



St Joseph's College

Assessment Handbook

Year 10 2017

CONTENTS	PAGE
Preamble	4
<i>SECTION ONE – GENERAL INFORMATION</i>	
Assessment of Student Achievement	
<input type="checkbox"/> Introduction	8
<input type="checkbox"/> Assessment and Achievement	8
Assessment Procedures	
<input type="checkbox"/> Assessment Programme	9
<input type="checkbox"/> Notification of Tasks	10
<input type="checkbox"/> Feedback from Tasks	10
<input type="checkbox"/> Satisfactory Completion of a Course	11
<input type="checkbox"/> Schedule of Tasks	11
<input type="checkbox"/> Submission of Tasks	11
<input type="checkbox"/> Application for Extension	12
<input type="checkbox"/> Lateness	12
<input type="checkbox"/> Procedures for Absences from Scheduled Assessment Tasks	13
<input type="checkbox"/> Assessment Review Committee	13
<input type="checkbox"/> Computer Presentation of Tasks	14
<input type="checkbox"/> School Printing of Assessment Tasks	14
<input type="checkbox"/> Plagiarism	14
<input type="checkbox"/> Invalid Assessment Tasks	15
<input type="checkbox"/> Reporting	15
<input type="checkbox"/> Satisfactory Completion of Courses	15
<i>SECTION TWO – ASSESSMENT SCHEDULES</i>	
Schedules – alphabetically by subject	20-41

PREAMBLE

The information in this booklet is designed to give parents, students and staff an understanding of the Year 10 Assessment procedures and information with regard to timing of assessments for each course.

Those charged with the responsibility of making judgements about the academic progress of the students have expectations of which students and their families should be aware. The completion of set work and commitment to all experiences set by the teacher will contribute significantly to successful outcomes in their studies.

It is the teacher's responsibility to inform students of the requirements for a particular course. However, the student also has a responsibility to become familiar with the requirements of assessment. Teachers are available to answer questions or discuss problems in relation to specific course assessment, as is the College's Leader of Curriculum.

Students should take their time to read this handbook to ensure that they fully understand their responsibilities with regard to Year 10 Assessment.

SECTION ONE

GENERAL INFORMATION

ST JOSEPH'S COLLEGE

Assessment of Student Achievement

Stage 5

Year 10 Courses

INTRODUCTION

St Joseph's College 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 NSW Education Standards Authority (NESA) has developed and published mandatory requirements for assessment of students in Years 7 to 12. These regulations and rules must be strictly adhered to in order for students to be eligible for the award of both the Record of School Achievement and the Higher School Certificate. This Policy and Procedures document establishes the structure within which we must operate.

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

Assessment procedures at St Joseph's College recognise personal achievement and performance in regard to course learning outcomes and performance descriptors. However, whilst significant, assessment is only one component of school education at St Joseph's College.

NESA requires that schools assess the performance of students during their Year 10 studies. This is to ensure that the student satisfactorily completes each course and is therefore eligible to receive a Record of School Achievement (RoSA).

ASSESSMENT AND ACHIEVEMENT

Assessment is used at St Joseph's College as a process of gathering information in order to make judgements and to give information about a student's achievement. Assessment is an integral part of each course of study and is linked closely with the course's Aims, Objectives and Outcomes.

The College has a commitment to ensuring that students can achieve as many of the course outcomes as possible and that in setting assessment tasks, teachers will ensure that our students know exactly what is expected of them, the outcomes of the course being assessed and the criteria being used to judge performance.

Justice requires that teachers will clearly communicate the criteria used in measuring achievement and that students will be fully aware of the purpose and scope of any set assessment task. Assessment at St Joseph's College will concentrate on what a student can do and will give the student an honest and realistic measure of achievement and progress.

Schools are currently required by the NESA to submit assessments of student achievement relative to each other by the end of Year 10. This assessment is based on the achievements measured throughout NESA courses. It encompasses all syllabus objectives other than those related to attitude and interest and is intended to provide an indication of a student's attainment of a wide range of syllabus objectives.

Each syllabus contains specific objectives, all of which are encompassed by the assessments. Each subject department has developed specific assessment schedules that take into account the syllabus objectives and the various weightings of each component. Details of these schedules for each course are included in this booklet.

ASSESSMENT PROCEDURES

Year 10

ASSESSMENT PROGRAMME

Students will be required to complete specified pieces of work called Assessment Tasks throughout each of their courses.

These tasks may include:

- formal examinations,
- essays,
- assignment work,
- practical work,
- excursion reports and
- oral presentations.

The number and nature of the tasks will vary for each course.

This handbook sets out the 'formal' assessment requirements for each subject/course offered. These are derived from:

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

The subject assessment requirements provide information relative to:

- (a) Syllabus components and weightings
- (b) Task description
- (c) Timing of task
- (d) Task value
- (e) Outcomes of each task

Year 10 Assessment Task Calendars supplement the Handbooks and are available through students' Google Drive account. The calendars provide specific dates for tasks. Variations to task dates can occur after teacher consultation with the Leader of Curriculum. Any variation of assessment dates will only occur as a result of unforeseen circumstances.

NOTIFICATION OF TASKS

1. Prior to the scheduled date of the assessment task, and **at least two weeks prior to the task**, specific details of the assessment task will be 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.
 2. The Assessment Task Notification will include:
 - Subject/course
 - Unit/Module
 - Topic
 - Weighting of Task (relative to course overview and if applicable)
 - The date and timing of the task
 - Length/duration of task (eg. reading time, etc)
 - Type/nature of task (eg. hand-up, exam, etc)
 - 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)
 3. Teachers will explain the requirements of the task and the details listed above. Students will have the opportunity to reflect on the task requirements and ask questions to clarify issues. **Teachers will either ask students to sign a class roll, or will mark a class roll, to record that students were present when told that assessment details have been posted on the College website.**
 4. Teaching and learning will not be specifically directed towards the task. However, teaching and learning will incorporate the outcomes of the proposed assessment.
 5. Task design will be a collaborative activity, involving all teachers who will take part in the administration of the task.
 6. 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.
-

FEEDBACK FROM TASKS

An essential component of assessment is to provide meaningful feedback to each student. Elements of meaningful feedback could include:

- Providing marks or grades 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.
-

SATISFACTORY COMPLETION OF A COURSE

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

- (a) **followed the course** developed or endorsed by NESA, and
- (b) applied themselves with **diligence** and **sustained effort** to the set tasks and experiences provided in the course by the school, and
- (c) achieved some or all of the course outcomes. *(ACE Manual Ref: 11.4)*

Parents/carers of students who are not meeting either a, b, or c above in a particular course are posted an official warning letter indicating that satisfactory completion of the course is in jeopardy. If a second letter is sent indicating course requirements are still not being met, the student will be interviewed by the Principal and Leader of Curriculum to determine if an N (Non-Completion of a Course) Award should be issued.

If a student's attendance is called into question they will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. *(ACE Manual Ref: 11.4)*

If a student does not satisfactorily meet all the requirements of a course it will not be recorded on the NESA Record of School Achievement (RoSA).

SCHEDULE OF TASKS

Formal assessment procedures will normally begin during Term 1 in Year 10. **No formal assessment tasks will be scheduled in the week prior to major examination blocks** (eg. Half-Yearly and Yearly Examinations).

Schedules with timing for assessment tasks will be compiled for each course and distributed through students' Google accounts. These schedules appear in alphabetical order at the end of this booklet. Specific dates for assessments or examination periods are notified to students via the course assessment details posted on the course Moodle page and via the Google assessment calendar.

Students are warned that compensation cannot be made because of extended illness, misadventure or domestic problems that may have affected a student's performance throughout the course.

The assessment is to measure the student's **actual performance** in the course, not their potential performance. *(ACE Manual ref: 11.13.3)*

SUBMISSION OF TASKS

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

Assessment tasks which are to be handed up, with the exception of those practical projects in Industrial Technology – Multimedia, Information & Software Technology and Photography, 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 placed in the Assessment Task Box which is located in the Library.** All assessments which are placed in the box **must have a completed Assessment Cover Sheet attached to the task.** These are 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 as listed later in this Handbook.

Practical projects for the courses listed above are to be submitted on the due date during class time. Submission dates will be on the same day that a normal lesson occurs in the timetable. **All work must be submitted at the time stated in the assessment notification during the designated lesson.** Failure to do so will be considered a late submission and the student will be required to follow the procedures set out in the 'Lateness' section below.

Submission of assessment tasks which are too big or bulky to be placed in the Assessment Task Box 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 Leader of Learning or Leader of Curriculum will accept the task.

TASKS ARE NOT TO BE HANDED TO THE OFFICE OR LIBRARY 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.

APPLICATION FOR EXTENSION

PRIOR to the due date and using the 'Scheduled Assessment Task Variation' form, students are permitted to apply for **an extension** of time for submission of an Assessment task. **This form is to be handed to the Course Teacher** who will then meet with the Assessment Review Committee to decide the outcome of the application. **These forms are available from Student Reception.**

Students granted an extension of time for a "hand in" assessment task must place the task in the Assessment Box on or before the extension date. For practical projects these must be submitted to the class teacher on or before the extension date.

Extensions of time will **ONLY** be given for circumstances outside the student's control. The Assessment Review Committee will notify the student in writing of its decision.

LATENESS

If a student is to hand in an assessment task and is **late on the due date**, the student must submit the task to a member of the Library staff where it will be date and time stamped and signed by the student. In the event that the task is a practical project for Industrial Technology – Multimedia, Information & Software Technology or Photography the task is to be submitted to the Leader of Curriculum. An **Assessment Variation Form** with appropriate documentation signed by the Parent/Carer must be submitted to the Class teacher the next school day so that the Assessment Review Committee is able to meet and determine an outcome for the late submission.

For late submission of a task that was due on the last day of the week or last day of term, submission of the task is to be made electronically to both the class teacher and the Leader of Curriculum the next day. This can be undertaken either via email, Moodle upload or uploading to Google drive and sharing the file/s with the class teacher and the Leader of Curriculum. In the event that the task consists of a practical project such as a painting or timber creation, some form of evidence of completion needs to be emailed to the class teacher and Leader of Curriculum. This can include photos of the project from a number of different angles.

In the event that an assessment variation application is not approved, tasks submitted after 9:00am on the due date (Day 1) will incur a penalty of 25% of the total possible mark. A task submitted after 9:00am on the day following the due date (Day 2) will incur a penalty of 50% of the total possible mark. A task submitted after 9:00am on Day 3 will incur a zero mark for the entire task.

PROCEDURES FOR ABSENCES FROM SCHEDULED ASSESSMENT TASKS

The following procedures with regard to absences are the student's responsibility. Teachers are NOT required to ask for this documentation.

If an assessment task is to be handed in 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 placing 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 Course Teacher, Leader of Learning, Leader of Pastoral Care (Year 10), or Leader of Curriculum 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) that has been 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 known in advance** (eg. sporting representation) the student must notify the Course Teacher or Leader of Curriculum **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 leave must be endorsed by the Principal, using the appropriate leave application form.

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

If the above conditions are satisfied then the student may be given a substitute task. The substitute task will be held as soon as practical on return to school. The student's final score for the substitute task will be determined in conjunction with other comparable tasks. *(ACE Manual Ref: 11.13.9.1)*

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. *(ACE Manual Ref: 11.13.9.1)*

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.

(ACE Manual Ref: 11.13.9.2)

ASSESSMENT REVIEW COMMITTEE

An Assessment Review Committee consisting of the Course Teacher, Leader of Learning and Leader of Curriculum will meet to determine the outcome of any applications regarding 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 Leader of Learning and Leader of Curriculum so that the Assessment Review Committee is able to meet. The Leader of Curriculum will notify the student in writing of the Committee's decision.

COMPUTER PRESENTATION OF TASKS

All assessment tasks are to be **hard copy** unless otherwise stated on the assessment notification given to students. **Computer breakdown or printer failure** is not a valid reason for non-submission of a task 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. Place **some evidence** that the task had been commenced in the assessment box before the commencement of Period 1 eg. handwritten notes, part printouts, work on a backup device such as a USB flash drive, or email a copy of the assignment to the course teacher.
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 should save and back up their work at regular intervals throughout the period of time allocated to complete the task. Assessment tasks 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 eight weeks to complete a research task, the evidence submitted would need to be substantial.

SCHOOL PRINTING OF ASSESSMENT TASKS

It is advisable to print assessment tasks from home when possible in order to avoid delays that can occur on the morning of the due date caused by an overload of print requests on the school printer. If you do need to print the task from the school printer you are advised to do so the **day before** the submission date.

In the case of unforeseen circumstances, such as power failure at the College or extreme natural events preventing access to the Library, students are required to use one of the following contingency plans. Upload the task to the student's Google Drive and share the task with the relevant class teacher which will time stamp the document OR place the task on a USB flash drive and hand it to the relevant class teacher.

PLAGIARISM

All work submitted for assessment must be the **student's own work**. If doubt arises regarding the authenticity of work submitted for assessment, the matter will be considered by the Assessment Review Committee. If instances of cheating, copying or plagiarism are substantiated, a zero mark will be awarded for those sections of the assessment task deemed to be non-authentic work.

Plagiarism involves copying or using thoughts directly from another person's work as your own work.

Any other student who is determined to have assisted with the cheating/copying will also be liable for a zero result. In a situation where a zero score is imposed, the student and his/her parents will be informed in writing as soon as practical after the task.

In instances where plagiarism has occurred an authentic task will need to be submitted at a date to be determined by the Review Committee to satisfactorily complete course outcomes. A zero mark for those sections that have been plagiarised will still be recorded.

❑ INVALID ASSESSMENT TASKS

If an individual assessment task is deemed to have produced unreliable results through a decision of the Course Teacher, Leader of Learning, Leader of Curriculum and Principal, then the appropriate action will be taken to ensure that no student is advantaged or disadvantaged. If an additional task is to be scheduled adequate notice of the precise timing is to be given in writing to the students.

❑ REPORTING

Students and parents will receive regular and scheduled school reports on student achievement in each course of study. Semester reports as well as SEAAR (Student Engagement and Application Reports) will be distributed.

Grades for each component of a course will be allocated each Semester 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 NESA course syllabus. A yearly grade will be submitted to the NESA on the completion of each course.

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**.

❑ SATISFACTORY COMPLETION OF COURSES

To receive a result in any course, you must satisfactorily study the course. Satisfactory completion of a course involves:

- a genuine attempt of assessment tasks which contribute more than half of the maximum marks; and
- participation in experiences which are required by the syllabus, eg. assignments, practical work, participation in class; and
- enough preparation to enable you to make a serious attempt on all tasks.

If your Principal does not certify the satisfactory completion of a course, you will receive no results in that course.

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: _____

ON COMPLETION, PLEASE HAND TO YOUR CLASS TEACHER

Student Declaration (circle the appropriate phrase)

1. I **will not be/ was not able to** complete the scheduled assessment task indicated above.
- 2a. In the event of Illness/Misadventure, I **did/ did not** notify the College prior or on the due date of my task via email or phone call of the inability to be at school to complete the task or to submit the task on time.
OR
- 2b. In the event of a known absence such as College Sport representation, TAFE attendance or another absence granted an Exemption from School by the Principal, I **have / have not** submitted this variation form as soon as the clash of events occurred.
3. **My reason is as follows:** (tick the appropriate reason)
 - (a) I was sick and I couldn't attend school – a doctor's certificate must validate this reason.
 - (b) I was absent due to unplanned circumstances and a family member could not submit the task on my behalf.
 - (c) I will be representing the College at an approved College event OR attendance at TAFE.
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.

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) the task is to be administered by the Course Teacher on date: _____
- (c) an extension of time with no penalty be granted by the Leader of Learning to date: _____
- (d) an estimated mark be authorised by the Principal at the end of the course.
- (e) a 25% penalty has been recorded on the task.
- (f) a 50% penalty has been recorded on the task.
- (g) a zero mark be recorded for this task by the Leader of Curriculum.

Leader of Learning: _____

Leader of Curriculum: _____

Date: ____/____/____

SECTION TWO

ASSESSMENT PROGRAMMES

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Persuasive Writing	The Gospels in Depth	A10 – K A10 – S A10 – V	25%	Week 8, Term 1
2	Half-Yearly Examination		D10 – K D10 – S A10 – K A10 – S B10 – K B10 – S	25%	Week 7, Term 2
3	Research Assignment	Ecumenism and Interfaith Dialogue	C10 – V C10 – K C10 – S	25%	Week 8, Term 3
4	Short Written Report	Catholic Social Teaching – Eucharistic Living	C10 – K C10 – S E10 – K E10 – S D10 – K D10 – S	25%	Week 5, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Research Assignment	Law	5.1, 5.3, 5.4, 5.5, 5.7, 5.8, 5.9	25%	Week 10, Term 1
2	Half-Yearly Examination	All work to date	5.1, 5.2, 5.3, 5.8	25%	Week 7, Term 2
3	Research Assignment	TBA	5.4, 5.5, 5.7, 5.8	25%	Week 7, Term 3
4	Examination	All work	5.1, 5.2, 5.4, 5.5, 5.8	25%	Week 5, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Theatre Review	'Rave Review' (Theatre Criticism)	5.3.1, 5.3.3	20%	Week 4, Term 1
2	Group Playbuilding Performance	'Unreal' (Non-Realism)	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	20%	Week 7, Term 2
3	Drama Essay (Blackrock)	'Let's Get Real' (Realism)	5.1.3, 5.3.1, 5.3.2	20%	Week 4, Term 3
4	Monologue with Log Book	'Let's Get Real' (Realism)	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3	20%	Week 10, Term 3
5	Docudrama Research and Rehearsal	'Tell It Like It Was' (Documentary Drama)	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1	20%	Week 6, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017

Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Speaking	History of Language Through Poetry	1A, 3B, 5C	20%	Week 10, Term 1
2	Listening Half-Yearly Examination	Shakespeare & Appropriation	3B, 6C	15%	Week 6, Term 2
3	Viewing Representing/ Writing	Shakespeare and Appropriation	1A, 2A, 3B, 4B, 5C, 9E	20% 5%	Week 9, Term 2
4	Writing	Close Study of Text (Area of Study)	1A, 6C, 7D	20%	Week 9, Term 3
5	Reading	"My Space / My Place in the World"	3B, 6C, 8D	20%	Week 5, 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.

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Research Design & Oral	Food for Special Needs	5.1.1, 5.1.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1	20%	Week 8, Term 1
2	Semester 1 Practical Examination	Practical Skills	5.1.1, 5.1.2, 5.2.2, 5.2.3	25%	Week 6, Term 2
3	Research & Design Task	Food Service & Catering	5.1.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1	25%	Week 7, Term 3
4	Design & Practical	Food Product & Development	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	30%	Week 5, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Listening & Reading	Festivals Special Occasions	5.UL.2 5.UL.3 5.UL.4 5.MLC.1	15%	Week 8, Term 1
2	Half-Yearly Examination	Semester One Work	5.UL.1 5.UL.2 5.UL.3 5.UL.4 5.MLC.1 5.MLC.2	30%	Week 6, Term 2
3	ACER Listening & Reading	Certificate 3 Level Competency tasks	5.UL.2 5.UL.3 5.UL.4 5.MLC.1	15%	Week 4, Term 3
4	Speaking & Reading	Entertainment & Environment	5.UL.1 5.UL.4 5.MLC.1 5.MLC.2	20%	Week 3, Term 4
5	Writing Portfolio	Semester One & Two Work	5.UL.4 5.MLC.2 5.MBC.1	20%	Week 5, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Skills-based Task	Investigating Australia's Physical Environments	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	25%	Week 8, Term 1
2	Fieldwork Response	Issues in Australian Environments	5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10	25%	Week 7, Term 2
3	Research Task	Changing Australian Communities	5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10	25%	Week 7, Term 3
4	Research & Response	Australia in it Regional and Global Context	5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10	25%	Week 5, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Flowchart	The Industrial Revolution	HT5-1, HT5-4, HT5-6, HT5-10	20%	Week 7, Term 1
2	Half-Yearly Examination	All work to-date	HT5-1, HT5-2, HT5-4, HT5-9	30%	Week 7, Term 2
3	Historical File	Rights and Freedoms	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	25%	Week 9, Term 3
4	Magazine	Popular Culture: 1945-Present	HT5-1, HT5-3, HT5-4, HT5-7, HT5-10	25%	Week 5, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Introduction to Video Techniques	Videography	5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1	20%	Week 8, Term 1
2	Advanced Video Techniques	Videography	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.7.1, 5.7.2	30%	Week 7, Term 2
3	Introduction to Visual Effects	Visual Effects	5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1	20%	Week 5, Term 3
4	Advanced Visual Effects	Visual Effects	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.7.1	30%	Week 5, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Research Topic	Manufactured Boards	5.3.1, 5.6.1, 5.7.1, 5.7.2	20%	Week 5, Term 1
2	Project 1 Design and Construction Report	Upholstered Stool	5.1.1, 5.1.2, 5.2.2	20%	Week 11, Term 1
3	Examination	Theoretical Understanding	5.1.1, 5.7.1	10%	Weeks 6 & 7, Term 2
4	Project 2 Design and Construction	Pendulum Wall Clock (minor project)	5.2.2, 5.4.2, 5.6.1	30%	Week 3, Term 3
5	Major Design Project Construction and Folio	Major Project	5.1.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.6.1, 5.7.1	20%	Week 5, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Bioengineering Project	Biomedical Innovation	5.1.1, 5.1.2, 5.4.1, 5.6.2	20%	Week 10, Term 1
2	Group Project and Portfolio of Learning	Mechatronics	5.4.1, 5.4.2, 5.5.2, 5.7.1	20%	Week 10, Term 2
3	Individual Research Project Minor and Portfolio of Learning	STEM Project Based Learning Minor	5.2.2, 5.3.1, 5.6.1, 5.6.2	25%	Week 6, Term 3
4	Individual Research Project Major and Portfolio of Learning	STEM Project Based Learning Major	5.1.2, 5.2.1, 5.3.2, 5.5.1, 5.7.1	35%	Week 6, Term 4

Evidence of achievement will also be determined using ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Examination	Financial Mathematics Equations Linear Relationships	MA5.2-1WM, MA5.2-2WM, MA5.2-4NA MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA MA5.3-8NA	20%	Week 9, Term 1
2	Half-Yearly Examination	Financial Mathematics Equations Linear Relationships Non-Linear Relationships Single Variable Data	MA5.2-10NA, MA5.3-9NA, MA5.1-7NA MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-18SP	25%	Week 6, Term 2
3	Examination	Bivariate Data Analysis Area + Surface Area Trigonometry	MA5.3-19SP MA5.3-13MG MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-15MG	25%	Week 7, Term 3
4	Course Examination	All topics	All	30%	Week 5, Term 4

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.

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Examination	Rates and Ratio Properties of Geometric Figures	MA5.2-5NA MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-11MG, MA5.2-14MG	20%	Week 9, Term 1
2	Half-Yearly Examination	Financial Mathematics Rates and Ratio Properties of Geometric Figures Probability	MA5.2-4NA MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-13SP, MA5.2-17SP	25%	Week 6, Term 2
3	Examination	Volume Simultaneous Equations Non-Linear Relationships	MA5.2-12MG MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA MA5.1-7NA, MA5.2-10NA	25%	Week 7, Term 3
4	Course Examination	All topics	All	30%	Week 5, Term 4

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.

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Examination	Indices Probability	MA5.1-5NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-13SP	25%	Week 9, Term 1
2	Half-Yearly Examination	Indices Probability Linear Relationships	MA5.1-1WM, MA5.1-3WM, MA5.1-6NA	25%	Week 6, Term 2
3	Assignment	Non-Linear Relationships Length+ Perimeter	MA5.1-1WM, MA5.1-3WM, MA5.1-7NA MA4-12MG, MA4-1WM, MA4-2WM	25%	Week 7, Term 3
4	Course Examination	All topics	All	25%	Week 5, Term 4

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.

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

MATHEMATICS
ACCELERATED YEAR 9 CLASS ONLY
 (Stages 5.3)

Assessment Program Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Examination	Numbers of any magnitude, Surds and Indices 5.1 – 5.3	MA5.2-1WM, MA5.2-2WM, MA5.2-4NA	10%	Week 6, Term 1
		Algebraic Techniques 5.2, Algebraic Techniques 5.3	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA MA5.3-8NA	10%	Week 10, Term 1
2	Half-Yearly Examination	Linear Relationships	MA5.2-10NA, MA5.3-9NA, MA5.1-7NA	10%	Week 5, Term 2
		Equations Right-angled Trigonometry	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-18SP	15%	Week 9, Term 2
3	Examination	Area, Surface Area & Volume	MA5.3-19SP MA5.3-13MG MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-15MG	10%	Week 5, Term 3
		Single Variable Data Financial Mathematics Probability 5.1 & 5.2 Properties of Geometric Figures Rates and Ratios Equations		15%	Week 9, Term 3
4	Course Examination	All topics	All	30%	Week 5, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Composition	Vocal Music	5.4, 5.5, 5.6	20%	Week 10, Term 1
2	Listening	Rock Music	5.7, 5.8, 5.9, 5.10	20%	Week 6, Term 2
3	Performance	Vocal Music	5.1, 5.2, 5.3	20%	Week 6, Term 2
4	Listening	Jazz	5.7, 5.8, 5.9, 5.10	20%	Week 8, Term 3
5	Composition / Performance	Music of the Media / Jazz	5.4, 5.5, 5.6 5.1, 5.2, 5.3	20%	Week 5, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Practical Skill Assessment: Part B – Coaching & Participating	Games	5.10, 5.11, 5.13, 5.15	25%	Ongoing Weeks 4-10, Term 1
2	Research Task	Overcoming Adversity	5.6, 5.7, 5.12, 5.15, 5.16	25%	Week 4, Term 2
3	Practical Assessment (Dance)	Movement Composition	5.4, 5.5, 5.13, 5.14	25%	Ongoing Weeks 1-7, Term 3
4	Topic Test	Risky Business	5.7, 5.8, 5.16	25%	Week 5, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Video Story Exploration of a Genre	Making / History Theory	5.8, 5.10	30%	Week 8, Term 1
2	Surrealism	Making / History Theory	5.1, 5.4, 5.5	30%	Week 6, Term 2
3	Photographic Postmodern Art Work	Making / History Theory	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	20%	Week 9, Term 3
4	Journal of Studies Portfolio of Work	Making / History Theory	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	20%	Week 6, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Practical Task	Event Management	1.1, 2.1, 2.2,3.1, 4.1, 4.2	25%	Ongoing Weeks 5-11, Term 1
2	Examination	Body Systems	1.1, 4.4	25%	Week 7, Term 2
3	Written Assignment	Enhancing Performance	1.1, 3.1, 4.1, 4.3	25%	Week 8, Term 3
4	Coaching Task	The Art of Science of Coaching	1.2, 3.1, 3.2, 4.1, 4.2, 4.4	25%	Week 5, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Semester One Data Analysis Task	Communication, Process Skills & Problem Solving Skills	SC5-7WS	25%	Week 7, Term 1
2	Semester One Examination	Process & Knowledge	SC5-14LW, SC5-15LW, SC5-10PW, SC5-16CW, SC5-17W	25%	Week 7, Term 2
3	Semester Two Research Task	Communication & Research Skills	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	20%	Week 6, Term 3
4	Semester Two Examination	Knowledge, Process Skills & Problem Solving Skills	SC5-7WS, SC5-14LW, SC5-15LW, SC5-10PW, SC5-16CW, SC5-17W	30%	Week 6, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Poster of Textiles Industry	Australian Textile Industry Careers in Textiles	5.3.2, 5.4.1	20%	Week 5, Term 1
2	Technique Folio	Fabric Colouration and Decoration	5.2.2, 5.2.3, 5.4.1, 5.5.1, 5.5.2, 5.5.3	25%	Week 11, Term 1
3	Practical Project / Folio	Recycle, Redecorate Practical Work / Folio	5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1	25%	Week 10, Term 2
4	Practical Project 2	Own Choice Major Practical Work	5.1.1, 5.1.2, 5.2.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1	30%	Week 5, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.

Assessment Programme Year 10 2017					
Task Number	Task Description	Topic	Outcomes	Weighting	Week Due
1	Practical: Post Modern Painting	Body of Work	5.1, 5.2, 5.3, 5.4, 5.6	20%	Week 10, Term 1
2	Half-Yearly Examination		5.7, 5.8, 5.9, 5.10	20%	Week 6, Term 2
3	Practical	Body of Work	5.1, 5.2, 5.4	20%	Week 9, Term 3
4	Examination		5.7, 5.8, 5.9, 5.10	20%	Week 5, Term 4
5	Practical: Artist Books	Body of Work	5.1, 5.2, 5.4	20%	Week 6, Term 4

Evidence of achievement can also be based from ongoing observations during teaching and learning.

Please note that there may also be a Final Course Assessment task during Week 10, Term 4, to finalise your 2017 Assessment.