



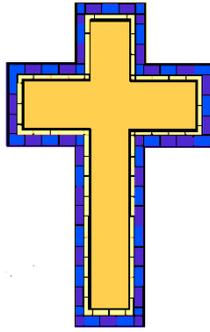
Year 10

Assessment Handbook

2021

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***Do your best
and
God will bless your efforts.***



St Mary of the Cross Mackillop

22.11.1899

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Staff Directory 2021

COLLEGE LEADERSHIP TEAM	
Principal	Mr Tony McCudden
Assistant Principal	Ms Anne Lovett
Leader of Religious Education	Ms Nicole Harrison
Leader of Student Wellbeing	Mrs Cathy Toby
Leader of Learning and Teaching	Mrs Alexandra McArdle
Leader of Administration	Mr Kirk Mercer
Business Manager	Ms Nicole Murphy
MANAGEMENT SYSTEMS	
Leader of Management Systems	Mrs Julie Finneran
COLLEGE MINISTRY	
Youth Minister and Leader of Mission	Mrs Fiona Green
YEAR LEADER	
Year 10 2021	Ms Madeline Stephenson
LEADERS OF LEARNING	
Religious Education	Ms Nicole Harrison
English	Ms Maria Woodhouse
HSIE - (Human Society & Its Environment) Commerce, Geography	Mrs Kristie Kelaher
Mathematics	Mr Luke Wilmott
PDHPE - Personal Development Health & Physical Education, PSS, Marine Studies	Mrs Janelle Bartholomew
Science	Mrs Amanda Eades
TAS (Technological & Applied Studies) – Food Technology and Industrial Technology (Timber)	Mrs Anne Evanson
CAPA (Creative and Performing Arts) – Drama, Music, Visual Arts, PDM	Mrs Sue Lockwood
Languages	Mrs Samantha Andersen
Learning Support	Mrs Tracy Simpson
Vocational Education & Training (VET) and TAFE	Mrs Christine Wilkinson
SPECIAL RESOURCE TEACHERS	
School Counsellors	Mrs Christine Hain Mrs Caroline Zavolokin
Librarian	Mrs Karen Powers
Careers Advisor	Mrs Christine Wilkinson
Representative Sports Coordinator	Mrs Debra Northey
Disability Provisions – teacher in charge	Mrs Tracy Simpson
NSW School of Languages supervisor	Mrs Samantha Andersen

LINES OF COMMUNICATION 2021

This information is provided to you to facilitate communication between home and the college. Most issues can be resolved very quickly if directed to the correct staff member. To assist you and your daughter, the table below details the lines for effective communication within the college.

First

Issues relating to specific subjects, learning and teaching, which include assignments & tests, homework, resources and equipment, are directed to the **class teacher** in the first instance.

Next

The relevant **Leader of Learning** (see the staff directory).

As well

If it is a specific learning difficulty question you may wish to consult with the **Leader of Learning Support** and/or the **teacher in charge of Disability Provisions**.

Or

If it is a question specific to careers, TAFE, work placement, university entrance you may wish to consult the **Careers Advisor** (Mrs Christine Wilkinson).

Then

The **Leader of Learning and Teaching**, who works with the Leaders of Learning, for issues in relation to college curriculum, student illness and misadventure, student assessment, NESA requirements, reporting etc.

Then

Assistant Principal who works in conjunction with the **Leader of Learning and Teaching** on all areas of the college curriculum, learning and teaching.

Then

The Principal. All appointments with Mr McCudden are via the Principal's personal assistant.

GENERAL INFORMATION

The purpose of formal assessment

At the completion of Year 10 schools are required to make a judgement about each student's overall achievement of course objectives and outcomes in a given course for the purpose of credentialing. The NSW Education Standards Authority (NESA) Course Performance Descriptors (CPDs) for Stage 5 describe levels of achievement and standards that relate to the set of course outcomes. The CPDs are used to assist teachers to form an overall judgement of a student's achievement for grading purposes as part of their Record of School Achievement (RoSA). The purpose of Year 10 assessment is not to rank the students against each other but to compare them to predetermined standards. The CPD for each subject can be found on the NESA website. The general course descriptors, A to E, that apply to all subjects are included in this handbook.

The process of determining Year 10 RoSA grades requires teachers to:

- devise and administer assessment tasks that address the knowledge and skills objectives and outcomes of the syllabus;
- observe and record assessment judgements (e.g. marks, grades, comments);
- use all relevant assessment information to make judgements of each student's overall achievements at the end of the course;
- refer to the CPDs to award a grade that most appropriately describes a student's achievement.

Throughout Year 10, teachers use a variety of activities – homework, assignments, practical work, fieldwork, oral presentations, class tests, formal examinations and such – to provide students with essential learning experiences, feedback on areas of strength and weakness and practice for formal assessment tasks and/or examinations. Some activities will be nominated to serve as *formal assessment tasks* and will contribute to the Record of Student Achievement Grades. Teachers will also refer to assessment for learning activities students have completed throughout the year to fully inform student achievement.



It is most important that each student works consistently throughout Year 10, applying herself conscientiously to **all** set tasks, whether formal or informal. For successful completion of Year 10, and the Record of Student Achievement (RoSA), the NESA requires that a student must demonstrate **satisfactory attendance, participation and achievement in all courses in which she is enrolled**. It is only through completion of all set tasks that a student will gain a thorough understanding of the course.

ASSESSMENT POLICY AND PROCEDURES

St Joseph's Catholic College assessment policy has been devised in the light of its Mission Statement, following guidelines laid down by the NESA to be just to students on an individual basis, to the students in each course as a group, and to the teachers who have responsibility for its implementation.

1.0 Notification of assessment tasks

Notification of assessment tasks will be communicated by specification handout to students in writing **at least two Weeks** prior to the due date. For each task, the specification sheet will set out:

- the course (e.g. *History*)
- the date and time (e.g. *Monday February 9, period 5*)
- the weighting - mark value in relation to the total number of marks for the course (e.g. *15%*)
- the mode of submission of the task (e.g. *hand to class teacher*)
- what will be assessed and by what means (e.g. *test on Chapter 4 Algebra; report on Long Reef fieldwork*)
- the outcomes assessed
- marking schemes
- the task to be completed - a clear outline of the work to be completed
- any additional details (e.g. *students will require calculators*)

NOTE: It is each student's responsibility to carefully check the details of the assessment task specification sheet. Additionally, if a student is absent when the assessment task notification is issued it is her responsibility to obtain the task information from the class teacher on return to school or otherwise. There will not be a staggered due date because of student absence. Assessment tasks will not be held in the Week prior to formal examination periods.

2.0 Presenting assessment tasks

2.1 Hand-in/ prepared tasks

- Assessment tasks are to be submitted clearly labelled with:
 - * NESA student number on each page
 - * Subject and title of the task
 - * submission date
- Assessment tasks must be submitted **on the date and at the time** indicated on the notification specification sheet, and **only to the person designated** on the notification specification sheet to collect them. If, in exceptional circumstances, it is not possible to submit the task to the person nominated, the student should see the Leader of Learning for the course (see the staff directory page).
- If the Leader of Learning is not available, the student should see the Leader of Learning and Teaching (Mrs McArdle). Any tasks delivered by other members of the student's family must be delivered to the Leader of Learning or Leader of Learning and Teaching. **No tasks are to be handed in at student services/reception or placed in teacher pigeon holes.**
- Assessment tasks submitted via a **USB** must be accompanied by a hard copy (print out). A student who is unable to submit a task because of difficulty with printing must submit the USB to the nominated teacher by the specified time with the task file being in a format which can be accessed by the teacher.
- Computer/technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases through the illness/misadventure appeal process. Computer/printer problems alone are not sufficient grounds for an illness/misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be sorted out in a timely fashion.
- The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.
- It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies. A student who arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure, otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task and mark penalties (as outlined in section 6) applied.

2.2 In-class tasks-tests, examinations, speeches and presentations

- It is expected that each student will bring basic equipment to an assessment task, as well as any special apparatus indicated by the class teacher or on the notification specification sheet. Students

should not expect to be allowed to borrow equipment.

- Unless other instructions are given, normal examination conditions will apply to all tasks, including mobile phones being prohibited from the examination room. Note that written instructions are given to each student prior to the formal examination periods detailing specific procedures and behaviour expectations.
- It is expected that students will be present from the start of the school day when test-style assessment tasks or examinations are scheduled, unless illness/misadventure applies. A student who arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure, otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task and mark penalties (as outlined in section 6) applied.
- Where two or more classes exist in the same course an in-class assessment task may be scheduled during different periods throughout the school day. Students are reminded of the malpractice provisions of this policy (as outlined in section 6) and must understand that their interests are best protected by silence and not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.
- If a class teacher is absent on the day when an assessment task is due for completion the Leader of Learning will determine whether the task can proceed. If the task needs to be rescheduled all students will be informed and will sign to acknowledge they are aware of the new date and time.



If you are sick on the day of an in-class task/test and you sit for the task no allowance will be made for illness in the marking of that task.

Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

2.3 Invalid assessment tasks

Where there is an irregularity with the integrity of an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced and a replacement task may be added (with sufficient notice and adjusted weighting). In extreme cases a task may be totally discarded and/or a replacement task arranged.

3.0 Student performance

Assessment tasks will not necessarily be returned to students. However, students will be given timely and meaningful feedback on their performance. This information may be written and/or oral and given in relation to the marking guidelines and course outcomes to assist students in their learning in that course.

At the conclusion of Year 10 students can view their RoSA grades in each subject via their *Students Online* account on the NESA website.

Considerable care is taken in marking Year 10 assessment tasks. However, if a student believes that her work has been incorrectly graded, she should bring this to the attention of the relevant class teacher or Leader of Learning at the time of the return of the task when the feedback is received.



Students wishing to query their result must do so at the time of receipt of feedback for the task. Appeals in this area will not be considered at a later date.

Assessment task marks are recorded and stored centrally using the college's student management system, Compass. Leaders of Learning monitor the recording of student marks. Student academic performance in each course is reported to parents twice during Year 10.

4.0 Non-presentation/attendance of an assessment task

A mark of zero will be awarded when a student does not submit/attend a task on the due date at the specified time, except in cases where the student lodges an illness/misadventure appeal and it is approved. See below for details of the illness/misadventure process:

Identify the situation that applies to you, and then follow the steps down the column.

	Before the task is due	On the day the task is due or the day prior to a task being due : <i>illness</i>	On the day the task is due or the day prior to a task being due : <i>other unexpected events (misadventure)</i>
DEFINITION	You know in advance, * that you may not be able to sit for or submit an assessment task (funeral, work placement, representative sport etc): OR You know in advance, * that you know you will not have had fair preparation for a task (e.g. illness across an extended period):	Because of illness, you are unable to attend school on the day prior or the day that an assessment task is to be done or submitted:	Because of unexpected events/misadventure other than illness (e.g. family emergency) you are unable to attend school on the day prior or the day that an assessment task is to be done or submitted:
THAT DAY	<ol style="list-style-type: none"> 1. Notify the Leader of Learning and Teaching or Leader of Learning in writing of your commitment and the reason you will not be at school at least one Week in advance 2. Bring appropriate documents (e.g. letter from parents/guardian) that clearly state the dates affected and the reason for your inability to complete the task on time. 3. Obtain an <i>Illness/Misadventure form</i> from student services or the school website at least one Week prior to the assessment task. 4. Fill out the entire student section of the form clearly explaining the reason the task cannot be completed on time. Attach documents in support of your appeal and clearly state what you are asking for (e.g. applying for a late submission/completion of a task). A parent signature must be on each form before it is processed. 5. Take the form to the relevant Leader of 	<ol style="list-style-type: none"> 1. Ring the college on the day and notify the Leader of Learning and Teaching or Leader of Learning of your absence and the reason you will not be at school. 2. Obtain a Medical Certificate dated either: <ul style="list-style-type: none"> * on the date of the assessment task, or * before the task date, certifying that you were unfit to attend from the date of the visit which includes the date of the task. 3. Collect an <i>Illness/Misadventure form</i> from student services or the school website the day you return to school or use the one supplied in this handbook. 4. Fill out the entire student section of the form and attach medical documents. A parent signature must be on each form before it is processed. 5. Take the form to the relevant Leader of 	<ol style="list-style-type: none"> 1. Ring the college on the day and notify the Leader of Learning and Teaching or Leader of Learning of your absence and the reason you will not be at school. 2. Obtain a <i>letter</i> from parents or guardians, or other appropriate documents (e.g. police incident number) that clearly state the dates affected and the reason for your inability to complete the task on time. 3. Collect an <i>Illness/Misadventure form</i> from student services or the school website the day you return to school or use the one supplied in this handbook. 4. Fill out the entire student section of the form and attach documents. A parent signature must be on each form before it is processed. 5. Take the form to the relevant Leader of Learning for their recommendation and

	<p>Learning for their recommendation and signature the next day after your parents have signed it. The Leader of Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>	<p>Learning for their recommendation and signature on return to school. The Leader of Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>	<p>signature on return to school. The Leader of Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>
	<p><i>Any student who does not submit/attend a task on the due date at the specified time receives a mark of zero until a valid reason has been provided and the Illness/Misadventure appeal has been approved. Students have <u>one Week</u> from the due date of the assessment task to lodge an Illness/Misadventure form.</i></p>		
	<p><i>A student must be prepared to sit for the assessment task, or an alternate task, <u>on the day of their return to school (unless other arrangements have been made)</u>. Return to school when you are best ready to perform well on such tasks.</i></p>		
NEXT	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through homeroom classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand. If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through homeroom classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand. If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through homeroom classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand. If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>

Every attempt must be made to submit/attend the task on the due date. Parents/students can bring hand-in tasks to the Leader of Learning or Leader of Learning and Teaching if the student is ill on the day it is due.

5.0 Student responsibilities

Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

No allowance is made for a student's poor performance due to illness or misadventure, **students should not attempt an examination or test-style assessment when they are affected by illness or other circumstances.** This means **the student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines.**

In the case of a task for submission a student who will be absent for more than one day must arrange for the task to be delivered to the Leader of Learning or Leader of Learning and Teaching.

A student returning to school after any absence must see the Leader of Learning or Leader of Learning and Teaching immediately upon their return to school to make arrangements for:

- completion of the same task at an alternate time, *or*
- completion of an alternate task of similar nature, *or*
- in exceptional circumstances, an estimate of performance as deemed appropriate by the Leader of Learning and the Leader of Learning and Teaching.



A student who does not comply with the procedures detailed in this policy, especially the need to contact the Leader of Learning or Leader of Learning and Teaching, may be viewed as attempting to gain an unfair advantage in time and/or knowledge of task, and this may result in the award of a zero mark for that task.

6.0 Penalties

Penalties include the award of a zero mark which can be awarded in two instances: non-presentation of/for a task without approved reason or an attempt to gain unfair advantage over other students.

6.1 Non-presentation

If a task is not attended/submitted by the due date, and the student is not exempted by following the appropriate procedure outlined in Section 4.0 to verify illness and/or misadventure students will incur a penalty of **20% of the total marks available for the task per day.**

A task which is **more than three days late will result in a zero mark**, however, in order to fulfil the outcomes of the course, **the task must still be submitted.** Parents will be notified through an official NESAs non-completion of course warning letter ('N-warning'). Advice on how to satisfactorily meet course requirements will be outlined in this letter; all 'zero' tasks will need to be completed.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

6.2 Malpractice (cheating or dishonest practices /unfair advantage/plagiarism) and non-serious attempts

All work submitted for assessment must be the student's own: it cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed by nor in collaboration with another student (unless group work is specified in the task specifications), parent, tutor or other.

Any work suspected of not being original will be subjected to further investigation. If proved to be not original work, the Assessment Panel may determine that a zero mark is awarded. **All students involved, whether borrowers or lenders of work, are subject to a zero mark** and parents notified in writing. **Any attempt to gain an unfair advantage over other students in Terms of extra time (e.g. taking time off school the day prior to a task or arriving late at school on the due day),** additional knowledge of the nature of a task, non-compliance with stated conditions

and examination procedures or such, may result in the awarding of a zero mark with parents being notified. **Any student found with a mobile phone, or similar device such as an internet wrist watch, in an examination room will be given a mark of zero.**

If a student's assessment task effort is deemed by the class teacher or Leader of Learning to be non-serious, the matter will be referred to the Leader of Learning and Teaching. If confirmed **a zero mark** may be awarded and parents notified. Non-serious attempts include the completion of multiple choice questions only in an examination, instances where there is no response to a question(s), extremely short or nonsensical responses and inappropriate comments as part of a response.

6.3 Warning to students

If a student is awarded a zero mark for a task and is thus at risk of not meeting the assessment requirements for a course, then

- a written warning will be posted to the college record of student's address, outlining what needs to be completed, and the date for completion,
- a request from the student and her parent(s)/carer(s) for a written acknowledgment is included, and
- a copy of the warning notice is placed in the student's file.

7.0 Satisfactory progression

The Principal will make a decision on the student's pattern of study, options may include:

- *Withholding approval to proceed to Year 11*
- *Provisional enrolment in the Preliminary course*
The student may be allowed to proceed to the Preliminary course during Term 1, on a provisional basis, while concurrently satisfying any outstanding Year 10 course requirements.
- *Repeat of a course*
In exceptional cases the Principal may give the student permission to repeat the Year 10 course for which she received an N-determination;
- *Repeat of Year 10*
The student may have to repeat her full program of studies. The Principal may determine that it is in the student's best interests to do so at another school.

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 NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

7.1 Identification - attendance

The Year Leader will monitor attendance to identify students of concern i.e. students with unexplained absences, including arrival at school after period 1, for which no absence note has been provided in the seven days following return to school. Absence from class may result in the non-completion of course requirements. The Year Leader will issue a written warning to parents of students of concern. If absence continues the Assessment Panel will review the student's performance to determine if she is achieving course outcomes and applying herself with due diligence to the set tasks and experiences provided in the course.

Application/achievement/class attendance

The class teacher has the first responsibility to determine whether a student's progress in the course is satisfactory, whether her achievement is at a level consistent with her ability. Factors that might affect this include attendance at lessons – late arrival, unexplained absence, extended absence, unsatisfactory effort in completing formal and informal set tasks, inappropriate and inattentive classroom behaviour.

At regular intervals, progress sheets will be issued to class teachers for them to make comment on student performance. The sheets will request information on students for whom the teacher has documentation (e.g. dates of missed tasks, detention forms, diary entries) showing them to be at risk.

A student may not have satisfactorily achieved course outcomes if there is sufficient evidence of:

- failure to fulfil course completion criteria e.g. significant omission of experiences that are integral requirements of the syllabus – practical work, field work, assignments etc.
- failure to make a genuine attempt at assessment tasks which contribute in excess of 50% of available marks in the course.

7.2 Notification

The Leader of Learning will issue a warning letter on behalf of the Principal to students with identified unsatisfactory progression. Warning letters outline the precise concerns and ways that the student can remedy the situation. These letters assist the Principal in determining whether a student has satisfactorily completed a course. An interview involving the Leader of Learning and class teacher(s) concerned would normally follow the letters being sent.

7.3 Consequences

Where sufficient opportunity has been provided and the student has not complied with the course requirements, an N-determination (unsatisfactory) will be applied. The Principal will:

- issue a letter to parents;
- inform students of their right to appeal and the procedure for such;
- submit the N-determination to NESAs.

Where an N-determination is applied for a Year 10 course, the course will not be listed on the student's RoSA.

8.0 Student transfers

For Year 10 students who transfer to St Joseph's Catholic College prior to the end of Term 2, assessment marks and RoSA grades are based on those tasks that have been completed since the time of arrival at the college. For these students, each task is worth more than the stated amount taking into account the value of the component(s) missed.

9.0 Disability provisions

Students seeking disability provisions (e.g. extra time, reader, writer, enlarged print, separate supervision) need to have their requests registered with the Leader of Learning and Teaching, who will liaise with the teacher-in-charge of disability provisions. The Principal may approve applications for disability provisions for assessment tasks in Year 10 courses. It is the responsibility of the student to arrange with the Leader of Learning and the teacher-in-charge of disability provisions, well in advance of an assessment task for these disability provisions to be made.

ASSESSMENT SCHEDULES

Each course offered at St Joseph's Catholic College has its own assessment program which meets NESA requirements and accords with the college policy contained within this booklet. As the objectives set out in the NESA syllabi vary from course to course, so too will the nature and number of assessment tasks.

The following pages set out in overview the assessment programs and schedules for individual course.

Scheduling assessment tasks

Every attempt has been made to provide an even spread of assessment tasks across the available Weeks of the school years. The special requirements of some programs, however, mean that there will be unavoidable peak hour traffic times for assessments.

The need for an assessment free zone prior to examination periods has been recognised and tasks are not scheduled at such times. Exceptions occur when the scheduling of the task at an earlier time would in fact increase the pressure of work on the students concerned.

It is essential that students carefully organise their time to ensure that they are able to perform each task to the best of their ability. Students are encouraged to write their assessment tasks on calendars and place these above their work spaces at home.

General course performance descriptors

Grade	General performance descriptors
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

YEAR 10 ASSESSMENT SCHEDULES 2021

10 Child Studies

Assessment period: 2021

Code	Outcome
	A student:
CS5-1	identifies the characteristics of a child at each stage of growth and development
CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-3	analyses the evolution of childhood experiences and parenting roles over time
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-6	describes a range of parenting practices for optimal growth and development
CS5-7	discusses the importance of positive relationships for the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 5	Children's book	25%	CS5-8, CS5-4, CS5-7	Children's literature
Term 2/ Week 10	Child's cook book Child's dress	30%	CS5-3, CS5-2, CS5-10	Health and safety in childhood/ Food and nutrition
Term 3/ Week 9	Preparing for Parenthood Brochure Felt mobile	25%	CS5-9, CS5-10	Preparing for parenthood, Newborn care
Term 4/ Week 5	Yearly examination	20%	CS5-12, CS5-9, CS5-7	Children's literature, Health and safety in childhood, Food and nutrition, Preparing for parenthood, Newborn care
Total		100%		

10 Commerce

Assessment period: 2021

Code	Outcome
	A student:
COM5-1	applies consumer, financial, economic business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examines the role of law in society
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-6	Develops and implements plans designed to achieve goals
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
COM5-9	works independently and collaboratively to meet individual and collective goals within specified timelines

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 9	Research Task: Hand In	15%	5-1, 5-4, 5-7, 5-8, 5-9	Employment and Work Futures
Term 2/ Week 7	In class examination	25%	5-1, 5-2, 5-4, 5-5, 5-8, 5-9	The Economic and Business Environment
Term 3/ Week 9	Research Task: Hand In	30%	5-9, 5-7, 5-8	Travel
Term 4/ Week 5	Yearly examination	30%	5-1, 5-2, 5-5, 5-6, 5-7, 5-8, 5-9	Promoting and Selling
Total		100%		

10 Drama

Assessment period: 2021

Code	Outcome
	A student:
5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and play building
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyse and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and Terminology.

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 8	Script Interpretation Logbook	20%	5.1.3, 5.1.4, 5.2.1, 5.2.2	Performance 15 % Log 5%
Term 2/ Week 7	Playbuilding Essay	35%	5.1.1, 5.1.2, 5.1.3, 5.3.1,5.3.3	Performance 25% Essay 10%
Term 3/ Week 9	Protest Theatre Logbook	30%	5.1.3, 5.1.4, 5.2.2,5.2.3	Performance 25% Log 5%
Term 4/ Week 5	Yearly examination	15%	5.3.1, 5.3.2, 5.3.3	Examination 15%
Total		100%		

10 English

Assessment period: 2021

Code	Outcome
	A student:
EN5 - 1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5 - 2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5 - 3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explain their effects on meaning.
EN5 - 4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
EN5 - 5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
EN5 - 6C	investigates the relationships between and among texts
EN5 - 7D	understands and evaluates the diverse ways texts can represent personal and public worlds.
EN5 - 8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
EN5 - 9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence.

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 10	Oral presentation	25%	EN5-1A, 2A, 3B, 4B, 5C, 6C, 7D, 8D, 9E	Feminism and Women's Voices
Term 2/ Week 6	Extended response (hand in)	25%	EN5-1A, 2A, 3B, 4B, 5C, 6C, 7D, 8D	Film Study
Term 3/ Week 6	PBL	20%	EN5-1A,2A, 3B, 4B, 5C, 6C, 7D, 8D, 9E	Drama- <i>Macbeth</i>
Term 4/ Week 5	Yearly examination – short answers and extended response	30%	EN5-1A, 2A, 3B, 4B, 5C, 7D, 8D,	Novel Study
Total		100%		

10 Food Technology

Assessment period: 2021

Code	Outcome
	A student:
FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities (Year 9)
FT5-7	justifies food choices by analysing the factors that influence eating habits (Year 9)
FT5-8	collects, evaluates and applies information from a variety of sources (Year 9)
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 9	Yum town eatery and practical in class task	25%	FT5-1,FT5-2,FT5-4,FT5-5,FT5-10	Food service and catering
Term 2/ Week 6	Funtiki world tour research and meal planning	25%	FT5-1,FT5-6,FT5-7,FT5-8,FT5-13	Food for specific needs
Term 3/ Week 6	New Year's Eve countdown party plan/ cake practical	25%	FT5-2, FT5-8, FT5-9, FT5-10,FT5-11	Food for special occasions
Term 4/ Week 5	Grazy Dayz food blog and grazing platter practical	25%	FT5-1,FT5-3,FT5-4,FT5-9,FT5-12	Food Trends
Total		100%		

History

Assessment period: 2021

Code	Outcome
	A student:
HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	selects and analyses a range of historical sources to locate information relevant to an historical enquiry
HT5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 7	Creative response	30%	HT5-2, HT5-3, HT5-4, HT5-9, HT5-10	Making a Better World? The Industrial Revolution
Term 3/ Week 7	Research/extended response	30%	HT5-1, HT5-3, HT5-4, HT5-8, HT5-9, HT5-10	The Holocaust
Term 4/ Week 5	Examination	40%	HT5-1, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9	All topics
Total		100%		

10 Industrial Technology – Timber

Assessment period: 2021

Code	Outcomes
	A student:
IND5-1	identifies, assesses, applies and manages the risks and whs issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 7	Research task	10%	IND5-4, IND5-5	Timber technology
Term 2/ Week 3	Project 1	40%	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6	Practical & folio
Term 4/ Week 3	Project 2	30%	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7	Practical & folio
Term 4/ Week 5	Yearly examination	20%	IND5-1, IND5-3, IND5-8, IND5-9, IND5-10	Whole course
Total		100%		

10 Japanese

Assessment period: 2021

Code	Outcome
	A student:
LJA5-1C	Manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LJA5-2C	Identifies and interprets information in a range of texts
LJA5-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LJA5-4C	Experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
LJA5-5U	Demonstrates how Japanese pronunciation and intonation are used to convey meaning
LJA5-6U	Demonstrates understanding of how Japanese writing conventions are used to convey meaning
LJA5-7U	Analyses the function of complex Japanese grammatical structures to extend meaning
LJA5-8U	Analysis linguistic, structural and cultural features in a range of texts
LJA5-9U	Explains and reflects on the interrelationship between language, culture and identity

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 10	Food Truck Business Proposal (Hand in)	20%	1C, 4C, 5U, 6U, 7U, 8U, 9U	Plans and Food Culture
Term 2/ Week 8	Yurukyara Creation (Hand in)	25%	1C, 4C, 5U, 6U, 7U, 9U	Animal Influences
Term 3/ Week 9	My Values Portfolio (Hand in)	25%	2C, 3C, 4C, 5U, 6U, 7U, 8U, 9U	Strengths and Purpose
Term 4/ Week 5	Yearly Examination	30%	1C, 2C, 3C, 4C, 5U, 6U, 7U, 8U, 9U	Course wide
Total		100%		

10 Marine Studies

Assessment period: 2021

Code	Outcome
	<i>A student:</i>
MAR 5-10	<ul style="list-style-type: none"> demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MAR 5-1	<ul style="list-style-type: none"> identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR 5-7	<ul style="list-style-type: none"> identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
MAR 5-11	<ul style="list-style-type: none"> recalls aspects of the marine environment using relevant conventions, terminology and symbols
MAR5-1	<ul style="list-style-type: none"> identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR 5-8	<ul style="list-style-type: none"> identifies, describes and evaluates policies for monitoring and conserving the marine environment
MAR 5-14	<ul style="list-style-type: none"> recalls aspects of the marine environment using relevant conventions, terminology and symbols
MAR 5-2	<ul style="list-style-type: none"> identifies, describes and evaluates the social and economic importance of marine ecosystems

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 9	Practical Assessment	25%	MAR 5-10	Core 2 Revisiting Water Safety
Term 2/ Week 5	Portfolio of work	25%	MAR 5-1 MAR 5-7 MAR 5-11	Module 47 Personal Interest Project
Term 3/ Week 8	Oral Presentation	25%	MAR 5-1 MAR 5-8 MAR 5-14	Module 13 Antarctica
Term 4/ Week 5	Website/Report	25%	MAR 5-2 MAR 5-7 MAR 5-11	Module 38 Tourism
Total		100%		

10 Mathematics Stage 5.1

Assessment period: 2021

Code	Outcome
	A student:
MA4-5NA	operates with fractions, decimals and percentages
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-9NA	operates with positive-integer and zero indices of numerical bases
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles; converts between units of area
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves problems
MA5.1-1WM	uses appropriate Terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets small & large units of measurement, uses scientific notation; rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 5	Common Test	20%	MA5.1-1WM, 2WM, 3WM, 10MG MA4-16MG	Pythagoras & Trigonometry
Term 2/ Week 5	Half-yearly examination	25%	MA5.1-1WM, 2WM, 3WM, 4NA, 6NA MA4-11NA, 5NA	Linear Relationships Rates and Financial Mathematics
Term 3/ Week 6	Hand-in Task	20%	MA5.1-1WM, 2WM, 3WM, 8MG	Area & Surface Area
Term 4/ Week 5	Yearly examination	35%	MA5.1-1WM, 2WM, 3WM, 11MG, 12SP, 13SP MA4-10NA	Equations, Probability, Data, Geometry
Total		100%		

10 Mathematics Stage 5.2

Assessment period: 2021

Code	Outcome
	A student:
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 7	Common Test	20%	MA5.2-1WM, 2WM, 3WM, 15SP MA5.1-9MG	Algebra & Indices, Data Representation & Analysis
Term 2/ Week 5	Half-yearly examination	25%	MA5.2-1WM, 2WM, 3WM 7NA, 9NA, 14MG, 15SP MA5.1-6NA, 11MG	The above topics plus: Geometry, Linear Relationships
Term 3/ Week 6	Hand-in Task	20%	MA5.2-1WM, 2WM, 3WM, 13MG	Trigonometry
Term 4/ Week 5	Yearly examination	35%	MA5.2-1WM, 2WM, 3WM, 8NA, 11MG, 12MG, 17SP	Probability, Measurement, Linear Equations
Total		100%		

10 Mathematics Stage 5.3

Assessment period: 2021

Code	Outcome
	A student:
MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	graphs simple non-linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small & very large units of measurement, uses scientific notation, and rounds to sig. figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear & simple quadratic equations, linear inequalities & linear simultaneous equations
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon & uses minimum conditions to prove triangles are congruent/similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	performs operations with surds and indices
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	uses formulas to find midpoint, gradient and distance & applies standard forms of equation of a straight line
MA5.3-9NA	sketches and interprets a variety of non-linear relationships
MA5.3-12NA	uses function notation to describe and sketch functions
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres & related composite solids
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	applies Pythagoras' theorem & trigonometry to solve problems, including involving three dimensions
MA5.3-16MG	proves triangles are similar, & uses formal geometric reasoning to establish properties of triangles & quadril's
MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP	uses standard deviation to analyse data
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit & explores how data is used

Date of task	Nature of task	Weight	Outcomes to be assessed	Topic areas assessed
Term 1/ Week 7	Common Test	20%	MA5.3-1WM, 2WM, 3WM, 5NA, 7NA, 13MG, 14MG	Quadratics, Measurement
Term 2/ Week 5	Half-yearly examination	25%	MA5.3-1WM, 2WM, 3WM, 5NA, 7NA, 8NA, 9NA, 13MG, 14MG	The above topics plus: Parabolas, Linear Relationships
Term 3/ Week 6	Hand-in Task	20%	MA5.3-1WM, 2WM, 3WM, 5NA, 7NA, 9NA, 12NA	Parabolas, Non-Linear Functions
Term 4/ Week 5	Yearly examination	35%	MA5.3-1WM, 2WM, 3WM, 6NA, MA5.2-17SP	Trigonometry, Indices, Surds, Probability
Total		100%		

10 Music

Assessment period: 2021

Code	Outcome
	A student:
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	uses different forms of technology in the composition process
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, Terminology, and the interpretation and analysis of scores used in the music selected for study
5.10	demonstrates an understanding of the influence and impact of technology on music
5.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 10	Submitted composition	15%	5.4,5.5, 5.6	Composing
Term 2/ Week 6	Listening analysis (15%)	30%	5.7,5.8,5.9, 5.10	Listening Performing
	Performance (15%)		5.1,5.2,5.3	
Term 3/ Week 10	Composition	15%	5.4,5.5,5.6	Composing
Term 4/ Week 3	Performance (20%)	40%	5.1, 5.2, 5.3,	Performing Listening
Week 5	Yearly examination: Listening (20%)		5.7,5.8,5.9,5.10	
Total		100%		

10 Personal Development, Health and Physical Education

Assessment period: 2021

Code	Outcome
	A student:
PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement challenges
PD5-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9	assesses and applies self-management skills to effectively manage complex situations
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 2/ Week 3	Research task	25%	PD 5-1, PD 5-2, PD 5-3, PD 5-6, PD 5-7, PD 5-8, PD 5-9, PD 5-10	Relationships
Term 1-4 Ongoing	Movement composition and performance	25%	PD 5-4, PD 5-11	Aerobics
Term 1-4 Ongoing	Practical assessment task	25%	PD 5-4, PD 5-11	Team Handball
Term 4	Written Response	25%	PD5-2, PD5-6, PD 5-7, PD 5-8, PD 5-9	Risk Taking and Road Safety
Total		100%		

10 Photographic and Digital Media

Assessment period: 2021

Code	Outcome
	A student:
5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.9	uses the frames to make different interpretations of photographic and digital works
5.10	constructs different critical and historical accounts of photographic and digital works

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 2/ Week 3	Still and Interactive Portfolio of photographs based on appropriation and recontextualisation. 20% PDM Journal 10%	30%	5.1,5.2, 5.3, 5.4, 5.5, 5.6	Making
Term 2/ Week 5	Photographic practice-written response	20%	5.7, 5.8, 5.9, 5.10	Critical and Historical Interpretations
Term 3/ Week 8	Still and Interactive Portfolio using editing video with Premier Pro 20% PDM Journal 10%	30%	5.7, 5.8, 5.9, 5.10	Making
Term 4/ Week 5	Yearly examination	20%	5.1,5.2, 5.3, 5.4, 5.5, 5.6	Critical and Historical Interpretations
Total		100%		

10 Physical Activity and Sports Studies

Assessment period: 2021

Code	Outcome
	A student:
PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
PASS5-6	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 9	Hand in task Coaching plan	10%	PASS5-6	Coaching
Term 2/ Week 4	Practical Coaching session	15%	PASS5-7 PASS5-8 PASS5-9	
Term 3/ Week 6	Hand in task	20%	PASS5-5 PASS5-7 PASS5-8 PASS5-10	Event Management
Term 4/ Week 1	Evaluation			
Term 3 Week 10	Research	25%	PASS5-3 PASS5-4 PASS5-10	Issues in Physical Activity
Term 4/ Week 5	Examination	30%	PASS5-1 PASS5-2 PASS5-8 PASS5-10	Nutritional and physical activity
Total		100%		

10 Religious Education

Assessment period: 2021

Code	Outcome
	A student:
5.1a	communicates the relationship between respect for creation and creation as an act of God
5.1b	identifies various manifestations of the Spirit's activity in the world
5.2a	identifies and describes a distinct feature of a portrait of Jesus in the Gospels
5.2b	constructs a project to promote social justice grounded in the message of Jesus
5.3a	names and describes a range of expressions of Christianity
5.3b	demonstrates an appreciation of the Church as committed to authentically proclaiming the Word
5.4a	identifies and describes the relationship between the Church's celebrations and its mission
5.5b	locates examples of the Gospel in action in contemporary Australia

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 8	Task 1 Group oral presentation	25%	5.1a, 5.3b	Conscience and Moral Decision making
Term 2/ Week 8	Task 2 Topic test	25%	5.1b, 5.2b, 5.4a, 5.5b	Justice and Reconciliation
Term 3/ Week 10	Task 3 Hand in reflection	35%	5.1b, 5.2a, 5.2b, 5.5b	Youth Ministry and Leadership or Leading as a Disciple
Term 4/ Week 5	Task 4 Yearly examination	15%	5.3a, 5.5b, 5.1a, 5.5b	Catholicism in Australia *Reverence for Creation
Total		100%		

*Not assessed

10 Science

Assessment period: 2021

Code	Outcome
	A student:
SC5-1VA	appreciates the importance of Science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.
SC5-4WS	develops questions or hypotheses to be investigated scientifically.
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
SC5-10PW	applies models, theories and laws to explain situations involving energy, force & motion.
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
SC5-14LW	analyses interactions between components and processes within biological systems.
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 9	Genetics In class task	25%	SC5-3VA, SC5-7WS, SC5-8WS, SC5-9WS, SC5-15LW	Mitosis, Genetic Inheritance, Technologies.
Term 2/ Week 8	Secondary Research and Presentation Task	25%	SC5-15LW, SC5-12ES, SC5-10PW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Key topics areas, investigation/ problem solving and communication skills
Term 3/ Week 8	First Hand Investigation	25%	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Practical experiences and skills in scientific investigation, problem solving and critical thinking
Term 4/ Week 5	Yearly examination	25%	SC5-16CW, SC5-17CW, SC5-12ES, SC5-15LW, SC5-10PW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Key topics areas, investigation/ problem solving and communication skills
Total		100%		

10 STEM

Assessment period: 2021

Code	Outcome
	<i>A student will develop:</i>
5.1	inquiry and project based learning skills appropriate to stem practice
5.2	knowledge and understanding of scientific and mechanical concepts through investigation of technology and engineering
5.3	an understanding of stem principles and processes
5.4	skills in solving stem based problems and ,meeting stem challenges using mechanical, graphical and scientific methods
5.5	skills in communication and critically evaluating
5.6	problem solving skills in a range of stem contexts
5.7	an appreciation of the role and potential of stem in the world in which they live
5.8	an understanding of the economic well-being of nations

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 1/ Week 9	Animal Reproductive Technology	25%	5.1, 5.5, 5.6, 5.7, 5.8	Biotechnology
Term 2/ Week 6	Ramp challenge	25%	5.1, 5.2, 5.3, 5.4	Aeronautics
Term 3/ Week 9	Micro:bit challenge	25%	5.3, 5.7	Design for space
Term 4, Week 6	Major project	25%	5.1, 5.2, 5.5, 5.6	Major Project
Total		100%		

10 Visual Arts

Assessment period: 2021

Code	Outcome
	A student:
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
Term 2/ Week 3	<i>Social Commentary</i> Body of Work 20% VAd 10%	30%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Artmaking
Term 2/ Week 4	Case Study: Written responses	20%	5.7, 5.8, 5.9, 5.10	Critical & historical studies
Term 4/ Week 2	<i>The Elements of Structure</i> Body of Work 20% VAd 10%	30%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Artmaking
Term 4/ Week 5	Yearly examination Artmaking practice Written Essay	20%	5.7, 5.8, 5.9, 5.10	Critical & historical studies
Total		100%		

ILLNESS / MISADVENTURE FORM

Year 11 course

Name: _____ Pastoral class _____

Course: _____ Class teacher: _____

Nature of assessment ask (essay, oral, test etc.): _____

Due date: _____ Period: _____

I declare that I was absent from an assessment task Date/s of absence: _____

I will be/was absent the day before the due date of a task Date/s of absence: _____

EXPLANATION:

Use back of sheet if more space needed

The following documentary evidence is provided: Medical Certificate
 Note from Parent/Carer
 Permission from Principal
 Other _____

The college was contacted by phone or email Yes No

Student's signature: _____

Parent's signature: _____

Date: _____

DECISION MADE BY LEADER OF LEARNING/LEADER OF LEARNING AND TEACHING

Alternate assessment task to be set Date due: _____

Extension of time granted Date due: _____

Penalty of _____ incurred

No credit for this assessment task

Estimate to be given

Other action _____

Leader of Learning Date: _____

Leader of Learning and Teaching Date: _____

Office:

Copies to: Student Leader of Learning Year Leader

Original to: Leader of Learning and Teaching

Year 10 assessment task distribution 2021

Week	Term 1	Term 2	Term 3	Term 4
1				
2				Visual Arts
3		PDM Timber Visual Arts PDHPE- Research Task		Music Timber
4		Visual Arts PASS		
5	Child Studies Mathematics 5.1	Marine Studies Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 PDM		EXAM BLOCK Child Studies Commerce Drama English Food Tech History Japanese Marine Studies Mathematics 5.1,2,3 Music PASS PDHPE PDM Religious Education Science Timber Visual Arts
6		Music English Food Tech STEM	English Food Tech Mathematics 5.1 Mathematics 5.2 Mathematics 5.3	STEM
7	History Mathematics 5.2 Mathematics 5.3 Timber	Commerce Drama	History PASS	
8	Drama Religious Education	Science Religious Education Japanese	Marine Studies PDM Science	
9	Commerce Science Food Tech Marine Studies PASS STEM		Commerce Drama Child Studies Japanese STEM	
10	Music English Japanese	Child Studies	Music Religious Education PASS	

PDHPE ongoing assessment throughout year – Task 2 & 3