



Assessment Booklet

Year 10
2017

Table of Contents

Mandatory Hours – Board of Studies

Satisfactory Completion of a Course

Grading System

Special Programs of Study

General Performance Descriptors

RoSA – For Students leaving the College before the HSC from Year 10

Rules Concerning Official Assessment Tasks and Appeals

School Committee of Review

Official Assessment Tasks: Students' Rights

Official Assessment Tasks: Students' Responsibilities

Absences from School

Behaviour and Application to work

Unsatisfactory Completion of Year 10 Warning Letter

Assessment Schedules

Bloom's Taxonomy – Key Words

Mandatory Hours

The following table indicated the Board's time allocations for each Key Learning Area from Year 7, 1992. Systems and schools may require study beyond these requirements.

Key Learning Area	Board Requirements (Indicative Hours) from Years 7 – 10
English	400
Mathematics	400
Science	400
HSIE	400 – Including mandated 200 History and 200 Australian Geography courses
LOTE	100
Creative Arts	100 Visual
TAS	200
PDHPE	200 Personal Development & Health 100 Physical Education

Satisfactory Completion of a Course

Course completion criteria -

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 the Board; and
- b) **applied** themselves with due 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

For the satisfactory completion of a course, the Board of Studies does not mandate attendance requirements. As a guide however, if a student's attendance falls below 85% of a school's programmed lesson time for a course, a principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of absences.

If at any time it appears that a student is at risk of receiving an 'N' determination in any course the principal must warn the student as soon as possible and advise the parent or guardian in writing (if the student is under 18 years of age). This warning should be given in time for the problem to be corrected.

The award of School Certificate no longer applies after 2011, and current discussions at the Board of Studies will determine the nature of formal recognition of Year 10 students. It is now mandatory for students to be involved in education until 17 years of age.

The Grading System

Grades submitted to the Board of Studies by the College will be based on student performance throughout the year from both formal assessment results and classroom work. The final grade awarded after consultation with the relevant teachers will reflect the appropriate Board of Studies descriptor.

Special Program of Study

A Special Program of Study is a specifically designed course of study for individual students with special education needs who are unable to meet mainstream curriculum requirements for Year 10 using only Board-developed syllabuses and/or Board Endorsed Courses. Students with special education needs can have access to a combination of courses using:

- Generic Life Skills Courses and or
- Board-developed syllabuses

Where a student has studied a Board Developed Course, the student will receive a grade A-E. For Board Developed Courses, grades awarded will be based on the relevant Course Performance Descriptors. In a Generic Life Skills Course, a student will receive an S for Satisfactory in that subject.

Board of Studies Year 10 General Performance Descriptors

Grade	General Performance Descriptors
A	A grade indicating excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	A grade indicating a high level of achievement in the course. The student has a thorough knowledge of and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.
C	A grade indicating substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	A grade indicating satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	A grade indicating elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.
	Where A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements: <ul style="list-style-type: none"> a) attendance – meeting the required number of hours b) participation in the required learning experiences and assessment tasks c) meeting requirements in terms of effort and achievement d) reaching some of the course goals
N	Where “N” appears in place of an A to E grade this indicates the student has failed to meet one or more of the above requirements.

Record of School Achievement (RoSA)

The Board of Studies has discontinued the School Certificate as at the end of 2011. It is expected that most students will continue to Year 12 and will receive the HSC Certificate as the end point of their secondary education.

The Record of School Achievement (RoSA) is a new credential for all students, beginning with Year 10 in 2012, to recognise school achievement before receiving their Higher School Certificate (HSC). It is intended for students who may exit secondary education before the end of Year 12.

Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

- The RoSA will show your Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment.
- Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

A credential for school leavers

The RoSA will be awarded to all eligible students when they leave school.

If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time.

- To receive a RoSA you will need to meet your school's attendance requirements.
- You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving.
- If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.

Grades

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement.

- Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school.
- The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades as determined by your teachers.

Literacy and numeracy tests

If you are in Year 10 this year and, are planning to leave school before the end of Term 1, 2018, you will have the choice to sit for literacy and numeracy testing in November 2017.

The tests will be offered online and will be taken at your school under the supervision of a teacher. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.

- Each test will be of 60 minutes duration, and the two tests will be completed in one sitting.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10.
- The tests will be offered in schools during a number of ‘windows’ each year. You will only be able to sit for the tests once during each window but, if you later decide to stay at school longer, you will be able to take the tests again.
- The literacy and numeracy test results will be reported separately from the RoSA credential.
- More information on the Literacy and Numeracy tests will be available later in 2017.

Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA.

If you are undertaking one or more courses based on Life Skills outcomes and content you will be eligible to receive a Profile of Student Achievement which will outline the Life Skills outcomes you achieve in each course.

- RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via [Students Online](#).
- If you want to access your Profile of Student Achievement before leaving school you will be able to download an electronic record of it from [Students Online](#). To access Students Online you will need a PIN number and school email address.
- Life Skills outcomes will be shown on the profile as:
 - Achieved – for outcomes that have been achieved independently
 - Achieved with support – for outcomes that have been achieved with additional support.

Recording extracurricular achievements

The Board has developed a new online package [up2now](#) that will allow students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work. [up2now](#) is currently in its final stages and all students are welcome to participate in the trial. Students wishing to participate should speak to their teacher.

Rules Concerning Official Assessment Tasks and Appeals

1. **All Assessment tasks** will be given at least 2 weeks notice and must be submitted/attended on the date stipulated. Assessments will be typed, indicating outcomes/descriptors being assessed and marking criteria/or marking scheme.
2. **Hand in tasks:** - If hand in assessment tasks are late a penalty of 10% per day of the total marks for the task will be deducted to a total of 5 days (including weekends). A zero mark will apply after the 5 days.
3. **Personal presentation tasks:** - e.g. Experiments, orals, examinations in class tasks. For these assessments the whole task is considered due on the first day of the presentation with no 5 day period applicable.
4. **Failure to submit** – in cases where a student fails to hand in an assessment task at all, a zero mark will be recorded. The assessment task however, must still be completed to satisfy the requirements of the course. If this occurs for more than 50% of assessment tasks, the student will be deemed to have failed to complete the course.
5. **If students are absent** on the **day of an assessment task, day prior** to an assessment task or **late (after P.1.) on the day** of an assessment task, a medical certificate is required to be submitted with an Appeal Form. On occasion a non-medical explanation of a serious nature may be accepted. The Curriculum Co-ordinator will be the arbiter of whether the appeal is upheld in consultation with the teacher and KLA Co-ordinator. A copy of the decision will be given to the student, KLA Co-ordinator, teacher and Year co-ordinator via email.
6. **Appeal Forms** can be collected from the Staff Room if there is reason to appeal. A student must collect an appeal form within 48 hours of the due date or on their immediate return to school, whichever comes first. The completed form is to be given to the subject teacher or the KLA co-ordinator for the subject. If both are absent another KLA co-ordinator will collect the form (sign and date) and pass on to the appropriate person. After consideration of the appeal the KLA will finalise the application and notify relevant parties.
7. **Designated practical work** must be completed and excursions/field trips/retreats where applicable, must be attended.
8. **Own work** – students are expected to produce work that is entirely their own. Any unacknowledged use of another author or of another student's material will be viewed as a serious breach of requirements. A bibliography and the notation of sources used, are required in most assessment tasks and will be discussed with students when the assessment task is distributed. A maximum penalty of 10% can be deducted from assessments for lack of required referencing.

9. **Malpractice** – any case of proven dishonesty or of non-compliance with exam procedures will be referred to the School Committee of Review. Such cases will be regarded as being very serious breaches of College rules and be dealt with accordingly.
10. **Interference with other students** – students must under no circumstances interfere with the progress of others eg. in a group work or in the use of resources.
11. **The subject teacher will record all submissions of assessment tasks.** The students must personally hand in every assessment to the applicable subject teacher. Assessments are not to be left in pigeonholes, with other teachers or given to other students to hand in.
12. When students enrol late in the year every effort will be made to provide substitute assessment tasks for completion. If this is not possible the School Committee of Review will decide on any estimate mark awarded based on work achieved over the year and the student's rank.
13. All of the above rules apply to in class assessment tasks as well as assessment tasks completed outside the classroom.

School Committee of Review

This Committee consists of the Assistant Principal, relevant teacher and KLA Co-ordinator together with the Curriculum Co-ordinator, and/or other(s) nominated by the Principal.

This Committee will decide whether:

- the zero mark will stand
- a task submitted late can be accepted
- an extension of time is granted
- a substitute task may be set
- an estimate mark is awarded (this applies only in exceptional circumstances)
- another course of action is warranted.

The decisions of this committee are final.

Official Assessment Tasks: Students' Rights

- To be informed of the type, number, weight and timing of tasks in Year 10. (This information is found for each subject in this Assessment Handbook).
- To be informed in writing at least two weeks in advance of the exact nature and exact time of each specific task. (This information could be given to students in either or both of the following ways:
 - by written notification given to students in class
 - by notification on the Assessment Calendar
- To appeal against the award of a zero mark or for special consideration under extreme circumstances.

Official Assessment Tasks: Students' Responsibilities

- To find out what Assessment Tasks are to be in each subject.
- To find out when each Assessment Task is to be held. (If a student is absent, it is his/her responsibility to find out if notification of an Assessment Task has been given during their absence.)
- To observe appropriate examination procedures.
- To hand Assessment Tasks in on time.
- To **personally** hand Assessment Tasks to the designated teacher.
- To follow appeal procedures as outlined above.
- To make up any assessment task missed **immediately** on returning to school with the appeals form **completed** and appropriate documentation attached. The acceptance or not of the appeal will then be advised.

Absences from School

The Board of Studies gives guidelines for student attendance at school. A student must satisfy these guidelines in order to complete Year 10.

If there is concern about the number of days absent, unexplained absences or an unusual pattern of attendance, then the first of two warning letters signed by the Principal are sent home. If there is no improvement, the Principal will recommend that the student has not satisfactorily completed course requirements for Year 10.

Behaviour and Application to Work

A student's behaviour and application to work should be such that the Principal is satisfied that the student has completed course requirements. If there is concern about either or both of these, then a letter expressing concern will be sent home.

If there is no improvement, then the first of 2 official warning letters will be sent home. This can result in a student not being able to progress to Year 11.



MERCY CATHOLIC COLLEGE

101 ARCHER STREET, CHATSWOOD 2067 PHONE 9419 2890 9419 2933 FAX 9415 2831
mercy@dbb.catholic.edu.au

Unsatisfactory Completion of a Year 10 Warning Letter (Sample)

Student's Name _____

Date: _____

Dear

The purpose of this letter is to warn you that _____ is in danger of receiving an unsatisfactory completion of course ("N") determination in the course listed below. This determination will mean that she will not receive a grade in this course and it will/may affect her eligibility to progress to Year 11.

Course in jeopardy: _____

is a *mandatory course*. A student who is given an "N" determination in a mandatory course will not be deemed to have completed the course.

The following information specifies those areas where she is failing to meet Board of Studies course requirements.

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

1. Followed the course developed or endorsed by the Board; and
2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. Achieved some or all of the course outcomes

She has not to date satisfactorily met _____ 1. 2. 3. *or all three areas*

The following list notifies you of those tasks not yet completed and/or for which _____ has not made a genuine attempt. In order for her to satisfy course requirements, the following tasks need to be satisfactorily completed:

Task Name/Course Requirement

Past Date Due

New Date Due

Please regard this letter as an official warning. The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

This is the _____ warning we have issued concerning _____
Course

The Board requires Principals to issue two course-specific warnings prior to a final "N" determination being made for a course.

Please discuss this most important matter with _____ and contact the school if further information or clarification is needed.

Yours sincerely

Ms Suzanne Kavanagh
Principal

&< *cut here*

Please return to the school

Requirements for the satisfactory completion of Year 10

I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed the course listed above. I am aware that this course may appear on her Record of Achievement with an "N". I am also aware that the 'N' determination may make her ineligible for progression to Year 11.

Signature: _____
Parent/Guardian

Date: _____

Signature: _____
Student

Date: _____

Career Exploration Program

Program Outline

The Career Exploration Program is a school based career education and assessment program.

It is designed specifically to assist students

- discover career options and pathways.
- Develop the necessary research skills to explore these options.
- More immediately, assist in subject selection for Years 11 and 12.

Four interlocking strands provide a framework for developing career awareness beginning with the process of transition from Year 10 to Years 11 and 12.

These are:

1. Assessment of career interests and educational skills.
2. Career education.
3. Guided research based on career and educational profiles.
4. Subject and career counselling.

Program Aims

The Career Exploration Program provides students with an educational experience which broadens their knowledge of themselves and the world of work.

It helps students to:

1. Explore and research a broad range of career options.
2. Understand the educational and personal requirements of a range of jobs.
3. Relate this information to their own skills, talents and interests.
4. Make realistic subject choices for Years 11 and 12.

The Program Works in This Way

1. It assesses students' career interests.
2. It assesses students' educational aptitudes and skills.
3. It links this information to an educational process which has students focus on:
 - their own skills, abilities and interests
 - the jobs which demand the same traits
 - the educational and personal requirements of a range of jobs
 - the implications of subject selection on career choice
 - the implications of career choice on subject selection.
4. It provides a counselling framework to assist in both career choice and subject selection.

The Program Is Guided By These Principles

- Students need to be encouraged to broaden their career planning.
- There are no simple answers to complex questions. Career choice needs to be based on an education experience which involves reflection, research and discussion.
- Students will benefit by interacting with staff, parents and others.
- The program provides professional support to school based careers programs.

Bloom's Taxonomy – Key Words

Knowledge

Involves the recall of specifics and universals, recall of methods and processes, or the recall of a pattern, setting or structure.

Knowledge Questions – Key Words

What	Distinguish	Recall	Write
When	Identify	Reorganise	Which
Who	List	Show	Indicate
Define	Name	State	Tell
Describe			

Comprehension

Interprets, translates, summarises or paraphrase given information. Comprehension requires knowledge to comprehend

Comprehension Questions – Key Words

Compare	Reorder	Extrapolate	Give an example
Conclude	Which	Rearrange	Hypothesise
Contrast	Distinguish	Rephrase	Illustrate
Demonstrate	Estimate	What	Relate
Differentiate	Explain	Fill In	Tell in your own words
Predict	Extend	Infer	Inform

Application

Uses information in a situation different from original learning context and requires comprehension of information to apply it to the new learning situation. Application involves applying successfully some understanding or technique to a problem situation.

Application Questions – Key Words

Apply	Build	Construct	Demonstrate
Develop	Plan	Solve	Indicate
List	Choose	Show your work	Check out
Consider	How would	Tell us	

Analysis

Separate the whole into its parts until the relationship among the elements is clear. Analysis requires an ability to apply information in order to analyse. Students are required to diagnose materials, situations or environments and to separate them into their component parts.

Analysis Questions – Key Words

Analyse	Compare	Support your	What assumption
Categorise	Discriminate	Indicate the	What do you
Describe	Distinguish	Relate	
Classify	Recognise	Explain	

Synthesis

Combines elements to form a new entry from the original ones: requires analysis in order to synthesise. Questions ask students to produce something unique to themselves, to produce a plan or generate a solution satisfactory to the requirements of a particular task.

Synthesis Questions – Key Words

Write	Put together	What conclusion	Think of a way
Suggest	Plan	Create	How
Formulate a solution	Propose a plan	Develop	Derive

Evaluation

Involves acts of decision making, judging or selecting based on criteria and rationale. Evaluation, requires synthesis to evaluate. This is the most crucial stage of questioning because it directs learners to consider whether their conclusions and findings are warranted and worth keeping. In asking evaluative questions, we should consider using phrases rather than single words as key indicators.

Evaluation Questions – Key Words

What is the most efficient
Choose which is
Decide among the following
Judge for yourself

Check the alternatives
Indicate your preference
Select the most appropriate
Defend your position

YEAR 10 COMMERCE ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 10	Task 2 Term 2 Week 7	Task 3 Term 3 Week 5	Task 4 Term 4 Week 6
	<i>Law and Society</i>	<i>Employment Issues</i>	<i>Political Involvement</i>	<i>All Course Work</i>
	In-class Test	In-class Task	Research Task	Yearly Exam
Knowledge and understanding of consumer, financial, business, legal and employment matters	✓	✓	✓	✓
Skills in decision making and problem solving in relation to consumer, financial, business, legal and employment issues	✓	✓	✓	✓
Skills in effective research and communication	✓	✓		
Skills in working independently and collaboratively	✓	✓	✓	✓
<i>Targeted Outcomes</i>	<i>5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9</i>	<i>5.1, 5.2, 5.6, 5.7, 5.8</i>	<i>5.1, 5.2, 5.5</i>	<i>5.1, 5.2, 5.3, 5.4, 5.8</i>
Task Weighting (100%)	25%	25%	25%	25%

YEAR 10 DESIGN AND TECHNOLOGY ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 2 Week 6 Design Project 1	Task 2 Term 3 Week 2 Innovative and Emerging Technologies Research Task	Task 3 Term 4 Week 4 Design Project 2	Task 4 Term 4 Exam Week <i>Core and Focus</i> Written Exam
Design concepts and processes	✓		✓	✓
Creativity, innovation and enterprise	✓	✓	✓	✓
Communicating, managing and producing	✓		✓	
Producing quality design solutions	✓		✓	✓
Designers and responsible designing		✓		✓
Design, technology and society		✓	✓	✓
<i>Targeted Outcomes</i>	<i>5.1.1, 5.1.2, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3</i>	<i>5.1.1, 5.2.1, 5.3.2</i>	<i>5.1.1, 5.1.2, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3</i>	<i>5.1.1, 5.2.1, 5.3.1, 5.3.2, 5.4.1</i>
Task Weighting (100%)	30%	15%	30%	25%

YEAR 10 DRAMA ASSESSMENT SCHEDULE 2017

	Task 1	Task 2	Task 3	Task 4
Assessment Component	Term 1 Week 6 <i>Epic Women</i> Performance 20% Logbook 5%	Term 2 Week 5 <i>Film</i> Film + Script 15% Logbook 10%	Term 3 Week 5 <i>Masks</i> Performance Essay 25%	Term 4 Week 6 <i>Yearly Examination</i> Examination 25%
Making	✓	✓	✓	
Performing	✓	✓	✓	
Appreciating			✓	✓
<i>Targeted Outcomes</i>	5.1.1, 5.1.3, 5.2.1, 5.2.3	5.1.1, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.2	5.1.1, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3, 5.1.2	5.3.1, 5.3.2, 5.3.3
Task Weighting (100%)	25%	25%	25%	25%

YEAR 10 ENGLISH ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 5 <i>Speaking Argument</i> Speech Analysis	Task 2 Term 2 Week 4 Area of Study: Prejudice and Tolerance Portfolio	Task 3 Term 3 Week 8 <i>Macbeth</i> Oral	Task 4 Examination <i>The Book Thief</i> Essay
Reading, Listening, Viewing		✓	✓	✓
Writing, Speaking, Representing	✓	✓	✓	✓
Communicating and Context	✓		✓	
Analysing Language	✓	✓	✓	✓
Interpretive, Imaginative and Critical Thinking		✓		✓
Expressing Views	✓	✓	✓	✓
Targeted Outcomes	1, 4, 6, 7	2, 3, 6, 8	3, 5, 7, 9	1, 3, 5, 8
Task Weighting (100%)	25%	25%	25%	25%

YEAR 10 FOOD TECHNOLOGY ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 8 <i>Food Trends</i> Practical + ICT Task	Task 2 Term 2 Week 8 Research Task and Practical	Task 3 Term 3 Week 8 <i>Food Service and Catering</i> Presentation and Practical	Task 4 Term 4 <i>Core & Focus Content</i> Yearly Examination
Food properties and preparation	✓		✓	✓
Food, nutrition and society		✓		✓
Food hygiene and safety			✓	✓
Researching and communicating	✓	✓	✓	
Designing, producing and evaluating	✓		✓	
<i>Targeted Outcomes</i>	<i>5. 2.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1</i>	<i>5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.6.1</i>	<i>5.1.1, 5.1.2, 5.2.3, 5.4.2, 5.5.1, 5.5.2</i>	<i>5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.6.1, 5.6.2</i>
Task Weighting (100%)	25%	25%	25%	25%

YEAR 10 FRENCH ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 7 <i>Language</i> Conversation	Task 2 Term 2 Week 3 <i>Language</i> Listening comprehension Reading and responding	Task 3 Term 2 Week 9 <i>Language & culture</i> Research	Task 4 Term 3 Week 9 <i>Language</i> Conversation	Task 5 Term 4 <i>Course Work</i> Examination
Culture			✓		
Speaking	✓			✓	
Listening		✓			✓
Reading and Responding		✓			✓
Writing			✓		✓
<i>Targeted Outcomes</i>	<i>5UL.3, 5MLC.2</i>	<i>5UL.1, 5UL.2, 5MBC.1, 5MBC.2</i>	<i>5UL4, 5MLC.1, 5MLC.2, 5MBC.1, 5MBC.2</i>	<i>5UL.3, 5MLC.2</i>	<i>5UL.1,5UL.2,5UL.4, 5MLC.1, 5MLC.2</i>
Task Weighting (100%)	10%	20%	15%	15%	40%

YEAR 10 GEOGRAPHY ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 10 <i>Field Work</i> In Class Task	Task 3 Term 3 Week 9 <i>Global Links</i> Research Task	Task 4 Term 4 Week 6 <i>Yearly Exam</i>
Skills in acquiring, processing and communicating geographical information	✓	✓	✓
Skills in choosing and applying appropriate geographical tools	✓		✓
Knowledge and understanding about the characteristics and spatial distribution of environments	✓	✓	✓
Knowledge and understanding about how physical, social, cultural, economic and political factors shape communities, including the global community		✓	✓
Knowledge and understanding about civics for informed and active citizenship	✓	✓	✓
<i>Targeted Outcomes</i>	<i>5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.10</i>	<i>5.2, 5.3, 5.4, 5.7, 5.9, 5.10</i>	<i>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</i>

Task Weighting (100%)	30%	30%	40%
----------------------------------	------------	------------	------------

YEAR 10 HISTORY ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 10 World War II (including Overview) In class task (exam conditions)	Task 2 Term 2 Week 9 The Holocaust CoT Project	Task 3 Term 4 Week 6 All topics Final Exam (multiple-choice, short answer, essays)
Knowledge and understanding	✓	✓	✓
Investigating and researching	✓	✓	✓
Communicating	✓	✓	✓
Interpreting data	✓	✓	✓
Problem solving	✓		✓

<i>Targeted Outcomes</i>	<i>5.1, 5.2, 5.4, 5.5, 5.7, 5.9, 5.10</i>	<i>5.1, 5.2 5.4, 5.5, 5.7, 5.9, 5.10</i>	<i>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</i>
Task Weighting (100%)	30%	30%	40%

YEAR 10 ITALIAN ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 8 <i>Italian Migration</i> Research	Task 2 Term 2 Week 5 <i>Language</i> Listening/Comprehension	Task 3 Term 3 Week 6 <i>Language</i> Reading Comprehension	Task 4 Term 4 Week 1 <i>Language</i> Conversation	Task 5 Term 4 <i>Course Work</i> Examination
Culture	✓				
Listening		✓			
Reading/Responding			✓		✓
Speaking				✓	
Writing					✓

Task Weighting	20%	20%	20%	20%	20%	100%
-----------------------	------------	------------	------------	------------	------------	-------------

Note:

- Common task is done by all 3 levels of Mathematics so the topics assessed would have been covered by all classes prior to the task
- *Topic outcomes are in syllabus documents and too many to be listed here.
- Teacher will give list of outcomes to be tested prior to assessment tasks through task notifications.
- It is the nature of mathematics assessment that while the emphasis is on new work covered, all work covered in earlier assessment tasks can and may need be needed to be included in following assessment tasks.

YEAR 10 MATHEMATICS STAGE 5.1, 5.2, 5.3 ASSESSMENT SCHEDULE 2017

Assessment Tasks	Task 1 Term 1 Week 8	Task 2 Term 2 Week 4 (Common)	Task 3 Term 3 Week 3	Task 4 Term 3 Week 9 (Common)	Task 5 Term 4 Week 6 (Exam)	Total			
Syllabus Strands (Outcomes)	ACMNA (208-215) (230-232) (234-236) (240,294,296) ACMMG (216-224) (242,245) ACMSP (225,226)	(248-250) (282,283) MA5.2-6NA MA5.2-8NA ACMNA230 ACMNA233 MA5.2-14MG MA5.3-7NA ACMNA241 ACMNA269 ACMMG243 ACMMG244 MA5.3-16MG	MA5.2-14MG ACMMG243 ACMMG244 MA5.2-17SP ACMSP225 ACMSP226 ACMSP246 ACMSP247	MA5.2-8NA ACMNA237 MA5.1-4NA MA5.2-4NA ACMNA211 ACMNA229 MA5.3-6NA ACMNA264 MA5.2-9NA MA5.1-7NA MA5.2-10NA MA5.3-8NA MA5.3-9NA ACMNA238	ACMNA294 ACMNA214 ACMNA215 ACMNA267 ACMNA239 ACMNA296 MA5.1-8MG MA5.2-11MG MA5.2-12MG MA5.3-13MG MA5.3-14MG ACMMG271 ACMMG242	MA5.2-9NA MA5.1-7NA MA5.2-10NA ACMNA238 ACMNA239 ACMNA296 MA5.1-8MG MA5.2-11MG MA5.2-12MG ACMMG217 ACMMG242 ACMMG218	MA5.1-12SP MA5.2-15SP MA5.2-16SP MA5.3-5 NA ACMNA233 ACMNA269 MA5.3-18SP MA5.3-19SP ACMSP (251-253) ACMSP (277-279)	All	
Topics	Review of Year 9 Algebra and equations Properties of geometrical figures	Algebra and equations Properties of geometrical figures Probability Simultaneous equations Financial mathematics	Surds Linear and non-linear relationships Financial mathematics	Linear and non-linear relationships Surface area and volume Statistics Further algebra	All				

<i>Targeted Outcomes*</i>						
Task Weighting	20%	20%	20%	20%	20%	100%

Note:

- Common task is done by all 3 levels of Mathematics so the topics assessed would have been covered by all classes prior to the task
- *Topic outcomes are in syllabus documents and too many to be listed here.
- Teacher will give list of outcomes to be tested prior to assessment tasks through task notifications.
- It is the nature of mathematics assessment that while the emphasis is on new work covered, all work covered in earlier assessment tasks can and may need be needed to be included in following assessment tasks.

YEAR 10 MUSIC ASSESSMENT SCHEDULE 2017

	Task 1 Term 1 Week 8	Task 2 Term 2 Week 4	Task 3 Term 2 Week 5	Task 4 Term 3 Week 8	Task 5 Term 4 Week 5	Task 6 Term 4 Week 6 Examinations
Assessment Component	<i>Jazz (Group 2)</i> Performing	<i>Classical (Group 1)</i> Listening Test	<i>Classical (Group 1)</i> Composing	<i>Rock Music (Group 2)</i> Performing	Art Music of the 20th and 21st Centuries (Group 1) Composing	All topics covered Aural Examination Listening
Performing	✓			✓		
Composing			✓		✓	

Listening		✓				✓
<i>Targeted Outcomes</i>	5.1, 5.2, 5.3	5.7, 5.8, 5.9	5.4, 5.5, 5.6	5.1, 5.2, 5.3	5.4, 5.5, 5.6	5.7, 5.8, 5.9
Task Weighting (100%)	15%	15%	20%	15%	15%	20%

YEAR 10 PDHPE ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 9 <i>Try Hugs, Not Drugs</i> Examination	Task 2 Term 2 Week 2 <i>Volleyball</i> Practical Performance	Task 3 Term 3 Week 3 <i>Road Safety</i> Presentation & Analysis	Task 4 Term 3 Week 7 <i>Touch</i> Practical Performance	Task 5 Term 4 Week 6 <i>Try Hugs, Not Drugs</i> <i>Road Safety and Lifelong Health</i> Examination
Self and relationships			✓		✓
Movement skill and performance		✓		✓	

Individual and community health	✓		✓		✓
Lifelong physical activity		✓		✓	✓
Specialist Skills	✓	✓	✓	✓	✓
Targeted Outcomes	5.6, 5.7, 5.12, 5.15, 5.16	5.4, 5.5, 5.10, 5.13, 5.14	5.2, 5.6, 5.7, 5.11, 5.12	5.4, 5.5, 5.10, 5.13, 5.14	All outcomes from Try Hugs, Not Drugs, Road Safety & Lifelong Health units
Task Weighting (100%)	20%	20%	20%	20%	20%

YEAR 10 RELIGIOUS EDUCATION ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 2 Week 5 <i>Religious Diversity in Australia and Justice and Reconciliation</i> Examination	Task 2 Term 4 Week 3 <i>Serving and Leading as a Disciple OR Youth Ministry and Leadership (CSYMA Class)</i> Project Presentation
God Revelation and Human Destiny	✓	✓

Jesus, Human and Divine	✓	✓
Church and Discipleship		✓
Prayers and Sacraments	✓	✓
Sacred Scripture	✓	✓
Targeted Outcomes	5.1b, 5.2b, 5.3a, 5.4a, 5.5b	5.1b, 5.2a, 5.2b, 5.3b, 5.5b OR 5.,1b, 5.2a, 5.2b, 5.3b, 5.4a, 5.5b,
Task Weighting (100%)	40%	60%

YEAR 10 SCIENCE ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 10	Task 2 Term 2 Week 2	Task 3 Term 3 Week 4	Task 5 Term 4 Week 6
	<i>Science is investigating</i>	<i>A chemical society, Science is investigating and Co-ordination</i>	<i>Not applicable</i>	<i>All topics</i>
	Open Ended Investigation	Half Yearly Examination	Practical	End of Year Examination

Practical	✓		✓	✓
Knowledge and Understanding	✓	✓	✓	✓
Communication	✓	✓	✓	✓
Problem solving	✓	✓	✓	✓
<i>Targeted Outcomes</i>	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-5WS, SC5-7WS, SC5-8WS, SC5-9WS SC5-14LW, SC5-16CW, SC5-17CW	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	<i>All</i>
Task Weighting (100%)	25%	20%	25%	30%

YEAR 10 TEXTILES TECHNOLOGY ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 1 Week 6 <i>Textiles and Society</i> Assignment	Task 2 Term 2 Week 2 <i>Apparel</i>	Task 3 Term 4 Week 3 <i>Costume</i> Textiles Project and Portfolio	Task 4 Term 4 Exam Week <i>Core Content</i> Yearly Exam
-----------------------------	--	---	---	--

		Textiles Project and Portfolio		
Properties and performance	✓	✓	✓	✓
Textiles and society		✓		✓
Designing and communicating		✓	✓	✓
Using textiles		✓	✓	
Producing and evaluating textiles	✓	✓	✓	
<i>Targeted Outcomes</i>	5.3.1, 5.3.2	5.2.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3	5.1.2, 5.2.2, 5.6.1, 5.5.3, 5.4.1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.4.1
Task Weighting (100%)	20%	30%	30%	20%

YEAR 10 VISUAL ARTS ASSESSMENT SCHEDULE 2017

Assessment Component	Task 1 Term 2 Week 2	Task 2 Term 2 Week 5	Task 3 Term 3 Week 8	Task 4 Term 4 Week 5	Task 5 Term 4 Week 6
----------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

	Art Historical Art Critical Studies	Artmaking task	Art Historical Art Critical Studies	Artmaking task	Yearly Examination
Artmaking		✓		✓	
Critical and Historical Studies	✓		✓		✓
<i>Targeted Outcomes</i>	<i>5.7, 5.8, 5.9, 5.10</i>	<i>5.1, 5.2, 5.3, 5.4, 5.5, 5.6</i>	<i>5.7, 5.8, 5.9, 5.10</i>	<i>5.1, 5.2, 5.3, 5.4, 5.5, 5.6</i>	<i>5.1, 5.2, 5.3, 5.4, 5.5, 5.6</i>
Task Weighting (100%)	15%	25%	15%	25%	20%