

St Andrews College

ST ANDREWS
COLLEGE



Year 10
Assessment Booklet
2018

Contents:

The NSW Record of School Achievement

The Grades A, B, C, D or E

Mathematics Grades

The Record Of School Achievement (RoSA)

The Course Performance Descriptors

Satisfactory Completion of a Course

The “N” Grade

Internal Assessment

Disability Provisions

Malpractice and Unfair Advantage

Non-completion of Assessment Tasks

Illness Misadventure

Procedure if a Student anticipates missing an
Assessment Task or not being able to hand in a Task on time

Invalid or Unreliable tasks

Appeals

Appendices

HSC Minimum Standards of Literacy and Numeracy

Assessment Calendar 2018:

Listing By Subject and Date

The NSW Record of School Achievement in 2018

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that had existed since 1965.

It also announced that, for students choosing to leave school before the completion of their HSC, the School Certificate would be replaced by a broader, cumulative record of achievement.

The new credential, known as the Record of School Achievement (RoSA) will report on student achievement in Stage 5 using A to E grades in the same way as currently occurs at the end of Year 10 but without external test results.

The Grades A, B, C, D or E.

The grades A, B, C, D, and E indicate a student's achievement in the subject and are

- 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.

awarded in all of the following subjects.

Religious Education
English
Mathematics **

Science
Personal Development, Health and Physical Education.
Australian History
Australian Geography

Electives:

Commerce, Drama, Music, Visual Arts, Engineering Technology, Food Technology, Information Software Technology, Multimedia, Textiles Technology, Timber Technology, Physical Activity and Sports Science, Japanese, Elective History

** Mathematics grades explained below.

Mathematics Grades

What has changed in Stage 5 Mathematics?

There is one Stage 5 Mathematics course for all students in Years 9 and 10. The Mathematics grades (A10 to E2) will place all Year 10 students on the same scale. This is different to the three course arrangement (Advanced, Intermediate and Standard) that existed in Stage 5 Mathematics in the past.

Why are Mathematics grades reported using A10, A9, B8, B7, C6, C5, D4, D3 or E2 instead of grades A to E that other courses use?

As for all other courses, there are five grades in Mathematics: A, B, C, D or E. Due to the many pathways through Stage 5 Mathematics, each grade (except for grade E) has a further level of discrimination. That is, a grade A in Mathematics is either an A10 or A9, a grade B is either a B8 or B7, and so on.

How can Mathematics grades be awarded fairly to students who are following different pathways and so have different assessment programs?

Several approaches to ensuring comparability across multiple pathways have been identified. These include:

- the use of a common task or tasks
- common questions in assessment tasks
- a core and further questions structure in assessment tasks
- consensus of professional judgement by
 - comparing student achievement in each grade; or
 - comparing performances of students at the top and/or bottom of each pathway.

The approaches to Stage 5 grading in Mathematics outlined above are also used for determining grades used in A to E reports.

Can a student who has studied content from the 5.1 pathway only be awarded a grade A in Mathematics?

This is highly unlikely as both the A10 and A9 course performance descriptors refer to student achievement on 5.3 pathway content.

Does the answer above mean that some students are prevented from achieving higher grades?

No. Students who demonstrate the mathematical abilities required to achieve a higher grade should always be encouraged to do so by a teaching and learning program that includes the knowledge, skills and understanding in the more demanding pathways.

The Mathematics education community preferred the single scale as it allows students to aim high and have their achievement reported. Schools now have the flexibility to move students from pathway to pathway and so make and revise grade decisions right up to the end of Year 10.

The Record of School Achievement

Assessing and grading student achievement

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

In setting activities or tasks, teachers give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, teachers build up a profile of the achievement of each student in relation to the course performance descriptors.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. For students undertaking courses without subject-specific course performance descriptors, (ie. Board Endorsed or Content Endorsed Courses) a grade from A to E should be assigned using the [Common Grade Scale \(shown above\)](#).

Where activities or tasks are scheduled throughout a course, greater weight would generally be given to those activities or tasks undertaken towards the end of the course. For example, in a 200-hour course extending over Years 9 and 10, the assessment information collected in Year 10 provides the more complete picture of student achievement.

Applying the course performance descriptors

Course performance descriptors have been developed for each course. They describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

Teachers make the final judgement of the most appropriate grade on the basis of available assessment information and with reference to the course performance descriptors. In applying these descriptors, teachers interpret them in terms of standards that can be achieved by Stage 5 students within the bounds of the course.

There are many suitable models that schools may consider appropriate in supporting teacher judgement. Two possible approaches are available, St Andrews College uses Method 2, outlined below:

Method 2

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Determine the weightings or relative importance of each activity.
4. Award marks for each completed activity.
5. Combine the marks awarded in each activity to obtain a total mark for each student.
6. On the basis of these marks, determine the order of merit for the group.
7. Refer to the course performance descriptors to relate the order of merit to grades awarded.

Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.

The Course Performance Descriptors

Each of the grades referred to above is linked to a course performance descriptor that will appear on your Record of School Achievement. These are statements, developed by the NSW Education Standards Authority that describe a student's achievement. The same statements are used for all students in NSW.

There are no external exams and no pre-determined percentages of students for the award of these grades. This means that any number of students may achieve a Grade A, providing their work, knowledge and skills match the descriptors listed for the Grade A. Each grade indicates the same level of achievement for all students who receive it, regardless of the school they attend.

As the grading system is intended to describe the student's achievement at the end of each course teachers will make the final judgement of the grade deserved on the basis of assessment marks and in consideration of the Course Grade Descriptors.

The Award of a grade D or E does not mean failure. Students receiving this grade have completed the course to a satisfactory or an elementary level respectively. If a student "fails" any of these courses they will be awarded an 'N' Grade.

Satisfactory Completion of a Course

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has;

- a) followed the course developed or endorsed by the Board; 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.

Attendance must be satisfactory at school so that a student can meet the above criteria. Where a student is in danger of not meeting these criteria, parents will receive a warning letter to this effect, detailing why the situation has arisen and how it may be successfully resolved.

The 'N' Grade

This grade indicates that the student has failed to meet one or more of the following requirements for that course.

- a) Attendance - meeting the indicative number of hours
- b) Participation - in the assessment tasks and required learning experiences.
- c) Effort
- d) Achievement - reaching at least some of the course outcomes.

An 'N' Grade means failure to meet the course outcomes. It is unlikely that any student will receive this award. However, should this be a possibility the child and parent will be notified well in advance, so that the student has the opportunity to remedy the situation. If an "N" grade is given in any of English, Maths, Science or Australian History, Geography, Civics and Citizenship, the student will not be considered to have successfully completed Stage 5. If a student is deemed to have not satisfied requirements for Stage 5, there is an appeal process that can be accessed.

An 'N' grade can be awarded for all subjects, with the exception of the Mandatory General Experience subjects, which are currently completed in Years 7 and 8 at St Andrews College. These subjects include Art, Language, Music, Design and Technology. These subjects are awarded Satisfactory (S) or Unsatisfactory (U).

Internal Assessment

In this booklet all students receive details on the specific assessment tasks that will determine the grade awarded for the NSW Record of School Achievement for each subject.

Disability Provisions

Disability Provisions will be provided by the school if the student has a disability that prevents him/her from

- (a) reading and interpreting the test question and / or
- (b) communicating knowledge or understanding to a marker as effectively as a student without that disability

Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, separate supervision

Mrs Anne Marks (Learning Support) coordinates Disability Provisions.

Malpractice and Unfair Advantage

Unfair advantage is when a student does not follow assessment rules and procedures.

Unfair advantage includes, but is not limited to:

- copying someone's work in part or whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on ideas of another person without reference to the source

- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words ideas or designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules (see Learning Planner p.16A)
- using non approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in gaining an unfair advantage

A zero mark will be given to any task that has any part of it that is not the student's own work and thus they have gained an unfair advantage.

Non-Completion of Assessment Tasks

To satisfactorily complete Stage 5 each student must demonstrate satisfactory attendance, participation, effort and achievement. This includes the submission of assessment tasks in all subject areas, and attendance at school on days when assessment tasks are to be done.

- If a student fails to submit an assessment task at the time specified, s/he will receive a reduction of 20% of the total marks penalty for that task, per day.
- Parents/ carers will receive a 'warning' letter, so that the problem can be rectified before the next assessment task is due.
- Failure to demonstrate satisfactory effort and progress on three occasions, for any one subject, will result in a student being liable for an 'N' Grade for that subject. This would be indicated by failure to complete three Assessment Tasks. The "N" grade indicates unsatisfactory attainment or failure to achieve course outcomes.

- If an “N” grade is awarded in any of English, Maths, Science or Australian History, Geography, Civics and Citizenship the student will not be considered to have successfully completed Stage 5.
- Late work will not be accepted or assessed, except when an extension has been approved. Extensions may be granted in the following circumstances only:
 1. an illness for which a Doctor’s Certificate is supplied.
 2. unforeseen circumstances at the Assistant Principal’s discretion.
 3. notified unforeseen circumstances at the Assistant Principal’s discretion.

Illness/Misadventure

Where a student misses a task through illness or misadventure they should:

1. Have their parent or caregiver contact the school on the day that they are away giving details of the task they have missed.
2. On the first day they return to school the following procedures must be followed:
 - The student must report to the school office prior to commencement of Learning Group.
 - Provide a medical certificate (for illness) or suitable documentation (for misadventure).
 - Complete an Illness/Misadventure Form and sign. (Copies of this form are available at the school office). See Appendix 1 ***Attach either the medical certificate or documentation supporting reasons for misadventure to the Illness/Misadventure Form. Attach task notification if an 'in class' task.***
 - Submit your assignment (if applicable) with the Illness/Misadventure Form (and attachments) to in the office. Students will be asked to sign a register when these steps are completed. A member of the office staff will countersign to acknowledge receipt of the assessment and necessary documentation.

Students must do the above steps before attending Learning Group. If students arrive at school after Learning Group they still must follow the above steps before attending class. If you are absent for part of the day then your doctor's certificate must cover this period also.

3. Depending on the circumstances a student may be required to:
 - submit the original task
 - submit an alternative task
 - receive an estimate based on previous performance in similar tasks.

Students **MUST** also adhere to the following conditions relating to assessment tasks:

- Students must attend all classes on the day an assessment task is due.
- Students are not permitted to turn up late because they have been working on a task. (Relevant documentation will be required to support reason for lateness to school.)
- Tasks must be submitted at the time designated in the assessment guidelines.
- All tasks must be submitted regardless of the penalty.
- Students who, for whatever reason, will not be present on the day that a task is due may make prior arrangements to post their assessment task. The task must be posted by registered mail on the due date at the latest.
- Tasks may be emailed to the school. It is the student's responsibility to ensure that the task has been received by the school by the due date.

- Tasks can also be brought to school by someone else and submitted to the school office where it will be stamped and dated by the office staff.

Failure to follow the procedure outlined above may result in a late penalty for the task.

Procedure if a student anticipates missing an assessment task, or is unable to submit a task on time.

In general, extensions of time are not given for assessment tasks, except in extraordinary circumstances. Any request for an extension must be made prior to the task being due.

If a student anticipates being away for any reason for any Assessment Task, they should

- discuss the matter with the relevant KLA Coordinator as early as possible. (This includes both tasks, which occur at school, such as exams, and work, which is to be handed in, such as an assignment.)
- if the KLA coordinator believes that the circumstances are sufficiently unusual for consideration to be given, s/he will discuss the matter with the Assistant Principal. The Assistant Principal's decision on whether an extension should be given, and the length of the extension, will be final.

Invalid or unreliable tasks

Should a task fail to discriminate or prove to be unreliable, the College retains the right to readminister that task in another form. Students will be given fair warning in writing of any changes

Appeals and disputes regarding assessment

Leaders of Learning (KLA) Coordinators, under the guidance of the Assistant Principal: Learning and Teaching manage assessment. The determination of marks to be awarded in each assessment task will be under the discretion of these coordinators.

The Leaders of Learning (KLA) Coordinators, under the direction of the Assistant Principal: Learning and Teaching will complete the formulation of assessment ranking information for the provision to the NSW Education Standards Authority.

Students may appeal an assessment mark, 'N' Grade or ranking. Where disputes arise, questions of interpretation or practice will be determined by the Assessment Committee once a formal appeal has been lodged. **(SEE APPENDIX 2)** The membership of this committee will be the Assistant Principal: Learning and Teaching, the KLA Coordinator and the Leader of Learning Pastoral. The formal appeal must be directed to the Assistant Principal: Learning and Teaching within twenty-four (24) hours of the return of the assessment task.

Appendices

APPENDIX 1

Illness/Misadventure Application Form School Based Assessment

Student's Name: _____ Learning Group: _____

KLA: _____

Subject: _____

Class Teacher: _____

Assessment Task Due Date: _____

Name of Task: _____

Type of Task (*tick one*) In – Class Task or Hand - in Task

Outline the circumstances of your case.

.....
.....
.....

Do you have a Doctor's Certificate to support your case? If YES, attach it to the back of this form.

Do you have any other documentary evidence to support your case? YES/NO
If YES, list below the nature of the evidence and attach it to the back of this form.

.....
.....
.....

Declaration

I declare that the above information is a true and accurate account of the circumstances surrounding the non-completion on/by the due date of the assessment task stated.

Student's Signature: _____ Date: _____

1. Please attach your doctor's certificate or relevant documentation to this form.
2. Attach this form to your task, if a hand – in task.
3. Sign the receipt of task book – office staff will countersign your task.

APPENDIX 2

Application for Assessment Appeal

Student name:	Year:
Course:	Date of application:

Reason *(please tick one of the following)*

- appealing an individual assessment task
- appealing against 'N' Determination
- appealing Year 10 Grade
- appealing Prelim / HSC Assessment Ranking

Before submitting this Application for Assessment Appeal, please ensure that you attach evidence that an error has been made and provide copies of any material supporting your appeal.

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

The Appeals Panel, consisting of the Assistant Principal – Learning and Teaching – Students, Leader of Learning KLA and Leader of Learning Pastoral, will convene to consider this appeal.

Once a decision has been reached the Assistant Principal – Learning and Teaching, will inform the carer/s and student in writing.

HSC minimum standard of literacy and numeracy

From 2018, new, short, online reading, writing and numeracy tests will be available for students to sit when they are ready in Year 10, 11 or 12 and even after the HSC. The online tests are the main way students will meet the HSC minimum standard.

Students who will sit the HSC in 2018 or 2019 do not need to take these tests.

What will the online tests involve?

After checking if their [NAPLAN results contain Band 8s](#), most students will find they need to take at least one of the three new 45 minute online tests:

- **Minimum Standard Reading Test** – 45 multiple choice questions
- **Minimum Standard Numeracy Test** – 45 multiple choice questions
- **Minimum Standard Writing Test** – one question based on a visual or text prompt with up to a 500 word-response

Get help on understanding [what to expect in the tests](#).

When will the tests be sat?

Students will have two opportunities a year in Years 10, 11 and 12 to pass any tests needed. They will also be able to take them for a few years after they leave school.

Students master basic skills at different stages, so they can decide with their teacher when the time is right for them to take each test needed, and they don't have to sit or pass all tests at once. Once a student passes an online test, they don't have to sit it again.

The test dates* for 2018 are:

- **Term 1:** 19 February to 23 March 2018
- **Term 2:** 21 May to 22 June 2018
- **Term 3:** 13 August to 14 September 2018
- **Term 4:** 5 November to 7 December 2018

*school days only

Schools will enrol students and may run a test for a group of students or an individual student.

When will results be released?

After a student completes an online test, the school and student will receive a results report.

From Year 10, students will be able to view their progress towards meeting the three areas of the HSC minimum standard via their [Students Online](#) account.

Can students apply for disability provisions or exemptions?

Some students sitting the tests will be eligible for [disability provisions or be exempt from](#) meeting the HSC minimum standard in order to receive their HSC.

How do NAPLAN results affect which tests are sat?

Some Year 9 students may already have the required skills and will therefore meet the HSC minimum standard three years early by achieving Band 8s or higher in the [NAPLAN tests](#). No student will be prevented from studying for the HSC, sitting HSC exams or receiving their HSC results due to their Year 9 NAPLAN results.

What if students don't pass the tests by Year 12?

Students will have many opportunities to meet the HSC minimum standard, even after they finish Year 12. But it is important to note:

- Students have five years from the year they start their first HSC course to meet the HSC minimum standard, so can take the online tests after they leave school.
- Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will not receive the Higher School Certificate.
- Students who do not meet the HSC minimum standard will receive a [Record of School Achievement \(RoSA\)](#) which contains a student's record of academic achievement up until the date they leave school.
- The HSC is not required to receive an [Australian Tertiary Admission Rank \(ATAR\)](#). This means students who don't meet the HSC minimum standard will still be able to apply to university, provided they meet all other ATAR requirements.
- Students who leave school prior to Year 12 can choose to sit the minimum standard online tests (the minimum standard literacy and numeracy tests will replace the current online [Literacy and Numeracy tests](#) from 2018).

Year 10 Catholic Studies 2018

Syllabus Component	Task 1 Mary and the Saints	Task 2 A call to unity.	Task 3 Film Reflection Task	Task 4 Reverence for life research task.	Syllabus Weighting
	Oral Presentation	Research	Reflection	Research	N/A
	Week 9 Term 1	Week 5 Term 2	Week 1 Term 3	Week 9 Term 3	N/A
	C5.7, C5.9, C5.10, C5.11, C5.12.	C5.4, C5.9, C5.10, C5.11.	C5.1, C5.9, C5.10, C5.11.	C5.1, C5.9, C5.10, C5.11, C5.12.	N/a
Cumulative Weighting	20	20	30	30	100

St Andrews College - Assessment Schedule - Year 10 English - 2018

TASK NAME	Task 1 Area of Study: Gender	Task 2 Module A: Shakespeare 102	Task 3 Module B: Utopian & Dystopian Societies	Task 4 Module C: An Introduction to Gothic Literature	Syllabus Weighting
TASK TYPE	Listening	Speaking	Viewing/ Representing	Reading/Writing	
DATE DUE	Term 1 Week 10	Term 2 Week 6	Term 3 Week 9	Term 4 Week 3	
OUTCOMES ASSESSED	1A, 4B, 5C, 8D	1A, 3B, 4B, 5C, 9E	1A, 2A, 6C, 7D, 9E	1A, 4B, 5C, 6C	
Reading	X	X		X	
Writing	X	X	X	X	
Speaking		X			
Listening	X				
Viewing/ Representing			X		
Cumulative Weighting	25%	25%	25%	25%	100%

ASSESSMENT SCHEDULE 2018 Mathematics Year 10.5.3 (10MA1 and 10MA2) St Andrews College

	TASK 1	TASK 2	TASK 3	TASK 4	
Units of Work	Probability Algebra and Equations	Surface Area and Volume Simultaneous Equations and Inequalities Quadratic Expressions and Equations	Linear and Non-Linear Relationships Properties of Geometrical Figures Data Analysis	All topics studied throughout Stage 5 with Emphasis on Semester 2 topics	
Type of Task	Open-Book Test	In-Class Test	Open-Book Assignment-based Test	Examination	
Date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 5	Term 4 Week 3	
Outcomes assessed	MA5.1-13SP MA5.2-17SP MA5.2-6NA MA5.2-8NA MA5.3-5NA MA5.3-7NA + related Working Mathematically outcomes	MA5.1-8MG MA5.2-11MG MA5.2-12MG MA5.3-13MG MA5.3-14MG MA5.2-8NA MA5.3-7NA MA5.2-6NA MA5.3-5NA + related Working Mathematically outcomes	MA5.3-8NA MA5.3-9NA MA5.2-14MG MA5.3-16MG MA5.1-12SP MA5.2-15SP MA5.3-18SP MA5.3-19SP + related Working Mathematically outcomes	All Stages 5.1, 5.2, and 5.3 outcomes	
Cumulative Weighting	15%	30%	15%	40%	100%



St Andrews College ASSESSMENT SCHEDULE 2018
Mathematics Year 10.5.2 (10MA3, 10MA4, 10MA5)

	TASK 1	TASK 2	TASK 3	TASK 4	
Units of Work	Probability Indices	Linear Relationships Simultaneous Equations and Inequalities Surface Area & Volume	Data Analysis and Stats in the Media Financial Mathematics	All topics studied throughout Stage 5 with Emphasis on Semester 2 topics	
Type of Task	Open-Book Test	In-Class Test	Open-Book Assignment-based Test	Examination	
Date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 5	Term 4 Week 3	
Outcomes assessed	MA5.1-13SP MA5.2-17SP MA5.1-5NA MA5.2-7NA + related Working Mathematically outcomes	MA5.2-9NA MA5.2-8NA MA5.1-8MG MA5.2-11MG MA5.2-12MG + related Working Mathematically outcomes	MA5.1-12SP MA5.2-15SP MA5.1-4NA MA5.2-4NA + related Working Mathematically outcomes	All Stages 5.1 and 5.2 outcomes	
Cumulative Weighting	15%	30%	15%	40%	100%



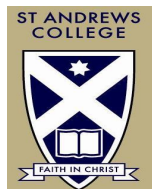
St Andrews College ASSESSMENT SCHEDULE 2018
Mathematics Year 10.5.1. (10MA6 and 10MA7)

	TASK 1	TASK 2	TASK 3	TASK 4	
Units of Work	Probability Indices	Financial Mathematics Single Variable Data Analysis	Area and Surface Area Stats in the Media	All topics studied throughout Stage 5 with Emphasis on Semester 2 topics	
Type of Task	Open-Book Test	In-Class Test	Open-Book Assignment-based Test	Examination	
Date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 5	Term 4 Week 3	
Outcomes assessed	MA5.1-13SP MA5.1-5NA + related Working Mathematically outcomes	MA5.1-4NA MA5.1-12SP + related Working Mathematically outcomes	MA5.1-8MG MA5.1-12SP + related Working Mathematically outcomes	All Stage 5.1 outcomes	
Cumulative Weighting	15%	30%	15%	40%	100%

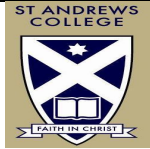
St Andrews College
Science Year 10
Assessment schedule 2018

Task	Task 1 Practical/ Skills Test	Task 2 Scientific report task	Task 3 Research Task	Task 4 Exam	Syllabus weighting
Date of submission	Term 1 Week 7-9	Term 2 Week 4-6	Term 3 Week 7 -9	Term 4 Week 2 - 3	
Outcomes	SC5-17CW SC5-6WS SC5-7WS	SC5-4WS SC5-5WS SC5-7WS SC5-9WS	SC5-15LW SC5-7WS SC5-8WS SC5-9WS	Stage 5 outcomes SC5-4WS to SC5- 9WS SC5-10PW, SC5- 11PW SC5-12ES, SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW	
Syllabus component Knowledge and understanding			X	X	40%
Syllabus component First hand investigations	X	X			30%
Syllabus component Scientific skills	X	X	X	X	30%
Cumulative weighting	20%	25%	30%	25%	100%

YEAR 10 GEOGRAPHY ASSESSMENT PLAN 2018



	Task 1	Task 2	Syllabus Weighting
Task Name	Environmental Change and Management Fieldwork Report	Human Wellbeing Research Presentation	
Task Type	Field trip and research	Research Presentation	
Date	Term 3, Week 10	Term 4, Week 3	
Outcomes Assessed	GE5.2,GE5.3,GE5.4,GE5.5, GE5.7,GE5.8	GE5.1,GE5.2,GE5.6,GE5.7, GE5.8	
Cumulative Weighting	50%	50%	100



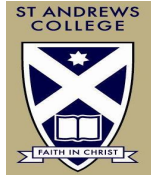
YEAR 10 HISTORY ASSESSMENT PLAN 2018

	Task 1	Task 2	Syllabus Weighting
Task Name	Changing Rights and Freedoms	Knowledge and Skills Exam	
Task Type	In-Class Essay	Knowledge and Skills Exam	
Date	Term 1 Week 7	Term 2 Week 5	
Outcomes Assessed	HT5-2, HT5-6, HT5-8	HT5-2, HT5-3, HT5-4	
Cumulative Weighting	50%	50%	100

St Andrews College Year 10 PDHPE 2018

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
Task Name	The Challenge Ahead	Move to the Beat	Road safety	Fitness	
Task Type	Written	Practical	ICT presentation	Practical	
Due Date	Term 1 Wk 6	Term 2 Wk 5	Term 3 Wk 5	Term 3 Wk 9	
Outcomes Assessed	5.2 5.12, 5.15	5.4, 5.5 5.13, 5.14	5.6, 5.7 5.16	5.9, 5.10 5.14	
Syllabus components	Self & relationships	Movement skills & performance	Individuals & community health	Lifelong physical activity	
Skills	Decision making	Moving	Planning	Moving	
Cumulative Weighting	20	20	30	30	100

St Andrews College
Year 10 Commerce Assessment Plan 2018



	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
Task Name	Employment Issues ICT research task	Business Simulation Assessment	Law and Society essay	Knowledge and Skills Exam	
Task Type	ICT research task	Portfolio	Essay	Exam	
Date	Term 1, Week 7	Term 2, Week 5 - 7	Term 3, Week 9	Term 4, Week 3	
Outcomes Assessed	5.1, 5.2, 5.9	5.3, 5.4, 5.5, 5.9	5.3, 5.4, 5.5, 5.9	5.1, 5.3, 5.4, 5.5	
Cumulative Weighting	20%	30%	20%	30%	100%

Yr 10 INDUSTRIAL TECHNOLOGY ENGINEERING - 2018

Task Name	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Specialised Module 3 - Engineering Control Systems	Specialised Module 3 - Engineering Control Systems	Specialised Module 4 - Engineering Alternative Energy	Specialised Module 4 - Engineering Alternative Energy	
Task Type	Design Project – Flowchart Mindstorms	Project – Control Systems Mindstorms - Practical	Project – Solar Generation - Practical + Folio	Exam	
Date Due	Term 1 Week 9	Term 2 Week 6	Term 4 Week 3	Term 4 Week 4	
Outcomes Assessed	5.2.1, 5.4.1, 5.5.1	5.1.1, 5.3.2, 5.4.2, 5.6.1	5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.7.2, 5.1.2	5.1.1, 5.4.1, 5.5.1, 5.7.1	
Cumulative Weighting	20%	30%	30%	20%	100%

FOOD TECHNOLOGY

Syllabus Component	Task 1 Food for Special Needs	Task 2 Food Service and Catering	Task 3 Food Service and Catering	Task 4 Food Trends	Syllabus Weighting
Task Type	Assessment and Practical Skills	Half Yearly Exam	Assessment and Practical Skills	Yearly Exam	
Date Due	Term 1 Recipe File: Week 5 Practical: Week 8/9 Theory: Week 10	Term 2 Week 4	Term 3 Practical: Week 6/7 Theory: Week 10	Term 4 Week 2	
Outcomes Assessed	5.2.2, 5.3.1, 5.4.1	5.2.1, 5.3.1, 5.3.2, 5.5.2	5.1.1, 5.1.2, 5.2.3, 5.4.2, 5.5.1, 5.5.2	5.2.1, 5.6.1, 5.6.2	
Cumulative Weighting	30%	20%	30%	20%	100

GRAPHICS TECHNOLOGY

Syllabus Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
Task Name/Type	Graphics Task One Architectural Drawing	Graphics Task Two CAD Image portfolio	Graphics Task Three Graphic Design and Communication	Graphics Task Four Student Directed Task	
Date Due	Week 7 Term 1	Week 5 Term 2	Week 6 Term 3	Week 2 Term 4	
Outcomes assessed	5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.5.1, 5.5.2	5.1.2, 5.4.1, 5.6.2	5.3.2, 5.4.2, 5.4.1	5.1.1, 5.6.1, 5.4.2	
Cumulative Weighting	20%	30%	30%	20%	100%

INFORMATION SOFTWARE TECHNOLOGY

Task Name	Task 1 Digital Media	Task 2 Internet & Website Development	Task 3 Yearly Exam	Syllabus Weighting
Task Type	Scratch Game and Portfolio	Robotics group task	Yearly Exam	
Date Due	Term 1 Week 10	Term 3 Week 7	Term 4 Week 2	
Outcomes assessed	5.1.2, 5.2.2, 5.3.1, 5.3.2	5.1.1, 5.2.1, 5.2.3, 5.5.1, 5.5.2	5.3.1, 5.3.2, 5.5.2, 5.5.3	
Cumulative Weighting	40%	30%	30%	100%

ASSESSMENT SCHEDULE
Year 10
JAPANESE
2018

	Task 1	Task 2	Task 3	Task 4
Task Name	Student Life	Sickness and Health	Responding to Invitations	Final Exam
Task type	ICT – PowerPoint	Listening, Writing	ICT - Role play/Skit, Reading	Listening, Speaking, Reading, Writing
Due Date	Term 1 Week 10	Term 2 Week 4	Term 3 Week 6	Term 4 Week 3
Outcomes Assessed	5UL4 5MBC1, 5MBC2	5UL1, 5UL4, 5MLC1, 5MLC2	5UL2, 5UL3, 5MLC1, 5MLC2 5MBC1, 5MBC2	5UL1, 5UL2, 5UL3, 5UL4 5MLC1, 5MBC1
Syllabus Component	ICT/Writing/ Moving Between Cultures	Listening / Writing / Linguistic Connections	Speaking / Reading / Linguistic Connections / Moving Between Cultures	Listening / Speaking / Reading / Writing / Linguistic Connections Moving Between Cultures
Cumulative Weighting	20%	20%	20%	40%

Year 10 Industrial Technology – Multimedia 2018 Assessment Plan

Syllabus Component	Task 1	Task 2		Task 3	Syllabus Weighting
Task Name	Audio Engineering	Major Work – A Complete Package		Examination	
Type of Task	Practical output and written folio	Written Folio	Practical Output	Examination	
Due Dates	Week 11 Term 1	Week 10 Term 2	Week 10 Term 3	Week 3 Term 4	
Outcomes Assessed	5.7.1, 5.7.2	5.1.2, 5.3.2, 5.6.1, 5.5.1		5.1.1, 5.4.2, 5.7.2	
Semester	1	2	2	2	
Cumulative Weighting	20%	20%	30%	30%	100%

MUSIC Yr10

St Andrews College

		Task 1	Task 2	Task 3
	Nature of Task	Listening Test	Major Composition	Major Performances (Solo & Ensemble)
	Task Type	EXAM	PROJECT	PERFORMANCE
	Date	Term 2 Wk 3	Term 3 Wk 6	Ensemble - Term 3 Wk 9 Solo - Term 4 Wk 2-3
	Outcomes assessed	5.7, 5.8, 5.9	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.7, 5.8, 5.9
Syllabus Component	Weighting	20%	40%	40%
Listening	40%	20%	10%	10%
Performing	30%			30%
Composing	30%		30%	
Total	100%			
Cumulative weighting	100%	20%	40%	40%

St Andrews College Year 10 PASS 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Outdoor Recreation	Getting others active	Technology in sport	
Task Type	exam	Practical & lesson plan	Video analysis	
Due Date	Term 1 Wk 9	Term 2 Wk 6	Term 3 Wk 9	
Outcomes Assessed	1.1, 3.1, 4.4,	3.1, 4.1, 4.2	1.1, 1.2, 3.1, 4.3	
Syllabus components	School based option unit	Physical activity for health, Opportunities & pathways in physical activity & sport	Enhancing participation & performance	
Cumulative Weighting	30	30	40	100

Yr 10 - TIMBER TECHNOLOGY - 2018

Yr 10 - TIMBER TECHNOLOGY - 2018					
Task Name	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Specialised Module Cabinetwork 3	Specialised Module Cabinetwork 3	Specialised Module Cabinetwork 4	Specialised Module Cabinetwork 4	
Task Type	Industrial Study Research Task	Practical In Class Assessment	Major Project	Major Project Folio	
Date Due	Week 9 Term 1	Week 4 Term 2	Week 2 Term 4	Week 4 Term 4	
Outcomes Assessed	5.1.1, 5.5.1, 5.7.2,	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.4.2	5.1.2, 5.2.2, 5.3.2, 5.5.1,	5.1.1, 5.3.1, 5.4.1, 5.6.1, 7.2.1	
Cumulative Weighting	20%	20%	40%	20%	100%

Year 10 - VISUAL ARTS - 2018

		Task 1	Task 2	Task 3	Task 4
	Task Name	Analyzing Artworks	Body of Artwork: VAPD	Exam	Body of Artwork: VAPD
	Due Date	Term 1 Week 10	Term 2 Week 6	Term 3 Week 2	Term 4 Week 3
	Outcomes assessed	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Syllabus Component	Weighting				
Art-making	60%		30		30
Historical and Critical Studies	40%	20		20	
Total	100%	20	30	20	30