



WALK IN NEW LIFE

MATER MARIA CATHOLIC COLLEGE
COMMUNITY • FORMATION • SUCCESS

COURSE ASSESSMENT INFORMATION
STAGE 5

YEAR 10
2019

February 2019

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MISSION STATEMENT

Inspired by the teachings of Jesus Christ we, at Mater Maria, provide a well-rounded, high quality education for young men and women within the welcoming environment of a Catholic faith community.

We aim to build an educational foundation for life with an emphasis on social justice, the celebration of the human spirit and the uniqueness of the individual.

We will therefore:

Encourage a sense of community

Promote gospel values

Nurture the human spirit

Develop a welcoming, peaceful environment

Provide opportunities for the realisation of potential

Celebrate the uniqueness of the individual

Educate for life

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Introduction

The end of Year 10 marks the end of a minimum stage of education which the NSW Education Standards Authority (NESA) – formerly termed Board of Studies Teaching and Educational Standards NSW expects all students in NSW will reach. A Record of Student Achievement (RoSA) will be awarded by NESA at the completion of Year 10 and will provide an indication of the success of each student at the end of this stage (stage 5) of education. This certification will be available, on request, to any student leaving school at either the completion of stage 5, or during the Preliminary year of stage 6.

All students will receive the *school issued* Year 10 report at the end of the year.

Record of Student Achievement (RoSA)

Education in NSW aims to give students educational experiences in many diverse areas, to allow students to find and develop interests, talents and knowledge in many fields. To ensure students experience a wide range of opportunities, there is a pattern of study which students are required to follow over Years 7-10. Some of these courses are compulsory, but there are many options available to allow schools to develop a pattern of study suitable to each student. **The RoSA is the NESA certification that all the necessary requirements have been successfully completed. It is the replacement for the previously awarded School Certificate**

Students will not be required to take externally examined subjects, but will receive, upon request when leaving, a ROSA identifying by use of grades (A to E) their specific performance in:

- English
- Mathematics
- Science
- Australian History, Geography and Citizenship
- Computer Skills
- PDHPE
- Religious Studies
- and their elective 100 and 200 hour subjects.

Performance in external literacy and numeracy tests can be included in the RoSA.

Grades provided by the school will be moderated by NESA.

The Record of School Achievement (RoSA) is a credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC).

- Additional information is available from the NESA site within the section titled “Record of School Achievement (RoSA)” on the NESA home page - <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

By way of synopsis, the students’ portal includes the following guidance:

A cumulative credential – recognising all your academic achievements

Instead of displaying only the results attained at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

- The RoSA will show Year 10 grades, and in addition, any grades for Year 11 (Preliminary) courses also completed. If a student commences an HSC course but leaves school before it’s completion, the RoSA will show evidence of a student’s enrolment.
- The RoSA will also show results of any VET or Life Skills courses completed in Year 10 and/or Year 11.

A credential for school leavers

The RoSA will be awarded to all eligible students when they leave school.

- If a student transfers from one school to another at the end of Year 10, they will not receive a formal RoSA credential at that time.
- To receive a RoSA a student will need to meet the school's attendance requirements.
- A student can request a RoSA through the school when they discuss with the principal their intention to leave.
- If a student has completed any Life Skills courses they will receive a Life Skills Profile of Student Achievement at the same time as they receive a RoSA.

Fair grades for everyone

The RoSA grades will be determined by teachers, using established guidelines and processes to ensure consistency of judgement.

- Grades for all your courses in Years 10 and 11 will be based on a student's results in assessment tasks completed throughout the year. Assessment tasks may include tests developed and used in the school.
- The RoSA credential will report on a student's achievements in Stage 5 courses, using A to E grades
- Teachers are very experienced already in determining grades based on assessments. As part of implementation of the RoSA, NESAs will provide further support and resources to make sure grades are given fairly and consistently from school to school.

Literacy and numeracy tests

If a student is enrolled in Year 10 this year and is planning to leave school before the end of term 1, 2020, they will have the choice to sit for literacy and numeracy testing in November 2019.

- The tests will be offered online and will be taken at your school under the supervision of a teacher. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.
- Each test will be of 60 minutes duration, and the two tests will be completed in one sitting.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10.
- The tests will be offered in schools during a number of 'windows' each year. A student will only be able to sit for the tests once during each window but, should the student later decide to stay at school longer, they will be able to take the tests again.
- The literacy and numeracy test results will be reported separately from the RoSA credential.

Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA.

- If a student is undertaking one or more courses based on Life Skills outcomes and content, they will be eligible to receive a Profile of Student Achievement which will outline the Life Skills outcomes achieved in each course.
- The Profile of Student Achievement will be printed and issued by NESAs to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via [Students Online](#).
- If a student wishes to access their Profile of Student Achievement before leaving school, they will be able to download an electronic record of it from [Students Online](#). To access Students Online you will need a PIN number and school email address.
- Life Skills outcomes will be shown on the profile as:
 - Achieved – for outcomes that have been achieved independently
 - Achieved with support – for outcomes that have been achieved with additional support.

Recording extracurricular achievements

NESA has developed a new online package [up2now](#) that will allow students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work.

School Assessment

- Inherent to any educational institution is the need to assess student outcomes. School based assessment tasks are perceived as the normal process of ascertaining and encouraging student learning from Year 7 through to Year 12.
- In Years 9 and 10, the school assessment, as outlined in this manual, plays an integral part in the awarding of grades for the Record of Student Achievement. The marks indicate the level of achievement in a variety of assessable outcomes and are aligned to a **Common Grade Scale**. On the basis of the marks gained by a student in most subjects, the grades A to E will be awarded.

Subjects Graded on School Based Assessment

Mandatory subjects:

English, Mathematics, Science, Australian History, Geography, Civics and Citizenship, Computer Skills Assessment, Religion, Personal Development, Health & Physical Education

Elective subjects:

Commerce, Design & Technology, Drama, Food Technology, Elective History, Industrial Technology – Electronics, Multimedia, Timber , , German (External), Italian (external), Japanese (External), Information Software Technology, Music, Physical Activity and Sports Activities, Textiles Technology, Visual Arts, Visual Design.

Grades: A, B, C, D, E

These subjects are also graded on a state-wide basis, but the percentage for each grade is not fixed.

- The school determines each student's grade in each subject by matching their levels of achievement to a *Common Grade Scale* issued by NESA.
- The school informs NESA of the grades it intends to award each student.
- The numbers of students gaining any grade will vary from subject to subject, from year to year and from school to school.

Each subject listed above has derived a set of *common grades* specific to their needs, and indicating the level of performance needed for each grade.

There are five grades available, and an indication of the appropriate level of achievement needed for each of these grades can be seen in the following table.

It is important to understand that performance descriptors indicate a level of achievement, and have nothing to do with the old concept of pass and fail. D or E does not indicate failure but a lower level of achievement.

The Common Grade Scale for Stage 5

There are five possible Common Grade Scale levels of achievement as identified in the following table. It is important to understand that these grades indicate a level of achievement, and do not reflect a pass or fail. D or E does not indicate failure but a lower level of achievement.

Grade	Scale
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in a few areas of the content and has achieved a very limited competence in the some of the processes and skills.
N	<p>Where an A - E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements in :</p> <ul style="list-style-type: none">• Attendance - meeting the required hours• Participation in the required learning experiences and assessment tasks• Effort and achievement• Reaching at least some of the course outcomes and goals. <p>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.</p>

Students Rights & Responsibilities

A student must work with **diligence and sustained effort** throughout each course in order to receive a grade for this course. This is a NESA requirement.

- Disruptive behaviour does not demonstrate diligence and sustained effort in the classroom environment.
- Repeated failure to complete homework does not demonstrate diligence and sustained effort.
- Non-serious attempts at assessment do not demonstrate diligence and sustained effort.
- Unexplained and constant absence from class does not demonstrate diligence and sustained effort.

A student is expected to perform all tasks scheduled in the assessment program on or by the due date.

If a student has prior knowledge of being absent for an assessment task, the matter must be discussed with the class teacher and /or the specific KLA Coordinator. All family leave must be approved by the Assistant Principal or Principal. An extension of time may be considered if an official College Illness/Misadventure appeal has been lodged (see page 10 - Submission of Assessments – Procedure).

COLLEGE ACTION TO BE TAKEN SHOULD STUDENTS FAIL TO MEET ASSESSMENT OR ATTENDANCE REQUIREMENTS

- Writing in student's diary/phoning parents.
- Issue of a STUDENT REFERRAL - CURRICULUM notification.
- After school study or detentions.

Should there be a protracted and/or continued failure by a student in meeting assessment or attendance requirements, the College will issue an official Advice of Unsatisfactory Progress notification. This will be communicated to parents via:

1. the 1st official NESA Warning Letter will be sent
 - If the requirements of this letter are not satisfactorily completed
2. the student will receive a 2nd and Final NESA Warning Letter
 - If the requirements are unsatisfactorily completed, students will receive an 'N' determination

These warnings cannot be ignored. The requirements of NESA letters must be seriously heeded. Students and parents need to heed warnings and complete requirements. Draft samples of these letters can be found on pages 15 to 18.

Student Dissatisfaction with Assessment Tasks/Marks

- If a student is dissatisfied with a mark and/or assessment task, he or she must discuss this with the teacher concerned **within two days if possible**.
- If he/she is still not satisfied, he/she should speak to the KLA Coordinator and/or Director of Academic Care.
- If the situation has not been resolved, students should fill in an Appeal form detailing any concerns and forward this to the Principal.
- The outcome of this appeal will then be forwarded to the parents and student.

Submission of Assessments

Students must be present the day before and the periods preceding an assessment task or no marks will be awarded.

Student Rights and Responsibilities

- Students should submit work to the teacher during class on or before the due date. Diaries will be signed by the teacher and will be accepted as proof of submission.
- Students should not email their work unless this has been approved by the teacher.
- Students must have their oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period. All of the above rules for assessment apply.

Illness / Misadventure Procedure

Application for special consideration after illness, misadventure, application for extension, change of submission date is as follows:

- The Illness / Misadventure form is available from Student Services or on the college web site.
- Students need to lodge an Illness / Misadventure form if they are absent, ill or unable to complete / submit an assessment on the due date during the period set by the teacher. These will be processed by the Director of Academic Care in liaison with the KLA Coordinator. The only exception is during formal exam periods when the form should be handed in to the Director of Academic Care, who will ensure the College office receives a copy of the medical certificate.
- Students who are absent from school on the day (or part thereof) prior to a published assessment are also required to submit an Illness / Misadventure form.
- The Director of Academic Care and Assistant Principal decide the final result of the Illness / Misadventure application.
- Students automatically receive zero until their Illness / Misadventure application has been processed. Illness / Misadventure forms need to be submitted to the relevant KLA Coordinator or teacher through Student Services ***within a week of the assessment due date.***
- Failed technology and technology problems are rarely accepted as reasonable grounds to apply for an Illness / Misadventure.
- "There is a difference between heightened anxiety in an examination situation and a **diagnosed anxiety disorder.**" NSW Education Standards Authority (NESA)
Students requesting special consideration on the grounds of **anxiety** must present a **diagnosed anxiety disorder** for which external treatment or therapy is being received.
- To support an Illness / Misadventure application, students must include a medical certificate from a doctor or health professional. A letter from parent is sufficient to support an absence such as attendance at a funeral.

Medical certificates from a doctor or health professional must be written on official medical practitioner's letter head and specify the ***exact dates the student is unfit for school.***

The certification must specifically address:

- The specific type of medical illness and its direct impact on the student's work / research progress.
 - Identify any prescribed drugs and their side effects as they relate to the students work / research progress.
 - Be dated at the time of the illness
 - Be appropriately signed by the medical practitioner.
- On return to school, the student may be asked to sit for a supplementary task.

Approved Special Leave

Department of Education rules require that students do not take leave outside of the official school vacation dates.

Although Department of Education rules require that students **do not take leave outside of school vacation dates**, in exceptional circumstances the Principal may approve special leave.

- In addition, where a student has received approved leave, it is their responsibility to ensure that any hand-in assessment tasks that are due during the period of absence **are submitted prior to the absence**.
- **For in-class tasks, unless a student's absence is due to illness or misadventure, a zero mark will be awarded.**
- Misadventure is defined as an unforeseen emergency or disaster and as such, trips to visit family or take holidays outside of official school vacation dates will incur a zero.

Failure to submit any part of an assessment on the due date during the set period will incur a penalty of a ZERO mark. Students must be present the day before and the periods preceding the lesson assessments are due.

Appeals Process

Student Dissatisfaction with Assessment Tasks/Marks

- If a student is dissatisfied with an assessment task mark, he or she must discuss this with the teacher concerned within two days if possible.
- If he/she is still not satisfied, he/she should speak to the KLA Coordinator and/or Director of Academic Care.
- If the situation remains unresolved, students should submit an appeal in writing detailing concerns.
- Students and parents will be informed in writing of the College's decision.
- Students and parents may appeal to the Principal about this decision.

PROCEDURES FOR STUDENT APPEALS AGAINST SCHOOL

Procedures for Appeals against 'N' Determinations

Where a principal has determined that a student is to be issued with an 'N' determination in any course, the Principal's Determination form will be completed and a copy given, together with the Student Appeal form, to the student, or sent to the student's home address. Principals must also advise the student's parents or guardians in writing of their right to appeal against the principal's determination. NESAs will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent must be included. If a student does not wish to appeal to NESAs, the completed Principal's Determination form will be retained at the school.

Students may appeal the decision made by the Principal directly to NESAs.

School review of assessments

Details of review procedures are the responsibility of individual schools. NESA recommended procedures to be employed within schools are outlined below.

- As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices distributed by NESA and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.
- Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.
- In conducting an assessment review it is necessary for the school to ascertain whether:
 - the weightings specified by the school in its assessment program conform with the NESA's requirements as detailed in the syllabus packages;
 - the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program;
 - there are no computational or other clerical errors in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school must inform students of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

In SUMMARY

If a student, without just cause, submits an assessment after the published submission date **a zero mark will be applied.**

Students must have their Oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period.

COLLEGE ACTION TO BE TAKEN SHOULD STUDENTS FAIL TO MEET ASSESSMENT OR ATTENDANCE REQUIREMENTS

- Writing in student's diary/phoning parents
- After school study or detentions
- Advice of unsatisfactory progress will be communicated to parents via:
 1. the 1st official NESA Warning Letter will be sent.
 - If the requirements of this letter are ignored
 2. the student will receive a 2nd and Final NESA Warning Letter
 - If this is ignored, students will receive an 'N' determination

These warnings cannot be ignored. The requirements of NESA letters must be seriously heeded. Students and parents need to heed warnings and complete requirements. Draft samples of these letters can be found on pages 15 – 18.

Malpractice and Plagiarism

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own work, Malpractice including plagiarism could lead to a student receiving zero marks and may jeopardise College and SC accreditation.

Plagiarism is taking ideas from other people without acknowledging the source. It is theft of intellectual property. Plagiarism relates to all written work, major projects, graphics, video and web page effects. Copyright Laws protect people's right to the ownership of their intellectual and creative work.

Students under stress are sometimes tempted to engage in the above malpractice, and do not realise the implications of actions such as copying or downloading from the internet. At Mater Maria, we adopt the principles embedded in the Catholic World view, enabling all to respond to the call of Jesus and to act as disciples of Christ. Curriculum, teaching and learning embrace excellence and high expectations but never at the expense of short term gains achieved through plagiarism and dishonesty. In such instances, our discipline focuses on the behaviour of the individual, not the person.

Student Responsibilities

All work presented for assessment must be the students own work. Any information accessed from the published documents including the internet must be included in the assessment in such a way that plagiarism does not occur. All sources taken directly from someone else's work must be acknowledged in a Bibliography. See the Student Handbook & Diary for the procedure.

All quotes from textbooks and reference material must be acknowledged, including:

- the title of the reference,
- author and
- relevant page numbers.

Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- Copying someone's work in part or in whole
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work
- Submitting work to which another person such as 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 else to write or prepare material
- Breaching school examination rules
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.
- Collusion with the intention of gaining unfair advantage.

Action

A zero mark will be awarded in the event of proven dishonesty or malpractice including plagiarism.

School Rights and Responsibilities

1. All assessment tasks will be indicated on the assessment schedule (see part B) and provided to all students no later than the 3rd week of term 4 (the first term of their HSC course).
2. An assessment task may be declared null and void and the students may be asked to complete a different task. This may occur because the task failed to discriminate because some students had an unfair advantage e.g. they had been given the question beforehand or many in the group plagiarised the task. If an assessment task fails to discriminate between students, the weight of an assessment task may be reduced and a substitute task will be applied to make up the difference.
3. A minimum notice of two weeks will be given for the **exact date** of an assessment task.
4. A student will not perform more than two test-type assessment tasks per day [with the exception of the examination period]. However, additional 'hand-in' research tasks can be required.
5. There is an assessment free period of one week prior to formal exam weeks / two weeks' before the HSC trial.

ADVICE OF UNSATISFACTORY PROGRESS FORMS (Samples)

Date

Address

Dear <parent/carer>

**OFFICIAL WARNING (First NESA warning letter) for <student name>
Non-completion of a School Certificate / Preliminary HSC / HSC Course: Subject**

We are writing to advise that your child is in danger of not meeting the Course Completion Criteria for the School Certificate / Preliminary Higher School Certificate / HSC course: subject.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the first official warning we have issued concerning the above mentioned subject.

A minimum of **two NESA 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 NESA; and
- b) applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

To date, your child has not satisfactorily met (a), (b) and (c) of the Course Completion Criteria. Where it is determined that a student has not met the Course Completion Criteria, he/she places himself/herself at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Years 10, 11 and 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

The table below lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. Please also refer to the attached assessment task/task notification. In order for your child to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed need to be satisfactorily completed/achieved.

Task name / course requirement / course outcome	Date(s) tasks(s) course requirement(s) initially due (if applicable)	Action required by student	Date to be completed by (if applicable)

As this is the first warning letter, please discuss this matter with your child and contact the subject teacher, if further information is required.

Yours sincerely,

< KLA Coordinator >
< Faculty >

Mr P Mau
Director of Academic Care



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**PARENT ACKNOWLEDGEMENT OF RECEIPT OF FIRST NESA WARNING LETTER
in School Certificate / Preliminary HSC / HSC <COURSE> for <Child's Name>**

Please return to Gilroy staffroom Student Services by <date>

- I have received the letter indicating that my child is in danger of not having satisfactorily completed the above mentioned subject.
- I am aware that this is the **first of two NESA course-specific warnings** which must be issued prior to a final 'N' determination being made for the above mentioned course.
- I am aware that this course may not appear on my child's Record of Achievement if he/she receives an 'N' determination.
- I am also aware that the 'N' determination may make my child ineligible for the award of the above Certificate.
- I am aware that, as a parent, I must discuss this matter with my child and my child's teacher.

Parent/Guardian's signature

Date

Student's signature

Date

Date

Address

Dear <parent/carer>

**OFFICIAL WARNING (Second and Final NESA warning letter) for <student name>
Non-completion of a School Certificate / Preliminary HSC / HSC Course: Subject**

We are writing to advise that your child is in danger of not meeting the Course Completion Criteria for the School Certificate / Preliminary Higher School Certificate / HSC course: subject.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the second and final official warning we have issued concerning the above mentioned subject. A minimum of **two NESA 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 NESA; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

To date, your child has not satisfactorily met (a), (b) and (c) of the Course Completion Criteria. Where it is determined that a student has not met the Course Completion Criteria, he/she place him/herself at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Years 10, 11 and 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

The table below lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. Please also refer to the attached assessment task/task notification. In order for your child to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed need to be satisfactorily completed/achieved.

Task name / course requirement / course outcome	Date(s) tasks(s) course requirement(s) initially due (if applicable)	Action required by student	Date to be completed by (if applicable)

As this is the second and final warning letter, please discuss this matter with your child and contact my Assistant, Deborah Fitzgerald on 02 9997 7044, to arrange a meeting with Mrs Brenda Timp by <date>.

Yours sincerely,

Mrs B Timp
Assistant Principal

Mr M Reicher
Principal



MATER MARIA CATHOLIC COLLEGE
COMMUNITY • FORMATION • SUCCESS

**PARENT ACKNOWLEDGEMENT OF RECEIPT OF
SECOND AND FINAL BOS WARNING LETTER
in School Certificate / Preliminary HSC / HSC <COURSE> for <Child's Name>**

Please return to Gilroy staffroom Student Services by <date>

- I have received the letter indicating that my child is in danger of not having satisfactorily completed the above mentioned subject.
- I am aware that this is the **second and final of two NESA course-specific warnings** which must be issued prior to a final 'N' determination being made for a course.
- I am aware that this course may not appear on my child's Record of Achievement if he/she receives an 'N' determination.
- I am also aware that the 'N' determination may make my child ineligible for the Award of the above Certificate.
- I will make contact with the College to arrange a meeting with the Principal by <date>.

Parent/Guardian's signature

Date

Student's signature

Date

Assessment Schedules

Core courses

English
History
Mathematics 5.1
Mathematics 5.2
Mathematics 5.3
PDHPE
Religion
Science

Elective courses

Commerce
Design & Technology
Drama
Food Technology
Elective History
Industrial Technology – Electronics, Multimedia, Timber
Information & Software Technology
Music
Physical Activity & Sport Studies
Visual Arts
Visual Design

English

Outcomes

A student:

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

Areas for Assessment

Reading, listening, viewing
 Writing, speaking, representing
 Communicating and context
 Interpretive, imaginative & critical thinking

Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

CLASS MARK (BASED ON INDIVIDUAL CLASS ACTIVITIES)				
Term /Date	Assessment	Outcomes	Task details	
Semester 1	Class mark	1-9	Homework, assignments ,bookmarks reading, learning journals, group work, oral presentations	
Semester 2	Class mark	1-9	Homework, assignments ,bookmarks reading, learning journals, group work, oral presentations	
COURSE MARK (BASED ON ALL COMMON ASSESSMENTS)				
Term /Date	Assessment	Outcomes	Assessment Task details	Weight
1/9	COURSE	1A, 3B, 5C	10EN1.19 Persuasive writing task	25
2/9	COURSE	1A, 2A, 6C, 7D, 8D,	10EN2.19 Extended Response on Macbeth – unseen question	25
3/7	COURSE	1A, 3B, 4B, 5C, 9E	10EN3.19 <i>Representation of War</i> - Multimodal presentation	25
4/5	EXAM	1A, 5C, 7D,	10EN4.19 Section 1 Imaginative Writing and Reflection Section 2 Comprehension questions	25
TOTAL				100

History

Outcomes

A student:

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

Areas of Study	Areas for Assessment
<ul style="list-style-type: none"> • Making a Better World?- Movement of peoples • Core Study – Australians at War • Holocaust • Core Study – Rights and Freedoms (1945-Present) 	<ul style="list-style-type: none"> • Historical knowledge and understanding • Source Analysis Skills • Research and historical inquiry skills • Communication

- Outlined below is a summary of the assessment plan for this subject.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Updated August

Term /Date	Depth Studies	Targeted Outcomes Code	Assessment Task details	Weight
1/9	Movement of peoples	5-1; 5-2; 5-4; 5-6; 5-9; 5-10	10HI 1.19 Source Task	20%
2/9	Australians at War	5-1; 5-5; 5-9; 5-10	10HI 2.19 Research	25%
3/8	Holocaust	5-3; 5-6; 5-7; 5-8; 5-9; 5-10	10HI 3.19 Empathy Task	25%
4/5	All Depth Studies	5-1; 5-2; 5-4; 5-5; 5.8, 5-9; 5-10	Examination	30%
TOTAL				100

Mathematics 5.1

Outcomes

A student:

- | | |
|---------------|--|
| 1 MA5.1-1WM | uses appropriate terminology, diagrams and symbols in mathematical contexts |
| 2 MA5.1-2WM | selects and uses appropriate strategies to solve problems |
| 3 MA5.1-3WM | provides reasoning to support conclusions that are appropriate to the context |
| 4 MA5.1-4NA | solves financial problems involving earning, spending and investing money |
| 5 MA5.1-5NA | operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases |
| 6 MA5.1-6NA | determines the midpoint, gradient and length of an interval, and graphs linear relationships |
| 7 MA5.1-7NA | graphs simple non-linear relationships |
| 8 MA5.1-8MG | calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms |
| 9 MA5.1-9MG | interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures |
| 10 MA5.1-10MG | applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression |
| 11 MA5.1-11MG | describes and applies the properties of similar figures and scale drawings |
| 12 MA5.1-12SP | uses statistical displays to compare sets of data, and evaluates statistical claims made in the media |
| 13 MA5.1-13SP | calculates relative frequencies to estimate probabilities of simple and compound events |

Areas for Assessment	
Working mathematically	Number
Patterns and algebra	Data
Measurement	Space and geometry

ASSESSMENT TASKS

- 1 Outlined below is a summary of the assessment plan for this subject.
- 2 In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- 3 Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.
- 4 Outcomes assessed may vary depending on content covered.
- 5 Outcomes 1-5 are assessed throughout all items
- 6 Students will be receive a report at least twice yearly
- 7 Students will also receive a General Performance Grade across the whole year on these reports.

Term/Week	Outcomes Code	Code No.	Assessment Task	Weight
1/9	1, 2, 3, 6, 9, 12	10 MS 1	Topic Test	15
2/7	1, 2, 3, 6, 9, 10, 12	10 MS 2	Mid Year exam	25
3/8	7,8,11	10 MS 3	Topic Test	15
4/6	1-13	10 MS 4	Yearly exam	45
			TOTAL	100

Mathematics 5.2

Outcomes

A student:

- | | | |
|----|------------|--|
| 1 | MA5.2-1WM | selects appropriate notations and conventions to communicate mathematical ideas and solutions |
| 2 | MA5.2-2WM | interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems |
| 3 | MA5.2-3WM | constructs arguments to prove and justify results |
| 4 | MA5.2-4NA | solves financial problems involving compound interest |
| 5 | MA5.2-5NA | simplifies algebraic fractions, and expands and factorises quadratic expressions |
| 6 | MA5.2-6NA | simplifies algebraic fractions, and expands and factorises quadratic expressions |
| 7 | MA5.2-7NA | applies index laws to operate with algebraic expressions involving integer indices |
| 8 | MA5.2-8NA | solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques |
| 9 | MA5.2-9NA | uses the gradient-intercept form to interpret and graph linear relationships |
| 10 | MA5.2-10NA | connects algebraic and graphical representations of simple non-linear relationships |
| 11 | MA5.2-11MG | calculates the surface areas of right prisms, cylinders and related composite solids |
| 12 | MA5.2-12MG | applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders |
| 13 | MA5.2-13MG | applies trigonometry to solve problems, including problems involving bearings |
| 14 | MA5.2-14MG | calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar |
| 15 | MA5.2-15SP | uses quartiles and box plots to compare sets of data, and evaluates sources of data |
| 16 | MA5.2-16SP | investigates relationships between two statistical variables, including their relationship over time |
| 17 | MA5.2-17SP | describes and calculates probabilities in multi-step chance experiments |

Outcomes from 5.1 can also be assessed

Areas for Assessment	
Working mathematically	Number
Patterns and algebra	Data
Measurement	Space and geometry

ASSESSMENT TASKS

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- 2 In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- 3 Times are approximate. Exact dates will be confirmed with a minimum two weeks notice.
- 4 Outcomes assessed may vary depending on content covered.
- 5 Outcomes 1-5 are assessed throughout all items
- 6 Students will receive a report at least twice yearly
- 7 Students will also receive a General Performance Grade that will be assessed across the whole year on these reports

Term/Week	Outcomes Code	Code No.	Assessment Task	Weight
1/9	1, 2, 3, 15, 8, 16,	10 MI 1	Topic Test	20
2/7	1, 2, 3, 6-10	10 MI 2	Topic Test	20
3/8	7, 9, 13	10 MI 3	Topic Test	20
4/5	1-18	10 MI 4	Yearly exam	40
			TOTAL	100

Mathematics 5.3

Outcomes

A student:

- 1 MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
- 2 MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
- 3 MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs
- 4 MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
- 5 MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
- 6 MA5.3-6NA performs operations with surds and indices
- 7 MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
- 8 MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
- 9 MA5.3-9NA sketches and interprets a variety of non-linear relationships
- 10 MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
- 11 MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
- 12 MA5.3-12NA uses function notation to describe and sketch functions
- 13 MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
- 14 MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
- 15 MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems including problems involving three dimensions
- 16 MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
- 17 MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems
- 18 MA5.3-18SP uses standard deviation to analyse data
- 19 MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Outcomes from 5.2 and 5.1 may also be assessed

Areas for Assessment	
Working mathematically	Number
Patterns and algebra	Data
Measurement	Space and geometry

ASSESSMENT TASKS

- 1 Outlined below is a summary of the assessment plan for this subject.
- 2 In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- 3 Times are approximate. Exact dates will be confirmed with a minimum two weeks notice.
- 4 Outcomes assessed may vary depending on content covered.
- 5 Outcomes 1-5 are assessed throughout all items
- 6 Students will be receive a report at least twice yearly
- 7 Students will also receive a General Performance Grade that will be assessed across the whole year on these reports

Term/Week	Outcomes Code	Code No.	Assessment Task	Weight
1/9	1, 3, 5, 14, PAS5.1.2, PAS5.2.4	10 MD 1	Topic Test	20
2/7	9, 11, 14, and DS4.2, DS5.1.1	10 MD 2	Topic Test	20
3/8	6, 7, 8	10 MD 3	Topic Test	20
4/5	1-18	10 MD 4	Yearly Exam	40
			TOTAL	100

Personal Development, Health & Physical Education

Outcomes

A student:

- 5.1 analyses how they can support their own and others' sense of self
- 5.2 evaluates their capacity to reflect on and respond positively to challenges
- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
- 5.4 adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5 composes, performs and appraises movement in a variety of challenging contexts
- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health decision-making and develops strategies to promote health and safe behaviours.
- 5.8 critically analyses health information, products and services to promote health
- 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10 adopts roles to enhance their own and others' enjoyment of physical activity
- 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
- 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
- 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
- 5.14 confidently uses movement to satisfy personal needs and interests
- 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
- 5.16 predicts potential problems and develops, justifies and evaluates solutions

Areas of study	
Resilience- Mental Health	Ultimate
Frisbee	
Road safety	Volleyball
Sexual Health	Gridiron
Health & Young People	AFL
Risky Business	Cricket
	Minor Games

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term/ Week	Area of Study	Outcomes Code	Assessment Task	Weight %
Term 1/8	Volleyball	4,5,13,14	10PD1.19 Practical skills & game play	20
Term 2/2	Resilience – Mental Health	1, 2, 11, 15	10PD2.19 Film review / Self-reflection	30
Term 3/8	AFL	4,5,13,14	10PD3.19 Skill application & game play (in-class assessment)	25
Term 4/1	T2/ T3 Practical units	4, 5, 9, 10, 11, 15, 16	10PD4.19 Online/ written journal and analysis of practical performance	25

Religion

Outcomes:

- 5.1a:** Communicates the relationship between respect for creation and creation as an act of God
5.1b: Identifies various manifestations of the Spirit's activities in the world
5.2a: Identifies and describes a distinct feature of a portrait of Jesus in the Gospels
5.2b: Constructs a project to promote social justice or youth ministry grounded in the message of Jesus
5.3a: Names and describes a range of expressions of Christianity
5.3b: Demonstrates an appreciation of the Church as committed to authentically proclaiming the Word
5.4a: Identifies and describes the relationship between the Church's celebrations and its mission
5.5a: Analyses Biblical writings as the Word of God revealed in history and culture
5.5b: Locates examples of the Gospel in action in contemporary Australia

Areas of Assessment	Areas of Study
<ul style="list-style-type: none"> • Research 20% • Research Presentation 20% • Project Presentation 20% • Examination 40% 	Jesus in Luke's Gospel Term 1 Weeks 1-5 Catholicism in Australia Term 1 Weeks 6-10 Religious Diversity in Australia Term 2 CSYM Term 3 Conscience and Decision Making Term 4

Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice

Assessment Tasks:

Code No.	Term/ Week	Outcomes Code	Areas of Study	Assessment Task	Weight
10RE1. 19	1/7	5.2a; 5.5a; 5.5b: 5.3a;5.5b:	Gospel Study-Jesus in Luke's Gospel Catholicism in Australia	Research	25%
10RE 2. 19	2/7	5.1b, 5.3a, 5.5b:	Diversity in Australia	Creative Presentation	25%
10RE 3. 19	3/6	5.1b; 5.2a; 5.2b;5.5b:	Youth Ministry and Leadership	Project Based	25%
10RE 4. 19	Exam Block	5.1a; 5.3b:	Conscience and Decision Making	Yearly Examination-Terms,1.2.4 examined	25%
TOTAL					100

Science

Outcomes

A student:

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

Units of Study

- Working Scientifically
- Living World
- Chemical World
- Earth and Space
- Physical World

Areas for Assessment

- Knowledge and Understanding
- Planning and Conducting Investigations
- Communicating
- Problem Solving

ASSESSMENT TASKS

- Each task may contain one or more of the components.
- Outlined below is a summary of the formal assessment plan for this subject.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice

	Code No	10Sc1.19	10Sc2.19	10Sc3.19	10Sc4.19
	Task	Module 1 - Test	First Hand Investigation + Risk Assessment In class/home time (Phy/Chem/Bio/Earth) – CREST	Module 2 - Test	Module 3 – Yearly Examination (Module Test + Global Issue Components)
	Weighting	20%	25%	20%	35%
	Term/Week	1/9	2/4	3/4	4/5
Areas for Assessment	Focus Outcomes	10-17	4-9	10-17	10-17
	Knowledge and Understanding	✓		✓	✓
	Planning and Conducting Investigations		✓		
	Communicating	✓	✓	✓	✓
	Problem Solving	✓		✓	✓

Commerce

Outcomes

A student:

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial business, legal and employment contexts
- 5.3 examines the role of law in society
- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7 researches and assesses commercial and legal information using a variety of sources
- 5.8 explains commercial and legal information using a variety of forms
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

Areas for Assessment		
Law & Society	Investing	
Employment Issues	Promotion and Selling	Global Links

Outlined below is a summary of the assessment plan for this subject.

- Times are approximate. Exact dates will be confirmed with a minimum two weeks notice
- To obtain a general performance grade for reports, students will be given a variety of tasks

Code No.	Term/ Week	Outcomes Code	Assessment Task	Weight
10COM1.19	1/8	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	In Class Assessment	20%
10COM2.19	2/8	5.1, 5.2, 5.3,5.4, 5.5, 5.6, 5.8, 5.9	Online Test	25%
10COM3.19	3/8	5.1,5.2,5.4,5.5, 5.7,5.8,5.9	Investment/promoting and Selling	25%
10COM4.19	4/3	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Examination (Economic issues/Towards Independence)	30%
TOTAL				100

Design and Technology

Outcomes

A student:

5.1.1	analyses and applies a range of design concepts and processes
5.1.2	applies and justifies an appropriate process of design when developing design ideas and solutions
5.2.1	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
5.3.1	analyses the work and responsibilities of designers and the factors affecting their work
5.3.2	evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design
5.4.1	develops and evaluates innovative, enterprising and creative design ideas and solutions
5.5.1	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
5.6.1	selects and applies management strategies when developing design solutions
5.6.2	applies risk management practices and works safely in developing quality design solutions
5.6.3	selects and uses a range of technologies competently in the development and management of quality design solutions

Areas of Study

- Design Processes
- Activity of Designers
- A holistic approach

Areas for Assessment

Design concepts and processes
Creativity, innovation and enterprise
Communicating, managing and producing
Producing quality design solutions
Designers and responsible designing
Design, technology and society

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Code No.	Term/Wk	Outcomes Code	Assessment Task	Weight	Mark
10DT1.19	1/9	5.1.1, 5.1.2, 5.4.1, 5.6.2	Project 1	25	
10DT2.19	2/9	5.1.1, 5.1.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3	Project 2	35	
10DT3.19	4/5	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3	Major Project - student negotiated	40	
				100	

Drama

Outcomes

A student:

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

Areas of study	Areas for Assessment
Improvisation Playbuilding Dramatic form Absurd Theatre Technical aspects Logbook Stanislavski Grotowski – Poor Theatre Commedia dell' Arte	Making - M 40% Performing - P 30% Appreciating - A 30%

ASSESSMENT TASKS

- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Code No.	Term/Week	Outcomes Code	Assessment Task	Weight	Mark
10DR1.19	1/10	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3	Making: Surrealism, Absurd Theatre, Brecht	10 P 10 M	
10DR2.19	2/6	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3	Monologue Theory Test	10 P 10 M 15 A	
10DR3.19	3/9	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3,	Group performance Logbook	10 P 20 M	
10DR4.19	4/5	5.3.1, 5.3.2, 5.3.3	Theory Examination	15 A	
TOTAL				100	

Food Technology

Outcomes

A student:	
5.1.1	demonstrates hygienic handling of food to ensure a safe and appealing product
5.1.2	identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food
5.2.1	describes the physical and chemical properties of a variety of foods
5.2.2	accounts for changes to the properties of food which occur during food processing, preparation and storage
5.2.3	applies appropriate methods of food processing, preparation and storage
5.3.1	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
5.3.2	justifies food choices by analysing the factors that influence eating habits
5.4.1	collects, evaluates and applies information from a variety of sources
5.4.2	communicates ideas and information using a range of media and appropriate terminology
5.5.1	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
5.5.2	plans, prepares, presents and evaluates food solutions for specific purposes
5.6.1	examines the relationship between food, technology and society
5.6.2	evaluates the impact of activities related to food on the individual, society and the environment

Areas of Study	Areas for Assessment
Food Trends Food Equity Food Service and Catering	Food properties and preparation Food, nutrition and society Food hygiene and safety Researching and communicating Designing, producing and evaluating

ASSESSMENT TASKS

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- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term/Wk	Outcomes Code	Assessment Task	Weight
1/8	5.3.2, 5.4.1, 5.4.2, 5.6.1, 5.6.2	10FT1.19 Food equity	20
1, 2, 3 & 4	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.5.1, 5.5.2	10FT2.19 Cumulative Practical	30
3/9	5.1.1, 5.1.2, 5.2.3, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2	10FT3.19 Food Service and Catering / Trends	30
4/5	5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.5.1, 5.6.1, 5.6.2	10FT4.19 in Class task	20
			100

History Elective

Outcomes

A student:

- E5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- E5.2 examines the ways in which historical meanings can be constructed through a range of media
- E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- E5.4 explains the importance of key features of past societies or periods, including groups and personalities
- E5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
- E5.7 explains different contexts, perspectives and interpretations about the past
- E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Areas of Study	Areas for Assessment
Topic one: Constructing History Topic Two: Ancient ,Medieval and Early Modern Societies Topic Three: Thematic Studies	<ul style="list-style-type: none"> • Historical knowledge and understanding • Source Analysis Skills • Research and historical inquiry skills • Communication

- Outlined below is a summary of the assessment plan for this subject.
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Term /Date	Topics	Targeted Outcomes Code	Assessment Task Code	Weight
1/6	Source Analysis (In Class)	E5.1, E5.4, E5.6, E5.7, E5.8, E5.9, E5.10	10HE1.19	20%
2/5	Research and Perspectives	E5.1, E5.4, E5.6, E5.8, E5.9, E5.10	10HE2.19	20%
1/4	Historical inquiry	E5.3, E5.2,E5.4, E5.5,E5.6, E5.8, E5.9, E5.10	10HE3.19	30%
5/4	Yearly Examination	E5.1, E5.4, E5.6, E5.7, E5.9, E5.10	10HE3.19	30%
TOTAL				100

Industrial Technology – Electronics/Multimedia/Timber

Outcomes

A student:

5.1.1	identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
5.1.2	applies OHS practices to hand tools, machine tools, equipment and processes
5.2.1	applies design principles in the modification, development and production of projects
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.3.1	justifies the use of a range of relevant and associated materials
5.3.2	selects and uses appropriate materials for specific applications
5.4.1	selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
5.4.2	works cooperatively with others in the achievement of common goals
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

Areas of Study	Areas for Assessment
OHS and risk management Materials and components Equipment, tools and machines Techniques Links to industry Design Workplace communication skills Societal and environmental impact Additional content	OHS and risk management Properties and applications of materials Industrial Technology and society Designing, communicating and evaluating Producing quality projects

ASSESSMENT TASKS

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Term/Week	Outcomes Code	Assessment Task	Weight
1/7	5.3.1, 5.7.1, 5.7.2	10IT/E/M/T1_19 Theory assignment	20
3/9	5.4.1, 5.2.1, 5.6.1	10IT/E/M/T2_19 Theory: PortfolioTask	20
3/9	5.1.1, 5.2.2, 5.4.2, 5.3.2	10IT/E/M/T3_19 Practical Part A 1/9, Part B 3/9	40
4/4	5.1.2, 5.5.1, 5.7.1, 5.7.2	10IT/E/M/T 4_19 In class task	20
			100

Information & Software Technology

Outcomes

A student:

- 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
- 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
- 5.2.1 describes and applies problem-solving processes when creating solutions
- 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems
- 5.2.3 critically analyses decision-making processes in a range of information and software solutions
- 5.3.1 justifies responsible practices and ethical use of information and software technology
- 5.3.2 acquires and manipulates data and information in an ethical manner
- 5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society
- 5.5.1 applies collaborative work practices to complete tasks
- 5.5.2 communicates ideas, processes and solutions to a targeted audience
- 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

Areas of Study	Areas for Assessment
Artificial Intelligence, Simulation and Modelling Robotics & Automated Systems Database Systems Software Development and Programming	Computer software and hardware Information and software technologies and society Designing and developing software solutions Communication and collaborative practices Responsible and ethical practices

ASSESSMENT TASKS

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- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
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Term/ Week	Outcomes Code	Assessment Task	Weight
1/8	5.1.1,5.1.2,5.2.1, 5.2.5.3.1	10IST1.19 Spreadsheet Assignment & AI	25
2/8	5.2.1,5.2.2,5.2.3, 5.3.2,5.5.2	10IST2.19 Database Project	25
4/2	5.1.1,5.2.2,5.2.1,5.2.2,5.2.3,5.3.1,5.5.1	10IST3.19 Software Project: VB NET	25
4/5	5.1.1,5.2.1,5.2.2,5.2.,5.4.1,5.5.3	10IST4.19 In class activity	25
	TOTAL		100

Music

Outcomes:

A student:

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

Areas of study	Areas for assessment
Term 1 – Community Music Term 2 – Music and Technology Term 3 – Australian Music Term 4 – Baroque Music	Performing Composing Listening

ASSESSMENT TASKS

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Code No.	Term/ Week	Outcomes Code	Assessment Task	Weight	Mark
10MUS1.19	2 / 4	5.2, 5.10 5.7	Technology Performance examination Music Research Assignment	20 10	
10MUS2.19	3 / 10	5.1, 5.3 5.4, 5.5, 5.6	Australian Performance examination Original Composition	15 30	
10MUS3.19	4 / 5	5.8, 5.9	Listening Test	25	
TOTAL				100	

Physical Activity and Sport Studies

Outcomes:

A student:

- 1.1 discusses factors that limit and enhance the capacity to move and perform
- 1.2 analyses the benefits of participation and performance in physical activity and sport
- 2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2 analyses physical activity and sport from personal, social and cultural perspectives
- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.1 works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 displays management and planning skills to achieve personal and group goals
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Areas of Study	Areas for Assessment
Coaching	Foundations of Physical Activity
Body systems and energy for physical activity	Physical Activity and Sport in Society
Australia's Sporting Identity	Enhancing Participation and Performance
World of Sports	

ASSESSMENT TASKS

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Term/ Week	Area of Study	Outcomes Code	Assessment Task	Weight
1/7	Coaching	3.1, 3.2, 4.1, 4.2, 4.4	10PA1.19 – Practical Coaching Presentation	25
2/9	Body Systems	1.1, 3.2, 4.4	10PA2.19 – Examination (unit)	25
3/7	Australia's Sporting Identity	2.1, 2.2, 4.4	10PA3.19 – Case Study Analysis & Report	25
4/4	Wide World of Sports	1.2, 2.1, 2.2, 4.4	10PA4.19 – Research Task	25

Visual Arts

Outcomes

A student:

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

Areas of Study	Areas for Assessment
Semester 1 Food For Thought Semester 2 Urb Ex: The City Reimagined Contemporary art practice: – drawing, mixed media, installation, documented forms and sculpture Frames: Subjective, structural, cultural, Post modern Conceptual Framework: World- artist – artwork - audience	Practice: Artmaking – drawing, mixed media, painting, photography, sculpture, installation and documented forms Critical and historical study – Artists and artworks related to topics.

Components

Weightings

A	Making	60
B	Critical and Historical Study	40

ASSESSMENT TASKS

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Term/ Week	Outcomes	Task	Component		Weight	Mark	Rank
			A	B			
2/5 28/5	5.1 – 5.6	10AR1.19 Practical Task 1 including VAPD Evidence of research	30	15	45		
3/9 16&17/9	5.1 – 5.10	10AR2.19 Theory Examination		15	15		
4/6 18/11	5.7 – 5.10	10AR3.19 Practical Task 2 including VAPD	30	10	40		
		TOTAL	60	40	100		

Visual Design

Outcomes

Code	Descriptor
	The student:
1	develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
2	make visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
3	makes visual design artworks informed by an understanding of how the frames affect meaning
4	investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
5	makes informed choices to develop and extend concepts and different meanings in their visual design artworks
6	selects appropriate procedures and techniques to make and refine visual design artworks
7	applies their understanding of aspects of practice to critically and historically interpret visual design artworks
8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
9	uses the frames to make different interpretations of visual design artworks
10	constructs different critical and historical accounts of visual design artworks

Area of Study

Areas for Assessment

Frames: structural, cultural, subjective, post modern Conceptual framework: artist, world, audience, artwork Practice Term 1: Dream Diaries-Illustration Term 2: Fractured Fairy Tales Term 3: Zines-Information - graphics & publication Term 4: Individual Design Project and Yearly Examination	Making Critical and Historical study
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COMPONENTS

WEIGHTINGS

A	Making	70
B	Critical and Historical Study	30

ASSESSMENT TASKS

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Term/ Week Date	Outcomes	Task	Component		Weight
			A	B	
A: T1/WK11	5.1 -5.12	10VISD01.19 Dream Diaries/ Illustration	20	5	25
A: T2/WK10	5.1-5.12	10VISD02.19 Fractured Fairy Tales	20	10	30
A: T3/WK9	5.1-5.12	10VISD03.19 Zines	20	5	25
A: T4/WK6	5.7-5.12	10VISD04.19 Individual Project	10	10	20
		TOTAL	70	30	100