

St Agnes Catholic High School



Stage 5

Year 10

Assessment Handbook

2018

Dear Parents,

As indicated in our Vision and Mission statement at St Agnes Catholic High School we are committed to providing quality teaching and learning to students within the Catholic tradition.

Parents are the first teachers of their children and we believe that students learn best at school when there is a partnership between home and school. We therefore encourage your involvement at school and ask you to support the school.

The handbook that you receive is designed to give you information about the Record of Student Achievement (RoSA) requirements and the formal assessment procedures that are in place for Year 10 students. The information given is a guide to formal assessment. Exact dates have been provided for the relevant assessments. Some assessments may be changed (with sufficient notification of 2 weeks to students) due to changes in the school calendar.

Assessment

Assessment is used to find out:

- What a student needs to learn
- How well a student is doing as a course progresses
- How well a student did at the end of a unit

Assessment can be formal or informal.

An example of informal assessment would be a teacher's judgement of the work completed in class or participation in a particular activity.

Formal assessment can include tasks such as assignments, fieldwork, model making, research projects, performances, portfolios and practical tests. Formal assessment tasks at St Agnes will include information on the outcomes that are being assessed and indication of what students have to do to achieve a given grade.

Reporting to parents

The first formal feedback for parents will be the Interim Report which will be sent home at the end of Term 1. This report provides information on your son's / daughter's approach to their studies. It is not an indication of his / her academic achievement.

Semester One & Two Reports will also be issued followed by Parent / Teacher Nights. These reports will provide detailed information on student's academic achievement in all of their subjects.

There is also written feedback on all formal assessment tasks.

If you have concerns at any time about your son's / daughter's performance, you are able to request information in a number of ways including:

- Writing a note in your son's / daughter's diary
- Contacting his / her Learning Advisor by phone or letter
- Contacting his / her Assistant Stage Coordinator by phone or letter
- Contacting the Teacher and Learning Coordinator by phone or letter
- Contacting his / her subject teacher by phone or letter
- Contacting his / her Stage Coordinator by phone or letter
- Contacting the Teaching and Learning Coordinator by phone or letter
- Contacting the Assistant Principal or Principal.

I hope that this will be an exciting year of learning for your son / daughter.

Yours Sincerely,

Laurence De Martin
Teaching and Learning Coordinator: Curriculum

Teaching and Learning Coordinators: 2018

Acting Principal	Ms Lisa-Maree Browning
Assistant Principal	Mr Kenneth Wolffe
Religious Education Coordinator	Mrs Mary Reyes
Teaching and Learning Coordinator: Curriculum	Mr Laurence De Martin
Teaching and Learning Coordinator: Technology	Mr Usman Khan
Acting Stage 5 Coordinator	Mr Christopher Chavez
English Teaching and Learning Coordinator	Mr Brian Doran
Mathematics Teaching and Learning Coordinator	Mr Gavin Hilder
Science Teaching and Learning Coordinator	Mrs Pam Kehal
Human Society and Its Environment Teaching and Learning Coordinator	Ms Bonita Carlin
Personal Development, Health and Physical Education Teaching and Learning Coordinator	Mr Greg Devine
Creative Arts & LOTE Teaching and Learning Coordinator	Ms Anneke Reemst
Technological and Applied Studies Teaching and Learning Coordinator	Mrs Rachel Vincent
VET Leader of Learning Coordinator	Mr Patrick Carroll
Learning Support Coordinator	Ms Jo-Anne Penna

Curriculum Requirements

The NSW Education Standards Authority (NESA) mandatory curriculum requirements for the Record of Student Achievement (RoSA) are listed below. All time allocations are indicative. Indicative time is the time expected for a typical student to achieve the objectives and outcomes of the course. The indicative time for a course is therefore directly related to that course's objectives and outcomes.

Mandatory Curriculum Requirements

English	<i>The Board Developed syllabus to be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10.</i>
Mathematics	<i>The Board Developed syllabus to be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10.</i>
Science	<i>The Board Developed syllabus to be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10.</i>
Human Society and its Environment	<i>To be studied substantially throughout each of Years 7-10. 400 hours are to be completed by the end of Year 10 and must include 100 hours of each of History and Geography in Stage 4 (Years 7-8) and 100 hours of each of Australian History and Australian Geography in Stage 5 (Years 9-10)</i>
Languages	<i>100 hours to be completed in one language over one continuous 12-month period between Years 7-10 but preferably in Years 7-8.</i>
Technological and Applied Studies	<i>The Board's mandatory 200-hour course in Design and Applied Technology. At least 50 hours of the mandatory course must be devoted to learning about and using computers. This requirement will be met by integrating computer technology in appropriate Design Projects.</i>
Creative Arts	<i>The Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.</i>
Personal Development, Health and Physical Education	<i>The Board's mandatory 300-hour integrated course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7-10 to allow for student maturation and to maintain physical fitness. 300 hours to be completed by the end of Year 10.</i>

Assessment Guidelines

Attendance

Principals may grant students leave for legitimate reasons such as illness, physical injury or holidays. If leave has been granted during the year there will be no effect on course completion requirements provided that you have completed compensatory assignments during the period of absence or have been able to catch up on missed work on your return to school. If absence is prolonged and work is not possible during the period, the Principal may judge that it is not feasible to make up the work during the year. Any extended period of unapproved absence may result in non-completion of a course(s).

Satisfactory course completion requirements

For the satisfactory completion of a course, it is your responsibility to:

- follow the course developed or endorsed by the Board; and
- apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of involvement in class, the assignments, homework completed and your level of achievement. If the Principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course. If you are deemed not to have completed a course, you will receive an 'N' determination. The course will be listed as 'Not Completed' on your Record of Achievement Part A.

You have the right to appeal against an 'N' determination. The appropriate form can be obtained from your Principal. Appeals against 'N' determinations should be lodged with your Principal, who will advise you of the date by which your appeal must be submitted. If you are dissatisfied with the result of the school review of your appeal, you should advise the Principal that you wish the appeal to be referred to the Board of Studies Teaching and Educational Standards.

Grades

For each course you have studied your achievement will be reported as a grade A - E. The grade you receive is determined by your school, based on your performance in the course throughout the year. The Board has developed a set of General Performance Descriptors that describe five levels of achievement, A - E. The table on the next page gives an indication of how these levels help to assess your performance. For each course, a set of Course Performance Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

You can view the Course Performance Descriptors for each course on the BOSTES website at <http://arc.bostes.nsw.edu.au/go/sc/sc-grading/cpds/>

Teachers will collect assessment information about your achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgment of the grade to award you at the end of Year 10. No grades will be awarded for Life Skills Courses. These are reported through the achievement of outcomes listed on the Student Profile.

General Performance Descriptors

A	Indicates 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	Indicates high achievement in the course. The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply the knowledge and skills to most new situations.
C	Indicates 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	Indicates 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	Indicates 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.

Assessment Policies and Procedures

1. Internal Assessment

- Generally Internal Assessment commences mid Term 1. Students will be issued with guidelines and Assessment Grids for each course.
- Students will be provided with an Assessment Calendar of tasks for the year. Dates may vary from the original calendar however students will be given at least two weeks notice in writing of any changes.
- If an internal assessment task is deemed to be invalid, the Principal has the discretion to substitute an alternative assessment task.

2. Progress Reports

- Students will receive an indication of their performance for individual pieces of work.
- Semester Reports are issued.

3. Student Responsibilities

- To familiarise yourself with the general School Policies. These are outlined in the Student Assessment Handbook and Assessment Grids. All NSW Education Standards Authority are available on the website at www.boardofstudies.nsw.edu.au
- To speak with the Teaching & Learning Coordinator - curriculum, Mr De Martin if you are in doubt about the requirements of the Assessment Policy.
- To cooperate with the process of Assessment.
- To attend school, be aware of due dates for assessment tasks and complete tasks on time.
- To provide written evidence (eg. Doctor's Certificate) of reason for absence from or late submission of formal assessment tasks.
- To plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.
- To seek help and advice from the teaching staff.
- To be present to do all in-school assessment tasks. This means being present all day on the day a task is due.
- To be on time for all assessment tasks.
- To keep a personal record of the results of assessment tasks.
- To apply himself/herself to the best of his/her ability to all coursework whether it is an assessment task, class work or homework.

4. Assessment Information

The date of an assessment task can be changed if school circumstances make it advisable. In such cases students will be given reasonable written notice (usually at least two weeks), of the alteration. The three key principles in this procedure will be that:

- a) the date will not generally be made earlier than that originally advised.
- b) the weighting of the Task in the overall Assessment Schedule will not generally be varied.
- c) every consideration will be given to ensure that students do not suffer disadvantage.

Students are awarded a mark for each assessment task. The final RoSA grade, as submitted to the NSW Education Standards Authority must not be given to students. A student's mark for any task is confident

5. Sickness, Emergency or Misadventure

In all such cases a telephone call on the day of your absence to your Teaching and Learning Coordinator is needed. If the assessment task can be delivered to the class teacher on time by a parent or other person acting on your behalf, that too is appropriate and helpful.

If it is not possible to *submit an assessment task* on the set date due to illness, students are to present the task, along with a Medical Certificate and a parent or guardian note on the first day of their return to school. All three items should be presented to the course teacher before the first period. The items should then be presented to the appropriate Teaching and Learning Coordinator.

Students absent on the day of an *in-class assessment task or examination* are to see the Teaching and Learning Coordinator before the first period. A Medical Certificate and a parent note are to be presented to them. Students may be given a substitute task or asked to sit the missed assessment.

There will be no penalty imposed if the above procedure is followed. To arrive at school with no Medical Certificate the first day back from illness may result in a zero mark.

Students suffering from an illness of more than one or two days or with a serious problem affecting their ability to submit an assessment task on time should apply to the Teaching and Learning Coordinator for an extension. The appropriate form is available in the Appendix. Students experiencing a prolonged absence must maintain contact with the Teaching and Learning Coordinator in order to follow the relevant school procedures.

Students with approved leave during assessment tasks must make alternate arrangements with your class teacher and the Teaching and Learning Coordinator. Unapproved leave during assessment tasks will result in a mark of zero.

6. Late Submission

A penalty will apply for any late submission of an assessment task not covered in the above. **Students will lose 10% of the mark normally awarded for every day late** (for example, the loss of 40% of the mark awarded if a student submits work 4 days late). In this context, “day” means calendar day; for example, a piece of work due on a Friday and submitted on the following Monday is three days late. In most instances, parents will be notified of penalties incurred due to the late submission of work. **A student will have a zero recorded for work submitted 10 or more days late.**

Students are *expected* to **submit all assessment tasks, even in cases where a zero mark will be recorded.** Students *must* complete **RoSA assessment tasks** that contribute in **excess of 50% of the available marks in a course.** Consistent failure to submit assessment tasks could result in failure to satisfy Board requirements and a subsequent “N” (Non-completion) determination for the course.

An N-determination in one course may place a student’s RoSA at risk. Students at risk of receiving an N-determination will be sent a warning letter from the Teaching and Learning Coordinator: Curriculum. Students failing to respond to warning letters will need to attend an interview with their parents/guardians and the Teaching and Learning Coordinator: Curriculum or Assistant Principal. All students who receive an “N” determination for a course will be informed of the consequences, their right to appeal (a School Review or Board of Studies appeal) and the relevant procedures.

7. Submitting Assessment Tasks

Assignment-type tasks must be **handed personally** to your class teacher at the **beginning of the appropriate subject period on the specified day**. **If no period** for the subject is timetabled for that day, the task must be given to your teacher, or in the case of his or her absence, to the relevant Teaching & Learning Coordinator **before the first period on the specified day**.

An assessment task submitted later on the day than the timetabled period for that subject will be regarded as one day late and will attract a penalty. It is your responsibility to submit an assessment task on time.

The use of information technology that includes **USB, E-mail, Moodle or Google Classrooms** as a means of submitting tasks is **acceptable**, however the school accepts no responsibility for the loss of tasks submitted electronically. To reduce the likelihood of this occurring, please ensure you have followed your class teachers instructions such as specific file naming conventions where stated as well as any instructions for the uploading of tasks onto Moodle or Google Classrooms. It is also advised that you always create an electronic backup of all tasks.

8. Extensions

Extensions will only be granted by a Teaching & Learning Coordinator in the most exceptional circumstances, and should not be assumed by students. Should a student wish to seek an extension for an Assessment Task, they must apply *in advance, at least a week before the task is due*, to the Teaching & Learning Coordinator involved. A form is available for this purpose and is found in the Appendix. The Teaching & Learning Coordinator will deal promptly with the application and advise the outcome. Late applications for an extension will only be considered if special circumstances exist.

Grounds for extension may be:

1. Illness or valid injury (Doctor's Certificate and Illness/Misadventure Form must be provided)
2. Severe family disruption
3. Student involvement in an official school function
4. Other (at the discretion of the Principal)

9. Alleged Malpractice in Assessment Tasks or Examinations

The NSW Education Standards Authority defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others”. Any form of dishonesty in completing an assessment task, such as cheating, assisting someone to cheat or plagiarising (using other people's work without acknowledgement) will result in no marks being recorded.

Plagiarism is the presenting of the words and ideas of others as if they were your own. It includes copying sections from books, articles (and other print material), CD ROMs & websites (and other electronic material), without indicating a quotation and acknowledging the author. Paraphrasing (changing a passage into your own words) is also plagiarism when the author of the original works is not acknowledged. Copying from other students and presenting it as your own is also plagiarism.

10. Grievance & Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. A grievance is any type of problem, and may be about an act, omission, situation or decision, you feel is unfair, discriminatory or unjustified. Students have *2 school days which includes the day they receive a task back in which to lodge an Assessment Appeal Form (See Appendix) if they are unhappy about their result.* Any requests made after this will not be accepted.

The following procedure should be followed:

- (a) Try to clarify the situation with the class teacher involved.
- (b) If the situation is unresolved, then you are to see the Teaching and Learning Coordinator: Curriculum for an Assessment Appeal Form.
- (c) Complete the form and return it to the Teaching and Learning Coordinator: Curriculum.
- (d) The Teaching and Learning Coordinator: Curriculum, together with the Teaching and Learning Coordinator concerned will hold a meeting with you. Notes will generally be taken and agreed to at the end of the meeting.
- (e) If a satisfactory resolution cannot be achieved, then the Assistant Principal must be contacted in bringing about a resolution. All procedures are consistent with the NSW Education Standards Authority requirements.

11. A Glossary of Key Terms

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

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Year 10 Compulsory Subjects

Religious Education Coordinator: Mrs Mary Reyes

Religious Education

DATE	TASK	UNIT	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 (Week 8)	Essay	Morality, Justice and Peace	C5.6, C5.9, C5.10, C5.11, C5.12	25%
Term 2 (Week 3)	Accountable Talk	Reverence for Life	C5.1, C5.9, C5.10, C5.11, C5.12	25%
Term 3 (Week 8)	Expo	Mary and the Saints	C5.7, C5.9, C5.10, C5.11	25%
Term 4 (Week 3/4)	Yearly Exam	A Call to Unity & previous units	C5.1, C5.4, C5.6, C5.7, C5.11, C5.12	25%
Total:				100%

English Teaching & Learning Coordinator: Mr. Brian Doran

English

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 8	Essay	The Novel	EN5-1A, EN5-3B, EN5-5C, EN5-6C	25%
Term 2 Week 6	TED Talk	Film Study	EN5-1A, EN5-2A, EN5-4B, EN5-7D, EN5-9E	25%
Term 3 Week 7	Visual Representation & Justification	Racism & Discriminatio n	EN5-4B, EN5-5C, EN5-8D, EN5-9E	25%
Term 4 Week 3/4	Yearly Examination	Poetry	EN5-1A, EN5-2A, EN5-5C, EN5-6C, EN5-9E	25%
Total:				100%

Mathematics Teaching & Learning Coordinator: Mr. Gavin Hilder

Year 10 Mathematics 5.3

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 10	Year 10 Topic Test 1	Trigonometry Probability	MA5.3-15MG, MA5.2-17SP	20%
Term 2 Week 5	Year 10 Half Yearly Examination	Trigonometry Probability Non-Linear Relationships	MA5.3-15MG, MA5.2-17SP, MA5.3-10NA	20%
Term 2 Week 10	Year 10 Topic Test 2	Equations	MA5.3-7NA	20%
Term 3 Week 5	Year 10 Topic Test 3	Volume	MA5.3-14MG	20%
Term 4 Week 3/4	Year 10 Yearly Examination	Equations Bivariate Data Analysis Ratios and Rates Functions and Other Graphs	MA5.3-7NA, MA5.3-19SP, MA 5.3 - 4NA, MA5.3-12NA	20%
Total:				100%

Year 10 Mathematics 5.2

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 10	Year 10 Topic Test 1	Trigonometry Single Variable Data Analysis	MA5.2-13MG, MA5.2-15SP	25%
Term 2 Week 5	Year 10 Half Yearly Examination	Trigonometry Single Variable Data Analysis Non-Linear Relationships	MA5.2-13MG, MA5.2-10NA MA5.2-15SP	25%
Term 3 Week 10	Year 10 Topic Test 3	Equations Financial Maths	MA5.2-8NA, MA5.2-4MG	25%
Term 4 Week 3/4	Year 10 Yearly Examination	Ration & Rates Financial Maths Bivariate Data Analysis	MA5.2-5NA, MA5.2-2WM	25%
Total:				100%

Year 10 Mathematics 5.1

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 10	Year 10 Topic Test 1	Trigonometry Probability	MA5.1-10MG, MA5.1-13SP	25%
Term 2 Week 5	Year 10 Half Yearly Examination	Trigonometry Probability Equations	MA5.1-10MG, MA5.1-13SP	25%
Term 3 Week 5	Year 10 Topic Test 3	Non-Linear Relationships	MA4-7NA	25%
Term 4 Week 3/4	Year 10 Yearly Examination	Ratios and Rates Volume	MA4-7NA, MA4-14MG	25%
Total:				100%

Science Teaching & Learning Coordinator: Mrs Pam Kehal

Science

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 9	Student Research Project Scientific Skills Quiz	Science	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-10PW SC5-11PW	20% 5%
Term 2 Week 5	Written Examination	Physical World Living World Scientific Skills	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-14LW SC5-15LW	25%
Term 3 Week 9	Practical exam	Chemistry	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-16CW, SC5-17CW	25%
Term 4 Week 3	Written Examination	Scientific skills based written exam	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	25%
Total:				100%

HSIE Teaching & Learning Coordinator: Ms. Bonita Carlin

History – Semester 1 NSW syllabus for the Australian Curriculum				
DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 5	Take Home Multiple Entry Point Assessment	Core Study Depth Study 4 Rights and Freedoms (1945-present)	HT5-2, HT5-3 HT5-8, HT5-9	40%
Term 2 Week 5	Half Yearly Examination Multiple choice, Short answers and Extended response	Depth Study 6 School Developed Option Australia in the Vietnam Era	HT5-1, HT5-4, HT5-5, HT5-7	50%
Throughout Semester 1	Class Tasks For and As Learning	Core Study Depth Study 4 Rights and Freedoms (1945-present) and Depth Study 6 School Developed Option Australia in the Vietnam Era	Any of the following outcomes: HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10	10%
Total:				100%
Geography – Semester 2 BOSTES (NESA) 2003 Syllabus				
DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 3 Week 5	Take Home Multiple Entry point assessment	Environmental Change and Management	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	40%
Term 4 Week 3/4	Yearly Examination Multiple choice, Short answers and Extended response	Human Well being	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	50%
Throughout Semester 2	Class Tasks For and As Learning	Environmental Change and Management AND Human Well being	Any of the following outcomes: GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	10%
Total:				100%

PDHPE Teaching & Learning Coordinator: Mr. Greg Devine

PDHPE: Year 10

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
TERM 1 Week 7	Road Safety Task	Risk	5.6, 5.7, 5.12, 5.15, 5.16	15%
TERM 1 Week 10	Practical Dance Performance	Dance	5.4, 5.5, 5.9, 5.13, 5.14	15%
TERM 1/2 Ongoing	Classwork	Semester 1 topics	5.4, 5.5, 5.6, 5.7, 5.9, 5.12, 5.13, 5.14, 5.15, 5.16	10%
TERM 3 Week 8-10	Relationships report/presentation	Relationships	5.3, 5.6, 5.11, 5.12, 5.13,	15%
TERM 3 Week 8-10	Skill Performance Task	Skill Acquisition	5.4, 5.9, 5.14	15%
TERM 3/4 Ongoing	Classwork	Semester 2 topics	5.3, 5.4, 5.6, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14,	10%
TERM 4 Week 3/4	Yearly Examination	Stage 5 (Yr 10 topics)	5.3, 5.6, 5.7	20%
Total:				100%

Year 10 Elective Subjects

Creative Arts Teaching & Learning Coordinator: Ms Anneke Reemst

Dance 100 & 200 Hours

TASK	TOPIC	ASSESSMENT COMPONENT	ASSESSABLE OUTCOMES	WEIGHTING
Composition Task Warm up Demonstration Due Date: Term 1 Week 8	Elements of Dance	Composition Performance	5.1.1, 5.2.2, 5.2.1	25%
Media Presentation and Performance Due Date: Term 2 Week 6	Ritual Dance	Appreciation Composition Performance	5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1	20%
Viva Voce and performance Due Date: Term 3, Week 7	Creating Motifs	Appreciation Composition Performance	5.2.2, 5.2.3, 5.3.1	20%
Reflective Journal Due Date: Term 4, Week 2	Combination of all units	Appreciation	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2	10%
Yearly Written Exam Due Date: Term 4 Week 3 /4	<ul style="list-style-type: none"> • Elements of Dance • AUS and NZ Dance Companies • Styles of Dance 	Appreciation	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.2	25%
Total:				100%

Drama 100 & 200 Hours

TASK	TOPIC	ASSESSMENT COMPONENT	OUTCOMES	WEIGHTING
Unit 1: Theatre, theory and Practice - Individual research and Group performance Due Date: Term 1, Week 8	Theatre, Theory and Practice	Making, Performing Appreciating	5.1.1, 5.1.2, 5.2.1, 5.3.1	20%
Unit 2- Shakespearean Theatre - Monologue Term 2, Week 5	Monologue / Individual performance	Making Performing Appreciating	5.1.1, 5.1.3, 5.2.2, 5.3.1	20%
Unit 3- Realism - Group Performance	Realism	Making Performing Appreciating	5.1.1, 5.1.2, 5.2.1, 5.2.3, 5.3.1, 5.3.3	30%
Yearly Written Exam Due Date: Term 4 Week 3/4	<ul style="list-style-type: none"> ● Realism ● social/political theatre ● Theatre, Theory and Practice 	Appreciating	5.1.4, 5.2.3, 5.3.1, 5.3.2, 5.3.3	30%
Total:				100%

Music 100 & 200 Hours

DATE	TASK	TOPIC	ASSESSMENT COMPONENT	OUTCOMES	WEIGHTING
TERM 1 Week 6-7	Research / Performance	Jazz Music	<ul style="list-style-type: none"> · Research the history and development of Jazz - comparing two different styles and its artists/bands. · Identify key characteristics/ techniques with reference to the concepts of music · Perform a Jazz piece 	5.3, 5.7, 5.11	20%
TERM 2 Week 5-6	Composition / Performance *** <i>Mid-Semester Works In Progress</i>	Music for Small Ensembles	<ul style="list-style-type: none"> · In your small ensemble groups, compose and perform your song · This will be notated using digital notation software and performed in class 	5.2, 5.5, 5.6, 5.12	25%
TERM 3 Week 7	Presentation / Performance	Australian Music <i>Kool Skools Project (optional)</i>	<ul style="list-style-type: none"> · Research an Australian artist/band and their musical repertoire · Present your research creatively using ICT, video, poster design, book etc and include musical examples · Perform a song from an Australian artist/band 	5.1, 5.3, 5.4, 5.7, 5.8	20%
TERM 4 Week 5-6	Examination / Performance	The Performer	<ul style="list-style-type: none"> · Yearly examination and major performance work for CAPA night/school concert 	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	35%
Total:					100%

Photography and Digital Media 100 & 200 Hours

DATE	TASK	TOPIC ELEMENTS	ASSESSMENT COMPONENT	ASSESSABLE OUTCOMES	WEIGHTING
TERM 1 Week 8 Analysis	100hrs - Photography analysis - essay 200hrs- essay				25%
Week 10 Portfolio	Practical- 100hrs Photographic Portfolio 200hrs - Elements through Vanitas	Elements of Photography	Practical/Critical and Historical	100 and 200hrs 5.1 5.2 5.3 5.4 5.7 5.8 5.9	10% critical 15% practical
TERM 2 Practical week 7					30%
Week 8 Video Journal	Landscape Practice and Digital Journal	Landscape through the suburbs	Practical Critical and Historical	Practice-5.1, 5.2, 5.3, 5.4 Critical-5.7, 5.8	Practice 20% Video journal 10%
TERM 4 Week 7	Stop Motion- Claymation Prac Task Practice and Critical 100 and 200hrs	Motion Vs No Motion	Practical/Critical/ Frames	5.1, 5.4, 5.5,5.6	30%
TERM 4 Week 3/4	PDM Yearly exam	Short and extended written responses of photographic work	Critical/ Frames	5.7, 5.8, 5.9, 5.10	15%
Total:					100%

Visual Arts 100 & 200 Hours

DATE	TOPIC	ASSESSMENT COMPONENT	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 9	Religious and Spiritual Art	Critical and Historical	5.4,5.7,5.8,5.10	10 %
Term 2 Week 6	Religious and Spiritual Art	Art Making	5.1,5.3,5.5,5.6	30 %
Term 3 Week 6/7	Abstract Art	Essay plan and in class essay Critical and Historical	5,7 5.8, 5.9, 5.10	15%
Term 4 Week 6	Abstract Art	Art Making	5.1,5.2 5.3, 5.4 5.5, 5.6	30%
Term 4 Week 3/4	Art History/ Art Criticism written exam essay and short responses)	Critical and Historical	5.7, 5.8, 5.9, 5.10	15%
Total:				100%

PDHPE Teaching & Learning Coordinator: Mr. Greg Devine

PASS 100 & 200 Hours

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
TERM 1 Week 9	In-Class Test	Body Systems	1.1, 1.2, 4.1, 4.2, 4.3, 4.4	20%
TERM 2 During Prac lessons	Coaching Task	Coaching	3.1, 3.2, 4.1, 4.2, 4.3, 4.4	20%
TERM 1/2 Ongoing	Classwork	Semester I topics	1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	10%
TERM 3 Ongoing through Practical Lessons	Fitness Log	Fitness	1.1, 1.2, 4.3, 4.4	20%
TERM 3/4 Ongoing	Classwork	Semester I topics	1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4	10%
TERM 4 Week 3/4	Yearly Exam	All topics	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	20%
Total:				100%

Child Studies 100 Hours

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
TERM 1 Week 6	Brochure	Where Do I Come From?	1.1, 2.3, 4.1, 4.2, 4.3	20%
TERM 2 Week 4	Egg Experiment	Newborn Baby Care	1.2, 1.3, 2.3, 3.1, 5.1, 5.3	20%
TERM 1/2 Ongoing	Classwork	Semester 1 Topics	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 5.1, 5.3	10%
TERM 3 Week 6	Learning experience design task	Growth and Development	1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 5.1, 5.3	20%
TERM 4 Week 2	Yearly Examination	Course topics	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 5.1, 5.2, 5.3	20%
TERM 3/4 Ongoing	Classwork	Semester 2 Topics	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 5.1, 5.2, 5.3	10%
Total:				100%

HSIE Teaching & Learning Coordinator: Ms Bonita Carlin

Commerce 100 Hours

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 8	Report and Pamphlet	Consumer Choice	5.1, 5.2, 5.4, 5.7, 5.8, 5.9	20%
Term 2 Week 5	Half Yearly Examination	Consumer Choice and Personal Finance	5.1, 5.2, 5.3, 5.5, 5.6	30%
Term 3 Week 9	Political Party Campaign Report	Political Involvement	5.2, 5.3, 5.4, 5.6, 5.9	20%
Term 4 Week 3/4	Yearly Examination	Course Topics	5.2, 5.3, 5.4, 5.5, 5.8	30%
Total:				100%

Commerce 200 Hours

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 8	Report	Law and Society	5.1, 5.2, 5.3, 5.9	20%
Term 2 Week 5	Half Yearly Examination	Law in Action Employment issues	5.2, 5.3, 5.4, 5.8	30%
Term 3 Week 9	Business Project	Running a Business	5.2, 5.7, 5.8, 5.9	20%
Term 4 Week 3/4	Yearly Examination	Towards Independence Law in Action	5.1, 5.4, 5.6, 5.5, 5.8	30%
Total:				100%

History Elective 100 and 200 Hours

NESA 2013 Syllabus

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 6	Take Home Research Assessment	Constructing History – Historical fiction: King Arthur	E5.1, E5.2, E5.6, E5.7, E5.8,	20%
Term 2 Week 4	In Class Multiple entry point assessment	Ancient, Medieval and Early Modern Societies: A 20th-century study – The Korean War	E5.1, E5.3, E5.4, E5.8, E5.10	30%
Term 3 Week 3	Take Home Multiple entry point assessment	Ancient, Medieval and Early Modern Societies- Medieval and early modern Europe-The Renaissance	E5.1, E5.3, E5.4, E5.8, E5.10	20%
Term 4 Week 3/4	Multiple entry point assessment	Thematic Studies- War and peace – The French Revolution	E5.1, E5.5, E5.6, E5.8, E5.9, E5.10	30%
Total:				100%

TAS Teaching & Learning Coordinator: Mrs Rachel Vincent

Food Technology 100 or 200 Hours

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
TERM 1 Week 7/ 8	Exposition	Is It Good for Me?	5.3.1 5.4.2 5.6.1 5.6.2	20%
TERM 2 Week 5/6	Design Task	The Great Aussie Bite	5.5.1 5.5.2	20%
TERM 3 Week 7/8	Practical Examination	Great Expectations	5.1.1 5.5.1 5.5.2	30%
TERM 4 Week 3/4	Written Examination	It's A Fad	5.2.1 5.3.1 5.3.2	30%
Total:				100%

Industrial Technology Timber 100 Hours

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
TERM 2 Week 4	Trinket Box Design Portfolio	Core Module I	5.2.1, 5.2.2, 5.3.1, 5.4.1, 5.5.1, 5.6.1	15%
TERM 2 Week 6	Trinket Box Practical	Core Module I	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.2, 5.5.1	25%
TERM 4 Week 2	Toy Truck Design Portfolio	Core Module II	5.2.1, 5.2.2, 5.3.1, 5.4.1, 5.5.1, 5.6.1	15%
TERM 4 Week 2	Toy Truck Practical	Core Module II	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.2, 5.5.1	25%
TERM 4 Week 3/4	Written Examination	Core Modules I and II	5.1.1, 5.1.2 5.3.1, 5.5.1, 5.7.1, 5.7.2	20%
Total:				100%

Information Software Technology 100 Hours

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
TERM 1 Week 9	Research Task	The World Wide Web	5.1.2, 5.5.1,5.5.2	20%
TERM 2 Week 7	Website Design	The World Wide Web	5.2.2,5.5.1.1.5.4.1	20%
TERM 3 Week 9	Database	Database Design	5.2.2, 5.3.2	30%
TERM 4 Week 3/4	Written Examination	Database Design	5.2.3, 5.3.1, 5.5.3	30%
Total:				100%

Vocational Education and Training (VET) Assessment

VET Cluster Coordinator: Mr Patrick Carroll

Assessment is the process of gathering information and making judgments about student achievement for a variety of purposes. **Assessment Requirements and Advice** for all Industry Frameworks Courses is found in Section II of each of the **Part A Framework Syllabus Documents**.

Each assessment must have an assessment tool/task together with documents used to gain evidence of competence (eg. observation checklists if appropriate). Each assessment task/tool must clearly identify the unit of competency/elements of units being assessed.

The courses within each Industry Curriculum Framework are competency-based courses. The NSW Education Standards Authority (NESA) and the Australian Skills Quality Authority (ASQA) require that a competency-based approach to assessment be used and that a record be held by the school of the competencies achieved.

In a competency-based course, assessment of competencies is criterion referenced. This means that a participant's performance is judged against a prescribed standard – not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. Assessment should be fair, valid and consistent.

Competency based assessment incorporates all aspects of skill performance, including problem solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

It is not necessary, nor is it necessarily desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes.

To achieve an AQF Certificate or Statement of Attainment a student must be assessed as competent according to the requirements set out in the national training package.

Demonstrating competence means that a student can perform the task or show an understanding to the level/standard required by industry. Student competence can only be measured (assessed) by a qualified teacher and/or another industry-qualified assessor.

The RTO develops all VET assessment tasks/ tools administered to assess the competence of a student. The teacher will distribute the task, outline specific requirements and provide adequate time to complete the mandated task throughout the course. If components of the task are incomplete or a student doesn't meet the industry standard, the student will be able to re-submit.

It is anticipated that students will make the necessary effort to meet the task requirements on the first attempt, however if this is not achieved the student will be provided a **maximum of 3 attempts/remarks to complete all components of the task to the level required.**

NB: If a student believes that they have not been fairly assessed the student has a right of appeal. The school's assessment policy provides full details of the appeals processes. See the appeals Process in the schools Assessment Handbook (Page 8)

When a student successfully demonstrates competence against a particular standard they're judged as 'Competent'. There is no pass/fail. A student is either "competent" or 'not yet competent'. The 'Not yet competent' really means that the student is working towards competency. A student will be provided on going feedback and access to competency progress in both assessment task and school semester reports. At the completion of the course the teacher will notify NESA of a student's competency outcome.

BSB10115 Certificate I in Business Services

DATE	COMPETENCIES BEING ASSESSED
Term 2 Week 6	<p style="text-align: center;">Safety First</p> <p style="text-align: center;">BSBWHS201: Contribute to the health and safety of self and others</p> <p style="text-align: center;">BSBADM101: Use business equipment and resources</p> <p style="text-align: center;">QWERTY keyboard</p> <p style="text-align: center;">BSBITU101: Operate a personal computer</p> <p style="text-align: center;">BSBITU102: Develop keyboard skills</p>
Term 4 Week 7	<p style="text-align: center;">QWERTY keyboard</p> <p style="text-align: center;">BSBITU101: Operate a personal computer</p> <p style="text-align: center;">BSBITU102: Develop keyboard skills</p> <p style="text-align: center;">World of Work</p> <p style="text-align: center;">BSBCMM101: Apply basic communication skills</p> <p style="text-align: center;">BSBLED101: Plan skills development</p>

SIR10116 Certificate I in Retail Services

DATE	COMPETENCIES BEING ASSESSED
Term 3 Week 5	<p style="text-align: center;">Retail Experience</p> <p style="text-align: center;">SIRXWHS001: Work Safely</p> <p style="text-align: center;">SIRXIND001: Work effectively in a customer service environment</p> <p style="text-align: center;">SIRXCOM001: Communicate in the workplace to support team and customer outcomes</p> <p style="text-align: center;">BSBADM101: Use business equipment and resources</p>
Term 4 Week 7	<p style="text-align: center;">Working in the Retail Industry</p> <p style="text-align: center;">FSKDIG02: Use digital technology for simple workplace tasks</p> <p style="text-align: center;">SIRXIND003: Organise personal work requirements</p> <p style="text-align: center;">SIRXIND004: Plan a career in the Retail Industry</p>

Appendix



St Agnes Catholic High School

PO Box 24, ROOTY HILL NSW 2766

phone: 8882 0700
fax: 8882 0790
email: stagnes@parra.catholic.edu.au
website: www.stagnesrootyhill.catholic.edu.au/

Date: _____

Dear _____

Re: OFFICIAL WARNING – Non Completion of a Year 10 Course

This is to advise that your son/daughter _____ is in danger of not meeting the Course Completion Criteria for the Year 10 course in _____

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

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive an 'N' determination in a mandatory course are not eligible for the Record of Student Achievement (ROSA)

Course Name: _____

- is a mandatory course.
 is not a mandatory course.

To date, _____ has not satisfactorily met either one or more of the following **Course Completion Criteria**.

- (a) followed the course developed or endorsed by the Board; 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. (Absence from classes would result in outcomes not being met).

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and for which a genuine attempt has not been made. In order for your child to satisfy the Course Completion Criteria, the following tasks need to be satisfactorily completed:

Task Name/Course Requirement/Course Outcome	Original Due Date	Action Required by student	Date to be completed by: (if applicable)

Please discuss this matter with your son/daughter. The Teaching & Learning Co-ordinator can assist in providing further information. Please complete and return the attached acknowledgement letter to the Teaching & Learning Co-ordinator concerned.

Yours sincerely

Ms Lisa-Maree Browning
Acting Principal

Mr. Laurence De Martin
Teaching & Learning Coordinator: Curriculum



St Agnes Catholic High School

PO Box 24, ROOTY HILL NSW 2766

phone: 8882 0700
fax: 8882 0790
email: stagnes@parra.catholic.edu.au
website: www.stagnesrootyhill.catholic.edu.au/

Re: OFFICIAL WARNING – Non Completion of a Year 10 Course

Please complete and return this acknowledgement letter to Mr. Laurence De Martin

Student's Name: _____

Dear _____

I have received the Warning Letter dated _____ indicating that my son/daughter _____ is in danger of not having satisfactorily completed Course Completion Criteria for _____

I am aware that this course may appear on his/her Record of Student Achievement with 'Not Complete' indicated.

I am also aware that the 'N' Determination may make him/her ineligible for the Record of Student Achievement.

Parent's / Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Homeroom: _____

St Agnes Catholic High School Illness/Misadventure Form



For appeals based on illness, this section will normally be completed by a doctor or other health professional. In the case of misadventure, it may be completed by another person, e.g. a counsellor. **This person should not be related to the student.**

Student Name: _____ Homeroom: _____

Course: _____

Class Teacher: _____

Task Name: _____

Due Date: _____ Actual Submission Date: _____

Outline below the circumstances of your case.

To support this appeal, you have attached (tick the appropriate box)

- A medical certificate
- A bereavement notice
- Other supporting documentation (A parent note is not sufficient)

I declare the above information to be true and accurate

Student's Signature: _____ Date: _____

School Use Only

We have noted the above appeal and have decided to:

- Accept the appeal
- Reject the appeal

Class Teacher's Signature: _____ Date: _____

Teaching and Learning Coordinator's Signature: _____ Date: _____

St Agnes Catholic High School
Extension Request for a RoSA Course Assessment Task



Student Name: _____

I hereby apply for an extension in the following RoSA Course Assessment Task.

Course: _____

Nature of Task: _____

Due Date: _____

Task Name: _____

Reason for Extension:

(Documentary evidence from parent/doctor to be attached)

In applying for this extension I assure the Teaching and Learning Coordinator that I am not seeking any unfair advantage over the other students in the course.

Student's Signature: _____

Date: _____

School Use Only

I have noted the above request and have decided:

To grant an extension

Not to grant an extension

Reason:

New date for submission of Assessment Task: _____

Class Teacher's Signature: _____

Date: _____

Teaching and Learning Coordinator's Signature: _____

Date: _____

**St Agnes Catholic High School
Assessment Appeal Form**



Student Name _____ Year: _____

Date _____

Subject: _____

Class teacher: _____

Teaching and Learning Coordinator: _____

Reason for Appeal:

Student's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

School Use Only

Appeal Outcome

I have noted the above and have decided:

To grant this appeal

Not to grant this appeal

Reason:

Teaching and Learning Coordinator's Signature: _____ Date: _____

Teaching and Learning Coordinator: Curriculum Signature: _____ Date: _____