

# *St Agnes Catholic High School*



*Stage 5*

*Year 9*

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

# 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**

<b>English</b>	<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>
<b>Mathematics</b>	<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>
<b>Science</b>	<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>
<b>Human Society and its Environment</b>	<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>
<b>Languages</b>	<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>
<b>Technological and Applied Studies</b>	<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>
<b>Creative Arts</b>	<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>
<b>Personal Development, Health and Physical Education</b>	<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.

## 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 Board's website at [www.boardofstudies.nsw.edu.au/schoolcertificate/sc\\_cpd.html](http://www.boardofstudies.nsw.edu.au/schoolcertificate/sc_cpd.html).

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

<b>A</b>	Indicates <b>excellent</b> 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>B</b>	Indicates <b>high</b> 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.
<b>C</b>	Indicates <b>substantial</b> 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.
<b>D</b>	Indicates <b>satisfactory</b> 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.
<b>E</b>	Indicates <b>elementary</b> 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.

# St Agnes Catholic High School Assessment

## 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 Board of Studies requirements are available on the web at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
- To speak with the Teaching & Learning Coordinator, Mr De Martin if you are in doubt about the requirements of the Assessment Policy.
- To cooperate with the process of Assessment.

- Do not plagiarise (i.e. copy) other peoples' work. Malpractice or dishonesty will lead to a zero mark.
- It is the student's responsibility to inform the school if he/she is to be absent on the day of an assessment task.
- If you become ill during an examination or an in-class assessment task, you should inform the teacher who is supervising, even if you are able to complete the task. At the earliest possible opportunity you should submit an Illness/Misadventure appeal to the Teaching & Learning Coordinator: Curriculum and request consideration by the Appeals Committee. The mark may be adjusted and a record will be kept.

## 4. Non Completion of Assessment Tasks

In order to have studied a Board Course satisfactorily, the Board expects each candidate to have completed all assessment tasks.

In the case of illness or misadventure students may appeal for consideration. If you are absent on the day of a task the school must be contacted to inform the relevant Studies Coordinator that you are unable to do the task and/or hand in the task.

If a major examination is missed, due to illness or misadventure, the student must report to the relevant Studies Coordinator on the first day back to be informed of what action they will need to take.

In the **case of illness**, students are required to obtain a **MEDICAL CERTIFICATE** for the day of the missed assessment task. **Students must report to the Studies Coordinator on the morning they return to school and an illness/misadventure form will be given to the student.** The Medical Certificate must be attached to this form and the Appeals Committee will consider the appeal. **N.B.** The appeal will not be considered if the Illness/Misadventure Form and ALL documentation (including Medical Certificate) are not submitted by midday of the day the student returns to school. The relevant Studies Coordinator will inform the student of the outcome of this appeal and of the process as per School Policy.

In the case of misadventure, students are required to complete an Illness/Misadventure Form on the morning they return to school and are required to produce evidence to support their appeal within three (3) days.

Where the appeal is accepted, either the original task may be reset or a substitute task may be provided or an estimate mark may be awarded in accordance with the school's policy relating to the estimation of marks for assessment tasks.

**Appeals Committee** This committee consists of the Assistant Principal, Teaching and Learning Coordinator, relevant Studies Coordinator and Stage 5 Coordinator.

- Late Assessment tasks will receive the following penalties:
  - 1<sup>st</sup> day late: 10% off final mark
  - 2<sup>nd</sup> day late: another 20% off final mark
  - 3<sup>rd</sup> day late: another 20% off final mark
  - 4<sup>th</sup> day late: a Zero mark will be given and students will receive an 'Unsatisfactory warning' letter.
- All tasks **MUST** be submitted regardless of the penalty. Only in exceptional circumstances will the Principal allow further consideration.
- Students who, for whatever reason, will not be present on the day that a submission is due may make prior arrangements to post their submission task. The task must be posted by registered mail on the due date at the latest.
- Students who are unable to attend school on the day a task is due must ensure the assessment item is brought to school by someone else and given to the relevant Studies Coordinator.

Students who, in the opinion of the Principal, have been cheating in any assessable task, or who have assisted another student to cheat, will be awarded no marks for that task.

## Year 9 Compulsory Subjects

**Religious Education Coordinator: Mrs Mary Reyes**

### Religious Education

DATE	TASK	UNIT	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 (Week 8)	Written response	Eucharist	C5.5, C5.9, C5.11, C5.12	25%
Term 2 (Week 6)	Portfolio	The New Testament	C5.3, C5.9, C5.10, C5.11, C5.12	25%
Term 3 (Week 3)	Artwork	Images of Jesus	C5.2, C5.9, C5.10, C5.11	25%
Term 4 (Week 5)	Yearly Exam	Inspiring People of Faith & previous units	C5.2, C5.3, C5.5, C5.11, C5.12	25%
<b>Total:</b>				<b>100%</b>

**English Teaching & Learning Coordinator: Mr. Brian Doran**

### English

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 8	Creative Writing	The Novel	EN5-1A, EN5-3B, EN5-5C	25%
Term 2 Week 5 & 6	Accountable Talk- Discussion Groups	Evolution of Science Fiction	EN5-1A, EN5-3B, EN5-4B	25%
Term 3 Week 8	Essay	Shakespeare	EN5-1A, EN5-3B, EN5-4B, EN5-9E	25%
Term 4 Week 5	Exam	Humour	EN5-5C, EN5-6C, EN5-7D, EN5-9E	25%
<b>Total:</b>				<b>100%</b>

## Mathematics Teaching & Learning Coordinator: Mr. Gavin Hilder

### Year 9 Mathematics 5.3

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 9	Year 9 Topic Test 1	Algebraic Techniques Equations	MA5.3-7NA, MA5.3-5NA	20%
Term 2 Week 5	Year 9 Half Yearly Examination	Properties of Geometrical Figures Surds and indices	MA5.3-6NA, MA5.3-16MG	20%
Term 2 Week 10	Year 9 Topic Test 2	Area and Surface Area	MA5.3-13MG	20%
Term 3 Week 5	Year 9 Topic Test 3	Linear Relationships	MA5.3-8NA,	20%
Term 4 Week 5	Year 9 Yearly Examination	Ratio and Rates Single Variable Data Analysis	MA5.3-4NA, MA5.3-18SP	20%
<b>Total:</b>				<b>100%</b>

### Year 9 Mathematics 5.2

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 9	Year 9 Topic Test 1	Algebraic Techniques Equations	MA4-6NA, MA5.2-8NA	25%
Term 2 Week 5	Year 9 Half Yearly Examination	Stage 4 Review Financial Maths	MA5.2-4NA	25%
Term 3 Week 9	Year 9 Topic Test 3	Indices Properties Of Geometric Figures	MA5.2-7NA, MA 5.2 - 14MG	25%
Term 4 Week 5	Year 9 Yearly Examination	Area and Surface Area Linear Relationships	MA5.2-11MG, MA5.2-9NA	25%
<b>Total:</b>				<b>100%</b>

### Year 9 Mathematics 5.1

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 9	Individual Project	Financial Mathematics	MA5.1-4NA	25%
Term 2 Week 5	Year 9 Half Yearly Examination	Review of Stage 4 Work Indices	MA5.1-5NA	25%
Term 3 Week 5	Individual Project	Properties of Geometric Figures Single Variable Data Analysis	MA 5.1 - 11MG, MA5.1-12SP	25%
Term 4 Week 5	Year 9 Yearly Examination	Numbers of Any Magnitude Area and Surface Area	MA5.1-9MG, MA5.1-8MG	25%
<b>Total:</b>				<b>100%</b>

**Science Teaching & Learning Coordinator: Mrs Pam Kehal**

**Science**

<b>DATE</b>	<b>TASK</b>	<b>TOPIC</b>	<b>ASSESSABLE OUTCOMES</b>	<b>WEIGHTING</b>
Term 1 Week 7	Information Report	Chemistry	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-16CW SC5-17CW	25%
Term 2 Week 5	Written Examination	Chemistry Earth and Space Scientific Skills	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-12ES SC5-13ES	25%
Term 3 Week 8	Practical Exam	Physics	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-10PW SC5-11PW	25%
Term 4 Week 3	Written Examination	Physics, Biology and Scientific Skills	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-14LW SC5-15LW	25%
<b>Total:</b>				<b>100%</b>

## HSIE Teaching & Learning Coordinator: Ms Bonita Carlin

<b>History – Semester 1</b>				
NSW syllabus for the Australian Curriculum				
<b>DATE</b>	<b>TASK</b>	<b>TOPIC</b>	<b>ASSESSABLE OUTCOMES</b>	<b>WEIGHTING</b>
Term 1 Week 7	Take Home Multiple Entry Point Assessment	Movement of Peoples	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	40%
Term 2 Week 4/5	Half Yearly Examination Multiple choice, Short answers and Extended response	Australians at War: World Wars I & II	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	50%
Throughout Semester 1	Class Tasks For and As Learning	Movement of Peoples and Australians at War: World Wars I & II	Any of the following outcomes: HT5-1, HT5-2, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	10%
<b>Total:</b>				<b>100%</b>
<b>Geography – Semester 2</b>				
NSW syllabus for the Australian Curriculum				
<b>DATE</b>	<b>TASK</b>	<b>TOPIC</b>	<b>ASSESSABLE OUTCOMES</b>	<b>WEIGHTING</b>
Term 3 Week 7	Take Home Multiple Entry point assessment	Sustainable Biomes	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	40%
Term 4 Week 3/4	Yearly Examination Multiple choice, Short answers and Extended response	Changing Places	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	50%
Throughout Semester 2	Class Tasks For and As Learning	Sustainable Biomes and Changing Places	Any of the following outcomes: GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	10%
<b>Total:</b>				<b>100%</b>

## PDHPE Teaching & Learning Coordinator: Mr. Greg Devine

### PDHPE

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
TERM 1 Week 8	Mental Health Presentation	Healthy Minds	5.1, 5.2, 5.6, 5.15, 5.16	15%
TERM 1 Throughout prac lessons Week 8-11	Modified Games Group Task	Modified Games	5.4, 5.5, 5.9, 5.10, 5.15, 5.16	15%
TERM 1-2 Ongoing	Classwork	Semester 1 topics	5.1, 5.2, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.12, 5.13, 5.15, 5.16	10%
TERM 3 Week 5/6	Nutrition Research Task	Food Choices	5.1, 5.2, 5.6, 5.15, 5.16	15%
TERM 3 Week 8/10	Gymnastics Performance	Gymnastics	5.4, 5.5, 5.9, 5.10	15%
TERM 1-2 Ongoing	Classwork	Semester 2 topics	5.1, 5.2, 5.4, 5.5, 5.9, 5.10, 5.13, 5.14, 5.15, 5.16	10%
TERM 4 Week 5	Yearly Examination	Stage 5 (Yr 9 topics)	5.1, 5.2, 5.6, 5.8	20%
<b>Total:</b>				<b>100%</b>

## Creative Arts Teaching & Learning Coordinator: Ms Anneke Reemst

### Dance 100 Hours

### Year 9 Elective Subjects

TASK	TOPIC	ASSESSMENT COMPONENT	ASSESSABLE OUTCOMES	WEIGHTING
Elements of Dance Composition Task Due Date: Term 1 Week 8	Dance Technique/Elements of Dance	Composition Performance	5.1.1, 5.2.1, 5.2.2	20%
Dance Company Research Task  Due Date: Term 2 Week 6	Australian and NZ Dance Companies	Appreciation	5.3.1, 5.3.2	20%
Class Performance  Due Date: Term 3, Week 7	On Stage	Composition Performance	5.1.2, 5.2.2, 5.1.3	20%
Styles of Dance Due Date: Week 2, Term 4	Styles of Dance	Composition Performance Appreciation	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.2	10%
Yearly Written Exam  Due Date: Term 4 Week 3 /4	<ul style="list-style-type: none"> <li>• Elements of Dance</li> <li>• AUS and NZ Dance Companies</li> <li>• Styles of Dance</li> </ul>	Appreciation	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.2	25%
<b>Total:</b>				<b>100%</b>

## Drama 100 Hours

TASK	TOPIC	ASSESSMENT COMPONENT	ASSESSABLE OUTCOMES	WEIGHTING
<b>Unit 1: Theatre, theory and Practice - Individual research and Group performance</b>  <b>Due Date: Term 1, week 8</b>	Theatre, Theory and Practice	Making, Performing Appreciating	5.1.1, 5.1.2, 5.2.1, 5.3.1	20%
<b>Unit 2- Shakespearean Theatre - Monologue Term 2, Week 5</b>	Monologue / Individual Performance	Making Performing Appreciating	5.1.1, 5.1.3, 5.2.2, 5.3.1	20%
<b>Unit 3- Realism - Group Performance Term 3 Week 9</b>	Realism	Making Performing Appreciating	5.1.1, 5.1.2, 5.2.1, 5.2.3, 5.3.1, 5.3.3	30%
<b>Unit 4 Yearly Written exam on all units. Due Date: Term 4 Week 3/4</b>	<ul style="list-style-type: none"> <li>● Realism</li> <li>● Social/ Political theatre</li> <li>● Monologue</li> <li>● Theatre, Theory and Practice</li> </ul>	Appreciating	5.1.4, 5.2.3, 5.3.1, 5.3.2, 5.3.3	30%
<b>Total:</b>				<b>100%</b>

## Music 100 Hours

DATE	TASK	TOPIC	ASSESSMENT COMPONENT	OUTCOMES	WEIGHTING
TERM 1 Week 6-7	Research / Performance	Jazz Music	<ul style="list-style-type: none"> <li>· Research the history and development of Jazz - comparing two different styles and its artists/bands.</li> <li>· Identify key characteristics/ techniques with reference to the concepts of music</li> <li>· Perform a Jazz piece</li> </ul>	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"> <li>· In your small ensemble groups, compose and perform your song</li> <li>· This will be notated using digital notation software and performed in class</li> </ul>	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"> <li>· Research an Australian artist/band and their musical repertoire</li> <li>· Present your research creatively using ICT, video, poster design, book etc and include musical examples</li> <li>· Perform a song from an Australian artist/band</li> </ul>	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"> <li>· Yearly examination and major performance work for CAPA night/school concert</li> </ul>	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	35%
<b>Total:</b>					<b>100%</b>

## Photography and Digital Media 100 and 200 Hours

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

## Visual Arts 100 Hours

DATE	TOPIC	ASSESSMENT COMPONENT	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 9	Objects in 3 Mediums	Essay Critical and Historical	5.7,5.8.5.9 5.10	10 %
Term 2 Week 6	Objects in 3 Mediums	Art Making	5.3, 5.4,5.8.5.10	30 %
Term 3 Week 6	Print It- Through Political Social and Cultural Issues	Critical and Historical ( In Class Essay)	5.8,5.9,5.10	15%
Term 4 Week 6	Print It- Through Political Social and Cultural Issues	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 extended and short responses	Critical and Historical	5.7, 5.8, 5.9, 5.10	15%
<b>Total:</b>				<b>100%</b>

## PDHPE Teaching & Learning Coordinator: Mr. Greg Devine

### PASS 100 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%
<b>Total:</b>				<b>100%</b>

## 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%
<b>Total:</b>				<b>100%</b>

## HSIE Teaching & Learning Coordinator: Ms Bonita Carlin

### Commerce 100 Hours

BOSTES (NESA) NSW Syllabus 2003

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 4/5	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%
<b>Total:</b>				<b>100%</b>

### History Elective 100 Hours

NESA Syllabus 2013

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

## TAS Teaching & Learning Coordinator: Mrs Rachel Vincent

### Food Technology 100 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%
<b>Total:</b>				<b>100%</b>

### 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%
<b>Total:</b>				<b>100%</b>

## 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%
<b>Total:</b>				<b>100%</b>

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

## SIR10116 Certificate I in Retail Services

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