



Trinity Catholic College Lismore

Year 10 Assessment Handbook
2018

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STAGE 5 – YEAR 10

COURSE INFORMATION

To Qualify for a Record of School Achievement a Student must

- attend a government school, an accredited non-government school or a recognised school outside NSW
- undertake and complete courses of study that satisfy NESA's curriculum and assessment requirements for the Record of School Achievement
- comply with any other regulations or requirements (such as attendance) imposed by the Minister or NES and
- complete Year 10

How are Grades for courses of study in Years 9 and 10 (Stage 5) determined?

Grades will be awarded at the end of Stage 5 for all courses studied in Years 9 and 10 (Stage 5). Teachers will determine the school based grades for each student in each 100 hour or 200 hour course completed in Stage 5. They will use the Course Performance Descriptors that the NSW Education Standards Authority have developed for each course to allocate one of five grades: A, B, C, D or E. (In Mathematics, one of nine grades will be awarded: A10, A9, B8, B7, C6, C5, D4, D3 or E2.) The text on the reverse side of the Record of School Achievement will describe in general terms the level of student performance at each of the grades.

Students' awards in all subjects will be based on a school's assessment of a student's performance against the subject specific Course Performance Descriptors.

Where a student receives a grade for a subject, it indicates the student has met the following requirements:

- a) attendance for the required number of hours.
- b) participation in the required learning experiences and assessment tasks.
- c) meeting requirements in terms of effort, achievement and application.

If one or more of these requirements are **not** met, the student is given an '**N**' (non-satisfactory) for that subject.

For each subject shown in this book, Course Performance Descriptors are shown.

Where students are undertaking one or more Life Skills courses, results in these courses in each key learning area (KLA) will be reported as "Completed" on the Record of School Achievement. Schools are able to exercise flexibility in catering for students with special education needs. Where there are multiple subjects within a KLA, the course developed for a student may either be taken from a single syllabus or, alternatively, may consist of a combination of appropriate Life Skills outcomes and content drawn from several syllabuses. To report more completely the achievements of those students who have undertaken Life Skills courses, they will also be given a Profile of Student Achievement that lists the specific outcomes from each syllabus that they have achieved.

What about mandatory courses for Stage 5 such as Personal Development, Health and Physical Education, Music, Visual Arts, Technology (Mandatory), LOTE, etc?

Students must complete the following mandatory NSW Education Standards Authority courses between Years 7-10:

Technology (Mandatory) - 200 hours	Music - 100 hours
PD / Health / PE - 300 hours	Languages - 100 hours (in one year)
Visual Arts - 100 hours	

For these courses one of two grades will be awarded and reported as part of the Record of School Achievement. These grades are:

S - Satisfactory Completion

N - Unsatisfactory or Non-Completion

TRINITY CATHOLIC COLLEGE

STAGE 5 – YEAR 10

ASSESSMENT POLICY

In Year 10 assessment serves a variety of purposes:

- i) To ascertain information about a student's achievements.
- ii) To identify what students know and can do by:-
 - a) testing a student's knowledge and understanding of course content;
 - b) testing a student's level of competence in the skills and processes of a course.
- iii) To assist in the allocation of grades.
- iv) To provide information to parents, students and the wider community.

NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA)

RoSA ASSESSMENT

The NSW Education Standards Authority requires schools to submit assessment grades (A, B, C, D, E) in all subjects studied in Stage 5. These grades are awarded by the School and are based on student achievement as measured against Performance Descriptors in each course. Student achievement is demonstrated in assessment tasks set throughout Year 10. In most cases greater weight is assigned to tasks given towards the end of Year 10. The purpose of assessments is to provide a final measure of your achievement in each of your Year 10 subjects. These assessments are based on multiple measures and observations made throughout the Stage 5 course rather than at a single, final examination.

RoSA ASSESSMENT SCHEDULES

Assessment schedules outline the number and types of assessment tasks required for each subject. These schedules are available from the Office of Student Learning. In Year 10, an Assessment Booklet is distributed at the beginning of the year. Each schedule will provide details of the number and types of assessment tasks used in the course the relative value (or weighting) of each task (Year 10) the approximate timing of the tasks throughout Year 10. Your class teachers will issue you with more detailed information about each task and provide more detailed information about due dates, etc at appropriate times throughout the course. The marking criteria used to assess each task will be distributed with each assessment task.

RoSA GRADING SYSTEM

The NSW Education Standards Authority "Course Performance Descriptors" are used to measure student achievement on school assessment tasks, compared to a set of predefined (NSW Education Standards Authority) standards of student achievement. These grades are summarized as A, B, C, D, E. Students may appeal against 'N' awards. Such appeals may only be made on the grounds that the grade awarded is not consistent with the progressive reporting. The marks awarded for individual tasks will not be subject to review.

RoSA GENERAL PERFORMANCE DESCRIPTORS

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

RoSA REPORTING

Students will complete internal examinations in some of their core subjects, as well as some of the elective subjects, undertaken in Years 9 and 10. A RoSA will only be printed by the NSW Education Standards Authority when a student exits formal education after the completion of Year 10 and prior to the completion of the HSC. The RoSA will record the student's results in each subject completed and list those subjects the student has been enrolled in but may not have completed yet.

FEEDBACK ON COMPLETED TASKS

Once an assessment task is marked / graded, it will be returned to the student with a mark and / or a grade and with meaningful written feedback in relation to the outcomes assessed.

In most cases, students will have their tasks returned within a period of two teaching cycles. This is to ensure the feedback on the task is meaningful.

A result on the task can only be queried for a one week period after returning the task to the students. (See below)

Individual tasks may be scaled / mapped to the marking scale. The scaling / mapping process will not affect the ranking of students on individual tasks.

APPEALS AGAINST ASSESSMENT MARKS / GRADES

At times students will want to appeal their awarded mark and / or grade on an assessment task. The following appeals procedure may also be employed in circumstances involving lateness of submission of the task, non-serious attempt by a student, or perceived instances of cheating or other forms of malpractice.

- Appeals by students need to be lodged in writing within **FIVE SCHOOL DAYS** of the return of the assessment task with the Head of Department of the subject.
- The College will provide support to those students seeking an appeal if approached.
- Appeals meeting the conditions above will be reviewed within ten school days of being received.
- The review will primarily be dealt with by the Head of Department concerned with support from the Director of Curriculum.
- The review will focus on the conditions of the assessment task – eg. marking has taken place in accordance with the marking criteria; etc.

- The Head of Department will ensure fairness and equity in dealing with all cases of appeal.
- The Head of Department will liaise with the Director of Curriculum throughout the appeal process, and will provide written confirmation of the outcome of the appeal within one week of the commencement of the review.
- The appellant (student) will receive feedback in writing from the Director of Curriculum in relation to their appeal following the appeals procedure.

Responsibilities of:-

- **Student seeking Appeal (Appellant)** – lodge an appeal in writing with the relevant Head of Department within five school days of receiving their mark / grade / feedback. The appeal must state all reasons to be considered in the appeal / review process.
- **Head of Department** – to inform the Director of Curriculum of students seeking appeals and to provide copies of appeal letter. To conduct appeal / review ensuring fairness and equity. To provide written confirmation of the outcome of the appeal to the Director of Curriculum.
- **Director of Curriculum** – to ensure the appeals process is carried out in the required timeframe and that the student is informed of the outcome of the appeals process in writing.

DETERMINATION OF INVALID ASSESSMENT TASKS

In some circumstances it is necessary to deem an assessment task as invalid. Invalidity of an assessment task is considered as most serious and is only employed when aspects of the task render it unreliable and unable to provide reliable statistical data in relation to student performance.

‘Any disputes over an individual task must be resolved at the time the task is returned’ (Accreditation and Certification Manual, NSW Education Standards Authority, December, 2005, pg 118). In this situation the ‘Appeals Against Assessment Marks / Grades’ will take effect.

Situations involving other influences (eg. conditions for the conduct of the assessment; teacher disagreement over task design and / or marking; inequity in task provision; etc..) should be dealt with directly following the task. Heads of Department will be responsible for ensuring these influences are minimized. In the event of these influences affecting the task, a time period of one month following the sitting of the task will be allowed to determine the effect on the task. Heads of Department will be responsible for liaising with their staff and with the Director of Curriculum in circumstances involving assessment tasks producing invalid or unreliable results.

If a task is deemed invalid, *“the results of assessment tasks that have been completed by students generally cannot be discarded.”* (Accreditation and Certification Manual, NSW Education Standards Authority, December 2005, pg 111). They will be utilised in the process of re-assessing students. Processes for re-assessment of students will be devised by the Director of Curriculum, the Head of Department involved and teachers directly involved in the task.

OTHER ASSESSMENT INFORMATION

- (a) **An Outline and Calendar** of Assessment Tasks for the Term ahead will be provided for all subjects by the Director of Curriculum. Students should **check** that all details and subjects are recorded on these calendars.
- (b) It is required that students be notified in writing (handed out in class or by e-mail) at least 10 school days before each task, what actual components and outcomes are being assessed and the weightings for the task. Details of the syllabus outcomes being assessed must be stated for all Board Developed Courses and a Marking Guide for each component of the task included.

EXAMINATION PROCEDURES

Information for Students

- Students must be on time for examinations. If a student is ill on the day of an examination the parents / carers must ring the Office of Student Learning as early as possible on that day.
- Students must complete an Illness / Misadventure form with relevant independent documentation attached if they are unable to present for an examination. (Refer page 6)
- Students will be admitted up to half an hour after the start of the examination, with **no** extra time allowed.
- Students will **not** be allowed to leave an examination early.
- All equipment required for an examination must be brought to the examination by each student. Borrowing equipment will **not** be permitted. Only equipment required for the examination will be taken into the room in a clear plastic bag (not a pencil case). No textbooks or notes are allowed in the examination room. Students are to check with their class teachers for the specific equipment requirements for certain subjects; eg Visual Arts. Only NSW Education Standards Authority approved calculators, without their hard case, will be permitted in the examination room.
- No student is permitted to talk after entering the room. Talking after the examination has commenced will be classified as **cheating** and will score zero. Silence is to be maintained until students leave the examination room.
- Any student causing a disruption in an examination will be removed from the room and sent to the Director of Curriculum.
- Any student caught cheating during an examination will score zero for that examination.
- If anything is required in the examination the student is to put up his / her hand and ask the supervising teacher.
- If a student misses an examination and has no valid reason (which must be supported by appropriate documentation) a zero mark will be awarded.

Attendance at Examinations

If you feel ill during an examination you will need to let the Examiners know.

You are not expected to attend a College examination session against specific medical advice. If you cannot attend an examination (including a practical examination) because of illness or misadventure, you must notify the Office of Student Learning immediately.

INTERNAL COLLEGE EXAMINATION APPEALS DUE TO ILLNESS OR MISADVENTURE

All illness / misadventure appeal submissions must be returned and discussed with the Director of Curriculum. You are not to just drop them off at the Office of Student Learning.

The Illness / Misadventure Appeal program assists students who:

- are prevented from attending an examination (including a practical examination) task due to illness or unforeseen misadventure; or
- consider that their performance in an examination or other assessment task has been affected by illness or misadventure immediately before or during the examination / assessment task;
- are unable to hand in or complete an assessment task on the due date.

If either of the above categories applies, you will need to complete an Illness / Misadventure Appeal form that you will need to collect from the Office of Student Learning. Before you complete the form you should read the following information carefully.

You cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness
- alleged deficiencies in teaching; for example, extended teacher absences
- loss of study time or facilities
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the examination
- the same grounds for which you received special examination provisions, unless you experience additional difficulties during an examination
- misreading the examination timetable. If you miss an examination, or arrive late to an examination because you misread the timetable
- misreading examination instructions
- failure to enter for the examination in the correct course
- illness and / or misadventure in a course which is undertaken as a self-tuition student
- other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other education organisations

If you have any questions, please seek advice from the Director of Curriculum.

Submission of Tasks by E-Mail

Below is an excerpt from the College's ICT policy. Please be aware of this policy if the student intends to e-mail assessment tasks. Assessment tasks need to be submitted as a hard copy. If students choose to send their tasks electronically they need to be aware that, if it doesn't arrive, it is not an acceptable reason for late submission.

Students cannot submit a misadventure appeal based on failure of an e-mail delivery.

1.1 Assessments and Backups

Failure of hardware or software will not be deemed as an acceptable reason for late submissions of an Assessment task.

It is the student's responsibility to make a backup of their school work and personal files. The ICT staff are not responsible for loss of these files when fixing a computer problem. (From ICT Policy)

Documentation for Completing the Appeal Form for Year 10 Examinations

You must provide **independent** written evidence specifying the dates on which your illness or misadventure occurred. This documentation must be dated at the time of the examinations. You are advised to seek independent evidence on the same day, either immediately before or after each examination in which you are appealing.

In the case of illness, you will need to get a **medical certificate**. The statement should outline the nature, effects and implications of your illness for your examination presentation. Note that a medical certificate that merely states that you were unfit for work or study is **not** acceptable.

In the case of misadventure, a police officer, counsellor or other appropriate professional person should write a statement. Again, it should outline the nature, effects and implications of your misadventure on your examination presentation.

Submitting your Appeal Form

The Appeal form needs to be submitted to the Director of Curriculum.

Closing Date

Your Appeal will need to be submitted within one week of the examination / task on which the Appeal is based.

The Appeals Process

The Director of Curriculum considers the Illness / Misadventure Appeals to make a decision. This is based on the evidence presented in your Illness / Misadventure Appeal.

You will be notified of the outcome of your appeal by the Head of Department.

NON COMPLETION OF COURSE REQUIREMENTS AND POSSIBLE “N” DETERMINATION

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.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an ‘N’ determination. An ‘N’ determination will mean that the course will not be listed on the student’s Record of School Achievement and may affect the student’s eligibility for the Higher School Certificate. 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.

‘N’ DETERMINATIONS

- (a) The NSW Education Standards Authority has advised that the Principal, on the advice of Heads of Department and the teachers of each course, will determine whether each student has satisfactorily completed each Stage 5 Course attempted.
- (b) Students who fail to meet minimum requirements, regardless of assessment marks gained will be deemed as Unsatisfactory and will be given an ‘N’ determination for that course.
- (c) Students who are in danger of being given an ‘N’ determination will be interviewed by the teacher and Head of Department initially and may be referred to the Director of Curriculum.
- (d) Notation of any such interview will be kept in the student’s file.
- (e) Parents will be notified of this danger by letter and a copy of this letter will be:
 - kept by the relevant teacher / Head of Department / Director of Curriculum;
 - kept in the student’s file;
 - given to the relevant Head of House
- (f) A parent interview will be organised (if applicable, following communication to the parent).

LATE SUBMISSION OF TASKS

If work is overdue, then the penalty is 20% of the initial available marks per day. For example, if a task was worth 20 marks and it is submitted one day late, then it is marked out of 20 and 4 marks will be deducted from the student’s score. If it is submitted two days late, then it is marked out of 20 and 8 marks will be deducted. Weekends will count as **TWO** days.

NOTE: In Visual Arts, Drama and Dance where “external markers” are used for assessment of performance and practical work, a **zero mark** late policy could apply.

For each assessment task not submitted in a course of study:

- A warning letter will be posted out as soon as teacher notifies the Office of Student Learning that a task has not been submitted. Warning letters will be issued so that there is sufficient time for the student to address the issues in the letters.
- The student will be given **10 days** to get the task submitted.
- A follow-up warning letter will be issued as soon as it becomes apparent that the problem outlined in the initial letter has not been rectified. Students will be given a further **5 days** to rectify the problem.

Initial warning letters and follow-up letters will be issued for two tasks prior to making an 'N' determination in a course of study. This means that students will get four warning letters to rectify problems in a course of study.

ALL tasks must be submitted even if they will be awarded zero. This is necessary to comply with the course completion criteria (see above). All tasks will be marked for formative feedback.

Note: Warning letters need not be limited to 'assessment tasks' and can include home or class work and other assignments, for example:

Task Name(s) / Course Requirement(s) / Course Outcome(s)	Percentage weighting (if applicable)	Original due date (if applicable)	Action required by student	Revised date to be completed by (if applicable)
<i>Eg. Oral presentation on advertising techniques</i>	20%	30/04/2008	<i>Present oral task. Time to be negotiated with teacher</i>	28/05/2008
<i>Eg. Written responses to questions on novel studies</i>	N / A	11/05/2008	<i>Submit written responses to novel questions</i>	4/06/2008

ABSENT FROM COLLEGE ON THE DUE DATE OF AN ASSESSMENT TASK

Student Responsibility

It is a student's responsibility to complete all assessment tasks to the best of her or his ability.

If you are unable to be at school on the day and you know about this **beforehand** you may submit an Extension form. This extension must be given to the Office of Student Learning at least one day BEFORE the task is due. No extensions will be granted on the day the task is due.

If you are **unable to attend school on the day that the assessment task is due** because of Illness or Misadventure:

- arrange for the assessment task to be delivered to the Office of Student Learning on the day it is due.
- their parents / carers must phone the Office of Student Learning by 8.50 am and explain the problem on that day;
- the student or the parents / carers must try to send the task to school with some other person;
- the student or parents / carers must fax or email the task to the College; or
- the student must submit the task in advance.

All tasks must be submitted by 8.50 am on the due date (if no class on that day), or during the class time on due day.

Note: A student is required to be at school for a full school day on the day of an Assessment task. For example: a student who has an Assessment task in an Off-line class at 3.30pm that day or during Period 5, is required to be at school in the morning for a normal school day. If the student is arriving at recess or lunchtime on the day of the task then he / she must follow the procedure set down for Absent from College on the date of an Assessment task.

If this is not possible then:

- the student's parent / carer must contact the Office of Student Learning on 6627 6603
- The student must submit an Illness / Misadventure form on the next day you return to school. Appropriate documentation will need to be attached to this form. If Illness you must submit a certificate / statement from a health professional and if Misadventure appropriate independent documentation must be attached.
- The task must be handed in to the class teacher on the day it is due. If you are handing in the task after the due date it MUST be handed in to the Office of Student Learning.

Consequences for non-submission of tasks:

A range of consequences may apply for non-submission of tasks:

- Zero marks recorded for that assessment task
- Possible ineligibility for HSC
- Extremely poor results which may impact on further study and / or employment
- Parents / carers contacted by the College administration
- Information will be entered in SOC , and HOH and Tutor will be notified
- Class teachers and / or Heads of Department may organise "catch up" time after school or at lunch times

APPLICATION FOR EXTENSION OR RE-SCHEDULING OR SUBSTITUTE TASKS

Students must make application for the above through the Office of Student Learning. A special form will be provided and students must first have their Subject Teacher and Head of Department approvals before the Office of Student Learning will consider the application. Students must have good reasons for a successful application. Extensions will not be granted on the day a task is due. If it is a practical task (eg. oral or drama production) an Illness Misadventure Form will have to be submitted.

APPEALS PROCEDURE

Final Assessment Appeal

- (a) Students are only entitled to challenge the Final Course Assessment on grounds that:
- the Assessment procedure for a particular course did not occur according to the weighting of components as required by the NSW Education Standards Authority.
 - the school's or individual course's Assessment Policy has not been followed.
 - computation / clerical errors have led to the student's marks or rank in a course being incorrectly determined.
- (b) An in-school appeal will be considered by a Review Committee comprising:
- The Head of Department or teacher of the course concerned.
 - The Director of Curriculum.

Appeals against Assessment Marks / Grades

At times students will want to appeal their awarded mark and / or grade on an assessment task. The following appeals procedure may also be employed in circumstances involving lateness of submission of the task, non-serious attempt by a student, or perceived instances of cheating or other forms of malpractice.

- Appeals by students need to be lodged in writing within one week of the return of the assessment task with the Head of Department of the subject.
- The College will provide support to those students seeking an appeal if approached.
- Appeals meeting the conditions above will be reviewed within two weeks of being received.

- The review will primarily be dealt with by the Head of Department concerned with support from the Director of Curriculum.
- The review will focus on the conditions of the assessment task – eg. marking has taken place in accordance with the marking criteria; etc..
- The Head of Department will ensure fairness and equity in dealing with all cases of appeal.
- The Head of Department will liaise with the Director of Curriculum throughout the appeal process, and will provide written confirmation of the outcome of the appeal within one week of the commencement of the review.
- The appellant (student) will receive feedback in writing from the Director of Curriculum in relation to their appeal following the appeals procedure.

Responsibilities of:-

- **Student seeking Appeal (Appellant)** – lodge an appeal in writing with the relevant Head of Department within one week of receiving their mark / grade / feedback. The appeal must state all reasons to be considered in the appeal / review process.
- **Head of Department** – to inform the Director of Curriculum of students seeking appeals and to provide copies of appeal letter. To conduct appeal / review ensuring fairness and equity. To provide written confirmation of the outcome of the appeal to the Director of Curriculum.
- **Director of Curriculum** – to ensure appeals process is carried out in the required timeframe and that the student is informed of the outcome of the appeals process.

Appeal on 'N' Determination

A student may appeal an 'N' determination. When an 'N' determination is made, the Principal's Report should be completed and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. The NSW Education Standards Authority requires that Principals must also advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's determination.

If a student does not wish to appeal, the completed Principal's Report form should be retained at the school.

An in-school appeal will be considered by a Review Committee comprising:

- the Director of Curriculum or their representative
- the Head of Department and / or teacher of the subject or course concerned.

If the student's appeal is successful at the school level, both the Principal' Report form and the Student Appeal form are retained at the school. Notification will be sent to NESA so that the 'N' is removed from both the assessment schedule and the unsatisfactory completion of course schedule.

If the student's appeal is unsuccessful at the school level, the Principal's Report form, the Student Appeal form and any other relevant documentation will be submitted to the NSW Education Standards Authority.

NESA will review appeals only on the information submitted with the Principal's Report and the Student Appeal form. No further information will be sought. Copies of all warning letters will be provided.

DISABILITY PROVISIONS

Students who have special examination support needs may be granted Disability Provisions that assist them to perform at the best of their ability in an examination and overcome any disadvantage they might have.

This may relate to a medical condition, vision impairment, hearing loss, psychological condition or to a learning difficulty.

Disability Provisions may provide extra time, rest breaks or the use of a scribe or reader. Applications must be made to the NSW Education Standards Authority for approval and appropriate documentation must always support the application.

Please contact Mrs Toni Ivers if you have any questions or wish to discuss Disability Provisions further.

RESPONSIBILITIES OF STUDENTS

Complete all Tasks

It is expected that you will complete all tasks, making a genuine attempt at each task with no evidence of malpractice (cheating). A failure to complete set tasks will result in official Warning Letters being sent home to your parents, and the possibility of you not completing the requirements for your award.

Participate Actively in Each Class

It is in your best interests to be proactive learners in each class you attend. Listen intently to the teacher. Question appropriately and discuss with enthusiasm. Be active learners always.

Keep Yourself Informed

You are expected to check with your class teacher, after any absence, whether you have missed any information – class work, assessment information, etc. It is your responsibility to catch up on the missed work.

Complete Assessment Tasks on the Due Date

It is your responsibility to complete assessment tasks on the day they are due / scheduled. Failure to meet assessment requirements due to 'inappropriate' absence is unfair and unethical.

Clashes / Extensions

It is your responsibility to monitor your assessment programme and to foresee when clashes will prevent you completing assessment tasks as scheduled. In these cases you must apply to the Office of Student Learning for extension for each task in question. Failure to apply for extension will result in penalties.

Absence from Tasks

It is your responsibility to arrange for tasks to be submitted on the due date. Where illness / misadventure prevent you from attending the College on the day of an assessment task, a phone call must be made to the Office of Student Learning. Failure to contact the Office of Student Learning will result in penalties.

Following absence from the College, you will be expected to consult the staff in the Office of Student Learning on the first morning of your return to the College to either arrange for completion of the task (i.e. in-class assessments, tests, orals, practicals, etc..) **OR** to submit the assessment task.

NSW Education Standards Authority (NESA) Requirements

Familiarise yourself with the requirements in relation to satisfactory completion of courses and attendance. If you fail to meet the NESA requirements you will be issued with Official Warning Letters which could eventually lead to a non-award of the certificate you are entered for.

Assessment Schedule and Calendar

Ensure you have a copy of the assessment schedule and assessment calendar for EACH course you are studying. Ensure also that you are aware of the course requirements for EACH course.

Appeals Procedure

Ensure that you are familiar with the procedures for appeal or review of your assessment marks or grades. These procedures are outlined in your Assessment Handbook.

Constantly Seek Advice

You are not alone on the journey. Use all the resources available to you to make the journey profitable – teachers, parents, ex-students, peers, web resources, etc.

TRINITY CATHOLIC COLLEGE LISMORE

PLAGIARISM POLICY

RATIONALE

Trinity Catholic College Lismore is committed to the achievement of academic excellence and the fostering of civil and social responsibility in its students. Part of this process is recognising the intellectual property rights of others and accepting that the act of plagiarism is academic dishonesty, as well as an ethical offence, which undermines a trusting educational environment and impedes students' personal growth and development. A student who plagiarises is dishonest with his or her teachers, peers and themselves. Trinity Catholic College Lismore wishes all students and parents to know that plagiarism is NOT acceptable behaviour at this College. The NSW Education Standards Authority and its All My Own Work program support the College's plagiarism policy.

POLICY

All students are expected to adhere to the highest standards of personal honesty and integrity in their work. Submissions to teachers must be original. Any violations of this policy will have serious consequences.

Any student who aids another student to commit an act of plagiarism as defined below shall also be regarded as having committed an act of plagiarism.

DEFINITION OF PLAGIARISM

Plagiarism is defined as both the intentional and unintentional stealing and passing off of material as one's own, when it actually comes from another source. This source may include ideas and words (written or oral), graphic, photographic or digital images, music, sound or musical notation, construction, design, human movement, dramatic representation or presentation or any other piece of work expected to be original. This includes any electronic material that is copied and pasted as well as the retrieval of research papers or any other documentation from the Internet.

EXAMPLES OF PLAGIARISM

It is plagiarising when, for example, any of the following occur, even unintentionally:

- Handing in someone else's work (parent, friend, tutor, etc.) and claiming ownership.
- Copying the work of another student (with or without their knowledge) and claiming ownership by submitting the work as original.
- Producing assignments in conjunction with other people (e.g. another student or tutor, etc.), which are supposed to be the student's, own independent work.
- Paraphrasing material from a source without proper acknowledgement, referencing or citation. This includes commentaries in study guides.
- Using plots, characters, theories, opinions, concepts or designs from sources such as short stories, novels, television programmes, films, etc. and present them as original work without properly attributing them.
- Piecing together different sections of the work of others into a new whole, i.e. 'cutting and pasting', especially from the Internet or CD-ROM encyclopaedias, etc.

- Failing to indicate with quotation marks that another person's exact written words or symbols have been copied, regardless of how few words or symbols were used.
- Failing to name a person whose exact words are used in an oral report, or indicating by verbal inflection that someone else is being quoted.
- Failing to provide a comprehensive bibliography for a project that requires research.
- Buying or obtaining a paper from an Internet research service or 'paper mill' and handing it in as original work.
- Buying an assignment from a past student and using it as your own work.

HOW TO AVOID PLAGIARISM

Here are some techniques to help students know when they are plagiarising and to help them avoid plagiarism in the first place. Students should familiarise themselves with these techniques:

- Learn how to manage time so there is no need to panic and feel plagiarism is the only alternative.
- Learn the SIX steps of the Information Process — Defining, Locating, Selecting, Organising, Presenting and Evaluating — to break down your assignments into manageable segments.
- **Don't allow others to copy your work, as you will be an 'accessory to the crime' and penalised as well.**
- Do not hand in someone else's work as your own — **EVER**.
- Learn Trinity Catholic College's accepted method of referencing and constructing bibliographies. This referencing is shown over the page. A pamphlet is available from both libraries which shows how to legitimately use the work of others to enhance assessment work by explaining how to:
- Properly construct a bibliography of all the sources used in an assignment — called 'end- text referencing'.
- Properly use direct and indirect quotations in an assignment — called 'in-text' referencing.
- Be aware of Australian copyright guidelines.
- When taking notes from any source, always copy down the bibliographic information immediately so that the source can easily be acknowledged when writing the assignment later.
- When writing a quotation in any note-taking, make sure it has quotation marks around it, so it can later be identified as a quote and **not** your own words.
- Separate your ideas from others' as you are taking or making notes. You may use brackets or different coloured pens to separate your comments from the author's words.
- Learn how to legally paraphrase. Look up note taking methods. Use a thesaurus.
- Learn how to effectively synthesize information into something that is the student's own work.

There are many excellent writing sites on the Web.

- *HSC: All My Own Work, NSW Education Standards Authority*
The NSW Education Standards Authority program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship.
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

PROCESSES FOR DEALING WITH PLAGIARISM / CHEATING

- Class teacher identifies possible plagiarism in student's assignment or assessment task. The teacher by either actually reading through the task or applying a software package to any task that is submitted electronically could do this.
- Class teacher attempts to identify source of plagiarism.
- The student is interviewed and an official letter is distributed stating the task, the evidence and the consequences of the plagiarism

FORMAL REVIEW OF PLAGIARISM AND PROCEDURAL FAIRNESS

- The student accused of plagiarism is entitled to a fair hearing as part of procedural fairness.
- The student who denies their guilt is entitled to a Formal Review of their charge of plagiarism.
- The Head of Department and Director of Curriculum conducts the Review.
- The student is entitled to have a parent present at the Review.
- The Review should follow the pattern below:
 - The reasons for suspecting plagiarism outlined and, where appropriate, evidence supplied.
 - The student and / or parent are allowed to reply to the allegations.
 - Questions should be asked, where required, clarifying any issues on both sides.
 - The student is told they will be advised of the Formal Review decision in writing.

If appropriate, official RoSA, Preliminary or HSC Warning Letters may need to be issued with copies to the relevant Subject and Head of Department

CONSEQUENCES OF PLAGIARISM

All tasks that have evidence of plagiarism will receive zero and the student must re-submit the task.

CONCLUSION

This policy has been developed for the protection of the vast majority of students of Trinity Catholic College Lismore who observe the guidelines for honest authorship and for the protection of our academic community's integrity.

Source: This document is based on the Australian International School, Singapore, *Plagiarism Policy*, Corinda State High School Plagiarism Policy, Queensland and the work of Jennifer King at Brisbane School of Distance Education and Brigidine College, Queensland. Reference is also made to the NSW Education Standards Authority *HSC: All My Own Work* program

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

RELIGIOUS EDUCATION

The assessment of each student's performance in Year 10 Religious Education is based on his / her demonstrating a level of attainment of the knowledge and skill outcomes of NESA approved Religious Education Stage 5 syllabus referenced against standards outlined in the overview sheets handed out to students at the beginning of each semester in Year 10. While the affective or value outcomes of the course are considered as both significant and desirable, they are not assessed.

Teachers of Religious Education employ a variety of assessment instruments such as topic tests, research assignments, oral presentations, essay responses and other written tasks to establish a student's level of attainment of outcomes in this course.

Details of the set assessment tasks for Year 10 can be viewed in the assessment schedule provided. The weighting of each task has also been included. Tasks that have been completed form the basis of the allocation of grades for the College semester reports in Religious Education.

The grade awarded to a student for Religious Education for Year 10 is judged on the assessment of a student's overall performance referenced against Trinity Catholic College's Religious Education Department Course Performance Descriptors

Religious Education Outcomes to be assessed:

Below are the course outcomes that will be formally assessed in 2018.

Knowledge and Understanding:

Students will be able to:

- K1 Provide an exegesis of a synoptic Gospel
- K2 Understand the nature and importance of the Sacraments of Holy Orders and Matrimony in the lives of the faithful
- K3 Articulate an understanding of the core principles and themes of Catholic Social teaching
- K4 Articulate an understanding of how the Church's mission and development has always been influenced by a range of social, cultural, political and religious factors
- K5 Detail the core beliefs and practices of the major Christian denominations and some of the non-Christian Faith Traditions

Skills:

Students will be able to:

- S1 Analyse and classify points of comparison and contrast between the synoptic Gospels
- S2 Investigate the range of ministries through which baptized persons can live out their vocation
- S3 Apply the “see, judge, act” methodology to a range of contemporary situations
- S4 Investigate and evaluate the impact of significant people, movements and events on Church teachings and practices
- S5 Analyse and classify aspects of commonality (and difference) between the Christian denominations, and also between the Abrahamic faiths
- S6 Undertake effective research about aspects of religion using a variety of sources
- S7 Use appropriate terminology relating to the Catholic religion and other belief systems
- S8 Effectively communicate information, ideas and issues using appropriate written, oral and graphic forms.

Religious Education Outcomes not formally assessed:

Below are the course outcomes that will not be formally assessed in 2018.

Values and Attitudes:

It is hoped that students will:

- V1 Recognise the Gospels as an encounter with Jesus Christ
- V2 Appreciate the ‘baptismal call to love and serve God and one another’
- V3 Recognise the necessary social dimensions of personal and moral responsibility
- V4 Appreciate the enduring but ever changing nature of the Church
- V5 Appreciate how the words and actions of Jesus provide a model for Christian living

RELIGIOUS EDUCATION

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes that relate to the Components	Syllabus Components	Weightings %	Task 1	Task 2	Task 3	Task 4	TOTALS %
			Date Due: Term 1	Date Due: Term 2	Date Due: Term 3	Date Due: Term 4	
			Task: Topic Test	Task: Research	Task: Research / Essay	Task: End of Course Exam	
K1, K2, S1, S7, S8, V1	A10-3	25%	25%				25%
K3, S3, S6, S7, S8, V2, V4	D10-2	25%		25%			25%
K4, K5, S4, S5, S6, S7, S8, V3, V5	E10-1; E10-3	15%			15%		15%
K2, S2, S6, S7, S8, V2, V3	B10-2	15%				15%	15%
K4, K5, S4, S5, S7, S8	C10-2	20%			10%	10%	20%
TASK VALUE 100%			25%	25%	25%	25%	100%
Syllabus outcomes assessed by each task			K1, K2, S1, S7, S8	K3, S3, S6, S7, S8	K4, K5, S4, S5, S6, S7, S8	K4, K5, S2, S4, S7, S8	

Stage 5 Course Performance Descriptors – Religious Education

Areas for Assessment:

- Religious Knowledge and Understanding of Concepts
- Research and religious educational inquiry skills
- Communication skills

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of: Who do People Say that I am?; Sacraments at the Service of Communion; Catholic Social Teaching; The Church History and Ecumenism and Interfaith Dialogue • provides some simple description of aspects related to some Catholic beliefs, practices and teachings covered in both semester one and two • uses elementary religious terms and concepts • locates information from sources to construct very limited recounts of facts in researching: Who do People Say that I am?; Sacraments at the Service of Communion; Catholic Social Teaching; The Church History and Ecumenism and Interfaith Dialogue • communicates an elementary understanding of Catholicism by developing basic religious accounts in a limited range of formats 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of: Who do People Say that I am?; Sacraments at the Service of Communion; Catholic Social Teaching; The Church History and Ecumenism and Interfaith Dialogue • identifies, recalls and describes limited aspects relating to important Catholic beliefs, practices and teachings covered in both semester one and two • uses some appropriate religious terms and concepts • locates and selects relevant information from sources, and summarises the main ideas while engaged in basic, structured research tasks on: Who do People Say that I am?; Sacraments at the Service of Communion; Catholic Social Teaching; The Church History and Ecumenism and Interfaith Dialogue • communicates a basic understanding of Catholicism by developing descriptions and limited explanations in a range of oral, written and other formats 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates a sound knowledge and understanding of: Who do People Say that I am?; Sacraments at the Service of Communion; Catholic Social Teaching; The Church History and Ecumenism and Interfaith Dialogue • describes, discusses and offers some explanation of some of the important Catholic beliefs, practices and teachings covered in both semester one and two • uses a range of religious terms and concepts • locates, selects and organises relevant information from a number of sources in prescribed research tasks on: Who do People Say that I am?; Sacraments at the Service of Communion; Catholic Social Teaching; The Church History and Ecumenism and Interfaith Dialogue • communicates a sound understanding of Catholicism by developing explanations and arguments, using a range of oral, written and other formats 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates and applies a thorough knowledge and understanding of: Who do People Say that I am?; Sacraments at the Service of Communion; Catholic Social Teaching; The Church History and Ecumenism and Interfaith Dialogue • thoroughly describes, discusses, explains and evaluates a number of the important Catholic beliefs, practices and teachings covered in both semester one and two • appropriately uses a wide range of religious terms and concepts • selects and interprets a range of sources and draws conclusions about their relevance while engaging in research on: Who do People Say that I am?; Sacraments at the Service of Communion; Catholic Social Teaching; The Church History and Ecumenism and Interfaith Dialogue • communicates a thorough understanding of Catholicism by developing coherent explanations and arguments for different audiences using a variety of oral, written and other formats 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates and applies an extensive knowledge and understanding of: Who do People Say that I am?; Sacraments at the Service of Communion; Catholic Social Teaching; The Church History and Ecumenism and Interfaith Dialogue • describes, synthesises, explains, evaluates and analyses, in detail, all the important Catholic beliefs, practices and teachings covered in both semester one and two • displays a sophisticated use of religious terms and concepts • evaluates a range of sources and synthesises information from these while engaged in research on: Who do People Say that I am?; Sacraments at the Service of Communion; Catholic Social Teaching; The Church History and Ecumenism and Interfaith Dialogue • communicates an extensive understanding of Catholicism by developing sustained and coherent explanations and arguments for different audiences using a variety of oral, written and other formats

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

ENGLISH

“The aims of English in Years 7 to 10 is to enable students to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.”
(Stage 4 and 5 English Syllabus April, 2003, p12).

“Students who have achieved Stage 5 respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information gathering, varying their approach according to a text’s purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.”
(Stage 4 and 5 English Syllabus April, 2003, p59).

The English Syllabus Objectives reflect learning in:

- Speaking
- Listening
- Reading
- Writing
- Viewing and Representing

Assessment is based on a balance of tasks undertaken simultaneously by the whole year group and class work. The Across the Form Assessment tasks are listed in the Course Assessment Schedule on page 19. Class work provides a profile of the student in:

- Speaking – Formal and Informal
- Reading – across a range of text types
- Viewing and Representing – use of film and multimedia
- Listening
- Writing – Reflective, Personal, Report and Discussion / Exposition

A student’s final grade is awarded on the basis of the student’s performance in assessment tasks aligned with the NSW Education Standards Authority English Course Performance Descriptors.

ENGLISH

COURSE ASSESSMENT SCHEDULE

Course Components	Weightings (S1 / S2) %	Task 1	Task 2	Task 3	Task 4	TOTALS %
		Date Due: Term 1	Date Due: Term 2	Date Due: Term 3	Date Due: Term 4	
		Task: First Voice Unit	Task: Half Yearly Exam Extended Response Task	Task: Infographic	Task: Final Exam Concept Journeys Memories	
TASK VALUE 100% / 100%		50%	50%	50%	50%	100% / 100%
Syllabus outcomes assessed by each task		EN5-2A EN5-5C EN5-7D EN5-8D	EN5-3B EN5-4B EN5-5C	EN5-2A EN5-3B EN5-6C EN5-9E	EN5-1A EN5-3B EN5-6C	

Stage 5 Course Performance Descriptors – English

Areas for Assessment

**Reading, listening, viewing
Writing, speaking, representing**

**Communicating and context
Analysing language**

**Interpretive, imaginative and critical
thinking
Expressing views**

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates some evidence of the ability to respond to a limited range of texts. • with teacher support, discusses the context and perspective of texts and the relationships between and among them. • with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. • responds in a rudimentary way to verbal and visual imagery. • with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts. • is able to generalise at times from engaging with texts to present a limited view of the world. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates some ability to respond to a range of texts. • discusses the context and perspective of texts and the relationships between and among them. • discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. • responds to verbal and visual imagery. • composes written, oral and visual texts using various technologies for different purposes, audiences and contexts. • is able to generalise at times from engaging with texts to present some differing views of the world. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • through close and wide study, responds to a range of imaginative, factual and critical texts. • investigates the context and perspective of texts and the relationships between and among them. • analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts. • responds imaginatively to verbal and visual imagery. • displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. • is able to generalise from engaging with texts to present differing views of the world. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • through close and wide study, responds to demanding, imaginative, factual and critical texts. • investigates with some insight the context and perspective of texts and the relationships between and among them. • closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms and features and structures of those texts. • responds imaginatively and critically in an effective way to verbal and visual imagery. • displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. • is able to generalise from engaging with texts to present a range of views of the world. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts. • perceptively investigates the context and perspective of texts and the relationships between and among them. • constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts. • responds imaginatively and critically in a highly effective way to verbal and visual imagery. • displays a distinct personal style, composes with confidence written, oral and visual texts, using various technologies for a wide variety of purposes, audiences and contexts. • is able to generalise confidently from engaging with texts to present a wide variety of views of the world.

Continued next page

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:
<ul style="list-style-type: none"> • with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts. • is able to identify some obvious expectations of an audience. • with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> • with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts. • is able to identify and discuss some obvious preconceptions and expectations of an audience. • with guidance, is able to reflect on their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> • demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts. • conforms to or challenges an audience's preconceptions and expectations. • with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> • clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts. • with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations. • independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> • consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts. • with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations. • independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

MATHEMATICS

In Year 10 there are three levels of Mathematics – Stage 5.1, Stage 5.2 and Stage 5.3. Assessment in each of these courses will take place in both **formal** semester examinations, **informal** class work and topic tests.

During the course of each semester students will be assessed in each of the content strands where possible:

- *Number and Algebra*
- *Measurement and Geometry*
- *Statistics and Probability*

Working mathematically is integrated into these strands.

In both semesters students will complete an examination which will assess the content of each pathway taught in that semester.

Reporting in the Year 10 course for Mathematics will provide students with an overall grade in both first semester and second semester. This grade is for the whole Year 10 cohort. Students will receive a grade A-E in each semester.

RoSA Grades for Year 10:

The RoSA grade is based on the full year in Mathematics with greater emphasis on the work completed in Semester 2.

For the Year 10 course in Mathematics students receive a RoSA grade based on the Course Performance Descriptors.

Year 10 Mathematics

COURSE ASSESSMENT SCHEDULE Stage 5.1 Pathway

Course Components	Weightings (S1 / S2)%	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 1	Date Due: Term 2	Date Due: Term 3	Date Due: Term 4
		Task 1: In Class	Task 2: Exam	Task 3: In Class	Task 4: Exam
Working Mathematically	25% / 25%	10%	15%	10%	15%
Number and Algebra	40% / 15%	20%	20%		15%
Measurement and Geometry	20% / 40%		20%	20%	20%
Statistics and Probability	15% / 20%		15%		20%
TASK VALUE 100% / 100%		30%	70%	30%	70%
Syllabus outcomes assessed by each task		MA5.1WM MA5.2WM			
		Individual Task Outcomes will be included in each Task Notification			

NOTE: Indicative percentages only

Year 10 Mathematics

COURSE ASSESSMENT SCHEDULE Stage 5.1 / 5.2 Pathway

Course Components	Weightings (S1 / S2)%	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 1	Date Due: Term 2	Date Due: Term 3	Date Due: Term 4
		Task 1: In Class	Task 2: Exam	Task 3: In Class	Task 4: Exam
Working Mathematically	25% / 25%	10%	15%	10%	15%
Number and Algebra	40% / 15%	20%	20%		15%
Measurement and Geometry	20% / 40%		20%	20%	20%
Statistics and Probability	15% / 20%		15%		20%
TASK VALUE 100% / 100%		30%	70%	30%	70%
Syllabus outcomes assessed by each task		MA5.1WM MA5.2WM			
		Individual Task Outcomes will be included in each Task Notification			

NOTE: Indicative percentages only

Year 10 Mathematics

COURSE ASSESSMENT SCHEDULE Stage 5.2 / 5.3 Pathway

Course Components	Weightings (S1 / S2)%	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 1	Date Due: Term 2	Date Due: Term 3	Date Due: Term 4
		Task 1: Class	Task 2: Exam	Task 3: Class	Task 4: Exam
Working Mathematically	25% / 30%	10%	15%	10%	20%
Number and Algebra	50% / 20%	20%	30%		20%
Measurement and Geometry	0% / 50%			20%	30%
Statistics and Probability	25% / 0%		25%		
TASK VALUE 100% / 100%		30%	70%	30%	70%
Syllabus outcomes assessed by each task		MA5.2WM MA5.3WM			
		Individual Task Outcomes will be included in each Task Notification			

NOTE: Indicative percentages only

Year 10 Mathematics

COURSE ASSESSMENT SCHEDULE Stage 5.3 Pathway

Course Components	Weightings (S1 / S2)%	Task 1	Task 2	Task 3	Task 4
		Date Due: Term 1	Date Due: Term 2	Date Due: Term 3	Date Due: Term 4
		Task 1: Class	Task 2: Exam	Task 3: Class	Task 4: Exam
Working Mathematically	25% / 30%	10%	15%	10%	20%
Number and Algebra	50% / 20%	20%	30%		20%
Measurement and Geometry	0% / 50%			20%	30%
Statistics and Probability	25% / 0%		25%		
TASK VALUE 100% / 100%		30%	70%	30%	70%
Syllabus outcomes assessed by each task		MA5.2WM MA5.3WM			
		Individual Task Outcomes will be included in each Task Notification			

NOTE: Indicative percentages only

Stage 5 Course Performance Descriptors – Mathematics

Grade E2	Grade D3	Grade D4	Grade C5	Grade C6
<p>A student performing at this grade uses some mathematical terminology in mathematical contexts; uses, with guidance, standard strategies to solve simple familiar problems; provides some reasoning in identifying a simple mathematical relationship.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • solves simple financial mathematics problems involving earning money; simplifies simple algebraic expressions involving positive integral indices • uses given diagrams and formulae to solve simple problems involving area and surface area; uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees; constructs simple scale drawings • determines the mean and range for a set of data. 	<p>A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts; uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • solves simple financial mathematics problems involving earning and spending money and, given the formula, calculates simple interest; completes a table of values to graph simple linear relationships • expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side; uses the scale factor to find unknown sides in similar triangles • calculates the mean, median and range to compare two sets of numerical data; uses data from Venn diagrams and two-way tables to calculate simple probabilities. 	<p>A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve simple coordinate geometry problems • finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles • interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events. 	<p>A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • uses conversion graphs to convert from one unit to another and given graphs to solve simple linear simultaneous equations; finds and graphs the equations of straight lines given the gradient and y-intercept • solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems • identifies simple relationships between two statistical variables; calculates probabilities for multi-step chance experiments. 	<p>A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations • uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent • determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments.

Grade B7	Grade B8	Grade A9	Grade A10
<p>A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • applies the compound interest formula to solve financial mathematics problems, including those involving depreciation; solves simultaneous linear equations using an algebraic or graphical method; draws and interprets graphs of simple parabolas, circles and exponentials • calculates the surface area and volume of simple composite solids; solves trigonometry problems involving bearings, angles of elevation and depression, and angles measured in degrees and minutes • determines and uses quartiles and the interquartile range to compare sets of data; evaluates sources of data in media reports and elsewhere; evaluates conditional statements in chance situations. 	<p>A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems • calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical result, giving reasons • calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit. 	<p>A student performing at this grade uses formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems; uses deductive reasoning in presenting mathematical arguments and formal proofs.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • performs operations with surds and indices in numerical and algebraic contexts; analyses and describes graphs of physical phenomena; uses analytical methods to solve complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear • uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships • uses the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes. 	<p>A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • uses graphical techniques and a variety of analytical methods to solve problems involving quadratic equations and simultaneous equations; manipulates algebraic expressions and equations with consideration given to restrictions on the values of variables • solves problems involving surface area and volume of right pyramids, right cones, spheres, and related composite solids, and applies similarity relationships for area and volume; applies deductive reasoning to prove properties of isosceles and equilateral triangles, and special quadrilaterals • uses and interprets the mean and standard deviation to make comparisons between data sets; critically evaluates the processes of planning, collecting, analysing and reporting studies in the media and elsewhere.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge is contestable and is revised, refined and extended as new evidence arises or existing evidence is re-conceptualised. The study of Science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

As students actively engage in the processes of Working Scientifically, they gain an increased appreciation and understanding of the importance of science in their own lives and society, locally and globally. Through questioning and seeking solutions to problems, students develop an understanding of the relationships between science and technology and its importance in the current and future practice of science.

Through applying the processes of Working Scientifically, students use scientific enquiry to develop their understanding of science ideas and concepts, as well as the importance of scientific evidence. They demonstrate honesty, ethical principles and respect for differing viewpoints on scientific issues. By engaging in scientific enquiry, students develop a deeper appreciation of the unique nature and development of science as an evolving body of knowledge, of the provisional nature of scientific explanations and of the complex relationship between evidence and ideas. Providing opportunities for students to continue to strengthen these scientific capabilities, helps them further develop as scientifically literate citizens.

The study of Science enables students to develop a positive self-concept as learners and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences, they become self-motivated, independent learners. Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal and global issues, including sustainable futures.

Stage 5 Outcomes

A student:

- 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

SCIENCE

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes that relate to the Components	Syllabus Components	Task 1	Task 2	Task 3	Task 4	Totals %
		Date Due: Term 2	Date Due: Term 2	Date Due: Term 3	Date Due: Term 4	
		Practical Skills Task Students complete a series of practical skills based on working scientifically outcomes	Semester 1 Exam	Secondary Research: Research a current Scientific Issue Create research notes and bibliography Create and publish a Scientific Issue Info-graphic	Semester 2 Exam	
10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	Knowing and understanding		10%	5%	10%	25%
4WS, 5WS, 6WS	Questioning and Predicting			5%	5%	10%
4WS, 5WS, 6WS, 7WS, 8WS, 9WS	Planning and Conducting Investigations	10%		10%		20%
7WS	Processing and Analysing Data and Information	5%	5%	5%	5%	20%
8WS	Problem-solving	5%			5%	10%
7WS, 8WS, 9WS, 10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	Communicating		5%	5%	5%	15%
TASK VALUE 100%		20%	20%	30%	30%	100%
Syllabus outcomes assessed by each task		4WS, 5WS, 6WS, 7WS, 8WS, 16CW, 17CW	10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	5WS, 6WS, 7WS, 8WS, 9WS, 13ES, 5LW	10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	

Stage 5 Course Performance Descriptors – Science

Areas for Assessment

Knowing and understanding
Questioning and predicting
Planning and conducting investigations
Processing and analysing data and information
Problem-solving
Communicating

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of some scientific principles, and about some uses of science. • asks questions and attempts prediction. • performs safe, ethical first-hand scientific investigations with guidance. • recounts conclusions. • uses information provided and, with assistance, participates in problem-solving activities. • with guidance, communicates elementary scientific information to an audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of scientific models, theories and laws, and about the use and influence of science. • asks questions and makes some predictions. • performs safe, ethical first-hand scientific investigations. • describes trends, patterns and draws some conclusions. • uses first-hand and secondary sourced data and information, and appropriate digital technologies, to assist in the problem-solving process. • communicates basic scientific understanding to an audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science. • identifies and proposes related hypotheses, asks questions and make predictions. • plans and performs safe, ethical first-hand scientific investigations. • explains trends, patterns and relationships to draw scientific conclusions. • gathers and selects first-hand and secondary sourced data and information to identify issues and participate in problem-solving using appropriate digital technologies. • communicates sound understanding of scientific ideas to an audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • applies thorough knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science. • identifies and proposes coherent hypotheses, asks questions and makes logical predictions. • plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations. • uses critical thinking skills to explain trends, patterns and relationships to draw scientific conclusions. • systematically gathers, selects, organises and processes first-hand and secondary sourced data and information to explain issues and inform problem-solving using appropriate digital technologies. • communicates well-developed understanding of scientific ideas to an audience using scientific units and language conventions. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • applies extensive knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science. • identifies and proposes valid scientific hypotheses, asks questions and makes evidence based predictions. • creates, plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations both individually and collaboratively. • uses critical thinking skills to evaluate trends, patterns and relationships to draw evidence based scientific conclusions. • effectively gathers, selects, organises and processes first-hand and secondary sourced data and information to evaluate issues and inform creative solutions using appropriate digital technologies. • communicates comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text types.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

HISTORY

The Modern World and Australia (50 hours minimum teaching time)

Students will study TWO Depth Studies in year 10. The course will begin with an overview (10% of teaching time) and move on to the **Depth Studies**.

Depth Study 4: (the Core Study) *Rights and Freedoms (1945 – present)*

Depth Study 6: School Developed Topic – *The Holocaust*

The two depth studies focus on the history of the modern world and Australia from 1918 to the present, with emphasis on Australia in its global context.

Key Inquiry Questions:

1. How did the nature of global conflict change during the 20th century?
2. What were the consequences of World War II? How did these consequences shape the modern world?
3. How was Australia affected by other significant global events and changes in this period?

There will be a clear focus on history skills and concepts:

- Continuity and Change
- Cause and Effect
- Perspectives
- Empathetic Understanding
- Significance
- Contestability
- Comprehension
- Analysis and use of sources
- Research
- Explanation and communication

Students will undertake numerous **Assessment Activities**, such as completing class work, homework, research assignments, analysis of sources, oral reports, team / group tasks, etc. This will be informal and will assist the teacher to guide the student towards better performance. This is assessment **for learning**.

The students will also participate in **Assessment Tasks** which are formal, timetabled and targeted at specific syllabus outcomes. These tasks include examinations, oral research report, analysis of visual / film sources and researching and presenting information using ICT. This is assessment **of learning**.

The History course is studied in either semester one or semester two and it will be necessary to revise the topics studied for the Year 10 examination.

HISTORY FOR THE AUSTRALIAN CURRICULUM

Stage 5 Outcomes

A student:

- develops knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia
- develops knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

- develops skills to undertake the process of historical enquiry

HT5-5 identifies and evaluates the usefulness of sources in the historical enquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical enquiry

- develops skills to communicate their understanding of history

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

HISTORY

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes that relate to the Components	Syllabus Components	Weightings %	Task 1	Task 2	TOTALS %
			Date Due: Term 1 and 3	Date Due: Term 2 and 4	
			Task: Oral task with written component	Task: End of course exam	
HT5-1, HT5-2, HT5-3, HT5-4	Knowledge and Understanding	45%	15%	30%	45%
HT5-5, HT5-6, HT5-7, HT5-8	Investigating and researching	25%	15%	10%	25%
HT5-9, HT5-10	Communicating	30%	10%	20%	30%
TASK VALUE 100%			40%	60%	100%
Syllabus outcomes assessed by each task			5-4, 5-7, 5-8, 5-9, 5-10	5-1, 5-3, 5-4, 5-5, 5-7, 5-9	

Stage 5 Course Performance Descriptors – History

Areas for Assessment: • **Historical knowledge** • **Changing rights and freedoms** • **Research and historical inquiry skills** • **Communication**

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates elementary knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • recounts some historical events in chronological order and identifies significant changes • with guidance, locates information from sources to answer historical questions • identifies some causes and effects of historical events • recognises different perspectives within historical accounts • communicates an understanding of the past through basic accounts of events and issues in oral, written, visual or digital forms, using simple historical terms and concepts. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates basic knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • sequences some historical events and identifies factors contributing to continuity and change • selects and organises relevant information from sources and summarises the main ideas to answer historical questions • describes some causes and effects of historical events and developments • identifies different perspectives and interpretations of the past • communicates an understanding of the past by describing historical events and issues in appropriate oral, written, visual and digital forms, using some historical terms and concepts. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates sound knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • sequences historical events and describes significant patterns of continuity and change • selects and organises sources to locate relevant information to support an historical inquiry • explains causes and effects of historical events and developments • explains different perspectives and interpretations of the past • communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates thorough knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • explains historical events based on an understanding of chronology, continuity and change • selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry • explains and analyses causes and effects of historical events and developments • explains and compares different perspectives and interpretations of the past • communicates an understanding of the past by constructing explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, using a range of relevant historical terms and concepts. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • draws historical conclusions based on an understanding of chronology, continuity and change • evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry • analyses and assesses the importance of the causes and effects of historical events and developments • analyses and accounts for different perspectives and interpretations of the past • communicates an understanding of the past by constructing sustained explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, with a sophisticated use of relevant historical terms and concepts.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

AUSTRALIAN GEOGRAPHY

During their time in this subject, students will investigate the following units:-

- *Human Wellbeing*
- *Environmental Change and Management*

Civics and citizenship are incorporated into the topic areas of study.

Students will use Geographic tools and develop Geographic skills, values and attitudes. They will investigate and communicate geographic information in order to become an informed, active citizen and a lifelong learner.

In Geography, assessment is based on skills and knowledge. It is used to help the student to identify strengths and weaknesses. It is a guide to help students to improve. It is also used to report on the student's performance.

Students will undertake numerous **Assessment for Learning Activities** which will be informal, but will be used to provide feedback to guide students towards better performance. These informal assessment activities will include class work, home work, research assignments, skills tests, analysis of visual and media information, technology use, mapping, role plays, and extended responses. The results of these assessment activities will also be used for the school report and to help identify the student's level of achievement in the Year 10 course.

The students will also participate in **Assessment of Learning Tasks** which are formal, timetabled and used to make a detailed description of the student's ability in achieving syllabus outcomes for this subject. These tasks include Examinations, Field Work / Research Report and Short Answer Tests. The results of these assessment tasks are used to allocate performance descriptor grades for the school reports.

Assessment is based on the targeted **key competencies** of the syllabus. These are:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Working alone and with others in teams
- Using mathematical ideas and techniques
- Using Technology
- Solving Problems

Stage 5 Outcomes

A student:

- GE5-1** explains the diverse features and characteristics of a range of places and environments
- GE5-2** explains processes and influences that form and transform places and environments
- GE5-3** analyses the effect of interactions and connections between people, places and environments
- GE5-4** accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5** assesses management strategies for places and environments for their sustainability
- GE5-6** analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8** communicates geographical information to a range of audiences using a variety of strategies

AUSTRALIAN GEOGRAPHY

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes that relate to the Components	Syllabus Components	Weightings %	Task 1	Task 2	TOTALS %
			Date Due: Term 1 and 3	Date Due: Term 2 and 4	
			Task: Research Task	Task: End of Course Exam	
GE5-5, GE5-6, GE5-7, GE5-8, GE5-9, GE5-10	Knowledge and Understanding	35%	15%	20%	35%
GE5-1, GE5-2, GE5-3	Investigating, researching and Communicating	35%	20%	15%	35%
GE5-7, GE5-8	Using appropriate Geographical tools	30%	10%	20%	30%
TASK VALUE 100%			45%	55%	100%
Syllabus outcomes assessed by each task			GE5-1, GE5-2, GE5-3, GE5-4, GE5-9, GE5-10	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8, GE5-9, GE5-10	

Stage 5 Course Performance Descriptors – Australian Geography

Areas for Assessment: • *Communication* • *Geographical concepts tools and skills* • *Geographical knowledge*

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates some knowledge of places and environments and identifies some geographical processes that form and transform them • demonstrates elementary knowledge and understanding of some interactions and connections between people, places and environments • recognises some different perspectives of geographical issues • identifies some aspects of human wellbeing and the management of places and environments • exhibits elementary skills to select and apply geographical concepts and tools to the investigation • displays elementary skills to select, acquire, process and communicate geographical information using a limited range of strategies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates a basic knowledge of places and environments and some understanding of the geographical processes that form and transform them • demonstrates basic knowledge and understanding of the interactions and connections between people, places and environments • outlines different perspectives of geographical issues • displays some knowledge of human wellbeing and the management of places and environments for their sustainability • exhibits some skills to select and apply geographical concepts and tools appropriate to the investigation • displays basic skills to select, acquire, process and communicate geographical information using a range of strategies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates a sound knowledge and understanding of places and environments, and the geographical processes that form and transform them • demonstrates sound knowledge and understanding of the interactions and connections between people, places and environments • describes different perspectives of geographical issues • displays broad knowledge and understanding of human wellbeing and the management of places and environments for their sustainability • exhibits sound skills to select and apply geographical concepts and tools appropriate to the investigation • displays sound skills to select, acquire, process and communicate geographical information using a range of strategies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates a thorough knowledge and understanding of places and environments, and the geographical processes that form and transform them • demonstrates thorough knowledge and understanding of the interactions and connections between people, places and environments • explains different perspectives of geographical issues across a range of scales • displays thorough knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues • exhibits high level skills to select and apply geographical concepts and tools appropriate and relevant to the investigation • displays high level skills to select, acquire, process and communicate complex geographical information using a broad range of strategies 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates an extensive knowledge and understanding of places and environments, and the geographical processes that form and transform them • demonstrates extensive knowledge and understanding of the interactions and connections between people, places and environments • explains and analyses different perspectives of geographical issues across a range of scales • displays extensive knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues across a range of scales • exhibits extensive skills to select and proficiently apply geographical concepts and tools appropriate and relevant to the investigation • displays sophisticated skills to select, acquire and process complex geographical information and uses an extensive range of strategies to communicate effectively.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

CHILD STUDIES

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

This syllabus reflects the multidimensional nature of child development and learning and the interconnectedness of physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students will have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus will also support young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

A better start to life creates a better future for the child. Child Studies enables young people to understand the interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners and citizens.

Overview of Subject

Term 1

Module 1 – Growth and Development

Module 2 - Play and the Developing Child

Term 2

Module 3 - Childcare Services and Career Opportunities

Term 3

Module 4 - Family Interactions

Module 5 - Children and Diverse Needs

Term 4

Module 6 – Children and Culture

Stage 5 Outcomes

- 1.1 identifies the characteristics of a child at each stage of growth and development
- 1.2 describes the factors that affect the health and wellbeing of the child
- 1.3 analyses the evolution of childhood experiences and parenting roles over time
- 2.1 plans and implements engaging activities when educating and caring for young children within a safe environment
- 2.2 evaluates strategies that promote the growth and development of children
- 2.3 describes a range of appropriate parenting practices for optimal growth and development
- 3.1 discusses the importance of positive relationships on the growth and development of children
- 3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
- 3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- 4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
- 4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

CHILD STUDIES

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes which relate to the topics	Syllabus Modules	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTALS %
			Date Due: Term 1	Date Due: Term 2	Date Due: Term 3	Date Due: Term 4	
			Task: Investigation In Class Response	Task: Case Study	Task: Children's Book	Task: Exam	
2.2, 3.1, 3.2, 3.3, 4.1, 4.3	Childcare services and career opportunities	30%	30%				30%
1.1, 1.2, 2.2, 2.3, 4.2	Growth and Development Play and the developing child	30%		20%		10%	30%
1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2	Family interactions Diverse need of children Children and Culture	40%			30%	10%	40%
TASK VALUE 100%			30%	20%	30%	20%	100%
Syllabus outcomes assessed by each task			3.2, 3.3	1.1, 1.2, 4.2	2.1, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3	

CHILD STUDIES

COURSE PERFORMANCE DESCRIPTORS

COMMON GRADE SCALE (A – E)

<https://arc.nesa.nsw.edu.au/go/k-6/common-grade-scale/>

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years (up to Year 10) in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A

The student has an ***extensive knowledge and understanding*** of the content and can ***readily apply*** this knowledge. In addition, the student has achieved a ***very high level of competence*** in the processes and skills and can apply these skills to ***new situations***.

B

The student has a ***thorough knowledge and understanding*** of the content and a ***high level of competence*** in the processes and skills. In addition, the student is able to apply this knowledge and these skills to ***most situations***.

C

The student has a ***sound knowledge and understanding*** of the main areas of content and has achieved an ***adequate level of competence*** in the processes and skills.

D

The student has a ***basic knowledge and understanding*** of the content and has achieved a ***limited level of competence*** in the processes and skills.

E

The student has an ***elementary knowledge and understanding*** in few areas of the content and has achieved ***very limited competence*** in some of the processes and skills.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

COMMERCE

Every day we face many consumer, financial, legal / business and employment choices. Commerce helps us to make informed and responsible decisions.

Commerce is the study of the way in which our society functions. It includes the study of commercial and legal institutions and the role governments play in managing the affairs of the nation. It is also concerned with our rights and responsibilities as citizens and helps to prepare us for life in an increasingly complex world.

The study of Commerce provides us with the knowledge, understandings, skills and values required to make sound decisions about the range of financial, business, legal and employment related issues that affect our lives. It develops our ability to live independently and achieve financial security.

While studying Commerce you will be required to investigate current issues. When investigating a current issue you may want to use the following points to help you develop your knowledge and understanding of the issue:

- Read or view the material dealing with the issue
- Name and briefly outline the issue
- Identify the main people / organisations involved in the issue
- Identify the scale at which the issue is relevant. Is it a global, national, regional or local issue?
- Explain why the issue is of interest to consumers
- List the main sources of information about the issue
- State whether the sources used present different perspectives, or viewpoints, on the issue
- State whether the sources of your information are biased
- Outline the actions people could take to address the issue. What would be the likely outcome of these actions?
- Consider how the media would have influenced your study of the issue
- Explain how the study of the issue has affected your own views on the issue

Areas of study include:

- Law and Society
- Employment Issues
- Our Economy
- Running a Business
- Law in Action
- Political Involvement

Stage 5 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

Commerce

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes that relate to the Components	Syllabus Components	Weightings %	Task 1	Task 2	Task 3	Task 4	TOTALS %
			Date Due: Term 1	Date Due: Term 2	Date Due: Term 3	Date Due: Term 4	
			Task: Law in Society test with Stimulus	Task: Research task	Task: Speech / Interview (Employment Issues)	Task: End of Course Exam	
5.1, 5.2, 5.3	Knowledge and Understanding	40%	10%	5%	5%	20%	40%
5.4, 5.5, 5.6	Decision making and problem solving	30%	5%	10%	5%	10%	30%
5.7, 5.8, 5.9	Researching and Communicating	30%	5%	5%	10%	10%	30%
TASK VALUE 100%			20%	20%	20%	40%	100%
Syllabus outcomes assessed by each task			5.1, 5.2, 5.3, 5.5, 5.8	5.1, 5.2, 5.3, 5.4, 5.5, 5.8	5.2, 5.4, 5.5, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	

Stage 5 Course Performance Descriptors – Commerce

Areas for Assessment

**Knowledge of commerce
Skills in commerce**

Knowledge and understanding of consumer, financial, business, legal and employment matters
Skills in decision-making, problem-solving, research, communication and working independently and collaboratively

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of aspects of consumer, financial, business, legal and employment concepts and issues. identifies some rights and responsibilities of consumers in some commercial and legal contexts. with guidance applies simple decision-making and problem-solving skills in commercial and legal contexts. undertakes limited research and recalls some basic commercial and legal information. communicates simple commercial and legal ideas and concepts using a limited range of oral and written forms. demonstrates very limited planning and organising skills when working independently and/or collaboratively. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates basic knowledge and understanding of some consumer, financial, business, legal and employment concepts and issues. describes some rights and responsibilities of consumers in commercial and legal contexts. applies some decision-making and problem-solving skills in some commercial and legal contexts. undertakes some research and interpretation of basic commercial and legal information using a limited range of sources. displays limited skills to communicate simple commercial and legal ideas and concepts using a range of oral and written forms. demonstrates some planning and organising skills when working independently and/or collaboratively. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates sound knowledge and understanding of consumer, financial, business, legal and employment concepts and issues. explains the rights and responsibilities of consumers in a range of commercial and legal contexts. applies decision-making and problem-solving skills in commercial and legal contexts. undertakes research, and interprets commercial and legal information using a variety of sources. displays sound skills to communicate commercial and legal ideas and concepts using a range of oral and written forms. demonstrates competent planning and organising skills when working independently and/or collaboratively. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of consumer, financial, business, legal and employment concepts and issues. discusses the rights and responsibilities of consumers in a broad range of commercial and legal contexts. applies well-developed decision-making and problem-solving skills in commercial and legal contexts. competently researches and assesses commercial and legal information using a variety of sources. displays proficient skills to communicate commercial and legal ideas and concepts using a wide range of oral and written forms. demonstrates well-developed planning and organising skills when working independently and/or collaboratively. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates extensive knowledge and understanding of a range of consumer, financial, business, legal and employment concepts and issues. analyses the rights and responsibilities of consumers in an extensive range of commercial and legal contexts. independently applies outstanding decision-making and problem-solving skills in a range of commercial and legal contexts. capably researches and evaluates complex commercial and legal information using a wide variety of sources. displays effective skills to communicate complex commercial and legal ideas and concepts using an extensive range of oral and written forms. demonstrates highly developed planning and organising skills when working independently and/or collaboratively.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

DANCE

Students are assessed in three areas:

Performance

- demonstration of technique, performance quality, use of the elements and safe dance practices
- use of dance terminology

Composition

- manipulation of the elements of dance, communication of ideas and the structuring of movement
- use of dance terminology

Appreciation

- skills of analysis, ability to research and make informed judgements about dance
- use of dance terminology

NB: All practical assessment tasks must be completed in appropriate form fitting dance wear.

Stage 5 Outcomes

A student:

- 5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.2.1 explores the elements of dance as the basis of the communication of ideas
- 5.2.2 composes and structures dance movement that communicates an idea
- 5.3.1 describes and analyses dance as the communication of ideas within a context
- 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art
- 5.3.3 applies understanding and experiences drawn from their own work and dance works of art

DANCE

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes which relate to the topics	Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTALS %
			Date Due: Term 1 Week 9	Date Due: Term 2 Week 8	Date Due: Term 3 Week 8	Date Due: Term 4 Week 7	
			Task: Oral presentation and solo dance	Task: Composition and Diary	Task: Solo Dance Research and Presentation	Task: Yearly Exam – Written and Practical (film)	
5.1.1, 5.1.2, 5.1.3	Performance	40%	25%		10%	5%	40%
5.2.1, 5.2.2	Composition	30%		20%		10%	30%
5.3.1, 5.3.2, 5.3.3	Appreciation	30%		5%	15%	10%	30%
TASK VALUE 100%			25%	25%	25%	25%	100%
Syllabus outcomes assessed by each task			5.1.1, 5.1.2	5.2.1, 5.2.2, 5.3.2	5.1.1, 5.1.3, 5.3.1	5.1.1, 5.2.1, 5.3.1, 5.3.3	

Stage 5 Course Performance Descriptors – Dance

Areas for Assessment

- Performing
- Composing
- Appreciation

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates elementary appreciation of dance as an artform through limited engagement in the practices of performing, composing and appreciating dance. performs dances with an elementary dance technique and with some evidence of safe dance practice and performance quality. with guidance, applies aspects of the elements of dance to perform a limited range of dance styles. with guidance, uses the elements of dance to create simple dance compositions that communicate ideas. describes their own and others' dances, through some aspects of the elements of dance. identifies some characteristics of dance styles, performance quality and interpretation. with teacher support, participates in the practical and theoretical aspects of dance and makes elementary connections between the making and performing of the movement and the appreciation of its meaning. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates some appreciation of dance as an artform through their engagement in the interrelated practices of performing, composing and appreciating dance. performs dances with a basic dance technique and the application of safe dance practice and performance quality. applies aspects of the elements of dance as they perform dance styles. uses some elements of dance to structure movement to create basic dance compositions that communicate ideas. describes their own and others' dances, through the elements of dance. identifies characteristics of dance styles, performance quality and interpretation. participates in the practical and theoretical aspects of dance and makes some connections between the making and performing of the movement and the appreciation of its meaning. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance. performs dances with a sound dance technique and the application of safe dance practice and performance quality. applies the elements of dance as they perform a variety of dance styles. manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas. discusses their own and others' dances, through the elements of dance. describes the characteristics of dance styles, performance quality and interpretation. engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement and the appreciation of its meaning. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> clearly communicates an appreciation of dance as an artform through their high level of engagement in the interrelated practices of performing, composing and appreciating dance. performs dances with a proficient dance technique and a proficient application of safe dance practice and performance quality. combines and applies the elements of dance to competently interpret a variety of dance styles. structures appropriate movement to create dance compositions that communicate ideas. analyses their own and others' dances, through the elements of dance. discusses the characteristics of dance styles, performance quality and interpretation. perceptively engages in the practical and theoretical aspects of dance and makes informed connections between the making and performing of the movement and the appreciation of its meaning. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> clearly and perceptively communicates an appreciation of dance as an artform through their very high level of engagement in the interrelated practices of performing, composing and appreciating dance. capably performs dances with an accomplished dance technique and a sustained application of safe dance practice and performance quality. effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence. consistently structures complex movement to create dance compositions that communicate ideas. critically analyses their own and others' dances, through the elements of dance. critically discusses the characteristics of dance styles, performance quality and interpretation. insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptive connections between the making and performing of the movement and the appreciation of its meaning.

TRINITY CATHOLIC COLLEGE

YEAR 10 ASSESSMENT POLICY

DRAMA

The aim of the course is to engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works.

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills, individually and collaboratively, through:

1. **Making** drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
2. **Performing** devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
3. **Appreciating** the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.

Values and attitudes

Students will value and appreciate:

- the collaborative and diverse nature of drama and theatre
- the contribution of drama and theatre to enriching and sustaining cultures and societies

Stage 5 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

DRAMA

COURSE ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTALS %
		Date Due: Term 1 Week 8	Date Due: Term 2 Week 9	Date Due: Term 3 Week 9	Date Due: Term 4 Week 8 & 9	
		Task: Improvisation	Task: Duologue Performance + Rationale	Task: Group Performance + Reflection	Task: Yearly Exam (Performance and Written Exam)	
Making	35%	20%	5%	5%	5%	35%
Performing	45%		20%	15%	10%	45%
Appreciating	20%		5%	5%	10%	20%
TASK VALUE 100%		20%	30%	25%	25%	100%
Syllabus outcomes assessed by each task		5.1.1, 5.1.2, 5.1.4	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.2	5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.2	5.1.1, 5.2.1, 5.3.1, 5.3.3	

Stage 5 Course Performance Descriptors – Drama

Areas for Assessment	Making	Performing	Appreciating	Grade B	Grade A
Grade E	Grade D	Grade C	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> participates, with teacher support, in the practices of making, performing and appreciating drama. has an elementary understanding of some elements of drama and performance skills required to create drama for an audience. demonstrates very limited skills in improvisation, playbuilding and other dramatic forms. uses some aspects of performance spaces and elements of production. with guidance, conducts basic research. recognises the contribution of some groups and individuals. recognises aspects of the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates a basic understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and some other dramatic contexts. develops their work using basic dramatic forms and performance techniques to create drama for an audience. demonstrates limited skills in improvisation, playbuilding and other dramatic forms. uses aspects of performance spaces, technologies and elements of production. conducts basic research and describes some contexts of drama. recognises the contribution of groups and individuals, using limited drama terminology. recognises the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates a sound understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and other dramatic contexts. develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create engaging works with an intended meaning for an audience. improvises, playbuilds, and enacts scripts, texts and other dramatic forms and performance styles. uses performance spaces, technologies and elements of production to communicate a dramatic intention. researches and describes the contemporary and historical contexts of drama. describes the contribution of groups and individuals using drama terminology. describes the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates a thorough understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts. capably develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create effective and engaging works with an intended meaning for an audience. competently improvises, playbuilds, enacts and interprets scripts, texts and other dramatic forms and performance styles. confidently uses performance spaces, technologies and elements of production to communicate dramatic intentions. researches and analyses the contemporary and historical contexts of drama. assesses the contributions of groups and individuals using appropriate drama terminology. analyses drama with an awareness of the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> communicates a sophisticated understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts. perceptively develops and refines their work, individually and collaboratively, using a range of dramatic forms, structures, devices, acting and performance techniques to create dynamic and engaging works with an intended meaning for an audience. demonstrates excellence in improvisation, playbuilding, the enactment and interpretation of scripts, texts and other dramatic forms and performance styles. selects and manipulates performance spaces, technologies and elements of production to communicate different dramatic intentions. researches and critically assesses the contemporary and historical contexts of drama. evaluates the contribution of groups and individuals, using appropriate drama terminology. analyses and synthesises drama with a sophisticated awareness of the unique relationship between performer and audience. 	

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

FOOD TECHNOLOGY

Course Description

The Study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends

Stage 5 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

FOOD TECHNOLOGY

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes that relate to the Components	Syllabus Components	Task 1	Task 2	Task 3	Task 4	TOTALS %
		Date Due: Term 1	Date Due: Term 2	Date Due: Term 3	Date Due: Term 4	
		Task: Food for Special Needs	Task: Food Product Development	Task: Food Service and Catering Portfolio	Task: Theory Exam	
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.6.1, 5.6.2	Knowledge and understanding of food safety, hygiene, properties, processing, nutrition and role in society	5%	5%	5%	10%	25%
5.4.1, 5.4.2	Skills in researching, analysing and communicating food issues	5%	10%	5%		20%
5.2.3, 5.5.1	Skills in experimenting with and preparing food by applying theoretical concepts	10%	15%			25%
5.5.2	Skills in designing, implementing and evaluating solutions to food situations			30%		30%
Task Value 100%		20%	30%	40%	10%	100%
Syllabus outcomes assessed by each task		5.3.1, 5.4.2, 5.5.1	5.2.3, 5.4.1, 5.6.1	5.3.2, 5.4.2, 5.5.2, 5.6.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.6.1, 5.6.2	

Stage 5 Course Performance Descriptors – Food Technology

Areas for Assessment

• **Food properties and preparation**

• **Food, nutrition and society**

• **Food hygiene and safety**

• **Researching and communicating**

• **Designing, producing and evaluating**

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage. with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes. with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes. identifies some ways that food-related activities impact on the individual, society or the environment, and some influences that technology has had on food supply. identifies a limited number of factors that influence food choices and eating habits, and relates some aspects of consumption and the nutritional value of foods to health. displays very limited research skills and, with guidance, communicates simple information using a limited range of media. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> outlines a number of chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage. identifies and uses basic techniques and equipment for a number of food-specific purposes, identifying and managing some risks associated with the safe and hygienic preparation of food. demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes. outlines the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply. identifies factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health. displays basic research skills, and communicates information using a limited range of media. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage. identifies and uses appropriate techniques and equipment for a variety of food-specific purposes, identifying and managing risks associated with the safe and hygienic preparation of food. demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes. describes the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply. discusses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health. displays sound research skills, and communicates information using a range of media. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage. identifies and uses advanced techniques and equipment for a variety of food-specific purposes, assessing and managing risks associated with the safe and hygienic preparation of food. demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes. analyses the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply. analyses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health. displays well-developed research skills, and communicates complex information using a range of media. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage. independently identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes, independently assessing and managing risks associated with safe and hygienic preparation of food. demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes. evaluates the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply. analyses a wide range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health. displays highly developed research skills, and communicates complex information effectively using a range of media.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

FRENCH

The Year 10 course is designed to further develop the skills in mastering foreign language that have been begun in the stage 4 and first half of stage 5 syllabus. Students are further exposed to the language of their choice through practical activities involving authentic materials, traveller abroad simulations and interaction or immersion where possible.

Student Objectives of the course

Each of the three objectives of this course are intertwined and involves active commitment on the part of the students which will develop the acquisition of skills in communicating in French and enable development and understanding of the language and culture of French-speaking communities.

The effective delivery of French will emphasise with equal significance and interdependence of all objectives. However, one or other of the objectives may be emphasised at any time due to the particular stage of learning being exhibited.

Using Language (UL)

Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in French.

Making Linguistic Connections (MLC)

Students will explore the nature of languages, making comparisons between their chosen language and English, leading to an appreciation of the correct use of linguistic structures and vocabulary.

Moving Between Cultures (MBC)

Students will develop the knowledge of the culture of French speaking communities and an understanding of how language and culture are inter-dependent. Through this they will be encouraged to reflect on their own cultural heritage.

Assessment

In the previous years of LOTE courses, assessment has been based on a combination of in class formal assessment tasks and exams and a component of homework that is expected to be completed and handed in. These components have held equal weighting.

In the Year 10 Course a greater emphasis is placed upon timetabled formal assessment tasks usually done in class time or during an examination period. Homework and general class performance, however, will still be considered as important assessment tools, and therefore will comprise 30% of the final score. It will be linked to the using language UL.4 Outcome, and will be ongoing throughout the course.

Each component of reading, writing, listening and speaking are weighted according to the specifications of the syllabus and this weighting also reflects the emphasis placed on the component in class and homework tasks.

Weightings

Component	Weighting
Reading	30%
Writing	15%
Listening	30%
Speaking	25%

Formal Assessment tasks **only** will be used to calculate the mark for the end of year College report. The full complement of assessment tasks will be used to award the grade for the Year 10 Course.

Goals for both the student and the teacher will be clearly expressed. Students will receive feedback that helps them to learn. Self-assessment will also allow for the student to take some responsibility for their own learning. Assessment against standards will provide opportunities for **all learners to achieve their best**.

Content:

Within a set range of topics, the student:

- 5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately
- 5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately
- 5.UL.3 uses French by incorporating diverse structures and features to express own ideas
- 5.UL.4 experiments with linguistic patterns and structures in French to convey information and to express own ideas
- 5.MLC.1 demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
- 5.MLC.2 uses linguistic resources to support the study and production of texts in French
- 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts
- 5.MBC.2 identifies and explains aspects of the culture of French speaking communities in texts

FRENCH

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes which relate to the topic	Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	TOTALS %
			Date Due: Term 2	Date Due: Term 4	Date Due: Term 4	
			Task: Half Yearly Exam	Task: Exam	Task: On-going throughout the Semester	
5.U.L.2, 5.U.L.3, 5.M.B.C.1, 5.M.B.C.2	Reading and Respond	30%	10%	10%	10%	30%
5.U.L.4	Writing	15%	5%	5%	5%	15%
5.U.L.1	Listening	30%	10%	10%	10%	30%
5.U.L.1	Speaking	25%	5%	10%	10%	25%
TASK VALUE 100%			30%	35%	35%	100%
Syllabus outcomes assessed by each task			5.U.L.1, 5.U.L.2, 5.U.L.3, 5.U.L.4	5.U.L.1, 5.U.L.2, 5.U.L.4	5.U.L.1, 5.U.L.2, 5.U.L.3, 5.U.L.4, 5.M.B.C.1, 5.M.B.C.2	

M.B.C = Moving Between Cultures U.L. = Using Language

Stage 5 Course Performance Descriptors – French

Areas for Assessment

- Using language
- Making linguistic connections
- Moving between cultures

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • communicates, orally and in writing, using only simple phrases or words in some familiar contexts. • responds/writes hesitantly, with some inaccuracies in grammatical and linguistic structures that impede communication. • conducts simple, short conversations and, with prompting, is able to express own ideas using simple vocabulary and linguistic structures. • with guidance, selects information from a limited range of spoken and written texts. • with guidance, demonstrates very limited understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates an elementary understanding of the culture of French speaking communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • communicates, orally and in writing, in simple, coherent sentences in a range of familiar contexts. • responds/writes using appropriate vocabulary with some variations in linguistic structures and features, giving some details. There may be some inaccuracies. • initiates and maintains short conversations and expresses own ideas using some relevant vocabulary and linguistic structures. • selects information from a range of spoken and written texts. • demonstrates basic understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates basic understanding of the culture of French speaking communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • communicates, orally and in writing, across a range of contexts, purposes and audiences. • responds/writes using appropriate vocabulary and linguistic structures and features, giving some detailed information. • initiates and maintains communication and expresses own ideas using relevant vocabulary and linguistic structures. • selects and summarises information from a range of spoken and written texts. • demonstrates sound understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates sound knowledge and understanding of the culture of French speaking communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • is competent in communicating, orally and in writing, across a range of contexts, purposes and audiences. • responds/writes fluently, drawing on a range of appropriate vocabulary, linguistic structures and features and giving detailed information. • initiates and maintains communication and expresses own ideas clearly and effectively. • is proficient in selecting, summarising and analysing information from a range of spoken and written texts. • demonstrates thorough understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates thorough knowledge and understanding of the culture of French speaking communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • is highly competent in communicating, orally and in writing, across a range of contexts, purposes and audiences. • responds/writes fluently and spontaneously, drawing on a wide range of appropriate vocabulary, linguistic structures and features, and giving detailed information. • initiates and maintains communication fluently, confidently and effectively, and expresses own ideas coherently and creatively. • is highly proficient in selecting, summarising and analysing information from a range of spoken and written texts. • demonstrates perceptive understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates extensive knowledge and understanding of the culture of French speaking communities.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

INDUSTRIAL TECHNOLOGY – MULTIMEDIA – TIMBER

The Industrial Technology courses aim to provide opportunities for students to gain:

- knowledge of and competence in applying Occupational Health & Safety (OHS) risk management procedures and practices
- knowledge, skills and an appreciation of quality in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- an appreciation of the relationship between technology, leisure and lifestyle activities and further learning
- the ability to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.

The assessment process should be integrated with the learning process in order to:

- enhance learning opportunities for students as they achieve the objectives and outcomes of the course;
- award grades for Year 10 students based on pre-determined Levels of Achievement;
- provide feedback to students in order that they may improve their performance;
- provide information for the production of reports to parents, employers and students.

Teachers are able to apply agreed and recognisable standards as a reference point for planning teaching and learning programs and for assessing and reporting student achievement.

Stage 5 - Course Outcomes

- 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

INDUSTRIAL TECHNOLOGY
– Multimedia
– Timber and Products
COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes which relate to the components	Syllabus Outcomes	<u>SEMESTER 1</u>		<u>SEMESTER 2</u>		TOTALS %
		Task 1	Task 2	Task 3	Task 4	
		Date Due: Term 1, Week 8	Date Due: Term 2, Week 7	Date Due: Term 4, Weeks 8 / 9	Date Due: Term 4, Week 8	
		Task: Practical Project & Design Folio	Task: Practical Project & Design Folio	Task: Major Practical Project & Design Folio (completion)	Task: Semester 2 Yearly Examination	
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.2	Practical Skills	10%	10%	20%		40%
5.2.1, 5.4.1, 5.6.1	Design & Planning	5%	5%	15%	5%	30%
5.1.2, 5.3.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2	Knowledge and Understanding of Content			10%	20%	30%
TASK VALUE		15%	15%	45%	25%	100%
Syllabus outcomes assessed by each task		5.1.2, 5.2.1, 5.3.2, 5.4.2	5.1.1, 5.2.1, 5.2.2, 5.3.2, 5.4.2, 5.6.1	5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2	5.1.2, 5.3.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2	

Stage 5 Course Performance Descriptors – Industrial Technology

- Areas for Assessment
- OHS and risk management
 - Properties and applications of materials
 - Industrial Technology and society
 - Designing, communicating and evaluating
 - Producing quality projects

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies. • with guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects. • identifies some properties of materials that make them suitable for specific applications, and identifies some aspects of products and commercial products. • produces elementary sketches related to practical projects, and uses simple terms to describe production processes. • with assistance, applies elementary skills and design principles to the production or modification of projects. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates basic knowledge of technologies in their field of study, and outlines social, cultural and environmental impacts of these technologies. • displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects, identifying and managing some risks, and applying safe work practices. • outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and economic aspects of products and commercial products. • produces simple drawings for practical projects, and uses general terms to describe production processes to an audience. • applies basic skills and design principles to the development and production or modification of projects. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates sound knowledge of traditional, current, new and emerging technologies in their field of study, and explains the social, cultural and environmental impacts of these technologies. • displays technical skills in identifying and using appropriate materials and hand and machine tools, to produce practical projects of sound quality, identifying and managing risks and applying safe work practices. • describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products. • produces competent drawings to illustrate practical projects, and uses accurate technical terms to describe production processes to a range of audiences. • applies skills and design principles to the development and production or modification of projects. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates thorough knowledge of traditional, current, new and emerging technologies in their field of study, and analyses the social, cultural and environmental impacts of these technologies. • displays high-level technical skills in identifying and using appropriate materials and hand and machine tools to produce high quality practical projects, assessing and managing risks and applying safe work practices. • analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products. • uses a range of media to illustrate practical projects, and uses technical terminology to discuss production processes with a range of audiences. • consistently applies skills and design principles to the development and production of new projects. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates extensive knowledge of traditional, current, new and emerging technologies in their field of study, and evaluates the social, cultural and environmental impacts of these technologies. • displays advanced technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality, independently assessing and managing risks and consistently applying safe work practices. • evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products. • independently selects and uses a range of media to illustrate practical projects, and confidently uses technical terminology to discuss production processes with a range of audiences. • independently and consistently applies skills and design principles to the development and production of new projects.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

INFORMATION AND SOFTWARE TECHNOLOGY

The aim of the Information and Software Technology course is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

Students will develop:

- knowledge and understanding of a range of computer software and hardware
- problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems
- responsible and ethical attitudes related to the use of information and software technology
- knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society
- effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems

Assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information to report student achievement.

The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning. Students gain information about their learning through feedback from teachers and from self-assessment and peer assessment.

The challenge and complexity of assessment tasks increase to enable students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Outcomes

- 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

INFORMATION AND SOFTWARE TECHNOLOGY

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes which relate to the components	Syllabus Components	Task 1	Task 2	Task 3	Task 4	TOTALS %
		Date Due: Term 1	Date Due: Term 2	Date Due: Term 3	Date Due: Term 4	
		Task: Networking Systems	Task: Robotics Software Developing and Programming	Task: Authoring & Multimedia	Task: Yearly Exam	
5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	Design, Produce, Evaluate	10%	10%	10%	5%	35%
5.3.2, 5.4.1	Data Handling	5%	5%	5%	5%	20%
5.1.1, 5.1.2, 5.2.2, 5.3.1	Hardware / Software	5%	5%		10%	20%
5.3.1, 5.3.2, 5.5.3	People / Issues	5%	5%	5%	10%	25%
TASK VALUE 100%		25%	25%	20%	30%	100%
Syllabus outcomes assessed by each task		5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.5.2	5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.1, 5.5.2	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.2	5.1.1, 5.1.2, 5.3.1, 5.3.2, 5.4.1, 5.5.3	

Stage 5 Course Performance Descriptors – Information and Software Technology

Areas for Assessment

**Computer software and hardware
 Information and software technologies and society
 Designing and developing software solutions
 Communication and collaborative practices
 Responsible and ethical practices**

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of simple tasks. • with guidance identifies effects on individuals and society of some past, current and emerging information technologies. • applies elementary problem-solving or decision-making processes when designing, and producing solutions for some familiar situations. • with guidance, recognises responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. • with support, communicates, using limited documentation, ideas and solutions to an audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of tasks. • outlines the effects on individuals and society of a limited range of past, current and emerging information technologies. • applies basic problem-solving and decision-making processes when designing, producing and evaluating solutions for familiar situations. • recalls responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. • communicates, using appropriate documentation, ideas and solutions to an audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. • describes the effects on individuals and society of a range of past, current and emerging information technologies. • applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of situations • applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. • communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. • analyses the effects on individuals and society of a range of past, current and emerging information technologies. • confidently applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of challenging situations. • justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. • coherently communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. • perceptively analyses the effects on individuals and society of a range of past, current and emerging information technologies. • is a critical thinker who insightfully and creatively applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations. • independently justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. • independently and logically communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

ITALIAN

The Year 10 course is designed to further develop the skills in mastering foreign language that have been begun in the stage 4 and first half of stage 5 syllabus. Students are further exposed to the language of their choice through practical activities involving authentic materials, traveller abroad simulations and interaction or immersion where possible.

Student Objectives of the course

Each of the three objectives of this course are intertwined and involves active commitment on the part of the students which will develop the acquisition of skills in communicating in Italian and enable development and understanding of the language and culture of Italian-speaking communities.

The effective delivery of Italian will emphasise with equal significance and interdependence of all objectives. However, one or other of the objectives may be emphasised at any time due to the particular stage of learning being exhibited.

Using Language (UL)

Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Italian.

Making Linguistic Connections (MLC)

Students will explore the nature of languages, making comparisons between their chosen language and English, leading to an appreciation of the correct use of linguistic structures and vocabulary.

Moving Between Cultures (MBC)

Students will develop the knowledge of the culture of Italian speaking communities and an understanding of how language and culture are inter-dependent. Through this they will be encouraged to reflect on their own cultural heritage.

Assessment

In the previous years of LOTE courses, assessment has been based on a combination of in class formal assessment tasks and exams and a component of homework that is expected to be completed and handed in. These components have held equal weighting.

In the Year 10 Course a greater emphasis is placed upon timetabled formal assessment tasks usually done in class time or during an examination period. Homework and general class performance, however, will still be considered as important assessment tools, and therefore will comprise 30% of the final score. It will be linked to the using Language Outcome (UL.4) and will be ongoing throughout the course.

Each component of reading, writing, listening and speaking are weighted according to the specifications of the syllabus and this weighting also reflects the emphasis placed on the component in class and homework tasks.

Weightings

Component	Weighting
Reading	30%
Writing	15%
Listening	30%
Speaking	25%

Formal Assessment tasks **only** will be used to calculate the mark for the end of year College report. The full complement of assessment tasks will be used to award the grade for the Year 10 Course.

Goals for both the student and the teacher will be clearly expressed. Students will receive feedback that helps them to learn. Self-assessment will also allow for the student to take some responsibility for their own learning. Assessment against standards will provide opportunities for **all learners to achieve their best**.

Content:

Within a set range of topics, the student:

- 5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately
- 5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately
- 5.UL.3 uses Italian by incorporating diverse structures and features to express own ideas
- 5.UL.4 experiments with linguistic patterns and structures in Italian to convey information and to express own ideas
- 5.MLC.1 demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
- 5.MLC.2 uses linguistic resources to support the study and production of texts in Italian
- 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts
- 5.MBC.2 identifies and explains aspects of the culture of Italian speaking communities in texts

ITALIAN

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes which relate to the topic	Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	TOTALS %
			Date Due: Term 2	Date Due: Term 4	Date Due: Term 4	
			Task: Half Yearly Exam	Task: Exam	Task: On-going throughout the Semester	
5.U.L.2, 5.U.L.3, 5.M.B.C.1, 5.M.B.C.2	Reading and Respond	30%	10%	10%	10%	30%
5.U.L.4	Writing	15%	5%	5%	5%	15%
5.U.L.1	Listening	30%	10%	10%	10%	30%
5.U.L.1	Speaking	25%	5%	10%	10%	25%
TASK VALUE 100%			30%	35%	35%	100%
Syllabus outcomes assessed by each task			5.U.L.1, 5.U.L.2, 5.U.L.3, 5.U.L.4	5.U.L.1, 5.U.L.2, 5.U.L.4	5.U.L.1, 5.U.L.2, 5.U.L.3, 5.U.L.4, 5.M.B.C.1, 5.M.B.C.2	

M.B.C = Moving Between Cultures U.L. = Using Language

Stage 5 Course Performance Descriptors – Italian

Areas for Assessment

- Using language
- Making linguistic connections
- Moving between cultures

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • communicates, orally and in writing, using only simple phrases or words in some familiar contexts. • responds/writes hesitantly, with some inaccuracies in grammatical and linguistic structures that impede communication. • conducts simple, short conversations and, with prompting, is able to express own ideas using simple vocabulary and linguistic structures. • with guidance, selects information from a limited range of spoken and written texts. • with guidance, demonstrates very limited understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates an elementary understanding of the culture of Italian/Japanese speaking communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • communicates, orally and in writing, in simple, coherent sentences in a range of familiar contexts. • responds/writes using appropriate vocabulary with some variations in linguistic structures and features, giving some details. There may be some inaccuracies. • initiates and maintains short conversations and expresses own ideas using some relevant vocabulary and linguistic structures. • selects information from a range of spoken and written texts. • demonstrates basic understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates basic understanding of the culture of Italian/Japanese speaking communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • communicates, orally and in writing, across a range of contexts, purposes and audiences. • responds/writes using appropriate vocabulary and linguistic structures and features, giving some detailed information. • initiates and maintains communication and expresses own ideas using relevant vocabulary and linguistic structures. • selects and summarises information from a range of spoken and written texts. • demonstrates sound understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates sound knowledge and understanding of the culture of Italian/Japanese speaking communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • is competent in communicating, orally and in writing, across a range of contexts, purposes and audiences. • responds/writes fluently, drawing on a range of appropriate vocabulary, linguistic structures and features and giving detailed information. • initiates and maintains communication and expresses own ideas clearly and effectively. • is proficient in selecting, summarising and analysing information from a range of spoken and written texts. • demonstrates thorough understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates thorough knowledge and understanding of the culture of Italian/Japanese speaking communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • is highly competent in communicating, orally and in writing, across a range of contexts, purposes and audiences. • responds/writes fluently and spontaneously, drawing on a wide range of appropriate vocabulary, linguistic structures and features, and giving detailed information. • initiates and maintains communication fluently, confidently and effectively, and expresses own ideas coherently and creatively. • is highly proficient in selecting, summarising and analysing information from a range of spoken and written texts. • demonstrates perceptive understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates extensive knowledge and understanding of the culture of Italian/Japanese speaking communities.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

MUSIC

The students will study:

- the **concepts** of music – duration, pitch, dynamics and expressive techniques, tone colour and structure;
- through the **learning experiences** of performing, composing, and listening;
- within the **context** of a number of topics that aim to provide depth and breadth of musical study.

Students will be assessed in each of the learning experiences:

- Performing 40%
- Composing 30%
- Listening 30%

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

MUSIC

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes which relate to the components	Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTALS %
			Date Due: Term 1 Week 8	Date Due: Term 2 Week 8	Date Due: Term 4 Week 4	Date Due: Term 4 Week 6	
			Task: Composition Portfolio	Task: Performance Portfolio	Task: Popular Music Portfolio Composition & Listening Exam	Task: Performance	
5.1, 5.2, 5.3	Performance	40%		20%		20%	40%
5.4, 5.5, 5.6	Composition	30%	15%		15%		30%
5.7, 5.8, 5.9, 5.10	Listening	30%		15%	15%		30%
TASK VALUE 100%			15%	35%	30%	20%	100%
Syllabus outcomes assessed by each task			5.4, 5.5, 5.6	5.1, 5.3, 5.4, 5.8	5.4, 5.5, 5.6, 5.7, 5.9	5.1, 5.2	

Stage 5 Course Performance Descriptors – Music

Areas for Assessment

- Performing • Composing • Listening

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates elementary understanding of music as an artform in a limited range of styles, periods and genres. with support, engages in some musical experiences demonstrating an elementary understanding of the concepts of music. with assistance, is able to perform a limited range of repertoire and engage in group music-making. with support, constructs limited musical compositions. with support, explores the capabilities of some instruments. with support, uses limited notational forms in their own work. describes aspects of style, demonstrating a limited awareness of the social, cultural and historical contexts of the music studied. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates a basic understanding of music as an artform in a range of styles, periods and genres and with guidance, makes some connections across a range of music. engages in a range of musical experiences demonstrating a basic understanding of the concepts of music. engages in group music-making and may perform some solo repertoire. with support, explores, improvises, and constructs basic musical compositions. with guidance, explores the capabilities of some instruments to create effects. with support, notates their own work demonstrating some understanding of notational conventions. describes aspects of style, demonstrating some awareness of the social, cultural and historical contexts of the music studied. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of music. engages in a range of musical experiences demonstrating a sound understanding of the concepts of music. performs a range of repertoire in solo and group situations. explores, improvises, and constructs musical compositions. explores the capabilities of some instruments and how musical concepts can be manipulated for various effects. notates their own work, demonstrating understanding of notational conventions. discusses style and interpretation, demonstrating some awareness of the social, cultural and historical contexts of the music studied. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> clearly communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of repertoire. confidently engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire. performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances. explores, improvises, and constructs coherent musical works. explores the capabilities of a range of instruments and how musical concepts can be manipulated for a range of effects. notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored. critically discusses style and interpretation, demonstrating an awareness of the social, cultural and historical contexts of the music studied. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> clearly and perceptively communicates an understanding of music as an artform in a comprehensive range of styles, periods and genres and is able to make connections across a range of repertoire. confidently engages in a range of sophisticated musical experiences demonstrating a perceptive understanding of the concepts of music within a broad range of repertoire. confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances. explores, improvises, and constructs coherent and stylistic musical works. explores the capabilities of a range of instruments and understands how musical concepts can be manipulated for a range of effects. confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored. analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.

TRINITY CATHOLIC COLLEGE

YEAR 10 ASSESSMENT POLICY

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

In Year 10 PDHPE, assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information for Performance Grades in the Year 10 course.

Assessment is continuous, but there are formal assessment tasks throughout the year that will enable students to evaluate independently their knowledge, understanding and skills and determine ways to improve their learning.

PDHPE assessment techniques may include:

- Presentations
- Group work
- Written reports
- Diaries, journals and logbooks
- Exams
- Research projects
- Self-assessment – ongoing process
- Peer assessment
- Movement tasks

Stage 5 Outcomes

- 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 improves 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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes which relate to the components	Syllabus Components	Weightings %	Task 1	Task 2	Task 3	Task 4	TOTALS %
			Date Due: Term 1	Date Due: Term 2	Date Due: Term 4	Date Due: Term 4	
			Task: 1 Dance	Task: 2 Exam	Task: 3 Presentation	Task: 4 Report	
5.4, 5.5	Movement skill and Performance	30%	15%		15%		30%
5.6, 5.7, 5.8, 5.12, 5.15, 5.16	Individual and Community Health	25%		10%		15%	25%
5.9, 5.10, 5.14, 5.15	Lifelong Physical Activity	30%	10%		10%	10%	30%
5.1, 5.2, 5.3, 5.11, 5.12	Self and Relationships	15%		15%			15%
TASK VALUE 100%			25%	25%	25%	25%	100%
Syllabus outcomes assessed by each task			5.4, 5.5	5.6, 5.7, 5.8	5.4, 5.5, 5.10	5.1, 5.2, 5.9, 5.10	

Stage 5 Course Performance Descriptors – Personal Development, Health and Physical Education

Areas for Assessment: • Self and relationships • Movement skill and performance • Individual and community health • Lifelong physical activity

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> shows elementary knowledge, skills and understanding in relation to Stage 5 content. identifies actions that enhance well-being and their capacity to respond positively to challenges. identifies some factors and behaviours that contribute to positive, safe and inclusive relationships. recognises some of the various influences on health decision-making and predicts some consequences. identifies some appropriate strategies, information, products and services to promote health and safety. identifies some influences and barriers to engaging in physical activity and selects strategies to enhance participation and enjoyment. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> shows basic knowledge, skills and understanding in relation to Stage 5 content. describes actions that enhance well-being and their capacity to respond positively to challenges. describes factors and behaviours that contribute to positive, safe and inclusive relationships. describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them. describes appropriate strategies and accesses information, products and services to promote health and safety. describes influences and barriers to engaging in physical activity and identifies strategies to enhance participation and enjoyment. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> shows sound knowledge, skills and understanding in relation to Stage 5 content. explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges. explains factors and behaviours that contribute to positive, safe and inclusive relationships. explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them. explains appropriate strategies and accesses information, products and services to promote health and safety. explains influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> shows thorough knowledge, skills and understanding in relation to Stage 5 content. analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges. analyses factors and behaviours that contribute to positive, safe and inclusive relationships. analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them. analyses strategies and accesses and prioritises information, products and services to promote health and safety. analyses influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> shows extensive knowledge, skills and understanding in relation to Stage 5 content. evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges. evaluates factors and behaviours that contribute to positive, safe and inclusive relationships. evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them. evaluates strategies and accesses and appraises information, products and services to promote health and safety. evaluates influences and barriers to engaging in physical activity and applies effective strategies to enhance participation and enjoyment.
<ul style="list-style-type: none"> demonstrates some movement skills and concepts to improve performance in predictable movement situations. identifies some elements and features of composition when composing, performing and appraising movement. 	<ul style="list-style-type: none"> demonstrates movement skills and concepts to improve performance in a choice of movement situations. displays a basic understanding of the elements and features of composition when composing, performing and appraising movement. 	<ul style="list-style-type: none"> demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations. displays a sound understanding of the elements and features of composition when composing, performing and appraising movement. 	<ul style="list-style-type: none"> demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations. displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement. 	<ul style="list-style-type: none"> demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations. displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

PHOTOGRAPHY AND DIGITAL MEDIA

Students are assessed on Photographic Practice, Critical Study and Historical Study.

Making, Critical Study and Historical Study are the three Art practices that are assessed in the Year 10 course.

The weighting of these components is:

- Making: 60%
- Critical Study and Historical Study: 40%

As part of their Photographic Practice, students are required to keep a Photographic Diary which is used for recording, planning and reflecting on the student's investigation of the Content of this course - Subject Matter, Forms, Conceptual Framework, Frames and Practices.

Stage 5 Outcomes

A student:

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

PHOTOGRAPHY AND DIGITAL MEDIA

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes which relate to the topics	Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTALS %
			Date Due: Term 2 Week 2	Date Due: Term 2 Week 8	Date Due: Term 3 Week 9	Date Due: Term 4 Week 6 & 8	
			Task: Practical and Diary	Task: Exam	Task: Practical	Task: 4A Exam 4B Practical	
5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Making	60%	20%		20%	20%	60%
5.7, 5.8, 5.9, 5.10	Critical and Historical Studies	40%		20%		20%	40%
TASK VALUE 100%			20%	20%	20%	40%	100%
Syllabus outcomes assessed by each task			5.1, 5.2, 5.3, 5.5, 5.8, 5.9	5.7, 5.8, 5.9	5.4, 5.5, 5.6	Exam: 5.9, 5.10 Practical: 5.2, 5.4, 5.6	

Stage 5 Course Performance Descriptors – Photography & Digital Media

Areas for Assessment

Making Critical and Historical Studies

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes simple photographic and digital works with an elementary understanding of the frames and the conceptual framework. • recognises that ideas, interests in the world and artistic intentions can be represented in still, interactive and/or moving forms, and demonstrates limited technical accomplishment. • makes simple interpretations about photographic and digital media, with some reference to practice, the frames and conceptual framework. • with teacher support, recognises some function of, and relationships between, some agencies of the conceptual framework, and that the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes photographic and digital works, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world. • represents their artistic intentions in photographic and digital works in still, interactive and/or moving forms, demonstrating some technical accomplishment. • makes limited interpretations and judgements about photographic and digital media, involving a foundational understanding of practice and the conceptual framework, and some of the frames. • recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes a variety of photographic and digital works with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates sound technical accomplishment in making photographic and digital works in still, interactive and/or moving forms that represent their actions, judgements and artistic intentions. • interprets, explains and makes judgements about photographic and digital media, by engaging with aspects of practice, the conceptual framework and some of the frames. • demonstrates understanding of the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes accomplished photographic and digital works with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates well-developed technical accomplishment and refinement to make photographic and digital works in still, interactive and/or moving forms. They experiment and reflect on their actions, judgements and artistic intentions to make photographic and digital works. • interprets, explains and makes judgements about photographic and digital media, applying an understanding of practice, the conceptual framework and the frames. • demonstrates a clear understanding of the function of, and relationships between, the agencies of the conceptual framework, and how the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes sophisticated photographic and digital works with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated photographic and digital works in still, interactive and/or moving forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their photographic and digital works. • synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about photographic and digital media. • demonstrates a perceptive understanding of the function of, and relationships between, the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

TRINITY CATHOLIC COLLEGE

YEAR 10 ASSESSMENT POLICY

PHYSICAL ACTIVITY AND SPORTS STUDIES

In this subject students will develop a greater understanding of the human body and body systems. They will also participate in practical lessons that develop their ability to use their sport and leisure time wisely and promote self-esteem, self-respect and sporting excellence. It is hoped that through participation in PASS, students will develop a deeper understanding of physical fitness and personal fulfilment through personal achievement.

Students will undertake a variety of assessment tasks. Some tasks will be informal and will be used to identify strengths and weaknesses and guide improvement.

The types of assessment tasks include:

- Examination and written tests
- Oral reports, interviews and debates
- Written reports and presentations
- Practical Tasks

Students will be assessed on the following outcomes:

- 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

PHYSICAL ACTIVITY AND SPORTS STUDIES

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes which relate to the components	Syllabus Components	Weightings %	Task 1	Task 2	Task 3	Task 4	TOTALS %
			Date Due: Term 1	Date Due: Term 2	Date Due: Term 3	Date Due: Term 4	
			Task: Practical Application	Task: Exam	Task: Peer Coaching	Task: Excursion	
3.1, 3.2, 4.1, 4.4	Performing to the Max	25%	25%				25%
2.1, 2.2, 4.4	Australian Sporting Identity	25%		25%			25%
3.1, 4.2, 4.4	Coaching	25%			25%		25%
3.2, 4.1, 4.2, 4.4	Lifelong Recreation	25%				25%	25%
TASK VALUE 100%			25%	25%	25%	25%	100%
Syllabus outcomes assessed by each task			3.1, 3.2, 4.1, 4.4	2.1, 2.2	3.1, 4.2, 4.4	3.2, 4.1, 4.2, 4.4	

PHYSICAL ACTIVITY AND SPORTS STUDIES

COURSE PERFORMANCE DESCRIPTORS

COMMON GRADE SCALE (A – E)

<https://arc.nesa.nsw.edu.au/go/k-6/common-grade-scale/>

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years (up to Year 10) in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A

The student has an ***extensive knowledge and understanding*** of the content and can ***readily apply*** this knowledge. In addition, the student has achieved a ***very high level of competence*** in the processes and skills and can apply these skills to ***new situations***.

B

The student has a ***thorough knowledge and understanding*** of the content and a ***high level of competence*** in the processes and skills. In addition, the student is able to apply this knowledge and these skills to ***most situations***.

C

The student has a ***sound knowledge and understanding*** of the main areas of content and has achieved an ***adequate level of competence*** in the processes and skills.

D

The student has a ***basic knowledge and understanding*** of the content and has achieved a ***limited level of competence*** in the processes and skills.

E

The student has an ***elementary knowledge and understanding*** in few areas of the content and has achieved ***very limited competence*** in some of the processes and skills.

TRINITY CATHOLIC COLLEGE YEAR 10 ASSESSMENT POLICY

VISUAL ARTS

Students are assessed on Art Making, Critical Study and Historical Study.

Making, Critical Study and Historical Study are the three Art practices which are assessed in the Year 10 course.

The weighting of these components is:

- Art Making: 60%
- Critical Study and Historical Study: 40%

As part of their Art Making students are required to keep a Visual Arts Diary (VAD) which is used for recording, planning and reflecting on the student's investigation of the Content of this course - Subject Matter, Forms and Frames and Practices.

Stage 5 Outcomes

A student:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between 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 artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings

VISUAL ARTS

COURSE ASSESSMENT SCHEDULE

Syllabus Outcomes which relate to the topics	Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTALS %
			Date Due: Term 1 Week 9	Date Due: Term 2 Week 8 & 10	Date Due: Term 4 Week 4	Date Due: Term 4 Week 6	
			Task: Critical Response	Task: Practical and Exam	Task: Practical	Task: Exam	
5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Art Making	60%		30%	30%		60%
5.7, 5.8, 5.9, 5.10	Critical and Historical Studies	40%	10%	10%		20%	40%
TASK VALUE 100%			10%	40%	30%	20%	100%
Syllabus outcomes assessed by each task			5.7, 5.8	Practical: 5.1, 5.2, 5.3 Exam: 5.7, 5.8, 5.9	5.4, 5.5, 5.6	5.9, 5.10	

Stage 5 Course Performance Descriptors – Visual Arts

Areas for Assessment

Artmaking Critical and Historical Studies

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes simple artworks with an elementary understanding of the frames and the conceptual framework. • recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment. • makes simple interpretations about art, with some reference to practice, the frames and conceptual framework. • with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world. • represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment. • makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames. • recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions. • interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames. • demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks. • interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames. • demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks. • synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art. • demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.