



**Arndell**  
Anglican College



Year 10  
Assessment  
Handbook  
2016

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## **What Is The ROSA (Record of Student Achievement)?**

### **Record of Student Achievement**

The new Record of Student Achievement (RoSA) is a record of the full range of student achievements from Year 10 through to the completion of the Higher School Certificate. The RoSA will be a record of student achievement in their academic studies within school, vocational courses and experiences as well as citizenship and leadership achievements, including First Aid courses, community language courses, Duke of Edinburgh awards and AMEB certification.

### **Who Will Get It?**

Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a RoSA. Those who choose to leave school prior to receiving their HSC, will receive a RoSA. Students who leave at the end of Year 10 may elect to complete Literacy and Numeracy Online Tests. The results of these tests can be used for employers to show a basic literacy and numeracy levels. These tests are completed at school during October 2016. If students are looking to leave at the end of year 10 and wish to complete the online tests, they will need to notify the Director of Curriculum and Policy by writing no later than 10 days prior to the test date.

### **When Will they Get It?**

A RoSA will **only** be provided to those eligible students who choose to leave school prior to receiving their HSC by application through the Board of Studies.

### **What Will It Show**

A RoSA will show grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 and Year 12.

### **Awarding of Grades**

Grading is a way of showing a student's level of achievement in a course in a way that can be compared fairly between individual students. A – E grades will be awarded for courses completed in Year 10 and after, up till the time a student receives an HSC result.

Students are required to submit assessment tasks as delivered by the school. The marks from those assessments will be used to allocate a grade for each student at the end of the course. The school will submit those grades to the Board of Studies for moderation and then inclusion on the RoSA.

### **Satisfactory Course Completion Requirements**

To satisfactorily complete a course, students must

- follow the course developed or endorsed by the Board of Studies
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the College
- achieve some or all of the course outcomes

Satisfactory completion of courses is judged, in part, by your attendance and level of involvement in class, the assignments, homework etc completed and your level of achievement.

The ROSA (Record of Student Achievement) is the usual pre-requisite for entry into programmes of study leading toward the award of the Higher School Certificate and all trade certificated courses in the TAFE system.

### **Stage 5 Grading System**

A system for grading students' performance in each subject is prescribed by the Board of Studies. Not all subjects are graded in the same way. The following information provides details of how grades will be awarded in each subject at the end of Year 10. Students and parents should ensure that they are familiar with the general guidelines and the specific assessment details that follow. Key dates should be entered into the student's diary and the family diary.

### **Grading In All Subjects**

Grades for English, Mathematics, Science, History, Geography, elective subjects and Personal Development, Health and Physical Education are awarded in accord with the Performance Descriptors issued by the Board of Studies for each subject.

Performance Descriptors are statements that summarise the observable and measurable features of a student's achievement. Performance descriptors have been established to measure five levels of achievement.

- **They do not indicate failure**
- **They are not awarded in a predetermined ratio.**

They have as their focus the assessment of achievement related to knowledge and skills, not values, attitudes or interest. The Board of Studies provides a general set of performance descriptors which describes performance at each of the grade levels.

Grades are allocated on the basis of each student's performance in assessable tasks during Year 10. Grades of A, B, C, D and E are awarded.

***Please note that Mathematics will be graded differently (A10, A9, B8, B7, C6, C5, D4, D3 or E2) to summarise the student's achievement of Stage 5. Please refer to the Head of Mathematics for further explanation of these grades.***

## The General Performance Descriptors

Subject teachers design assessment tasks to test knowledge and skills in each subject. The achievements of each student are then matched to the appropriate performance descriptor grade. The choice of a particular grade will be made on the basis of its relationship to the best overall description of the student's achievement at the end of Year 10.

Grade	Description
A	<ul style="list-style-type: none"><li>• extensive knowledge and understanding of content</li><li>• application of knowledge</li><li>• very high level of competence in the processes and skills</li><li>• applies knowledge and skills in new situations</li></ul>
B	<ul style="list-style-type: none"><li>• thorough knowledge and understanding of content</li><li>• High level of competence in processes and skills</li><li>• application of knowledge and skills in most situations</li></ul>
C	<ul style="list-style-type: none"><li>• sound knowledge and understanding of main areas of content</li><li>• adequate level of competence in processes and skills</li></ul>
D	<ul style="list-style-type: none"><li>• basic level of knowledge and understanding of content</li><li>• limited level of competence in processes and skills</li></ul>
E	<ul style="list-style-type: none"><li>• elementary knowledge and understanding in few areas of content</li><li>• very limited competence in some of the processes and skills</li></ul>

## Grading - General Experience Courses

Non-elective subjects are graded as follows

- S = Satisfactory completion of the course
- N = Unsatisfactory completion of the course

## Non-Award if Stage 5

An "N" award may be given to a student in any course of study if they do not satisfactorily complete the course in terms of one or more of the following

- Attendance (85%)
- Non-submission of assessable tasks
- Failure to make a reasonable effort
- Failure to achieve minimum course outcomes

***A ROSA (Record of Student Achievement) will not be awarded if the student has not satisfactorily completed the minimum pattern of courses including English, Mathematics, Science, Australian History, Geography, Civics and Citizenship and Computing skills and the required number of elective courses.***

## Statement On Assessment

Assessment procedures should reflect the Christian Values of

- Justice
- Community
- Trust
- Service
- Honesty
- Hope
- Tolerance

They will do this in the following ways

- Assessment will be a part of the learning process.
- The emphasis will be on achievement in learning rather than on comparison with others. This is called 'Outcomes Assessment'.
- Reporting will be regular and immediate.
- A broad range of assessment instruments will be used.
- Realistic feedback will be given to students and parents concerning future courses and career possibilities.

**Aims**

- To educate students in the setting and achieving of goals and in meeting deadlines
- To assist students in their development as independent learners.

**Outcomes**

Students should be able to:

- Develop self-criticism and self-direction.
- Assess the on-going and cumulative nature of their learning.
- Appreciate the nature and variety of assessment styles.

**Outcomes – Staff**

Staff should be able to:

- Provide students and parents with honest and reliable information, concerning the student's academic strengths and weaknesses.
- Diagnose learning difficulties and gather information that will help meet the needs of the individual students.
- Appraise the extent to which students have met the requirements of the Board of Studies.

**Assessment Schedule**

This schedule covers all subjects in Year 10. The purpose of assessment is to provide students and parents with information related to the level of performance at the end of Year 10.

Students will be assessed in terms of the knowledge they have acquired and the degree to which they have mastered the skills specified in the performance descriptors, laid down by the Board of Studies, in each subject area.

## Assessment Will Take A Variety Of Forms

- Formal Tests and/or Examinations
- Assignments
- Research projects
- Processing and analysing data
- Unit tests
- Verbal Communication
- Problem Solving
- Application of knowledge to practical situations
- Practical Tests
- Field Reports
- A minimum of four assessment tasks will be required in each subject.
- Students will be given feedback on their level of achievement in each task. Should a student disagree with the rank or mark awarded, this should be resolved at the time the work is returned by the teacher.

## Arndell Anglican College Assessment Guidelines For Students and Parents

### Absence From Or Illness During An Assessment Task

- Assessment Tasks, both assignments and tests, are programmed for each term of the course. A student absent for any task **MUST** notify the Head of Department **in writing** as soon as it is known that the absence **will** occur or **has** occurred.
- An Prior Arrangement/Illness/Misadventure Form must be completed. An example has been included in this booklet. These forms are also available from the Head of Department or the Director of Curriculum and Policy.
- Where satisfactory evidence (such as a Medical Certificate which must not be written by a family member) is produced the first day the student returns to school, an alternative date or task will normally be arranged. If this is not feasible, an estimate mark will be used.
- If no satisfactory evidence of illness or other documentation proving misadventure is produced, a student would normally score 0 (zero) for a task that is **more** than **one day late**.
- A student who is ill or becomes ill during a task should report the matter immediately to the teacher in charge. The teacher and Head of Department, and, if necessary Director of Curriculum and Policy, will discuss with the student arrangements for a substitute task or for an estimate mark.



## Malpractice During An Assessment Task

- The Board of Studies states that '***Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others.***' If a teacher finds substantial evidence that a student has engaged in any malpractice associated with an assessment task, the teacher will inform the student that the matter is to be reported to the Head of Department and Mrs Merrick.
- Those staff, the teacher and the student will meet to discuss the case. If malpractice is proven, the student would normally receive 0 (zero) for the task.
- In their 2006 pamphlet '***HSC Assessments and Submitted Works – Advice to Students***' the Board of Studies listed the following examples as behaviour considered to be cheating :
  - copying, buying, stealing or borrowing someone else's work in part or in whole, and representing it as your own.
  - using material directly from books, journals, CDs or the internet without acknowledging the source
  - submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledge.
  - paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

## Plagiarism

Plagiarism (claiming someone else's work or ideas as your own) is considered a serious offence by the Board of Studies. As of 2009 all Preliminary HSC students must complete a Board of Studies course ***All My Own Work*** before they are able to proceed with the HSC. Arndell students complete this course at the end of Year 10. This excellent course explains in great detail what constitutes plagiarism and can be found on the Board of Studies website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) This course can be accessed by both students and parents and it is highly recommended that parents take the time to visit it. On this site you will also find a wide range of excellent advice and support material for both parents and students such as how students can manage stress throughout the HSC, study hints, advice for parents of HSC students, how students can access their results at the end of the year, old examination papers and so on.

## Appealing Against Assessment Results

Students should note that assessment marks given to tasks are **not normally altered**. The class teacher and the Head of Department would investigate any indication that a task has produced an unreliable or invalid result across the group. Unexpected results for one particular student DOES NOT indicate an unreliable or invalid assessment. Great care is taken in the setting of tasks to see that they are fair, reasonable and clearly measure outcomes of the syllabus.

### **To Appeal Against Their Result In An Assessment Task Or Examination A Student Must**

- Appeal in writing to the Head of Department or Director of Curriculum and Policy within **3 days** of receiving the result for the task **clearly stating the grounds** for the appeal.
- Students and their parents or guardians will be invited to put their case before **a panel** made up of the relevant Head of Department and another Head of Department within **1 week** of the date of lodgement of the written appeal. Please note that Director of Curriculum and Policy and the Headmaster may elect to be part of that panel.
- The College will do everything in its power to resolve the matter within the School.
- A process of appeal to the Board of Studies, however, is available to students and details may be obtained from the Headmaster.

### **Rules Governing the Submission Of Assessment Tasks**

For all tasks, the College will give written indication to students concerning the nature of the task, the outcomes to be assessed, the weighting of the task and the marking guidelines to be used.

#### **The Following Rules Apply For The Submission Of Tasks:**

- All tasks will be due at **3.30 pm** on the stated day, **OR** as indicated on the Assessment Notification Form.
- Students may present their task **before the due date** to the Head of Department.
- They are to be presented at the place designated by the teacher on the assessment notification and a register is to be signed.
- Students must complete and submit an **Assessment Cover Sheet** with **each** submitted Assessment Task.

#### **Late Submission of Task:**

- If the task is submitted after 3.30 pm on the day stated on the Assessment Notification, 50% of the mark awarded will be deducted.
- If the task is submitted more than 24 hours late, the student will receive a **zero** for the task unless proper evidence of illness (Medical Certificate) or Misadventure is submitted.
- Director of Curriculum and Policy may elect **not to accept** an assessment task from a student who **repeatedly** absents themselves from the college in the **2 days prior** to an assessment task **due date**, thereby gaining an advantage of extra preparation time.
- Please note that if a mark of 0 (zero) has been awarded the **task must still be submitted** if the student is to receive credit for the course. Completion of assessment tasks is part of the process, which demonstrates that students have met the outcomes of the course.
- When Assessment Tasks require the use of computer equipment, or when a student chooses to make use of such equipment or other technological equipment, failure of any equipment **DOES NOT** constitute a

valid reason for late submission of the task. Students must make print copies and back-up disks and must allow good time to overcome any technological difficulty that may arise.

- Oral tasks are often completed in class time over several consecutive class periods. The teacher in charge will arrange the order of presentation. All students **MUST** be ready to make their presentations on the **FIRST** period set down for the task.

In order to be **fair** to all students, these rules must and will be **strictly enforced**.

### **Students Considered At Risk of Not Satisfactorily Completing Course Requirements**

If College staff believe that a student is failing to demonstrate sufficient application and/or is in danger of not meeting course completion criteria, they are required by the Board of Studies to notify the student in sufficient time to correct any problems. To meet this responsibility Arndell Anglican College have put the following procedures in place.

#### **1. Counselling of Students**

Students will be counselled by some or all of their key teaching staff (Subject Teacher, Subject Head of Department) and key pastoral staff (Head of House and Homeroom Tutor). These staff will identify, explain and discuss areas of concern and give very specific details of the **action** required by the student to amend the situation. Depending on the seriousness and nature of the problems/s College staff may elect to contact parents or guardians at this point.

#### **Sufficient Application**

College staff may consider a student is failing to demonstrate **sufficient application** if they do not demonstrate a commitment to a regular study programme. Examples of this could be:

- Failure to bring the correct equipment or texts to class
- Failure to do the reading or preparation activities for lessons
- Is often off task during class lessons
- Continually disrupts lessons with inappropriate and/or unacceptable behaviour
- Is disrespectful and/or uncooperative with their peers or class teacher
- Does not complete class assignments and/or homework
- Unsatisfactory attendance.

#### **2. Official Written Warnings**

The Board of Studies requires schools to issue students with **TWO Course-specific** official written warnings, before a final '**N**' **determination** can be made for a course, specifying details of action required by the student and alerting the student and their parents or guardians to the possible consequences of a '**N**' **determination**. An '**N**' **determination** in the following mandatory courses in Year 10; English, Mathematics, Science, Geography and History, will mean that the student **will not** be awarded the ROSA (Record of Student Achievement) that year if they choose to leave at the end of Year 10.

When a student:

- Fails to submit an assessment task
- Unsatisfactorily completes an assessment task
- Continues to fail to apply themselves with diligence and sustained effort to their regular study programme, despite counselling by the College staff

The **First official written warning** will be issued and staff will endeavour to contact the student's parents or guardians by telephone. A written acknowledgement of the warning must be returned to Mrs Merrick from the student and their parents or guardians. The student will be interviewed by the Head of Department to establish what the problem/s are, and inform the student on what **action** they must take to amend the situation. The Head of Department will record this information and the date the **first official written warning** letter is sent home, on the student's electronic file. The student's progress will be closely monitored and the Director of Curriculum and Policy will be informed, who will keep a copy of all official letters sent home.

### **The Second and Final Written Warning**

For students who, despite the support and advice given, and despite having received a **first official written warning**, continue to fail to demonstrate sufficient application or complete Course requirements, the student and their parents or guardians will be requested to attend a **College Review**. If a student gets to this point they are in serious trouble and the Review will be a genuine attempt by the College to prevent the student from failing in this subject.

College staff will identify, explain and discuss the **action** the student must take. This meeting will make very clear what the requirements are and how the student must amend the situation, including a clear timeline. The **second and final written warning letter** will be issued at this meeting and a record of the meeting and issuing of the final warning letter will be recorded on the student's electronic file.

### **3. STUDENTS DEEMED BY THE HEADMASTER NOT TO HAVE MET THE REQUIREMENTS OF THE COURSE**

If a student, after receiving **two official written warnings** has not met the requirements and timelines set out in them, the Headmaster will notify the Board of Studies that the student has failed to demonstrate sufficient application or complete Course requirements. **A RoSA (Record of Student Achievement) will not be awarded if the student has not satisfactorily completed the minimum pattern of courses including English, Mathematics, Science, History and Geography, PDHPE and the required number of elective courses.**

### **Special Examination Provisions**

Special Examination Provisions for Stage 5 Year 10 tests, such as readers/writers, or large print test papers, are available to students who are eligible under the Board of Studies' criteria. If students wish to apply for Special Examination Provisions, they must see Mrs Gillen.

Applications for Special Examination Provisions must be made by the end of Term 1 2016.

### **Homework**

It is suggested that **EACH subject** in Year 10 be allocated approximately **one and a half to two hours** of homework **per week**. Students should have **10 to 12 hours** homework per week or **2 to 3 hours** per day and may have more just before a major assignment is due or when a test is about to occur. It is expected that in their ROSA (Record of Student Achievement) courses, students need to spend about **30 minutes per day** to consolidate, reinforce and revise work that has been covered or completed in class and another **30 minutes** per day for **each subject** researching; reinforcing, extending knowledge and skills; completing assignments, assessments, or class work or preparing for the next lesson. The reading of set texts (eg English) is not included in these allocations. Extra time should be devoted for this.

***It is highly recommended that students read as widely as possible around their chosen subjects and practice assessment tasks. Periods preceding exams will naturally require more study and exam preparation***

### **Final Date for Attendance**

It is a requirement that Year 10 Students attend school until the final day of Year 10 as determined by the Headmaster, unless an exemption has been granted by the Minister of Education.

If a student leaves before the last day of Year 10 without an exemption or approval of the Headmaster, they will not be awarded a ROSA (Record of Student Achievement). Unauthorized early departure from School in Year 10 may also jeopardize entry into the Preliminary and HSC courses for Year 11 and 12.



### ILLNESS or MISADVENTURE or PRIOR ARRANGEMENT FORM

The Student and Parent/Guardian must complete this in the event of:

- absence from an assessable task
- the non-completion of an assessable task
- wish to make a Prior Arrangement for a task.
- students must also put their request for leave of absence from examinations in writing to the Headmaster

**PLEASE PRINT CLEARLY IN CAPITAL LETTERS.**

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course: \_\_\_\_\_

Title of Task: \_\_\_\_\_ Weighting  
of Task: \_\_\_\_\_

I declare that I will be/was absent from College on for the following reason/s:

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The following documentary evidence is attached (eg. Doctor's Certificate )

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Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Decision:

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Approved: \_\_\_\_\_  
**(Director of Curriculum and Policy)**

Office Use Only: Date Received & Filed	
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**Non – Completion of a Year 10 Course**

Date: \_\_\_\_\_

Dear \_\_\_\_\_

*Re: OFFICIAL WARNING – Non completion of a Year 10 Course*

I am writing to advise that your son / daughter \_\_\_\_\_ is in danger of not meeting the Course Completion Criteria for Year 10 and/or the Record of School Achievement (ROSA) in \_\_\_\_\_.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_ (1<sup>st</sup> / 2<sup>nd</sup>) Official warning we have issued.

Two course – specific warnings must be issued prior to a final ‘N’ determination being made for a course.

**Course Completion Criteria:**

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

- |   |
|---|
| A) followed the course developed or endorsed by the Board ; and   |
| B) applied themselves with diligence and sustained effort to the set tasks and experience provided in the course by the school; and |
| C) achieved some or all of the outcomes.  |

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an ‘N’ (non – completion of course) determination. Students who receive an “N” determination in a mandatory course are not eligible for the award of the School Certificate. \_\_\_\_\_(course) *is a mandatory course is not a mandatory course*

To date, \_\_\_\_\_ has not satisfactorily met A / B /C of the Course Completion Criteria.

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

<i>Task Name / Course Requirement/Course Outcome</i>	<i>Date Task Initially Due (if Applicable)</i>	<i>Action Required by student</i>	<i>Date to be completed by (if applicable)</i>

Please discuss this matter with \_\_\_\_\_ and contact the school if further information or clarification is needed.

Yours sincerely

\_\_\_\_\_  
Class Teacher / Head Teacher

\_\_\_\_\_  
Mrs Karen Merrick

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Please return this section to the school, to Director of Curriculum and Policy

**Requirements for the satisfactory completion of Year 10**

I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ is in danger of not having satisfactorily completed \_\_\_\_\_ (course name).

I am aware that this course may not appear on his/her Record of Student Achievement.

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

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



**The following 20 courses are included:**

- Agriculture
- Commerce
- Dance
- Drama
- English
- Food Technology
- Geography
- Graphics Technology
- History
- History Extension
- Wood Technology
- Information & Software Technology
- Languages other than English (French)
- Mathematics
- Music
- Physical Activity and Sports Studies (PASS)
- PDHPE
- Science
- Textiles Technology
- Visual Arts

## YEAR 10 ASSESSMENT SUMMARY SHEET

COURSE	DUE_DATE	TASK	WEIGHTING
10 PDHPE	22/02/2016	Research & In Class Task	25
10 English	23/02/2016	Creative	15
10 History	26/02/2016	Museum Display DEI	20
10 Physical Activity and Sports Studies	1/03/2016	Coaching	25
10 Biblical Studies	2/03/2016	Bible & History Workshop	15
10 Mathematics	9/03/2016	Assessment 1	10
10 Science	14/03/2016	Task 1	25
10 Commerce	15/03/2016	Research and Presentation	30
10 Food Technology	15/03/2016	Food For Special Occasions- Practical Asses	25
10 Drama	21/03/2016	Commedia Dell'arte	25
10 Music 100 hrs	29/03/2016	Performance / composition	25
10 Visual Arts	29/03/2016	Artmaking	25
10 Graphics Technology	30/03/2016	Design Folio-Option Module 1	25
10 Industrial Timber	30/03/2016	Product 1- Cabinet Work 3	40
10 Information and Software Technology	31/03/2016	Webquest - Networking	25
10 History Elective	31/03/2016	Japan Presentation	30
10 English	6/04/2016	Essay	20
10 Biblical Studies	29/04/2016	Bookmark	5
10 Geography	3/05/2016	Skills Test	20
10 Physical Activity and Sports Studies	5/05/2016	Nutrition	25
10 Agriculture	12/05/2016	Task 1- Pest Research	30
10 Mathematics	13/05/2016	Assessment 2	30
10 Science	13/05/2016	Half Yearly Examination	25
10 French	16/05/2016	Semester Exam	0.01
10 Music 100 hrs	16/05/2016	Listening Exam	20
10 PDHPE	16/05/2016	Athletics Prac Assessment	25
10 Visual Arts	16/05/2016	Art Exam	25
10 Geography	17/05/2016	Mid Course Examination	20
10 History	17/05/2016	Mid Year Exam	20
10 Agriculture	18/05/2016	Task 2-Half Yearly Examination	20
10 Biblical Studies	18/05/2016	Mid Year Exam	30
10 Food Technology	18/05/2016	Half Yearly Examination	20
10 Graphics Technology	18/05/2016	Half Yearly Examination	
10 Commerce	19/05/2016	Mid Course Examination	20
10 History Elective	20/05/2016	Mid Year Exam	30
10 Information and Software Technology	9/06/2016	Webpage Design	25
10 Drama	14/06/2016	Staging a production	25

10 English	15/06/2016 Representation	15
10 Graphics Technology	22/06/2016 Design Folio- Option Module 2	20
10 French	27/07/2016 Listening Comprehension	15
10 Food Technology	9/08/2016 FPD Prototype 1 Testing	0
10 Commerce	16/08/2016 Research Task	30
10 French	17/08/2016 Speaking Skills	10
10 Physical Activity and Sports Studies	17/08/2016 Technology	25
10 History	18/08/2016 Vietnam Essay	30
10 Food Technology	23/08/2016 FPD Prototype 2 Testing	0
10 Geography	23/08/2016 Research Task	30
10 Biblical Studies	24/08/2016 Biography Task	15
10 Mathematics	24/08/2016 Assessment 3	20
10 Science	29/08/2016 Task 3	25
10 Information and Software Technology	4/09/2016 Programming Task	25
10 PDHPE	5/09/2016 Volleyball Assessment	25
10 Food Technology	6/09/2016 Food Product Development-Practical Asses	35
10 English	7/09/2016 Speech	20
10 French	7/09/2016 Reading/Writing	25
10 Graphics Technology	7/09/2016 Design Folio- Option Module 3	25
10 Industrial Timber	7/09/2016 Assignment 2- Cabinet Work 4	10
10 Drama	12/09/2016 Australian Drama and Scriptwriting	25
10 Music 100 hrs	12/09/2016 Performance	15
10 Music 100 hrs	12/09/2016 Composition	20
10 Visual Arts	12/09/2016 Artmaking	25
10 Agriculture	15/09/2016 Task 3- Dairy Excursion Report	20
10 Biblical Studies	14/10/2016 Bookmark	5
10 History Elective	18/10/2016 Research Project	40
10 PDHPE	18/10/2016 Road Safety In Class Task	25
10 Industrial Timber	26/10/2016 Product 2- Cabinet Work 4	40
10 Graphics Technology	2/11/2016 Design Folio -Option Module 4	10
10 English	4/11/2016 Yearly	30
10 Information and Software Technology	6/11/2016 Yearly Examination	25
10 Commerce	7/11/2016 Final Examination	20
10 Drama	7/11/2016 Yearly exam	25
10 Geography	7/11/2016 Final Examination	30
10 Mathematics	7/11/2016 Assessment 4	40
10 Music 100 hrs	7/11/2016 Listening Exam	20
10 Science	7/11/2016 Yearly Examination	25
10 Visual Arts	7/11/2016 Art Exam	25

10 Agriculture	8/11/2016 Task 4-End Year Examination	30
10 Food Technology	8/11/2016 End Year Examination	20
10 Graphics Technology	8/11/2016 Yearly Examination	20
10 History	8/11/2016 Yearly Exam	30
10 Physical Activity and Sports Studies	8/11/2016 Yearly Exam	25
10 Biblical Studies	9/11/2016 Yearly Exam	30
10 Industrial Timber	9/11/2016 End Year Examination	10
10 French	14/11/2016 Final Exam	50

# Year 10 Assessment Subject Summary

Subject: **Agricultural Technology**

Period: **Jan 2016 - December 2016**

Assessment Commences: **Term 2 2016**

Task	Task 1	Task 2	Task 3	Task 4	
<b>Course Component</b>	Pest research	Half-Yearly Exam	Dairy Excursion Report	Yearly Exam	
<b>Due Date</b>	Term 2, Week 3A <b>12.5.2016</b>	Term 2, Week 4B	Term 3, Week 9A <b>15.9.2016</b>	Term 4, Week 5A	
<b>Outcomes Assessed</b>	5.1.1, 5.3.1, 5.3.3, 5.5.1, 5.5.2, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.1, 5.3.4, 5.4.1, 5.4.2, 5.5.1,	5.1.1, 5.3.4, 5.4.1, 5.4.2, 5.5.2	5.1.1, 5.1.2, 5.2.1, 5.3.4, 5.4.1, 5.4.2, 5.5.1,	
Assessment Component	Weighting				
Knowledge and Understanding Knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives Knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society Knowledge of and skills in the effective and responsible production and	40	5	10	5	20
Skills Skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts Knowledge and skills in implementing cooperative and safe work practices in agricultural contexts	50	25	5	15	5
Values and Attitudes an understanding of sustainable and ethical practices that support productive and profitable agriculture	10		5		5
<b>Total Weighting</b>	100	30	20	20	30

## Year 10 Assessment Subject Summary

**Subject:** Biblical Studies

**Period:** Year 10 2016

**Assessment Commences:** Term 1 2016

Task		1	2	3	4	5
<b>Task Description</b>		<b>In Class Workshop</b>	<b>Mid-Year Examination</b>	<b>Biography</b>	<b>Yearly Examination</b>	<b>Bookmarks</b>
<b>Course Component</b>		Bible & History	Apologetics	Biography	Apologetics	Whole course
<b>Due Date</b>		Term I Week 6 B Fri Mar 4 G-Y Wed Mar 2	Term II Week 4	Term III Week 6 B Fri Aug 26 G-Y Wed Aug 24	Term IV Week 5	Term II Week 1 Term IV Week 1
<b>Total Weighting</b>		<b>15</b>	<b>30</b>	<b>15</b>	<b>30</b>	<b>10</b>

## Year 10 Assessment Subject Summary

<b>Subject:</b>		Commerce			
<b>Period:</b>		Year 10 2016			
<b>Assessment Commences:</b>		Term 1, 2016			
<b>Task</b>		<b>Task 1 Research and Presentation</b>	<b>Task 2 Mid Course Examination</b>	<b>Task 3 Research Task</b>	<b>Task 4 Final Examination</b>
<b>Course Component</b>		Law and Society	Employment Issues Law and Society	Towards Independence	Employment Issues Towards Independence Community Participation
<b>Due Date</b>		Term 1 Week 8	Term 2 Week 5	Term 3 Week 5	Term 4 Week 5
<b>Outcomes Assessed</b>		5.4, 5.7, 5.8, 5.9	5.2, 5.3	5.1, 5.2, 5.6, 5.7	5.2, 5.5
<b>Weighting</b>	100	30	20	30	20

## Year 10 Assessment Subject Summary

<b>Subject:</b>		Drama			
<b>Period:</b>		2016			
<b>Assessment Commences:</b>		Term 1 2016			
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Task Description</b>		The Art of Commedia dell'arte	Staging a Production (Shakespeare)	Australian Drama & Scriptwriting	End Year Exam
<b>Course Component</b>		Making, Performing, Appreciating	Making, Performing, Appreciating	Making, Performing	Making, Appreciating
<b>Due Date</b>		Term 1 - Week 9	Term 2 - Week 8	Term 3 - Week 9	Term 4 - Week 5
<b>Outcomes Assessed</b>		5.1.1, 5.1.3, 5.2.2, 5.2.3, 5.3.1, 5.3.3	5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3	5.1.1, 5.1.3, 5.1.4, 5.2.2, 5.2.3	5.1.3, 5.1.4, 5.3.1, 5.3.2
<b>Assessment Component</b>	<b>Weighting</b>				
Making	35%	10%	10%	10%	5%
Performing	35%	10%	10%	15%	
Appreciating	30%	5%	5%		20%
<b>Total Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>



## Year 10 Assessment Schedule 2015

Subject:	Year 10 English			
Period:	2015			
Assessment Commences:	Term 1, 2016			

Year 10 students will be assessed on their performance in reading, viewing, writing, speaking, listening and representation of a variety of texts.

COMPONENTS	WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Term 1 Week 5	Term 1 Week 11	Term 2 Week 8	Term 3 Week 8	Term 4 Week 4
NOVEL - <i>Mockingbird</i> Film- <i>Mississippi Burning</i>	15%	15% Creative writing				
Shakespeare and Drama PLAY - <i>Macbeth</i>	20%		20% Essay			
The Beast Within <i>Doppelganger</i>	15%			15% Representation		
<i>War</i> Poetry	20%				20% Speech	
Yearly Examination	30%					30% Yearly Examination
OUTCOMES		EN5-1A, EN5- 2A, EN5-4B, EN5- 5C, EN5-6C, EN5-8D	EN5-1A, EN5-2A, EN5- 3B, EN5-4B, EN5-5C, EN5- 6C, EN5-7D	EN5-1A, EN5-3B, EN5- 4B, EN5-5C, EN5-7D, EN5-8D	EN5-1A, EN5-2A, EN5- 5C, EN5-7D, EN5-8D, EN5-9E	EN5-1A, EN5-2A, EN5- 5C, EN5-7D, EN5-8D, EN5-9E
MARKS	100%	15%	20%	15%	20%	30%

## Year 10 Assessment Subject Summary

<b>Subject:</b>		LOTE (French)			
<b>Period:</b>		Year 10 2016			
<b>Assessment Commences:</b>		Term 1 2016			
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Task Description</b>		Listening Comprehension	Conversation	Reading Comprehension and Writing	Yearly Examination
<b>Course Component</b>		Listening	Speaking	Reading and Writing	All Skills
<b>Due Date</b>		Term 3 Week 2	Term 3 Week 5	Term 3 Week 7	Term 4 Week 5
<b>Outcomes Assessed</b>		UL1, MLC1, MBC1, MBC2	UL1, MLC1, MBC1, MBC2	UL2, UL4, MLC1, MLC2, MBC1, MBC2	ALL
<b>Assessment Component</b>	<b>Weighting</b>				
Listening	30%	15%			15%
Speaking	20%		10%		10%
Reading	30%			15%	15%
Writing	20%			10%	10%
<b>Total Weighting</b>	<b>100%</b>	<b>15%</b>	<b>10%</b>	<b>25%</b>	<b>50%</b>

## Year 10 Assessment Subject Summary

Subject: Food Technology

Period: January 2016- December 2016

Assessment Commences: Term One 2016

Task	1	2	3	4
<b>Task Description</b>	Practical Assessment	Half Yearly Exam	Practical Assessment	Yearly Exam
<b>Course Component</b>	Optional Unit	Food service and Catering & Food for Special Occasions	Optional unit	All units and core
<b>Due Date</b>	Term 1 Week 8B <b>15.3.2016</b>	Term 2 Week 4B	Term 3 Week 8B <b>6.9.2016</b>	Term 4 Week 5A
<b>Outcomes Assessed</b>	5.1.1, 5.3.2, 5.5.1, 5.5.2, 5.6.1	*5.3.1, 5.3.2, 5.4.2, 5.5.2, 5.6.1, 5.6.2 * a selection of outcomes to be used	5.1.1, 5.2.3, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1	*5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.6.1, 5.6.2 * a selection of outcomes to be used
Assessment Component	Weighting			
Food for Special Occasions	25%	25%		
Food for Special Occasions Food Service and Catering	20%		20%	
Food Product Innovation	35%		35%	
2 Core Units Food Service and Catering Food for Special Occasions Food for Special Needs	20%			20%
<b>Total Weighting</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>35</b>
				<b>20</b>

## Year 10 Assessment Subject Summary

Subject: Graphics Technology

Period: January 2016- December 2016

Assessment Commences: Term One 2016

Task	1	2	3	4	5
<b>Task Description</b>	Design Folio	Design Folio	Design Folio	Design Folio	Yearly Exam
<b>Course Component</b>	Option Module 1	Option Module 2	Option Module 3	Option Module 4	Module 1,2, 3 &4
<b>Due Date</b>	Term 1 Week 10B <b>30.3.2016</b>	Term 2 Week 9A <b>22.6.2016</b>	Term 3 Week 8B <b>7.9.2016</b>	Term 4 Week 4B <b>2.11.2016</b>	Term 4 Week 5A <b>8.11.2016</b>
<b>Outcomes Assessed</b>	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.6.1, 5.6.2	5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2
Assessment Component	Weighting				
Australian Architecture	25%	20%			5%
Engineering Drawing	25%		20%		5%
Product Illustration	25%			20%	5%
Computer Aided Design & Drafting	25%	5%		5%	10%
<b>Total Weighting</b>	<b>100</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>10%</b>

## Year 10 Assessment Subject Summary

<b>Subject:</b>		<b>Geography</b>			
<b>Period:</b>		<b>Year 10 2016</b>			
<b>Assessment Commences:</b>		<b>Term 1, 2016</b>			
<b>Task</b>		<b>Task 1 Skills Task</b>	<b>Task 2 Mid Course Examination</b>	<b>Task 3 Research Task</b>	<b>Task 4 Final Examination</b>
<b>Course Component</b>		Issues in Australian Environments	Issues in Australian Environments Changing Australian Communities	Australia in its Regional and Global Context	Issues in Australian Environments Changing Australian Communities Australia in its Regional and Global Context
<b>Due Date</b>		Term 2 Week 2	Term 2 Week 5	Term 3 Weeks 7	Term 4 Week 5
<b>Outcomes Assessed</b>		5.1, 5.3, 5.4, 5.6, 5.10	5.1, 5.2, 5.3, 5.4, 5.8, 5.10	5.2, 5.3, 5.9, 5.10	5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10
<b>Weighting</b>	100	20	20	30	30

## Year 10 Assessment Subject Summary

<b>Subject:</b>		History Elective			
<b>Period:</b>		Year 10 2016			
<b>Assessment Commences:</b>		Term 1 2016			
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>	
<b>Task Description</b>		Japan Research Task	Mid Year Examination	Individual Project	
<b>Course Component</b>		Japan	Japan	Constructing History	
<b>Due Date</b>		Term I Week 10 Thur Mar 31	Term II Week 4	Term IV Week 2 Tue Oct 18	
<b>Outcomes Assessed</b>		E5.4, 5.6, 5.7, 5.8, 5.9, 5.10	E5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10	E5.4, 5.6, 5.7, 5.8, 5.9, 5.10	
<b>Assessment Component</b>					
<b>Weighting</b>					
Source-based skills	20	5	10	5	
Communication of historical understanding in appropriate forms	30	10		20	
Historical Inquiry and research	20	10		10	
Knowledge and Understanding of Course content	30	10	20		
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>	

## Year 10 Assessment Subject Summary

Subject:		History			
Period:		Year 10 2016			
Assessment Commences:		Term 1 2016			
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>5</b>
<b>Task Description</b>		Museum Display	Mid Year Examination	Essay	Final Examination
<b>Course Component</b>		Dutch East Indies	Cold War, Australia and Vietnam	Australia and Vietnam	Changing Rights & Freedoms UN/Afghanistan
<b>Due Date</b>		Term I Week 5 Fri Feb 26	Term II Week 4	Term III Week 5 Thu Aug 18	Term IV Week 5
<b>Outcomes Assessed</b>		HT5-1, 5-2, 5-4, 5-7, 5-9, 5-10	HT5-1, 5-2, 5-4, 5-7, 5-9, 5-10	HT5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10	HT5-2, 5-3, 5-6, 5-8, 5-9, 5-10
<b>Assessment Component</b>		<b>Weighting</b>			
Source-based skills			10		10
Communication of historical understanding in appropriate forms		10		20	
Historical Inquiry and research		10		10	
Knowledge and Understanding of Course content			10		20
<b>Total Weighting</b>		<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

## Year 10 Assessment Subject Summary

**Subject: Industrial Technology - Timber**

**Period: January 2016-December 2016**

**Assessment Commences: Term One 2016**

Task		1	2	3	4
Task Description		Product -1 ( Prac/ Folio/Research)	Assignment -2	Product/Folio -2	End Year Exam
Course Component		Cabinet Work -3	Cabinet Work -4	Cabinet Work -4	All Units Covered
Due Date		Term 1 Week 10B <b>30.3.2016</b>	Term 3 Week 8B <b>7.9.2016</b>	Term 4 Week 3A <b>26.10.2016</b>	Term 4 Week 5A
Outcomes Assessed		5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1	5.4.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2
Assessment Component	Weighting				
Cabinet Work - 3	40%	40% 25%+10% +5%			
Cabinet Work -4	60%		10%	40% 25%+15%	10%
<b>Total Weighting</b>	<b>100</b>	<b>40%</b>	<b>10%</b>	<b>40%</b>	<b>10%</b>



# YEAR 10 ASSESSMENT SUBJECT SUMMARY

**Subject:** Information and Software Technology

**Period:** Stage 5 2016

**Assessment Commences:** Term One 2016

COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week 10	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5
Networking Systems	25%	25%			
Internet and Webpage Design	25%		25%		
Programming	25%			25%	
Yearly Examination	25%				25%
<b>MARKS</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>OUTCOMES</b>		5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.5.1, 5.5.2	5.1.1,5.1.2,5.2.2,5.5.3	5.2.1,5.2.2,5.2.3, 5.3.1,5.5.2	5.1.1,5.1.2,5.2.1, 5.2.2,5.3.1,5.3.2

## Year 10 Assessment Subject Summary

<b>Subject:</b>		Mathematics 10 (5.1/5.2/5.3)			
<b>Period:</b>		Year 10 2016			
<b>Assessment Commences:</b>		Term 1 2016			
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Task Description</b>		Assessment 1 in-class test	Assessment 2 Half Year Examination	Assessment 3 Hand In Task	Assessment 4 Yearly Examination
<b>Course Topics</b>		Review of Year 9, Interest and Depreciation, Coordinate Geometry, Surface Area and Volume (5.3: Surds)	Topics from previous Assessment plus Algebra, Investigating Data, Equations and Inequations (Products and Factors)	Topics from previous Assessments plus Graphs, Trigonometry, Simultaneous Equations	Topics from previous Assessments plus Probability Geometry (5.3: Quadratic Equations + OPTION TOPICS)
<b>Due Date</b>		Term 1 Week 7	Term 2 Weeks 3 and 4	Term 3 Week 6	Term 4 Week 5
<b>Outcomes Assessed</b>		MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.3-13MG, MA5.3-14MG, MA5.3-NA, MA5.1-6NA, MA5.2-9NA, MA5.3-8NA, MA5.1-4NA, MA5.2-4NA	MA5.1-12SP, MA5.2-15SP, MA5.2-16SP, MA5.3-18SP, MA5.3-19SP, MA5.2-6NA, MA5.3-5NA, MA5.2-8NA	MA5.1-10MG, MA5.2-13MG, MA5.3-15MG, MA5.3-7NA, MA5.1-7NA, MA5.2-10NA, MA5.3-9NA, MA5.2-5NA, MA5.3-4NA	MA5.1-11MG, MA5.2-14MG, MA5.1-13SP, MA5.2-17SP, MA5.3-17MG
<b>Assessment Component</b>	<b>Weighting</b>	<i>All classes will cover the 5.1 and 5.2 content - those classes studying the 5.3 pathway will cover extra outcomes as indicated by italics (students wishing to proceed to Ext 1 in Year 11 will study the 5.3 pathway); all topics will encompass the Working Mathematically outcomes, MA5.1-1WMM, MA5.1-2WMM, MA5.1-3WMM, MA5.2-1WMM, MA5.2-2WMM, MA5.2-3WMM, MA5.3-1WMM, MA5.3-2WMM, MA5.3-3WMM.</i>			
Concepts, skills and techniques	50	5	15	10	20
Reasoning and communication	50	5	15	10	20
<b>Total Weighting</b>	<b>100</b>	<b>10</b>	<b>30</b>	<b>20</b>	<b>40</b>

## 10 Music Assessment Subject Summary

<b>Subject:</b>		10 Music				
<b>Period:</b>		2016				
<b>Assessment Commences:</b>		Term 1				
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Task Description</b>		<b>Performance/ Composition</b>	<b>Listening 1</b>	<b>Performance 2</b>	<b>Composition</b>	<b>Listening 2</b>
<b>Course Component</b>		Performance/ Composition	Listening	Performance	Composition	Listening
<b>Due Date</b>		Term 1 Week 10	Term 2 Week 5	Term 3 Week 9	Term 3 Week 9	Term 4 Week 5
<b>Outcomes Assessed</b>		5.1, 5.5	5.7,5.8	5.1,5.2,5.3	5.4,5.5,5.6	5.5, 5.6, 5.9, 5.10
<b>Assessment Component</b>		<b>Weighting</b>				
Performance	30	15		15		
Composition	30	10			20	
Listening	40		20			20
<b>Total Weighting</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>20</b>

## Yr 10 PASS Assessment Subject Summary

**Subject: Yr 10 PASS**

**Period: January 2016 - November 2016**

**Assessment Commences: Term 1, 2016**

<b>Task</b>		<b>Task 1 Coaching Plan, teaching and Evaluation</b>	<b>Task 2 Event Management Portfolio</b>	<b>Task 3 Research and Report</b>	<b>Task 4 Yearly Examination</b>
<b>Task Description</b>		Students create a lesson plan, present to class and self reflect	Students create an organisation folder to successfully run an event	Students research designated component of syllabus and then complete in class task	Final Examination covering all the units covered in the year
<b>Course Component</b>		Coaching	Nutrition	Technology, Sport & Participation	Coaching, Nutrition, Technology
<b>Due Date</b>		<b>Term 1 Week 6 (29/2 Pass 1) (1/2 Pass 2)</b>	<b>Term 2 Week 2 (Thu 5/5)</b>	<b>Term 3 Week 5 (Wed 17/8)</b>	<b>Term 4 Week 5 Exam Period</b>
<b>Outcomes Assessed</b>		3.1, 3.2, 4.1,4.2, 4.4	3.1, 3.2, 4.2, 4.4	3.1, 3.2, 4.2, 4.4	1.1, 1.2, 2.2, 3.1, 3.2, 4.4
<b>Assessment Component</b>	<b>Weighting</b>				
Coaching Clinic	35	25			10
Event Management	35		25		10
Technology, Participation and Performance	30			20	10
<b>Total Weighting</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>

## Yr 10 PDHPE Assessment Subject Summary

Subject: Yr 10 PDHPE					
Period: January 2016 - November 2016					
Assessment Commences: Term 1, 2016					
<b>Task</b>		<b>Task 1 In Class Task</b>	<b>Task 2 Sport Performance</b>	<b>Task 3 Sports Performance</b>	<b>Task 4 In Class task</b>
<b>Task Description</b>		Research & In Class task	Practical Assessment on the events in Athletics	Practical Assessment on the skills of Volleyball	Theory task based on Website
<b>Course Component</b>		Mental Health Resilience	Sports Performance (Athletics)	Sports Performance (Volleyball)	Risky Business
<b>Due Date</b>		<b>Term 1, Weeks 5 (Mon 22/2)</b>	<b>Term 1, Weeks 8/9 (Mon 14/3)</b>	<b>Term 3, Week 8 &amp; 9 (Mon 5/9)</b>	<b>In Class Task Term 4, week 2 (Mon 17/10)</b>
<b>Outcomes Assessed</b>		3.1, 3.2, 4.2, 4.4	3.1, 3.2, 4.1, 4.2, 4.4	3.1, 3.2, 4.2, 4.4	1.1, 1.2, 2.2, 3.1, 3.2, 4.4
<b>Assessment Component</b>		<b>Weighting</b>			
Overcoming Adversity	25		25		
Sports Performance	50	25		25	
Making a Difference	10				10
Planning for Safety	15				15
<b>Total Weighting</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## Year 10 Science

<b>Subject:</b>		Science			
<b>Period:</b>		2016			
<b>Assessment Commences:</b>		Term 1, 2016			
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Task Description</b>		First-hand Investigation	Half-Yearly Examination	Research (SRP)	Yearly Examination
<b>Course Component</b>			All work covered		All work covered
<b>Due Date</b>		14-Mar	Term 2 Exam Week	29-Aug	Term 3 Exam Week
<b>Outcomes Assessed</b>		5.4, 5.6, 5.22, 5.14, 5.13, 5.19, 5.20, 5.21, 5.17, 5.18	5.6, 5.7, 5.8, 5.13, 5.17	5.4, 5.6, 5.22, 5.14, 5.13, 5.19, 5.20, 5.21, 5.17, 5.18	5.13, 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21
<b>Assessment Component</b>	<b>Weighting</b>				
Knowledge and Understanding	40%		20		20
Skills: First-hand Investigations	30%		3	25	2
Skills: Scientific thinking, problem solving and communicating	30%	25	2		3
<b>Total Weighting</b>	<b>100%</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

# Year 10 Visual Arts Assessment Subject Summary

Subject: Visual Arts

Period: Term 1 2016 – Term 4 2016

Assessment commences: Semester 1 2016

Task		1	2	3	4
<b>Course Component</b>		Artmaking	Art Criticism & History	Artmaking	Art Criticism & History
<b>Due Date</b>		Term 1 Week 10	Term 2 Exam Block Week 4	Term 3 Week 9	Term 4 Week 5
<b>Outcomes Assessed</b>		5.1 5.2 5.3 5.4 5.5 5.6	5.7 5.8 5.9 5.10	5.1 5.2 5.3 5.4 5.6	5.7 5.8 5.9 5.10
Assessment Component	Weighting				
Art Criticism & History	50%		25%		25%
Artmaking	50%	25%		25%	
<b>Total Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>