

# St Patrick's Marist College



Founded 1872

## YEAR 10 ASSESSMENT POLICY AND SCHEDULES 2017

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### SECTION B: COURSE SCHEDULES

# Assessment Guidelines

## SECTION A

# St Patrick's Marist College Assessment Policy

## 1. Rationale

The College Assessment Policy is designed so that no student can be advantaged or disadvantaged by the College's system of assessment.

Assessment at St. Patrick's Marist College encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses;
- fairness in marking and reporting; and
- coordination of the assessment programme to ease the load on students.

The College Assessment Policy reflects the interest of the College with authentic learning, academic achievement, justice and the dignity of each person. This means that teachers are striving to ensure that assessment tasks give results that reflect what each student really knows and understands against a standard derived from syllabus documents.

Assessment Policy reflects the grades that will be identified for the Records of School Achievement (ROSA).

## 2. What is Assessment?

- a. The term "assessment" refers to the College's measure of a student's achievement against standards in a NSW Education Standards Authority (NESA) course (formally Board of Studies Teaching and Educational Standards, NSW (BOSTES)). Assessment applies to all courses.

An assessment task may comprise of an "assignment" that is a piece of work completed over some days or weeks; or be in the form of an examination. Other assessment tasks may be in the form of class tests, oral presentations, fieldwork, extended responses, or other work completed during class time.

- b. A student must complete the assessment requirements for each course before he or she is considered to have completed Stage 5.
- c. Students will be informed of what outcomes are being measured in each task and what criteria will be used to measure their performance.

## 3. What is the Stage 5 Grading System?

Stage 5 Grading is the process of describing what each student has achieved at the end of Year Ten. This achievement is expressed against a fixed standard for each course set by NESA. These standards are divided into five bands, from A-Excellent to E-Elementary with the exception of Mathematics which has nine bands.

Each band or grade has a description attached to it for each subject. If the description fits a student's performance in assessment tasks, he or she will be awarded that grade.

## 4. What are Performance Descriptors?

The Board of Studies Teaching & Educational Standards NSW provides a set of Performance Descriptors for subjects in Stage 5. The descriptors can be found at the rear of this booklet. At the end of the year a student's achievement in the Skills and Knowledge components of a course is matched against the Performance Descriptors allocated to that course, in order to determine a grade.

Performance descriptors are an assessment and reporting tool used to enable teachers to make judgments about overall student achievement at the end of a course. Performance descriptors are a series of statements, which summarise observable and measurable features of a student's achievement. These are used by teachers to award grades to students based on descriptions of typical achievement from A-Excellent to E-Elementary.

Performance descriptors describe the main features of a typical student's performance at the end of the course. The vertical columns in the descriptors describe different levels of student performance. In using these descriptors, the College matches the student to the descriptor column which best fits the student's overall achievement in the course.

There are five grades:

A	-	Extensive Achievement
B	-	Thorough Achievement
C	-	Sound Achievement
D	-	Limited Achievement
E	-	Elementary Achievement

Grade (Achievement)	GENERAL PERFORMANCE DESCRIPTORS
<b>A</b> <b>Extensive Achievement</b>	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>B</b> <b>Thorough Achievement</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.
<b>C</b> <b>Sound Achievement</b>	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.
<b>D</b> <b>Limited Achievement</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b> <b>Elementary Achievement</b>	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.  <i>Where an A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements in: a) attendance – meeting the required number of hours; b) participation in the required learning experiences and assessment tasks; c) effort and achievement; d) reaching at least some of the course goals.</i>
<b>N</b>	Where 'N' appears in place of an A to E grade it indicates that the student has failed to meet one or more of the above requirements.

Most subjects will produce a set of 'mini-descriptors' for each assessment item, called *Assessment Criteria*. These are used in allocating grades on each assessment task and are handed out with

the task so students know exactly what they have to do to get a particular grade. Teachers will always be able to tell you why a particular grade was awarded.

## **5. Which Courses are assessed at this Stage?**

There are two types of courses offered at St Patrick's Marist College. Mandatory subjects: Catholic Studies; English; Mathematics; Science; Australian History, Civics and Citizenship; Australian Geography, Civics and Citizenship; and Personal Development, Health & Physical Education, are offered over Stage 5. Formal Assessment Tasks are conducted in Year Ten and determines the Final Grade for Stage 5. Along with the mandatory subjects listed, two elective subjects are also studied in Years Nine and Ten and formal assessment tasks are conducted to determine the Final Grade for Stage 5.

## **6. How many Assessment Tasks?**

The number of tasks range from three to five depending on the course studied.

## **7. How will I know what Assessment Tasks are set and when they will be held?**

This booklet is the best guide. Part B of this booklet includes a table of Assessment Tasks for all subjects. Students should keep this book safely at home and copy the tasks into their diary.

Teachers will inform students as to when an assessment task is to be held, or for longer assignments and projects, between what dates it will be completed. Students should receive at least two weeks notice of any task. As soon as students receive an assessment task he or she should highlight the date in their calendar and write it in their diary.

## **8. How are these tasks used in determining my final grading?**

Teachers use the formal assessment information to make a summative judgment of each student's overall level of achievement at the end of the course. An order of merit can be used as a guide in determining the most appropriate grade for each student.

Teachers will then review the grade awarded to ensure that no anomaly has occurred. Teachers can refer to informal tasks completed by students to assist in a final determination of a grade. The final grade is determined by the best overall description of the student's achievement based on all the evidence available.

There is no predetermined proportion of students who will receive particular grades.

## **9. How will the College report on my progress?**

Feedback is given to students regarding their performance in each assessment task. An integral part of each task is for students to do a self evaluation before they submit the task and another when the task is returned. Students are encouraged to seek more feedback from their teachers to improve their learning. Students have the responsibility to show their parents/guardians the marked tasks and obtain their signature. This is one way parents/guardians are informed of their child's progress.

At the end of each semester, parents / guardians will receive a formal College Report.

## 10. When does Assessment Begin?

The assessment program will commence at the beginning of the school year and will conclude with end of course examination/assessments towards the end of Term 4 of that year.

## 11. Student's Responsibility

- a. Each student has the responsibility to be familiar with the general College policies as outlined in this Handbook. Students must also be familiar with the Course Information in Section B of this Handbook.
- b. It is important that the student speak with the relevant Leader of Learning - KLA if there is any doubt about the requirements of the Assessment Policy.
- c. It is the responsibility of all students to know when assessment tasks are scheduled. **Assessment tasks take priority over any other activities.**
- d. It is the responsibility of all students to know the assessment task procedures. In the case of an examination no mobile phones or electronic devices are allowed in the room. No student is to have written sheets or writing on their person or clothing. Students need to be familiar with examination procedures outlined in the College diary.
- e. Students who have not applied themselves in a course satisfactorily may not be eligible for the Higher School Certificate.
- f. It is the responsibility of all students to return **marked** assessment tasks to their parents/guardians for their signature.
- g. **Included with this document is a copy of the Assessment Agreement Form between the student and the College. The original is signed by the student and parent in the College diary acknowledging the requirements of the assessment policies outlined in this Handbook.**

## 12. Submitting Work

- a. All assessment work in the form of assignments or other non test tasks must be handed in on the **due date in the subject period, or at a time specified by the relevant Leader of Learning - KLA or subject teacher or their designated substitute.** Students must follow directions issued by their teacher. Task papers should be firmly stapled together, or otherwise secured.
- b. It is the student's responsibility to ensure that the assessment task arrives on time. Illness or misadventure must be supported by documentary evidence. This must be uploaded, given or emailed to the Director of Studies on the first day of return to the College by 9.00am. A copy will be retained in the Student's file.

If the student knows they will be absent on the due date of the assessment task, then he or she must ensure that the work is submitted on time. This includes prearranged College activities such as work placement and excursions as well as family leave.

**Assignments are not to be submitted in plastic sleeves.**

- c. In the case of examinations or class tests, any student who fails to meet the requirements will be awarded a zero mark.

## 13. Assessment Guidelines

- a. The College will provide the student with the following information for each subject at the beginning of Stage 5 Assessment, or as soon as practicable:
- WHAT is being assessed
  - HOW it will be assessed
  - WHEN it will be assessed
  - The RELATIVE VALUE of each task in the total assessment scheme.

This information is contained in the Course Guidelines for each course contained in this *Handbook* in Section B and the calendar at the back of this booklet.

Students will be given a detailed notification of assessment tasks, in writing, at least 2 weeks prior to each task.

- b. The course teacher overseeing the course in which an assessment task is due will keep a list of those students whose work has been received. Each student will sign the class list when they submit their assignment.
- c. The Director of Studies will oversee the process; ensuring that assessments are properly spaced and coordinated between different subjects and collate the submission of assessment results to NESAs. In the event of disputes or misadventure, the Director of Studies will administer the process of appeals.
- d. The policy of NESAs is that assessment tasks accurately measure the achievement of students and discriminated between different levels of achievement. If an assessment task does not adequately fulfil these requirements or where some students could be disadvantaged the Director of Studies in consultation with the Principal can declare the task invalid or unreliable. If this occurs, students and their parents will be notified in writing and informed about an appropriate alternative. Examples of appropriate alternatives are: setting of a new task, or amending the weighting of the existing task.
- e. Student will sign a verification sheet when their task is returned which confirms their mark.
- f. The Director of Studies, relevant Leader of Learning - KLA and the relevant Leader of Learning - Pastoral will maintain a record of penalties that may result from late submissions, absence and illness. A copy will also be placed in the student's file.
- g. If a change of date is required for a formal assessment task the relevant Leader of Learning - KLA will distribute to parents and students and place on Skoolbag, a notification sheet which will give the revised date. The acknowledgment slip needs to be signed and return to the student's subject teacher.

## 14. Non Completion of an Assessment Task

- a. In order to have studied a NESAs course satisfactorily, the College expects each candidate to have completed **all** assessment tasks.
- b. Notwithstanding the Principal's prerogative with respect to illness and/or misadventure, in all other cases where a candidate fails to complete an assessment task, a 'zero mark must be recorded for that task.
- c. It is the student's responsibility to attempt all assessment tasks and to follow the correct procedure for submitting them. If through unforeseen circumstances it is anticipated that the work will not be completed on time, the student is to negotiate with the Director of Studies for an extension of time well in advance of the due date. Extensions will **not** be granted on the due date.

## 15. Late Submission of an Assessment Task

- a. In other than the exceptional circumstances in which extensions are granted, late submissions of assessment tasks will incur penalties.
- b. The penalties will be 30% of the maximum for the first day the task is overdue. After this day the student will receive a zero, except in special circumstances (at the discretion of the Director of Studies). On the awarding of the penalty or zero mark, the parents / guardian of the student will be informed in writing by the College.
- c. Students should be aware of the implications of this policy in the case of assessment tasks completed outside class. Put briefly, they can be summarised as follows:
  - If the assessment task is one day late, 30% of the total mark will be deducted.
  - If the assessment task is two or more days late, a zero mark will be awarded.
  - Each day following the due date will be counted, regardless of whether it falls on weekends, public holidays, etc.
  - The assessment task is one day late after the designated time on the due date until the same designated time the following day.
- d. The course teacher will have a list of those students whose work has **NOT** been received. It is the student's responsibility to submit the task to the course teacher or to follow the submission procedures outlined by the relevant Leader of Learning - KLA.
- e. Parents / Guardians of the students who are penalised for any reason will be notified in writing by the College. Parents / Guardians must sign the penalty acknowledgement slip. The slip must be returned by the student to the relevant Leader of Learning - KLA within 24 hours. Failure to do so may result in a detention.
- f. An online illness/misadventure form must be completed. This is used by the Director of Studies to ascertain the appropriate if any exemptions or extensions (refer to point 9).
- g. The following *may* be regarded as reasons justifying absence or inadvertent late submission:
  - i. Illness, if there is proof in the form of a medical certificate from a registered medical practitioner who was consulted on the day of the illness. **Back dated doctors' certificates will not be accepted;**
  - ii. Misadventure, such as public transport delays or car-breakdowns (in this case, the student may be asked to provide proof of the circumstances leading to the delay);
  - iii. Accident, meaning some injury which physically or mentally prevents the student from completing the task, examination or test.
- h. In the case of prolonged absence, an estimate may be given. An estimate is a mark based on the previous assessment performances of the student and moderated by the relevant Leader of Learning - KLA to ensure fairness.
- i. Computer or printer breakdown will not be accepted as a valid reason for late submission.

In the event of printer or computer failure:

- It is the student's responsibility to bring the backup (USB or memory card) to the College and use the Library to print the assessment task.

- In either event, the student must notify the relevant Leader of Learning - KLA before 9.00am on the due date.
- j. Students who use the computer for assessment tasks are strongly advised to:
- regularly back up their work on **a number** of devices (e.g. inbuilt hard drive, external hard drive, flash disk, or in Home Folder at school, etc).
  - print a draft version prior to the due date.
  - complete the final copy of the assignment at least 24 hours before the due date (not on the night before or on the morning of the due date).
  - not rely on emailing assessments to the College on the due date.
- k. *Where a student has been given a zero mark for non-completion or late submission in s **totaling** 50% or more of the final course assessment, the relevant Leader of Learning – KLA will inform the Director of Studies, who will certify that the student has not completed the course satisfactorily.*
- l. No appeals are considered regarding decisions made by the Director of Studies in cases of non-submission or late submission. The Assistant Principal – Innovation, Teaching and Learning may be approached to ensure consistency and fairness.

## 16. Illness/ Misadventure

- a. Misadventure is any unforeseen event which prevents a candidate from attending a scheduled task. Students should be aware of the procedure to follow in the event of illness/misadventures:
- i. If the student is unable to complete an assessment task for reasons of ill-health, then he or she must complete the online Illness/Misadventure Form along with providing a medical certificate to the Director of Studies by 9.00am on the first day of returning to College. This documentation can also be uploaded or emailed. The Director of Studies will notify the relevant Leader of Learning – KLA.
  - ii. **No application for illness/misadventure will be accepted after 1 week from the due date of the assessment task.**
  - iii. If any assessment task is missed for any other serious reason, the student may be required to submit documentary evidence to the Director of Studies. The online Illness/Misadventure Form must be completed.
  - iv. Any assessment task which is missed, and for which an acceptable reason is not given, will be recorded as a zero mark and a warning letter will be issued. Student's details will then be added to the NESAs HSC Assessment Task Malpractice Register.
  - v. If a student is taken suddenly ill at school, he or she must contact the relevant Leader of Learning - KLA, relevant Leader of Learning - Pastoral or the Director of Studies before leaving the College.

## 17. Malpractice

- a. Malpractice is an activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:
- copying someone else's work in part or whole, and presenting it as their own;
  - using material directly from books, journals, recorded media or the internet without reference to the source;
  - building on the ideas of another person without reference to the source;
  - buying, stealing or borrowing another person's work and presenting it as their own;
  - submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
  - using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
  - paying someone to write or prepare material;
  - breaching school examination rule;
  - cheating in an HSC exam;
  - using non-approved aids in an assessment task;
  - giving false reasons for not handing in work by the due date;
  - helping another student to engage in malpractice.
- b. The NESA has published guidelines concerning take home assessment tasks and submitted works.

*"The academic honesty of students in completing assessment tasks, and of teachers and others in guiding students, underpins the integrity of the HSC.*

*Throughout the assessment process, the highest level of integrity and honesty is required. Failure to meet this requirement may limit a student's marks and jeopardise their HSC.*

*A student's mark is determined by the quality of the work produced by the student only. Any take-home assessment task or submitted work must formally acknowledge any words, ideas, designs or workmanship of others used in producing the work. It is the student's responsibility to ensure that all unacknowledged work is genuinely their own.*

### **The following apply to take-home assessment tasks and submitted work.**

#### **1. Practices and assistance that do not require formal acknowledgement:**

- Discussion of the student's ideas with other people such as teachers, mentors, tutors, family members or friends*
- Discussion of resources that the student has found*
- Seeking explanation of texts and concepts*
- Learning of skills to use in the development of the work*
- Work produced by the student in class under the teacher's supervision*
- General teaching and learning of course materials and content*
- Minor editing; spelling and grammar checks*
- Simple assistance such as photocopying and transporting materials*

#### **2. Practices and assistance that do require formal acknowledgement:**

- The contribution of others' words, ideas, designs or workmanship to the development of the student's work*
- Any components of the work that have been written, created or developed by others*
- Use or inclusion of material from other sources such as books, journals and electronic sources including the internet.*

- iv. *Use or inclusion of the work, ideas or designs gained through group work from other group members*
- v. *Practical, technical or expert assistance provided by others e.g. welding, cinematography and desk top publishing.*

*If in doubt, students are advised to acknowledge assistance that has contributed to their work.”*

- c. The College uses software on all formal tasks to check for plagiarism. In the event of malpractice or dishonesty, a mark of zero may result. If this is a serious breach of the rules of conduct in assessment, then this could result in the student being made ineligible for Stage 5. Parents / guardians will be notified in writing.
- d. Appeals against imposed penalties because of malpractice should be directed in writing to the Director of Studies. This is a matter of internal discipline and is at the sole discretion of the Director of Studies.

## **18. What happens if a student leaves school at the end of Year Ten or before completing the HSC?**

Eligible students who leave school at the end of Year Ten or prior to receiving their HSC will receive the NSW Record of School Achievement (RoSA).

Some of the key elements of the RoSA are:

- “It will be cumulative, showing a student’s achievement until the time they leave school.
- It will be based on school-based assessment
- It will be able to be reliably compared between students across NSW
- It will give students the option of taking online literacy and numeracy tests
- It will offer a means of recording extra-curricular achievements”

*(NSW Education Standards Authority)*

Leaving Year Ten students may apply for a transcript of study from the NSW Education Standards Authority (NESA).

## **19. What are the minimum requirements?**

Every student needs to satisfy the minimum requirements for Stage 5. This means: the student has satisfactorily completed the course by meeting the following requirements in: a) attendance – meeting the required number of hours; b) participation in the required learning experiences and assessment tasks; c) effort and achievement; d) reaching at least some of the course goals. Students may complete a ‘Life Skills’ Stage 5 Course that recognises their achievements to a different set of outcomes from other students.

## 20. Record of School Achievement (RoSA)

A Record of School Achievement (RoSA) is a credential that is given to a student who decides to leave school after completing Stage 5 (Year Ten) and before completing their Higher School Certificate.

It will show a student's school achievement up to the time that they leave school and not just the end of Year 10.

It will be based on moderated, school based assessments. Students have the opportunity to sit a Literacy and Numeracy test – via Schools Online – and this may form part of the RoSA credential. Such tests are generally available in May of each year.

To receive a RoSA, a student must meet the College's attendance requirements.

The grade is indicative of the General Course Performance Descriptors provided by the NESA.

- |  |
|--|
| <ul style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li><li>D. The student has a limited knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</li><li>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.</li></ul> |
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## 21. Advice and Support

- a. Assessment for each course is the responsibility of the Leader of Learning - KLA in which the course falls.
- b. Overall responsibility for assessment tasks is taken by the Director of Studies.
- c. If a student needs advice with any part of your senior programme, either in the Preliminary or Higher School Certificate year, the Director of Studies, relevant Leader of Learning - KLA or the relevant Leader of Learning – Pastoral can assist them.
- d. Students are encouraged to seek advice from the course teacher or relevant Leader of Learning - KLA. This will enable each student to increase their understanding of the requirements of the task and obtain a creditable level of achievement.
- e. Be mindful of **plagiarism**: Taking and using another person's work and claiming it as your own is plagiarism. If direct words are used, they must be referenced, i.e. they must be placed in quotation marks and the source and page number acknowledged. There are penalties imposed for plagiarism.

### **Students are encouraged to:**

**BE ORGANISED:** Use your calendar. Mark when your assessments, outings, work, family engagements, etc are and plan your assessment work time so as to finish them on time. Ensure you plan time to study for each examination task.

Begin the first stages of an assessment task the night you get it. Make sure you understand the task and see your teacher immediately if you don't. Start your collection of information as soon as possible if it is a research task.

Don't spend all your study time on assessments. Give time also to organising, revising and learning from your class notes, texts and by resources. Plan for this.

Check out the marking guidelines for a task or find out what you have to do to achieve at the high and highest levels of achievement. See how close you can get to it.

Evaluate your work when the assessment task is returned. Work with your teacher on this but be settled and calm when you do.

# Course Assessment Schedules

## SECTION B

# Assessment Schedules

Formal Tasks for the Stage 5 Course Grade are indicated by the **BOLD** weightings. These weightings will be used to determine the associated grade based on the course performance descriptors for the student's Record of School Achievement (ROSA).

<b>Catholic Studies</b>			
<b>SEMESTER 1 – Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
1	Short Answers	<b>25%</b>	Term 1    Week 8
2	Research Task	<b>25%</b>	Term 2    Week 6
<b>SEMESTER 2 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
3	In Class Essay	<b>25%</b>	Term 3    Week 6
4	Examination	<b>25%</b>	Term 4    Week 6

<b>English</b>			
<b>SEMESTER 1 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
1	Viewing / Responding	<b>20%</b>	Term 1    Week 8
2	Speaking	<b>20%</b>	Term 2    Week 4
	In Class Tasks – Reading and Writing	<b>10%</b>	<i>Ongoing</i>
<b>SEMESTER 2 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
3	Listening	<b>20%</b>	Term 3    Week 6
4	Reading / Writing	<b>20%</b>	Term 4    Week 6
	In Class Tasks – Reading and Writing	<b>10%</b>	<i>Ongoing</i>

<b>Australian Geography - Semesterised</b>			
<b>SEMESTER 1 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
1	Skills Test	<b>60%</b>	Term 2    Week 4
2	In Class Tasks	<b>40%</b>	<i>Ongoing</i>
<b>SEMESTER 2 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
1	Skills Test	<b>60%</b>	Term 4    Week 6
2	In Class Task	<b>40%</b>	<i>Ongoing</i>

## History - Semesterised

SEMESTER 1 - Tasks		Weighting	Due Date of Assessment
1	Research Assignment	40%	Term 1 Week 8
2	Mid Course Examination	40%	Term 2 Week 4
3	Literacy	20%	Term 2 Week 5
SEMESTER 2 - Tasks		Weighting	Due Date of Assessment
1	Research Assignment	40%	Term 3 Week 8
2	Literacy	20%	Term 4 Week 5
3	Mid Course Examination	40%	Term 4 Week 6

## Mathematics

SEMESTER 1 - Tasks		Weighting	Due Date of Assessment
1	Examination	25%	Term 1 Week 8
2	Examination	25%	Term 2 Week 3
SEMESTER 2 - Tasks		Weighting	Due Date of Assessment
3	Examination	25%	Term 3 Week 2
4	Examination	25%	Term 3 Week 10
	Examination ( <i>Informal</i> )	0%	Term 4 Week 6

## Personal Development, Health and Physical Education

SEMESTER 1 - Tasks		Weighting	Due Date of Assessment
1	Movement Assessment (Latin Dance)	20%	Term 1 Weeks 8-10
2	My Future: Career Path – Assignment	20%	Term 2 Week 4
	Informal Practical: Dance & Athletics	5%	Term 1 Ongoing
	Informal Theory: Going out Tonight 1 (Driver Ed)	5%	Term 1/2 Ongoing
	Athletics		Term 2 Ongoing
SEMESTER 2 - Tasks		Weighting	Due Date of Assessment
3	Going Out Tonight (Safe Party - PBL)	15%	Term 3 Weeks 9/10
4	Examination	25%	Term 4 Week 6
	Informal Practical: Target Sports & Keeping Active	10%	Terms 3/4 Ongoing

<b>Science</b>			
<b>SEMESTER 1 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
1	Skills Test	<b>25%</b>	Term 1 Week 6
2	Practical Report	<b>25%</b>	Term 2 Week 3
<b>SEMESTER 2 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
3	Practical Test	<b>25%</b>	Term 3 Week 8
4	End of Course Examination	<b>25%</b>	Term 4 Week 6

<b>Commerce</b>			
<b>SEMESTER 1 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
1	Case Study	<b>60%</b>	Term 2 Week 3
2	In Class Tasks	<b>40%</b>	<i>Ongoing</i>
<b>SEMESTER 2 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
3	Case Study	<b>60%</b>	Term 4 Week 6
4	In Class Tasks	<b>40%</b>	<i>Ongoing</i>

<b>Drama</b>			
<b>SEMESTER 1 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
1	Commedia Dell'Arte: <i>Logbook (5%) Performance (20%)</i>	<b>15%</b>	Term 1 Week 8 Term 2 Week 3
2	Half Yearly Examination (5%)	<b>10%</b>	Term 2 Week 8
3	Physical Theatre Performance: <i>Logbook (5%), Performance (20%), Theatrical Review (10%)</i>	<b>35%</b>	
<b>SEMESTER 2 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
4	Playbuilding: <i>Performance (20%) Logbook (10%)</i>	<b>30%</b>	Term 4 Week 4
5	End Course Examination	<b>10%</b>	Term 4 Week 6

<b>Food Technology</b>			
<b>SEMESTER 1 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
1	Food Service and Catering	<b>30%</b>	Term 1 Weeks 8/9
2	Food for Special Needs Essay	<b>25%</b>	Term 2 Week 4
<b>SEMESTER 2 – Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
3	Food Product Development	<b>30%</b>	Term 3 Weeks 8/9
4	Food Equity Folio and Practical	<b>15%</b>	Term 4 Week 5

<b>French</b>			
<b>SEMESTER 1 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
1	Reading (15%) and Writing (10%)	<b>25%</b>	Term 1 Week 8
2	Listening (15%) and Speaking (10%)	<b>25%</b>	Term 2 Week 6
<b>SEMESTER 2 – Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
4	Listening (10%) and Speaking (15%)	<b>25%</b>	Term 3 Week 7
5	Reading (10%) and Writing (15%)	<b>25%</b>	Term 4 Week 6

<b>History Elective</b>			
<b>SEMESTER 1 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
1	Research / Oral – Terrorist Group	<b>25%</b>	Term 1 Week 8
2	Mid-Course Exam – Terrorism / Slavery	<b>20%</b>	Term 2 Week 3
<b>SEMESTER 2 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
3	Research Assignment (Genocide)	<b>25%</b>	Term 3 Week 9
4	In Class Assessment	<b>10%</b>	Term 4 Week 5
5	Yearly Exam	<b>20%</b>	Term 4 Week 6

<b>Industrial Technology - Multimedia</b>			
<b>SEMESTER 1 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
1	Unity Game Development	<b>25%</b>	Term 1 Week 9
2	Stop Motion	<b>20%</b>	Term 2 Week 6
<b>SEMESTER 2 - Tasks</b>		<b>Weighting</b>	<b>Due Date of Assessment</b>
3	After Effects Online Portfolio	<b>20%</b>	Term 3 Week 3
4	Major Project	<b>35%</b>	Term 4 Week 5

## Industrial Technology – Timber

SEMESTER 1 - Tasks		Weighting	Due Date of Assessment
1	Research Task	15%	Term 1 Week 9
2	Practical Skills Test	15%	Term 2 Week 4
SEMESTER 2 - Tasks		Weighting	Due Date of Assessment
3	Major Project	45%	Term 4 Week 5
4	Examination	25%	Term 4 Week 6

## Information and Software Technology

SEMESTER 1 - Tasks		Weighting	Due Date of Assessment
1	Adobe Task	25%	Term 1 Week 8
2	Typography Task	25%	Term 2 Week 5 & 9
SEMESTER 2 - Tasks		Weighting	Due Date of Assessment
3	Google Sites	30%	Term 3 Week 7
4	Khan Academy Challenge	20%	Term 4 Week 5

## Music

SEMESTER 1 - Tasks		Weighting	Due Date of Assessment
1	Film Music – Ensemble Performance	20%	Term 1 Week 8
2	Jazz Music - Composition	30%	Term 2 Week 9
SEMESTER 2 - Tasks		Weighting	Due Date of Assessment
3	Australian Music – Performance	20%	Term 3 Week 10
4	Music for Large Ensembles – Listening Exam	30%	Term 4 Week 6

## Photography and Digital Media

SEMESTER 1 - Tasks		Weighting	Due Date of Assessment
1a	Critical and Historical Essay	20%	Term 1 Week 9
1b	Artmaking - Narrative Photos	15%	Term 1 Week 10
2	Artmaking - "In the Studio" Photos	15%	Term 2 Week 7
SEMESTER 2 - Tasks		Weighting	Due Date of Assessment
3	Artmaking – Tiny Worlds Photos	15%	Term 3 Week 8
4a	Artmaking – Professional Portfolio (Website, Business Cards)	15%	Term 4 Week 5
4b	Critical and Historical Examination	20%	Term 4 Week 6

## Physical Activity and Sports Science

SEMESTER 1 – Tasks		Weighting	Due Date of Assessment
1	Video Analysis	20%	Term 1 Week 9
2	Sports Trainer Case Study Sports Trainer Taping Practical	20%	Term 2 Week 3 Term 2 Week 5
3	Practical – Fitness Circuit	15%	Term 2 Weeks 7-10
SEMESTER 2 - Tasks		Weighting	Due Date of Assessment
4	Coaching Primary School Children Lesson Plan	20%	Term 3 Weeks 1-10
5	Yearly Examination Informal Practical (World of sports and fitness)	25%	Term 4 Week 6 Term 4 Ongoing

## Visual Arts

SEMESTER 1 - Tasks		Weighting	Due Date of Assessment
1a	Critical and Historical Essay	20%	Term 1 Week 9
1b	Artmaking – Linoprinting	15%	Term 1 Week 10
2	Artmaking – Drawing / Digital	15%	Term 2 Week 5
SEMESTER 2 - Tasks		Weighting	Due Date of Assessment
3	Artmaking – Painting	15%	Term 3 Week 6
4a	Artmaking – Sculpture	15%	Term 4 Week 3
4b	Examination	20%	Term 4 Week 6

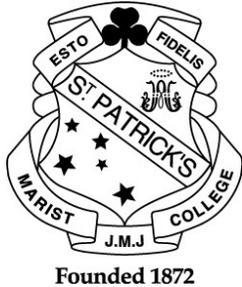
# St Patrick's Marist College

## Year 10

### 2017 ASSESSMENT TASK CALENDAR

TERM	DATE	SUBJECT	TASK
T1 W6	6 March	Science	Task 1: Skills Test
T1 W7	15 March	Drama	Task 1: Commedia Dell' Arte
T1 W8	20 March	Catholic Studies	Task 1: Short Answers
	20 March	History	Task 1: Research (in class)
	20 March	PDHPE	Task 1: Performance ( <i>Over 2 weeks</i> )
	21 March	English	Task 1: Viewing / Responding Exam
	22 March	Music	Task 1: Film Music Ensemble Performance
	22 March	Food Technology	Task 1: Practical (OFT2)
	22 March	French	Task 1: Reading & Writing ( <i>In Class</i> )
	24 March	Mathematics	Task 1: Examination
	24 March	Information & Software Technology	Task 1: Adobe Task
T1 W9	24 March	Elective History	Task 1: Presentation (hand in)
	27 March	Food Technology	Task 1: Practical (OFT1)
	27 March	Industrial Technology Timber	Task 1: Research Task
	28 March	Visual Arts	Task 1a: Figurative Art Essay
	28 March	Photography & Digital Media	Task 1: Critical and Historical Study (OPDM1 Hand In)
	29 March	Photography & Digital Media	Task 1: Critical and Historical Study (OPDM2 Hand In)
	31 March	Food Technology	Task 1: Food Service and Catering Theory
	31 March	Industrial Technology Multimedia	Task 1: Unity Game Development
T1 W10	31 March	PASS	Task 1: Video Analysis
	3 April	Photography & Digital Media	Task 1b: Artmaking: Narrative Photos (OPDM1)
	3 April	Visual Arts	Task 1b: Linoprinting Practical (Hand In)
T2 W3	5 April	Photography & Digital Media	Task 1b: Artmaking: Narrative Photos (OPDM2)
	9 May	Science	Task 2: Practical Report (Hand In)
	10 May	Mathematics	Task 2: Examination
	11 May	Drama	Task 2: Half Yearly Examination
	12 May	PASS	Task 2: Sport Trainer Case Study
	12 May	Commerce	Task 1: Case Study
T2 W4	12 May	Elective History	Task 2: Examination
	15 May	PDHPE	Task 2: Career Path Assignment
	15 May	History	Task 2: Examination
	15 May	Geography	Task 1: Skills Test
	16 May	English	Task 2: Speech Performance
	17 May	Industrial Technology Timber	Task 2: Practical (In Class)
	17 May	French	Task 2: Listening & Speaking
T2 W5	19 May	Food Technology	Task 2: Food for Special Needs
	23 May	Visual Arts	Task 2: Digital / Drawing Practical (Hand In)
	26 May	Information & Software Technology	Task 2: Typography Progress (Hand In)
T2 W6	26 May	PASS	Task 2: Taping Practical
	29 May	Catholic Studies	Task 2: Research Task

	31 May	French	Task 2: Listening and Speaking (In Clas)
	31 May	Industrial Technology - Multimedia	Task 2: Stop Motion
T2 W7	7 June	Photography & Digital Media	Task 2: "In the Studio" Photos (OPDM2)
	9 June	PASS	Task 3: Fitness ( <i>Ongoing to Week 10</i> )
	9 June	Photography & Digital Media	Task 2: "In the Studio" Photos (OPDM1)
T2 W8	14 June	Drama	Task 3: Physical Theatre Performance
T2 W9	23 June	Information & Software Technology	Task 2: Typography Final
	23 June	Music	Task 2: Jazz Music Composition
T1 W1	21 July	PDHPE	Task 4: Coaching ( <i>Ongoing 10 Weeks</i> )
T3 W2	28 July	Mathematics	Task 3: Examination
T3 W3	4 August	Industrial Technology – Multimedia	Task 3: After Effects Online Portfolio
T3 W4	7 August	Science	Task 3: Practical Examination
T3 W6	21 August	Visual Arts	Task 3: Painting Practical (Hand In)
	21 August	Catholic Studies	Task 3: In Class Essay
	22 August	English	Task 3: Listening
T3 W7	30 August	French	Task 3: Listening/Speaking
	1 September	Information & Software Technology	Task 3: Google Sites (Hand In)
T3 W8	4 September	History	Task 1: Research Assignment
	4 September	Photography & Digital Media	Task 3: Artmaking "Tiny Worlds" (OPDM1)
	6 September	Photography & Digital Media	Task 3: Artmaking "Tiny Worlds" (OPDM2)
	6 September	Food Technology	Task 3: Food Product Practical (OFT2)
T3 W9	11 September	PDHPE	Task 3: Going out Tonight (PBL)
	11 September	Food Technology	Task 3: Food Product Practical (OFT1)
	15 September	Food Technology	Task 3: Food Product (Theory Hand In)
	15 September	Elective History	Task 3: Research Assignment (Hand in / Presentation)
T3 W10	20 September	Music	Task 3: Australian Music Performance
	22 September	Mathematics	Task 4: Examination
T4 W3	24 October	Visual Arts	Task 4: Sculpture Practical (Hand In)
T4 W4	1 November	Drama	Task 4: Playbuilding Performance
T4 W5	6 November	Elective History	Task 4: In Class Assessment ( <i>Over Week</i> )
	6 November	History	Task 4: Literacy Assessment ( <i>Over Week</i> )
	7 November	Food Technology	Task 4: Food Equity Folio / Practical (OFT1)
	8 November	Photography & Digital Media	Task 4a: Artmaking Professional Portfolio (OPDM2)
	8 November	Food Technology	Task 4: Food Equity Folio / Practical (OFT2)
	10 November	Industrial Technology – Multimedia	Task 4: Major Project
	10 November	Information & Software Technology	Task 4: Khan Academy Challenge
	10 November	Photography & Digital Media	Task 4a: Artmaking Professional Portfolio (OPDM1)
	10 November	Information Technology Timber	Task 3: Major Project (Hand In)
T4 W6	EXAMINATION WEEK		



# St Patrick's Marist College

## Stage 5, Year Ten, 2017

### Assessment Agreement Form

I (*please print full name*), \_\_\_\_\_ have read and understand the requirements of Assessment as outlined in the Stage 5, Year Ten Assessment Policy and Schedules Handbook.

In particular, I understand and accept the following:

1. A student must complete all the Assessment requirements in each course to be considered to have completed the Course.
2. Work submitted must be the student's own work. There are penalties for plagiarism and copying.
3. A student must submit all required Assessment Tasks and complete all Examinations.
4. Penalties are involved if Assessment Tasks are not attended or are submitted late. I understand the penalties involved as outlined in the handbook.
5. Parents/Guardians will be notified by the College in writing regarding late submission, non attendance at each task or non-submission of tasks.
6. **Documentary evidence** such as a doctor's certificate must be provided for a student who is claiming illness or misadventure as the reason for late submission, non submission or non attendance of a Task.
7. It is a student's responsibility to follow the correct procedure in submitting Assessment Tasks. If a student is to be away on the day of an Assessment Task, the College must be informed.
8. Should a problem arise regarding an Assessment Task, the student must approach the Leader of Learning KLA before the due date for that Task.
9. **It is the student's responsibility to ensure they have a backup copy for any task that is submitted, whether it is handwritten or typed.**
10. It is the responsibility of all students to return **marked** assessment tasks to their parents / guardians for their signature.
11. There is an appeal process if a student considers they have been disadvantaged.

**Student Name (Print):** \_\_\_\_\_

**Homeroom:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_

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

**Mother / Guardian:** \_\_\_\_\_

**Father / Guardian:** \_\_\_\_\_