 1
2	Half Yearly Examination	Reading Writing	10% 10%	Week 7 Term 2
3	"My Space / My Place in the World"	Viewing & Representing Speaking Listening	10% 10% 10%	Week 9 Term 3
4	Trial School Certificate Examination	Reading Writing	15% 20%	Week 2 Term 4

Assessment in English is ongoing and is concerned with assessment **for** learning as well as assessment **of** learning.

English assessment is concerned with the five areas of learning within the subject: reading, writing, speaking, listening, viewing and representing.

In both semesters of each year, formal, across the form assessment will take place in all of the five areas of learning. All students of the same year level will do the same task which will be marked according to the published criteria. Students will be given feedback with suggestions for improvement as well as their results.

For reporting purposes, the result for the formal task may be moderated by ongoing classwork if the formal assessment result is deemed by the class teacher to be clearly different from the usual performance of the student in that area.



School Certificate ~ Year 10
Assessment Program 2010

FOOD TECHNOLOGY

1	<i>Research or Design & Oral</i>	<i>Food for Special Needs</i>	20%	<i>Week 5 Term 1</i>
2	<i>Practical Examination</i>	<i>Practical skills</i>	10%	<i>Week 6 Term 2</i>
3	<i>Half Yearly Examination</i>	<i>Food for Special Needs</i>	10%	<i>Week 7 Term 2</i>
4	<i>Research & Design Task</i>	<i>Food Service & Catering</i>	20%	<i>Week 1 Term 3</i>
5	<i>Design & Practical</i>	<i>Food Product & Development</i>	20%	<i>Week 2 Term 4</i>
6	<i>End of Course Examination</i>	<i>All</i>	20%	<i>Weeks 5 & 6 Term 4</i>

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Languages Other
Than English
Key Learning Area

Task Number	Task Description	Topic	Weighting	Due Date

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Human Society & Its
Environment
Key Learning Area

GEOGRAPHY

GROUP A

Task Number	Task Description	Weighting	Due Date
		33.3%	Week 7 Term 1
2	<i>Examination</i>	33.4%	Week 7 Term 2
3	<i>Extended Response</i>	33.3%	Week 5 Term 2

GROUP B

Task Number	Task Description	Weighting	Due Date

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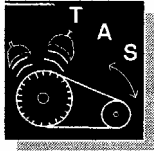
Human Society & Its
Environment
Key Learning Area

SEMESTER 1

Task Number	Task Description	Weighting	Due Date

SEMESTER 2

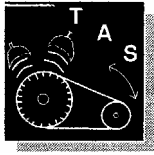
Task Number	Task Description	Weighting	Due Date



School Certificate ~ Year 10
Assessment Program 2010

**INDUSTRIAL TECHNOLOGY –
MULTIMEDIA**

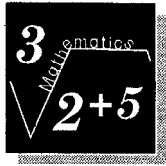
1	<i>Design Project 1</i>	<i>Music CD and Report</i>	25%	<i>Week 9 Term 1</i>
2	<i>Half Yearly Examination</i>		10%	<i>Weeks 7 & 8 Term 2</i>
3	<i>Design Project 2</i>	<i>Comic Book Heroes</i>	20%	<i>Week 9 Term 2</i>
4	<i>Design Project 3</i>	<i>Silent Movie</i>	20%	<i>Week 10 Term 3</i>
5	<i>End of Course Examination</i>		15%	<i>Weeks 5 & 6 Term 4</i>



School Certificate ~ Year 10
Assessment Program 2010

**INDUSTRIAL TECHNOLOGY -
TIMBER**

1	Research Topic	Manufactured Boards	5%	Week 4 Term 1
2	Design and Construction	Tool Box	20%	Week 9 Term 1
3	Examination	Theoretical Understanding	10%	Weeks 6 & 7 Term 2
4	Design and Construction	Wall Clock (minor project)	25%	Weeks 10 Term 2
5	Design & Planning Major Work	Major Project Drawings & Folio	15%	Week 4 Term 3
6	Construction of Major Work	Major Project	25%	Week 3 Term 4



Mathematics
Key Learning Area

(Stages 5.1, 5.2, 5.3)

KEY: The topics to be covered in each task will be notified to the students at least two (2) weeks in advance in accordance with the school's assessment policy.



Task Number	Task Description	Topic	Outcomes	Weighting	Due Date
	<i>Performance Assessment</i>	<i>Rock Music</i>	<i>5.4, 5.5, 5.6, 5.10, 5.11, 5.12</i>	<i>10%</i>	<i>Week 9 Term 1</i>
2	<i>Composition Assessment</i>	<i>Australian Art Music</i>	<i>5.1, 5.2, 5.3, 5.10, 5.11, 5.12</i>	<i>10%</i>	<i>Week 3 Term 2</i>
3	<i>Half Yearly Examination Composition/ Listening</i>	<i>Rock Music and Australian Art Music</i>	<i>5.4, 5.5, 5.6, 5.7, 5.8, 5.12</i>	<i>20%</i>	<i>Week 7 Term 2</i>
4	<i>Listening</i>	<i>Music for Large Ensembles</i>	<i>5.1, 5.2, 5.3, 5.10, 5.11, 5.12</i>	<i>20%</i>	<i>Week 6 Term 3</i>
5	<i>Performance Assessment</i>	<i>Music for Large Ensembles</i>	<i>5.7, 5.8, 5.12</i>	<i>20%</i>	<i>Week 9 Term 3</i>
6	<i>Yearly Examination Composition/ Aural</i>	<i>Music for Large Ensembles</i>	<i>5.4, 5.5, 5.8, 5.9, 5.11, 5.12</i>	<i>20%</i>	<i>Weeks 5 & 6 Term 4</i>

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Creative and
Performing Arts
Key Learning Area

School Certificate ~ Year 10
Assessment Program 2010

PHOTOGRAPHY & DIGITAL
IMAGING

1	Assignment 1	History of Motion Pictures	20%	Week 9 Term 1
2	Assignment 2	Practical Picture Portfolio	30%	Week 4 Term 5
3	Half Yearly Examination		10%	Weeks 7 & 8 Term 2
4	Assignment 3	Video Documentary	20%	Week 3 Term 3
5	Assignment 4	Journal of Studies/ Portfolio of Work	10%	Week 10 Term 3
6	Yearly Examination		10%	Weeks 5 & 6 Term 4

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Personal
Development, Health
& Physical Education

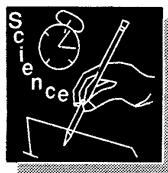
School Certificate ~ Year 10
Assessment Program 2010

**PHYSICAL ACTIVITY &
SPORTS STUDIES**

1	Coaching Task	The Art of Science of Coaching	30%	Ongoing Weeks 7 – 9 Term 1
2	Written Assignment	Enhancing Performance	20%	Week 7 Term 2
3	Examination	Body Systems	20%	Week 8 Term 3
4	End of Course Examination	Semester One and Two work	30%	Weeks 5 & 6 Term 4

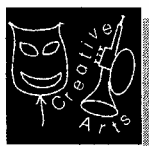


1	<i>Practical Skill Assessment: Part A – Game Skills</i>	<i>Games</i>	<i>10%</i>	<i>Ongoing Weeks 4-9 Term 1</i>
2	<i>Practical Skill Assessment: Part B – Coaching</i>	<i>Games</i>	<i>10%</i>	<i>Ongoing Weeks 4-9 Term 1</i>
3	<i>Assignment</i>	<i>Promoting Health – Advocacy Project</i>	<i>20%</i>	<i>Ongoing Term 2</i>
4	<i>Practical / Theory Assessment</i>	<i>Physical Activity Task</i>	<i>30%</i>	<i>Ongoing Weeks 8-10 Term 3</i>
5	<i>End of Year Examination</i>	<i>Semester One & Two Work</i>	<i>30%</i>	<i>Weeks 5 & 6 Term 4</i>



SCIENCE

1	<i>Practical and Process Test</i>	<i>Practical and Process Skills</i>	20%	<i>Week 8 Term 1</i>
2	<i>Half Yearly Examination</i>	<i>Knowledge / Process Skills</i>	25%	<i>Weeks 7 & 8 Term 2</i>
3	<i>Data Analysis</i>	<i>Scientific Thinking and Communication</i>	20%	<i>Week 2 Term 3</i>
4	<i>Trial School Certificate Exam Knowledge and Process Examination</i>	<i>All areas</i>	35%	<i>Week 2 Term 4</i>



VISUAL ARTS

1	<i>Theory</i>	<i>Painting – Modern Art case study</i>	<i>5%</i>	<i>Week 7 Term 1</i>
2				
3				
4			<i>Theory 5% Practical 20%</i>	<i>Week 11 Term 2</i>
5				
6		<i>covers areas looked at throughout the year Emphasis on Frames/Conceptual Framework</i>	<i>20%</i>	<i>Weeks 5 & 6 Term 4</i>