



ST JOSEPH'S  
COLLEGE

LOCHINVAR

1883

2018  
YEAR 10  
ASSESSMENT HANDBOOK

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## Introduction

The purpose of this Assessment Handbook is to provide information to parents / carers and students regarding their studies in Year 10. **Students who satisfactorily complete Year 10 are awarded the Record of School Achievement (RoSA).**

## NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017. NESA is the government agency responsible for education in NSW. Information can be accessed at either of the following websites:

[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) or <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## Responsibility of Students

Students are required to both understand and comply with the Year 10 Assessment Policy as outlined in this handbook. **Please note that ignorance is NOT an excuse.**

Consistent effort throughout the year will be necessary to obtain the highest possible results. Teachers will make every effort to ensure that students achieve their best, and parents / carers are asked to support students by encouraging effective homework / study patterns at home.

## Formative and Summative Assessment

There are a wide range of terms used when educationalists refer to assessment. To clarify these terms and provide a context for their use, St Joseph's College will use the terms *formative* and *summative* assessment.

*Formative Assessment* is used as part of the teaching and learning cycle. Whereas, *Summative Assessment* occurs at the end of a unit or course to assist with determining a student's level of achievement. *Summative Assessment Tasks are included in this handbook.*

## Assessment Handbooks

St Joseph's College publishes Assessment Handbooks for each academic year. These handbooks will include:

- NESA requirements
- St Joseph's College Assessment Policy and Procedures
- Assessment Schedules related to courses being studied which outline:
  - Task Number
  - Task Type / Name
  - Weighting of the Task
  - Outcomes being assessed with Task
  - Timing of the Task
- Term Planner for each academic year including an overview of assessment tasks and key events related to the nominated cohort.

# Assessment Task Notifications

All students will be emailed an electronic copy of each Summative Assessment Task Notification for a particular course. This notification will be issued at least **TEN schools days** prior to the due date of the task. The notification will include:

- Course Name
- Year / Class Group
- Task Title
- Task Number
- Date Task Issued
- Date Task Due
- Weighting of the Task
- Submission Details – need to be explicitly outlined
- Outcomes being assessed by task
- Task Description
- Marking Criteria / Guidelines / Rubrics.

In the event that the original due date of a Summative Assessment Task needs to be altered, students will be advised in the following ways:

1. Change to assessment details will be emailed to the student's school email account;
2. The change of assessment details will be published on the '*Student Notices via Compass*' for a minimum of **THREE** days;
3. The changes will be identified in the school's fortnightly newsletter under the heading of Curriculum Information.

## Record of School Achievement (RoSA) Requirements

The Record of School Achievement (RoSA) is generally awarded to eligible students who have satisfactorily completed the courses required by the New South Wales Education Standards Authority (NESA).

RoSA assessment is based on school-based assessment of each students' overall achievement in each course. These assessments determine students' foundation knowledge and skills in key areas of the curriculum.

Over the four years leading up to the RoSA, students need to complete the following requirements (all time allocations are indicative):

<b>English</b>	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
<b>Mathematics</b>	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
<b>Science</b>	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
<b>Human Society and Its Environment (HSIE)</b>	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7–8 and 100 hours each of Australian History and Australian Geography in Years 9–10.
<b>Creative Arts</b>	studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.
<b>Technological and Applied Studies</b>	studied for 200 hours and consisting of the Technology (Mandatory) Years 7–8 Syllabus.
<b>Personal Development Health and Physical Development</b>	studied in each of Years 7–10 with 300 hours to be completed by the end of Year 10.
<b>Languages</b>	studied for 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7–8.

At St Joseph's College, we have a program of study that allows students to meet the above requirements for the award of a RoSA. A number of the above requirements are met by our students during Stage 4 (Years 7 and 8).

# Satisfactory Completion of a Course for RoSA

The following course completion criteria refer to students in Years 7 to 10.

A student is 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 NESAs;
- 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.

NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

*This information is taken from the ACE Manual: ACE 4016 – Criteria for Satisfactory completion of a course.*

<http://ace.bostes.nsw.edu.au/ace-4016>

St Joseph's College is required to apply these Satisfactory Course Completion criteria from NESAs to the RoSA credential. To support the implementation of these NESAs requirements St Joseph's College outlines the following points:

- Principals may determine that, as a result of absences, a student may not have completed the course.
- Students have to 'satisfactorily' complete the Year 10 RoSA credential requirements prior to commencing study in Year 11 courses.
- Students are expected to make a **serious attempt** at all summative and formative assessment tasks.
  - The 2018 HSC Rules and Procedures explicitly outlines that students are required to "make a serious attempt at the Summative Assessment Task / Examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt (p.19)."  
<http://educationstandards.nsw.edu.au/wps/wcm/connect/b139760f-135a-4229-a2ad-fd0f8b85f306/2018-HSC-rules-procedures.pdf?MOD=AJPERES&CVID>
  - Where concerns arise in a particular course students and families will be advised formally in writing.
- Concerns related to a Summative Assessment Task may result in an N Warning Letter being issued.
- A pattern of concern related to Formative Assessment Tasks will result in a Formative Assessment Letter being issued and may lead to a N Warning Letter being issued.

If a student is deemed not to have completed a course, he / she will receive an 'N' determination. The course will be listed as 'Not Completed' on the student's Record of Achievement, and this may mean that they are not eligible for the RoSA in that year.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise students of the date by which the appeal must be submitted.

## RoSA Credentialing and Assessment:

At the end of Year 10, a student's achievement for each course studied in Years 9 and 10 will be reported as a grade from A to E (In Mathematics, the grades have been further differentiated to nine different levels).

The grade students receive is determined by the school, based on the student's performance in each course throughout the year. Teachers determine each student's level of achievement at the end of Year 10, relative to a set of Course Performance Descriptors provided by the NESA. Teachers use an assessment program for each course to evaluate the student's achievement and allocate the grade to which course descriptor best matches that achievement. There is no predetermined percentage of students who will receive particular grades. Grades are based on student achievement, related to knowledge and skills - not attitudes, values and interest.

The following table shows the Common Grade Scale, which describes performance at each of the grade levels A to E. This information assists the school in making the final judgement of the grade to be award to students at the end of Year 10.

### The Common Grade Scale:

Grade	Description of Achievement.
A	The student has an <b>extensive</b> 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 <b>thorough</b> 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 <b>sound</b> 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 <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

### Information and Notification regarding Performance and Grades

Throughout the year, students receive information about their progress and their level of achievement in each of their courses. Their final grade awarded by the school in each course is reported on the Record of Achievement.

# Types of Summative Assessment Tasks

There are two general types of Summative Assessment Tasks:

1. **In Class Summative Assessment Tasks** – examples of these types of tasks include examinations, in-class responses, oral tasks, presentations, practical tasks and performance tasks (eg: music or drama performances)
2. **Submitted Summative Assessment Tasks** - examples of these types of tasks include research tasks, written / scientific reports and extended responses.

**In Class Summative Assessments Tasks** will be completed on the nominated date and the specified lesson. This information will be identified on the Summative Assessment Task Notification.

**Submitted Summative Assessment Tasks** can be submitted in a range of ways, depending on the nature of the task. The process for submission will be clearly outlined on each Summative Assessment Tasks Notification. The ways tasks can be submitted include:

## **A. Online / Electronic submission (via the Turnitin software):**

- Students in Years 10 to 12 are responsible for submitting their task via the **Turnitin** software by **9.00am** on Mondays or the other specified date on the Summative Assessment Task Notification.
  - Students completing Oral Summative Assessment Tasks will be required to submit a copy of their speech / presentation via the Turnitin procedures outlined above on the due date. When the student actually delivers the speech / oral presentation, they will also be required to sign an Assessment Record Sheet to acknowledge the day they presented their speech / oral presentation.

## **B. Hand in submissions (examples include models, artworks, design folios etc):**

- Students in Years 10 to 12 are responsible for submitting their task by **9.00am** on the nominated date.
  - Tasks are to be submitted to the **Submission Point of the Bertrand Centre**. Students must sign the Assessment Record Sheet to acknowledge they have submitted their task;
  - For printed, hard copies or hand written Summative Assessment Tasks, students must attach a **Summative Assessment Task Cover Sheet Years 10, 11 & 12 (BLUE FORM)** to their task, including their Unique Student Number (USN) adhesive label;
  - In circumstances where it is *impractical* for the Summative Assessment Task to be submitted at the Submission Point of the Bertrand Centre, tasks may be submitted to the teacher (eg Food Technology practical task, Industrial Technology practical projects, Visual Art artworks etc). In these situations, students will still be required to sign and date the Assessment Record Sheet to acknowledge they have submitted the task. Furthermore, specific details for these situations will be included on the Summative Assessment Task Notification.

## Technology and Summative Assessment Tasks

Most students now use some form of electronic technology to produce their submitted Summative Assessment Tasks. Some Summative Assessment Tasks will require that students submit the task in electronic form, and this will be specified on the Summative Assessment Task Notification.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.

**Technology failure is NOT, in itself, a valid reason for failure to submit a Summative Assessment Task on time. Technology breakdown, as grounds for extension, will only be considered in extreme circumstances.**

To minimise problems in relation to technology, students should adhere to the following protocols:

- continually back up all work on the hard drive of their computer and on an external portable storage device (such as a USB drive) or in a relevant cloud based storage facility (eg OneDrive);
- tasks which are to be submitted electronically should follow the specific instructions outlined on the Summative Assessment Task Notification in relation to file formats and / or the use of specific software programs. In circumstances, where students may utilise unconventional file formats / software programs they should consult with their teacher at least 48 hours prior to submission;
- send a copy of the final version of your task to an email address that can be accessed at school (such as *firstname.lastname@mnstu.catholic.edu.au* email account), as well as bringing it to school on external portable storage media.

Submission of hard copy Summative Assessment Tasks should be printed at home, where appropriate. During busy times, there may be difficulty accessing the school printers. If the task cannot be printed at home, download the task onto an external portable storage device (such as a USB drive) and bring it to school for printing. **Note: printing at school must be completed prior to the time and date of submission.**

# St Joseph's College Principles and Procedures regarding Assessment / Examination Etiquette, Malpractice, Plagiarism, & Cheating

St Joseph's College Assessment / Examination Etiquette Principles and Procedures are based on the HSC guidelines. These principles and procedures will be communicated to students and families at regular times throughout the year.

## Honesty in HSC assessment: what constitutes malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own work or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their RoSA and / or HSC results.

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

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

*This information is taken from the ACE Manual: ACE 9023 – Honesty in HSC Assessment: what constitutes malpractice*

<http://ace.bostes.nsw.edu.au/ace-9023>

NESA requires proven cases of Malpractice to be reported to them by St Joseph's College including the penalty imposed.

*Student Conduct During Summative Assessment Tasks and Examinations* – In any cases where student conduct is outside the rules, the Studies Coordinator / Assistant Principal should be notified.

- You must follow the day-to-day rules of the school when you sit for your examinations. Failure to observe these rules may result in zero marks for the Summative Assessment Task or Examination, no result for the course, or non-award of a RoSA or Higher School Certificate.

### **Behave Politely and Take Summative Assessment Tasks / Examinations Seriously**

During each Summative Assessment Tasks / Examination *you must*:

- always follow the teacher / supervisor instructions;
- make a serious attempt at the examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt and you may have the course cancelled;
- answer in English, unless the question paper directs otherwise. If you don't write in English, you will receive zero marks for your answer;
- behave politely and courteously towards the teacher / supervisor and other students.

During Summative Assessment Tasks / Examinations *you must not*:

- Cheat;
- include frivolous or objectionable material;
- speak to anyone other than a supervisor;
- behave in any way likely to disturb another student or upset the running of the Summative Assessment Task / Examination's running;
- be affected by alcohol or illegal drugs;
- consume food unless approved by NESA (through Disability Provisions) or St Joseph's College (for example, if you have diabetes);
- take any writing booklets or examination paper, whether used or not, out of the room;
- write on your body (for example your arms), tissues or material that is not exam material;
- leave the room if your principal requires all students to stay until each exam ends.

If you do not follow these rules, or if you cheat in the assessment / examination in any way, you may be asked to leave the assessment / examination room. The Assistant Principal – Curriculum and Studies Coordinator will be contacted and in some cases you will be reported to NESA. The penalty may be:

- Zero for the assessment / examination;
- cancellation of the course concerned, or of all courses.

and as a consequence you may be ineligible for a RoSA or Higher School Certificate.

- Actions that may be illegal may be reported to the police.

*This information is taken from the 2018 Higher School Certificate: Rules and Procedures (p.19).*

<https://educationstandards.nsw.edu.au/wps/wcm/connect/b139760f-135a-4229-a2ad-fd0f8b85f306/2018-HSC-rules-procedures.pdf?MOD=AJPERES&CVID=>

### **Approved Equipment to be brought to Summative Assessment Tasks / Examinations**

You should bring the equipment you know you will need and is allowed for each examination. Make sure that your equipment is in good working order, because misadventure applications will not be upheld (or supported / accepted) for equipment failure.

You can bring the following items into your examinations:

- black pens;
- clear plastic bag / pencil case containing the required equipment;
- pencils (must be at least grading 2B);

- erasers and a sharpener;
- a ruler marked in millimetres and centimetres;
- highlighter pens;
- a clear bottle of water;
- a non-programmable watch, which you must take off and place on your desk in clear view and not touch during the Summative Assessment Task / Examination.

You may need to bring other certain equipment, like a calculator for some Summative Assessment Tasks / Examinations. Students need to ensure that their scientific calculator is an approved model.

When equipment is listed for an examination, it means that you might need it to answer some questions. If equipment is listed as optional, it is not essential for answering any questions, but you can bring and use it if you wish.

### **Items NOT Permitted in a Summative Assessment Task / Examination Room**

You are not permitted to bring any of the following items into assessment tasks / examinations. They are to be left outside the room. These include:

- mobile phones (At St Joseph's College, mobile phones may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- programmable watches, like smart watches (At St Joseph's College, programmable watches may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries (At St Joseph's College, electronic devices may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- paper or any printed or written material (including your examination timetable);
- dictionaries (except in language examinations, if allowed);
- correction fluid or correction tape.

Students cannot borrow equipment during Summative Assessment Tasks / Examinations. Teachers may inspect your equipment when you enter the room, and will tell you where to place any unauthorised items. They are not responsible for these items.

*This information is taken from the 2018 Higher School Certificate: Rules and Procedures (p.17).*

<https://educationstandards.nsw.edu.au/wps/wcm/connect/b139760f-135a-4229-a2ad-fd0f8b85f306/2018-HSC-rules-procedures.pdf?MOD=AJPERES&CVID=>

## **Assessment / Examination Etiquette, Malpractice, Plagiarism, Cheating**

In circumstances, where a student is suspected of not complying with the expectations outlined above with respect to Summative Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating, St Joseph's College, Lochinvar will apply the following course of action:

- Classroom Teacher consults with Studies Coordinator regarding concerns related to Summative Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating.
- Students will be required to demonstrate that all unacknowledged work is entirely their own – this process will be overseen by the Studies Coordinator (This could require the student to produce evidence).
- For students in Years 10:
  - The Assessment Appeals Committee will consider all evidence presented and make a final determination;
  - Parents will be notified of any cases regarding breaches of Summative Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating;
  - If an established case of breaching the Summative Assessment Tasks / Examination Etiquette found, the student may be awarded a mark of ZERO;
  - If an established case of plagiarism is found, the student will be awarded a mark of ZERO;

- An N Warning Letter **WILL** be issued;
- Students will be required to resubmit the Summative Assessment Task in accordance with All My Own Work (ie the resubmitted work must be the student's own work);
- Students and families can appeal to the Principal if they disagree with the decision of the Assessment Appeals Committee within FIVE school days of receiving notification.

# Attendance, Absence from School & Extensions

Where a student's attendance pattern may jeopardise the satisfactory completion of a Year 10 course, the reason for absence and its likely effect on the student's course progress should be established.

Principals should consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantiated and that the progress of the student towards course outcomes will not be unduly affected.

When leave is granted by the principal, such leave should not, of itself, jeopardise the student's eligibility for the RoSA.

While NESAs do not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

*This information is taken from the ACE Manual: ACE 8021 – Satisfactory completion of an HSC course: non-completion ('N') determinations.*

<https://ace.nesa.nsw.edu.au/ace-8021>

Furthermore, the NSW Education Act (1990) Part 2 – 4 (b) states “the education of a child is primarily the responsibility of the child's parents (p.4).”

*This information is taken from the NSW Education Act (1990).*

<https://www.legislation.nsw.gov.au/inforce/fc4bcf6a-d005-68af-fa91-fd9a7d10cd09/1990-8.pdf>

In light of the attendance and absence advice from NESAs and the NSW Education Act outlined above, St Joseph's College has the following expectations:

- In general, families who are aware in advance that their child will be absent from school for a period of time need to apply in writing to the Principal identifying the dates of the leave and the reason. In cases where the leave is greater than TEN days, the College will issue approval for Extended Leave.
- In situations where leave has been approved by the Principal it is the student and families' responsibility to discuss arrangements with respect to Summative Assessment Tasks while the child is on leave. These discussions need to take place with the Assistant Principal Curriculum. A **Summative Assessment Variation Form 10, 11, 12** will need to be completed for all courses where there is an impact on Summative Assessment Tasks.
  - *It should be noted that estimate marks for Summative Assessment Tasks are only given in exceptional circumstances.*
  - Submitted Summative Assessment Tasks due during the period of leave will generally be required to be submitted prior to the commencement of leave.
  - Ordinarily, students will not be granted an extension for Summative Assessment Tasks that are related to approved leave.

- In situations, where leave has been approved it will be the responsibility of the student to complete work during the period of absence. The school is not compelled to provide work missed while the student is on leave.
- In instances where there is a pattern of absence from school of students in Years 7 – 11 without valid reasons, St Joseph's College will communicate these concerns to the families.
- Failure to comply with the St Joseph's College's, expectations regarding leave may result in a student being awarded a zero mark for the impacted Summative Assessment Tasks.

## Absences due to Illness - Students in Years 10 – 12

### Action: Summative Assessment Variation Form & Medical Certificate

For all absences due to medical illnesses a Summative Assessment Variation Form and a Medical Certificate is required from a registered Medical Practitioner (The *Australian Institute of Health and Welfare* defines a medical practitioner as a person whose primary employment role is to diagnose physical and mental illnesses, disorders and injuries and prescribe medications and treatments that promote or restore good health) - <http://www.aihw.gov.au/medical-practitioner-related-definitions/>

Therefore, Medical Certificates **WILL BE** accepted from Registered Medical Practitioners, Dentists and Registered Clinical Psychologists. Medical Certificates **WILL NOT** be accepted from the following health professionals: Pharmacists / Chemists, Dieticians, Physiotherapists, Occupational Therapist etc

The Medical Certificate must be an original and be on the registered Medical Practitioner's letterhead. In addition to these general points the following conditions also apply:

- Students must submit a completed Summative Assessment Variation Form including supportive evidence to Student Services on their **FIRST** day of attendance back at school;
- The registered Medical Practitioner **must** sight the illness on or prior to the day of the Summative Assessment Task or the date the Summative Assessment Task is due;
- The Medical Certificate **must** cover the full period of illness;
- The Medical Certificate **must** cover the period of the Summative Assessment Task (dates must appear on the certificate);
- The Medical Practitioner providing the Medical Certificate **must not** be a family member;
- The Medical Certificate **must** state, where possible, the relevant illness / condition (as this will assist the College with making a valid determination);
- The missed In Class Summative Assessment Task **must** be completed immediately upon return to school or at a time that is suitable to the school. For Submitted Summative Assessment Tasks, the task must be submitted on the students **FIRST** day back at school after absence;
- If a student is absent on and after the due date of the Summative Assessment Task the Medical Certificate must indicate the day the student is fit to return to school;
- In circumstances where students need to attend a scheduled medical appointment (eg: Paediatricians Appointment or Orthodontists Appointment etc) and this appointment coincides with a Summative Assessment Task an Assessment Variation Form **MUST** be submitted at least FIVE school days prior to the date of the Summative Assessment Task. A Medical Certificate will also need to be submitted on the next school day after the appointment. The Medical Certificate is to be submitted to Student Services.
  - In these situations, the student may complete the task prior to attending the scheduled appointment. In this instance the student will be expected to complete a Summative Assessment Variation Declaration where they agree to NOT share any details related to the task with any peers until all students have completed the task. The declaration will be completed at the conclusion of the task.
- *Failure to follow any of these procedures could result in a zero mark being awarded.*

NESA considers "giving false reasons for not handing work by the due date" (p.8) to be Malpractice. This information is taken directly from the 2018 HSC Rules and Procedures

## Absences due to an Acceptable Unforeseen Circumstance (eg Funeral) - Students in Years 10 – 12

**Action: Summative Assessment Variation Form & Supporting Evidence (eg Funeral Notice)**

In circumstances where a student needs to be absent for a Summative Assessment Task due to an unforeseen reason, the following actions need to take place:

- Parent needs to advise the Assistant Principal – Curriculum of the circumstances. In some situations, written notification may be required;
- Student must submit a completed Summative Assessment Variation Form to Student Services on their **FIRST** day of attendance back at school. Evidence may be required eg: Funeral Notice;
- The missed Summative Assessment Task **must** be completed immediately upon return to school or at a time that is suitable to the school. Students will be required to report to Student Services immediately after Tutor Group where arrangements for the task will be communicated;
- If possible, the student may complete the task prior to the leave. In this instance, the student will be expected to complete a Summative Assessment Variation Declaration where they agree to NOT share any details related to the task with any peers until all students have completed the task. The declaration will be completed at the conclusion of the task;
- The Principal and Assistant Principal – Curriculum or SJCL's Assessment Appeals Committee will be the final arbiter of the acceptability of the reason;
- In cases where the task is a Submitted Summative Assessment Task and the Summative Assessment Task Notification has been issued at least TEN school days prior to the due date of the task, a student will generally not be granted an extension.

## Absences due to an Acceptable Foreseen School Circumstance (eg Extra Curricula Activities - Public Speaking, Sport, Work Placement etc) - Students in Years 10 – 12

**Action: Summative Assessment Variation Form including all details submitted to Student Services at least THREE school days prior to the due date of the summative assessment task.**

Students representing the school in an extra-curricular activity or participating in an internal school based activity are required to follow the procedure outlined below:

- The student must submit a completed Summative Assessment Variation Form to Student Services at least **THREE** school days prior to the due date of the Summative Assessment Task;
- In situations where the task is a Submitted Task and the Summative Assessment Task Notification has been issued at least TEN school days prior to the due date of the task, a student will generally not be granted an extension;
- The missed Summative Assessment Task **must** be completed immediately upon return to school or at a time that is suitable to the school. Students will be required to report to Student Services immediately after Tutor Group where arrangements for the task will be communicated;
- If possible, the student may complete the task prior to the leave. In this instance the student will be expected to complete an Assessment Variation Declaration, where they agree to NOT share any details related to the task with any peers until all students have completed the task. The declaration will be completed at the conclusion of the task;
- Students with a demonstrated pattern of non-compliance (eg two occasions) with respect to submitting the Summative Assessment Variation Form three days prior to the due date of the Summative Assessment Task will place future opportunities to represent the school in doubt.

## Acceptable Absences during an Extended Time Assessment - Students in Years 10 – 12

**Action: Summative Assessment Variation Form including all details submitted & Supporting Evidence.**

If an acceptable absence occurs during the period of an extended time for Summative Assessment Tasks (eg practical project or large research assignment) an extension of the due date can be applied. However, students should not assume that an extension will be granted. If an extension of time is granted the time could be of a pro-rata nature. For example, THREE school days illness may warrant THREE school days extension.

## Missed Summative Assessment Tasks - Students in Years 10 – 12

**Action: Summative Assessment Variation Form including all details submitted & Supporting Evidence.**

In circumstances where students have missed a Summative Assessment Task **ONE** of the following will take place:

- The student will complete the original task. OR
- The student will complete a substitute task. OR
- In exceptional circumstances, an estimate mark could be used. In cases where an estimate mark is to be used, this mark will only be finalised at the completion of the Course Assessment Program. The Assistant Principal – Curriculum and Studies Coordinator will review the initial estimate mark and determine that the estimation has not either advantaged or disadvantaged any student.

St Joseph's College Assessment Appeals Committee will consider the circumstances and determine which of the options outlined above will be applied.

## Penalties for Non-Submission, Malpractice & Summative Assessment / Examination Non-Compliance

Students need to clearly understand that there are significant penalties if Summative Assessment Tasks are not completed and submitted by the specified due date and there are no valid reasons and / or supporting evidence. Furthermore, penalties can also be applied for academic malpractice and / or non-compliance with St Joseph's College Assessment / Examination Etiquette requirements.

Penalties are as follows and are applicable to students from Years 7 - 12:

Description of Matter	Penalty Details
Summative Assessment Task / Examination submitted / completed <b>ONE</b> day late:	<b>25%</b> of assessable mark
Summative Assessment Task / Examination submitted / completed <b>TWO</b> days late:	<b>50%</b> of assessable mark
Summative Assessment Task / Examination submitted / completed <b>THREE</b> days or more late:	<b>Zero Mark</b> for task
Non-completion of a Summative Assessment Task / Examination with no valid reason and / or supporting evidence	<b>Zero Mark</b> for task
Academic Malpractice and / or non-compliance Assessment / Examination Etiquette requirements.	<b>Zero Mark</b> for task

- **NB: Note weekends WILL count as TWO days**
- **Students undertaking VET Work Placement or Work Experience will be required to submit a completed Summative Assessment Variation Form FIVE school days prior to the due date of the Summative Assessment Task.**

## Illness and Misadventure Applications

St Joseph's College's, Illness and Misadventure procedures for students in Year 10 and 11 related to Illness / Misadventure will reflect the expectations of NESAs. Therefore:

- Students may lodge an Illness / Misadventure application using the **Summative Assessment Variation Form** if they believe that circumstances occurring immediately before or during a Summative Assessment Task, and which were beyond their control, diminished their performance in the Summative Assessment Task.
- Student's application for Illness / Misadventure related to submitted Summative Assessment Tasks will **NOT** be considered as the student will have had sufficient notice to complete the task.
- Students are responsible for submitting to Student Services the application for Illness / Misadventure, except in circumstances where this is not possible due to severe illness.
- A student has to submit their Illness / Misadventure application on the day of the task or their **FIRST** school day of attendance after the due date of the task, with appropriate supporting evidence / documentation.
- If a student's circumstances prior to a task are such they believe they will be applying for Illness / Misadventure after the task, *the student needs to advise the supervising teacher prior to the commencement of the task.*
- A student **CANNOT** make an application for Illness / Misadventure on the basis of:

- Difficulties in preparation or loss of time preparation time; for example, as a result of an earlier illness
- Alleged deficiencies in teaching
- Loss of study time or access to facilities
- Long-term illness, such as glandular fever, unless the student has suffered a flare-up of the condition immediately prior or during the task – *A Medical Certificate would be required to support the reoccurrence of the illness*
- The same grounds for which a student usually receives disability provisions, unless the student experiences additional unrelated difficulties during the task.
- Misreading the Assessment Schedule / Examination Timetable
- Misreading the Assessment / Examination instructions
- Other commitments, such as participation in entertainment, work, VET Work Placement or sporting events or attendance at examinations conducted by other education organisations
- Technology failure – this in itself is NOT a valid reason for failure to submit a summative assessment task on time.

## Unacceptable grounds for appeal

The application process does **NOT** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the examination (eg a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s)
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

*This information is taken from the ACE Manual: ACE 11004 – Higher School Certificate - Illness / Misadventure Applications – Grounds for Appeal*

<http://ace.bostes.nsw.edu.au/ace-11004>

# Disability Provisions

Disability provisions provide eligible students with practical support to allow them to access and participate in their Summative Assessment Tasks. These practical arrangements are designed to help students who couldn't otherwise make a reasonable attempt to demonstrate their knowledge of the assessment material. If provisions are granted they are solely determined by how the student's assessment performance is affected.

Students' additional assessment needs may include learning, medical, vision or hearing difficulties. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

## Who can apply for disability provisions?

A student with a disability recognised in the Commonwealth *Disability Standards for Education 2005*. The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an assessment situation.

Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

## Schools' Responsibility Under the Disability Discrimination Act

All schools must be sure that students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability. St Joseph's College will assess and accommodate individual students' disability provisions for assessment tasks.

The *Disability Standards for Education*, issued under the Commonwealth *Disabilities Discrimination Act*, outline the obligations of education and training providers. These obligations can be accessed at <https://www.legislation.gov.au/Details/F2005L00767>

St Joseph's College disability provisions are applicable for all Summative Assessment Tasks, including examinations. St Joseph's College procedures aim to ensure:

- Consistent academic standards applied to all students.
- Any adjustments or access arrangements made must maintain the academic rigour of the Summative Assessment Task and the integrity of the credential being studied.
- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students.
- The use of assistive technologies to complete Summative Assessment Tasks be investigated where necessary as long as equal rigour and challenge are maintained.
- That there is an appeal process as part of the procedures.

## Applying for Disability Provisions at St Joseph's College

St Joseph's College disability provisions are applicable for all Summative Assessment Tasks, including examinations. St Joseph's College procedures aim to ensure:

- Consistent academic standards applied to all students;

- Any adjustments or access arrangements made must maintain the academic rigour of the Summative Assessment Task and the integrity of the credential being studied;
- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students;
- The use of assistive technologies to complete Summative Assessment Tasks be investigated where necessary as long as equal rigour and challenge are maintained;
- That there is an appeal process as part of the procedures.

Families will make an application on behalf of their child to St Joseph's College Learning Support Coordinator for disability provisions. Accompanying the application will be the following information:

- Identification of disability;
- Reports from Registered Medical Practitioners and Registered Clinical Psychologists;
- Vision or hearing test results;
- Other supporting documentation (eg: Mental Health Plans).

In the case of students who have been diagnosed with a Mental Health condition, he /she will need to have a letter of diagnosis from the relevant Medical Professional (eg: Registered Clinical Psychologists; Registered Paediatrician). *This diagnosis cannot be any older than twelve months.*

Furthermore, students with a Mental Health diagnosis should be receiving ongoing intervention / therapy from the relevant Medical Professional (eg: Psychologist). In situations where the student has a Mental Health Plan this should be provided to the College.

The Learning Support Coordinator will determine if additional information is required (eg classroom observations etc) prior to presenting the application along with the supporting evidence to St Joseph's College Learning Support Committee for determination.

## **School Reports and Student Reviews**

In accordance with government requirements, St Joseph's College will issue two Academic Reports throughout the Year 10 Course.

These reports will use the A – E Common Grade Scale, be written in plain English, as well as including comments related to a student's achievement. They may also include advice to assist the student improving their performance in the coming semester.

Two formal opportunities are provided for families to meet with teachers throughout the year to discuss the progress of individual students.

In addition to the Semester Reports, St Joseph's College also issues two Student Reviews. These are issued throughout Terms One and Three. The aim of the Student Review is to provide feedback to families about their child as a learner in each of their courses, rather than provide a specific focus on academic achievement.

## **Assessment Reviews and Appeals**

Students have the right to appeal against their grade(s) after they receive their Record of School Achievement. Students wishing to appeal should submit their appeal in writing, together with evidence, to the Principal. If necessary, the Principal will submit the appeal, together with the school's comments, to NESAs.

Generally, appeals are to be submitted in writing within FIVE school Days to the Principal.

# Glossary of Key Terms

The key words below are taken from NESAs website. These words are used in Summative Assessment Tasks and for Examination questions to outline what students are expected to do. The glossary has been developed to help provide a common language and consistent meaning across all courses.

Using the glossary will help teachers and students understand what is expected in responses to examination and assessment tasks.

<b>Key Word</b>	<b>Meaning / Expectation.</b>
<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications.
<b>Apply</b>	Use, utilise, employ in a particular situation.
<b>Appreciate</b>	Make a judgement about the value of.
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size.
<b>Calculate</b>	Ascertain/determine from given facts, figures or information.
<b>Clarify</b>	Make clear or plain.
<b>Classify</b>	Arrange or include in classes/categories.
<b>Compare</b>	Show how things are similar or different.
<b>Construct</b>	Make; build; put together items or arguments.
<b>Contrast</b>	Show how things are different or opposite.
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate).
<b>Deduce</b>	Draw conclusions.
<b>Define</b>	State meaning and identify essential qualities.
<b>Demonstrate</b>	Show by example.
<b>Describe</b>	Provide characteristics and features.
<b>Discuss</b>	Identify issues and provide points for and/or against.
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between.
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of.
<b>Examine</b>	Inquire into.
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how.
<b>Extract</b>	Choose relevant and/or appropriate details.
<b>Extrapolate</b>	Infer from what is known.
<b>Identify</b>	Recognise and name.
<b>Interpret</b>	Draw meaning from.
<b>Investigate</b>	Plan, inquire into and draw conclusions about.
<b>Justify</b>	Support an argument or conclusion.
<b>Outline</b>	Sketch in general terms; indicate the main features of.
<b>Predict</b>	Suggest what may happen based on available information.
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
<b>Recall</b>	Present remembered ideas, facts or experiences.

<b>Key Word</b>	<b>Meaning / Expectation.</b>
<b>Recommend</b>	Provide reasons in favour.
<b>Recount</b>	Retell a series of events.
<b>Summarise</b>	Express, concisely, the relevant details.
<b>Synthesise</b>	Putting together various elements to make a whole.

This information can be accessed at

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/glossary\\_keywords.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html)

# Referencing and Bibliographies

## Plagiarism

NESA (2018) defines plagiarism as, “when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.” To avoid unintentionally plagiarising someone else’s work it is important to acknowledge sources you have used either directly or indirectly to help produce an assessment piece. Acknowledging sources by using in-text citations, Reference lists and Bibliographies will help you avoid plagiarism.

## Referencing

Referencing sources properly, in the style required by your teacher and course, is an essential part of senior writing. At St Joseph’s College, Lochinvar, use of the **APA referencing style is the preferred method**. APA uses the author, date citation style. This style allows readers to find the information sources cited both in-text and in the References or Bibliography at the end of your work.

Use of the Microsoft Word Referencing tool is a convenient and simple means of maintaining and producing in-text citations, reference lists and bibliographies.

Students requiring help with referencing are encouraged to seek help from the Teacher Librarian Mrs Greaves.

## APA Basics:

APA is an in-text referencing style. *This means that short referencing (Author, Date) must be included in the text of your assignment when you quote research and information from outside sources (books, journals, websites etc.).*

Full details of the **references cited** in your assignment are then listed in **References** at the end of your work.

A **Bibliography** is different to a **References** list in that it lists all the sources you read, whether cited or not within your work, to help write your assignment.

## In-text citations:

**Every time you paraphrase, or use an idea directly from another source in your work you must include an in-text citation to that source. To make an in-text citation**, you must include the author’s surname/s and the year of the publication in parentheses, e.g. (Smith & Jones, 2018). This allows the reader to find the appropriate full reference in the References or Bibliography at the end of your document.

If you include a **direct quote** (word-for-word) the in-text citation must include the page number/s where the quotation appeared e.g. (Smith & Jones, 2018, p. 56).

When **paraphrasing a source** (putting it into your own words), it is **not required to include page numbers in the in-text citation**, however it may still be useful to do so to help the reader locate the paraphrased information in a large source such as a book.

## References and Bibliographies:

When making a final list of References or creating a Bibliography:

- start on a separate page at the end of your document,
- include the title of the list, whether it be **References** (all sources you directly cite) or Bibliography (all sources you read, whether cited or not, to help complete the assessment)
- always organised sources in alphabetical order,
- never use numbers or bullet points,
- ensure the second and subsequent lines of each source have hanging indents,
- ensure the **titles** of book, journals and websites are underlined or written in **italics** if typed.

## References

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# TEXT TYPE REFERENCING SAMPLES

## BOOKS

TYPE	IN-TEXT REFERENCE	REFERENCE LIST
One author	... notes its prominence (Weller, 2011). OR Weller (2011) notes that ...	Weller, M. (2011). <i>The digital scholar: How technology is transforming academic practice</i> . New York, NY: Bloomsbury Publishing.
Two authors	... has surfaced (DeWit & O'Neill, 2014). OR DeWit and O'Neill (2014) describe ...	DeWit, S. C., & O'Neill, P. A. (2014). <i>Fundamental concepts and skills for nursing</i> (4th ed.). St. Louis, MO: Elsevier.

## JOURNAL ARTICLES

TYPE	IN-TEXT REFERENCE	REFERENCE LIST
One author	... notes its prominence (Acciari, 2014). OR Acciari (2014) notes that ...	Acciari, M. (2014). The Italianization of Bollywood cinema: Ad hoc films. <i>Studies in European Cinema</i> , 11(1), 14-25. <a href="http://doi.org/10.1080/17411548.2014.903099">http://doi.org/10.1080/17411548.2014.903099</a>
Two authors	... has surfaced (Marra & Edmond, 2014). OR Marra and Edmond (2014) describe ...	Marra, A. R., & Edmond, M. B. (2014). New technologies to monitor healthcare worker hand hygiene. <i>Clinical Microbiology and Infection</i> , 20(1), 29-33. <a href="http://doi.org/10.1111/1469-0691.12458">http://doi.org/10.1111/1469-0691.12458</a>

## WEB RESOURCES

TYPE	IN-TEXT REFERENCE	REFERENCE LIST
Web page with author/s listed Follows the same author formatting as other resources	<b>For in-text citations use the year only ... notes its prominence</b>  (Palmer, 2008). OR Palmer (2008) notes that ...	<b>For the reference list, include the month and day (if provided)</b> Palmer, L. F. (2008, July 17). Insufficient milk syndrome: A fallacy becomes a reality. Retrieved from <a href="http://babyreference.com/insufficient-milksyndrome-a-fallacy-becomes-a-reality/">http://babyreference.com/insufficient-milksyndrome-a-fallacy-becomes-a-reality/</a>
Web page with corporate author Created by an organisation, government body, or a group	<b>For in-text citations use the year only</b> ... in their care (HealthTimes, 2015). OR HealthTimes (2015) suggests ...	<b>For the reference list, include the month and day (if provided)</b> HealthTimes. (2015, May 27). The future of aged care nursing in Australia. Retrieved from <a href="https://healthtimes.com.au/hub/agedcare/2/news/nc1/the-future-of-aged-care-nursing-in-australia/495/">https://healthtimes.com.au/hub/agedcare/2/news/nc1/the-future-of-aged-care-nursing-in-australia/495/</a>
YouTube and other streaming video	... colour (Vsauce, 2013). OR Vsauce (2013) posits that ...	Vsauce. (2013). Is your red the same as my red? [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=evQsOFQju08">https://www.youtube.com/watch?v=evQsOFQju08</a>

## OTHER

For more information and examples on citing sources please refer to the University of Newcastle document **Quick Guide to APA 6<sup>th</sup> Referencing** [http://libguides.newcastle.edu.au/ld.php?content\\_id=24800207](http://libguides.newcastle.edu.au/ld.php?content_id=24800207)  
OR email Mrs Greaves [amanda.greaves@mn.catholic.edu.au](mailto:amanda.greaves@mn.catholic.edu.au) OR ask for referencing assistance at the Bertrand Centre circulation desk.

# Year 10 Religious Studies

**Faculty:** Religious Studies

**Studies Coordinator:** Mr Matthew Johns

## Course Description / Content:

### **A Study of the Gospels:**

An in depth study of the Gospels including the narratives, literary patterns, themes, context and the meaning for the Church today.

### **Creating a Just World:**

A study of Catholic justice from global, Church and Biblical points of view. Looking at the 'Dignity of the human person' and a study of the Good Samaritan. Specific issues of violence, racism and refugees will be addressed.

### **Understanding Christian Morality:**

Process of moral decision making within the Catholic framework. Case studies will be analysed and the Catholic response to contemporary moral questions.

### **The Story of the Australian Catholic Church:**

An overview of the Catholic Church in Australia, including the beginning and organization, practices, the changes since Second Vatican Council and the development of the Catholic Schools systems.

### **Commitment and Ministry:**

This unit explores a number of lifestyle choices from a Catholic perspective including marriage, single life, parenthood, religious life and priesthood. A particular focus is upon the Sacraments of Marriage and Holy Orders.

Task No.	Task Name	Description of Task	Weighting	Timing
1	A Study of the Gospels	Research Task	10%	Term 1 Week 9 26-3-18
2	Creating a Just World	Research Analysis Task	20%	Term 2 Week 5 28-5-18 9.00am online submission via TURNITIN
3	Understanding Catholic Morality	Oral Task	30%	Term 3 Week 3 7-8-18
4	Diocesan Religious Literacy	Examination	20%	Term 3 Week 6 29-8-18
5	Australian Catholic Story	Examination	20%	Term 4 Week 2 25-10-18

- Diocesan Religious Literacy Assessment Task 29.8.18. Based on the following Units of Work:
  - A Study of the Gospels
  - Creating a Just World
  - Understanding Catholic Morality – 3 Short Answer Questions (15 Marks) & 1 Extended Response Question (10 Marks)

# Year 10 English

Faculty: English

Studies Coordinator: Ms Lisa Donnelly

## Course Description / Content:

In Year 10, our English programme builds on knowledge and skills gained in previous stages. It continues to encompass spoken, written, visual, media and multimedia texts of increasing complexity through which meaning is shaped, conveyed, interpreted and reflected on. Through responding to and composing a diverse array of texts, students will explore texts that include the literature of past and contemporary societies.

The Year 10 English programme consists of a variety of units including:

- Genre Study – Mystery and Crime
- Critical Study – Novel
- Shakespearean Study – Close Study of Drama – Macbeth
- Area of Study - Different Perspectives – Poetry, visual, fiction, non-fiction and media texts

Assessment tasks will provide students with the opportunity to demonstrate their ability to:

- speak, listen, read, write, view and represent
- use language to communicate appropriately and effectively
- think in ways that are imaginative, interpretive and critical
- express themselves and their relationships with others in the world
- learn and reflect on their learning through their study of English

Task No.	Task Name	Description of Task	Weighting	Timing
1	Creative Writing	Crime Fiction	25%	Term 1 Week 11 9-4-18 (In Class Task P1)
2	Reading Exam	Students respond to a range of literary texts	25%	Semester 1 Examination Block
3	Speaking Task – Shakespeare Critical Study	A Speaking Task examining style and context	25%	Term 3 Week 9 17-9-18 9.00am online submission via TURNITIN & present throughout Week 9
4	Area of Study Examination	Students respond to unseen texts	25%	Semester 2 Examination Block

# Year 10 Mathematics

**Faculty:** Mathematics

**Studies Coordinator:** Mr Andrew Gill

## Course Description / Content:

The Stage 5 (Years 9 and 10) Mathematics syllabus is unique, in that there are three different levels of outcomes. 5.1 outcomes are completed by all students, 5.2 outcomes are completed by most of the students and 5.3 outcomes are completed by only the most able students.

At St. Joseph's the 10.1 and 10.2 classes study the 5.3 pathway; 10.3, 10.4, 10.5 and 10.6 classes study the 5.2 pathway; and the 10.7 and 10.8 classes study the 5.1 Pathway.

The strands of Mathematics studied in Stage 5 are:

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

Working Mathematically is incorporated into each of the 5 strands listed above.

Students in Year 10 will undertake four assessment tasks. These tasks will be based on 5.1, 5.2 or 5.3 work, depending on the pathway being followed. Results for all these tasks will be used to determine the outcome grades for the semester report and a grade for the pathway. Students also receive an overall grade for Mathematics, across all pathways, in accordance with government requirements around reporting.

Task No.	Task Name	Description of Task	Weighting	Timing
1	Term 1 Test	In class test	15%	Term 1 Week 6 9-3-18
2	Examination	Semester Examination	35%	Semester 1 Examination Block
3	Data Investigation	Analysis and evaluation of data	15%	Term 3 Week 7 5-9-18
4	Examination	Semester Examination	35%	Semester 2 Examination Block

# Year 10 Science

**Faculty:** Science

**Studies Coordinator:** Ms Paulina Phillips

## Course Description / Content:

The NSW Syllabus for the Australian Curriculum includes the following topics to be studied during Stage 5, and throughout Year 10:

- Living World – Genetics & Evolution
- Chemical World – Chemical Reactions & Using Chemistry
- Physical World – Motion & Energy
- Earth & Space – The Universe
- Working Scientifically - Independent Research Project

The NSW syllabus for the Australian Curriculum, Stage 5, is designed to actively engage students in the processes for working scientifically and increasing their understanding of the world around them. Students will process and evaluate data from first hand investigations, endeavouring to draw conclusions and explanations.

Students will try to explain how scientific understanding has contributed beneficially to society as a whole and in various fields including genetics, medicine and global patterns such as geological activity and climatic patterns.

By the end of Stage 5 students describe how the influence of society can direct the focus of scientific research and development in a variety of areas.

Task No.	Task Name	Description of Task	Weighting	Timing
1	Independent Research Assignment	Practical investigation coupled with background research and reflection activities based on a chosen topic.	20%	Term 1 Week 6 5-3-18 (Research & Planning)  Term 1 Week 11 9-4-18 (Experimental Report)
2	Half Yearly Exam	Written examination of knowledge – Topics: Genetics, Evolution & The Universe	30%	Semester 1 Examination Block
3	Skills Exam	A written examination of the students ability to interpret data, draw conclusions and present scientific information.	20%	Term 3 Week 9 18-9-18 (Periods 5 & 6 – all classes)
4	Yearly Exam	Written examination of knowledge – Topics: Objects in Motion, Chemical Reactions & Using Chemistry	30%	Semester 2 Examination Block

# Year 10 Geography

**Faculty:** Human Society & Its Environment (HSIE)

**Studies Coordinator:** Mrs Lisa Peel

## Course Description / Content:

Geography is the study of places and the relationships between people and their environments. Geography aims to stimulate students' interest in and engagement with the world, through their development of essential knowledge, understanding, skills, values and attitudes. Through geographical inquiry, students develop an understanding of interactions between people, places and environments in order to become informed, responsible and active citizens.

Students are provided with opportunities to investigate a wide range of places and environments from local to global scales in this Course. A range of geographical concepts, inquiry skills and geographical tools are integrated throughout this Course. Fieldwork is an integral and mandatory part of the study of Geography as it facilitates an understanding of geographical processes and geographical inquiry.

In Stage 5 Geography, students investigate People, Places, Environments and the Future.

Units studied in the Stage 5 Geography Course in Year 10 include:

- Environmental Change and Management
- Human Wellbeing

Task No.	Task Name	Description of Task	Weighting	Timing
1	Research / ICT	Geographical investigation	50%	Term 1 Week 9 26-3-18
2	Examination	Semester Examination – includes content from the two units studied. The exam will include a knowledge and geographical skills section	50%	Semester 1 Examination Block

# Year 10 History

**Faculty:** Human Society & Its Environment (HSIE)

**Studies Coordinator:** Mrs Lisa Peel

## Course Description / Content:

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It provides opportunities for students to explore historical concepts, events, individuals and historical sites throughout the course of time, and to understand them within different contexts.

Students develop their historical knowledge and skills to investigate actions, motives and lifestyles of people over time. History encourages students to develop an understanding of significant historical concepts such as cause and effect, change and continuity, significance, empathy and contestability.

Students in Stage 5 History study the historical forces and factors that shaped the modern world and Australia. Site studies are an integral and mandatory component of studying the History Course. Students acquire knowledge, skills, values and attitudes from experiences in the field or through an analysis of a virtual site study.

Units studied in the Stage 5 History Course in Year 10 include:

- Overview: The Modern World and Australia
- Depth Study 4 – Core Study: Rights and Freedoms (1945 – Present)
- Depth Study 6: Australia in the Vietnam War era (School-developed Optional Study)

Task No.	Task Name	Description of Task	Weighting	Timing
1	Research / ICT	Group Multimedia task	50%	Term 3 Week 8 10-9-18
2	Examination	Semester Examination – includes content from the overview and Depth Studies 4 & 6. The examination will consist of a knowledge and historical skills section	50%	Semester 2 Examination Block

# Year 10 Personal Development, Health and Physical Education (PDHPE)

**Faculty:** PDHPE

**Studies Coordinator:** Mr Guy Perrin

## Course Description / Content:

This course is part of a Year 7-10 programme of study which integrates the areas of Personal Development, Health and Physical Education and is **compulsory** for all students.

### Personal Development and Health:

For the theory component of the course the content is arranged into four areas:

- Self and Relationships
- Movement skill and performance
- Individual and community health
- Lifelong physical activity

### Physical Education:

For the practical component of the course students will be given the opportunity to participate in a variety of different activities. Students will develop their individual movement skills whilst participating in a team or group setting. Activities the students participate in may include:

- Athletics
- Dance
- Target, striking, invasion and net / court games.
- Gymnastics.
- Fitness Testing
- Track and field

Task No.	Task Name	Description of Task	Weighting	Timing
1	Speedaway	Gameplay Assessment	25%	Start Term 1 Week 8
2	Nutrition	Nutrition research and Examination	25%	Term 1 Week 10 4-4-18
3	Road Safety	Examination	25%	Term 3 Week 9 19-9-18
4	Dance	Students perform a dance with a partner that they have choreographed.	25%	Term 4 Week 3. 31-10-18

# Year 10 Commerce

**Faculty:** Human Society & Its Environment (HSIE)

**Studies Coordinator:** Mrs Lisa Peel

## Course Description / Content:

The study of Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. Students develop a range of skills to allow them to apply problem-solving strategies to a range of situations within society, and in their everyday life. Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community. Through authentic learning opportunities, students develop their knowledge and understanding of our commercial world in order to make valued, informed and ethical decisions.

Units studied in the Year 10 Commerce Course include the following:

- Core Part 2.1: Law and Society
- Core Part 2.2: Employment Issues
- Option 6: Political Involvement
- Option 8: Law in Action
- Option 5: Towards Independence

Task No.	Task Name	Description of Task	Weighting	Timing
1	Research / Case Note	Law and Society	15%	Term 1 Week 8 19-3-18
2	Group Presentation	Political Involvement	25%	Term 2 Week 5
3	Media File/ Written Response	Employment Issues	20%	Term 3 Week 8
4	Course Examination	Examination – includes content from Core 2.1 & 2.2 as well as Options 5, 6 & 8 identified in the Course Description/ Content section	40%	Semester 2 Examination Block

# Year 10 Drama

**Faculty:** Creative and Performing Arts

**Studies Coordinators:** Mrs Hawke and Miss Leonard

## Course Description / Content:

The Stage 5 Drama Course is designed to engage and challenge students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others. Students develop knowledge, understanding and skills which pertain to the practices of making, performing and appreciating drama. The study of both the processes and performances of drama are valued equally in this course. Students are given opportunities to interact creatively and imaginatively through improvised and structured experiences, allowing them to develop meaning through their relationship with the audience. Students will also manipulate a wide range of technologies and applications to assist with achieving specific dramatic intentions.

Task No.	Task Name	Description of Task	Weighting	Timing
1	Duologue Performance & Logbook	Perform a duologue incorporating a specific dramatic style - Submit logbook	30%	Term 1 Week 11
2	Extended Response	Write a comparative essay that analyses the two dramatic forms of Elizabethan and Melodrama	20%	Term 2 Week 3
3	Scripted Character performance and Logbook	Perform a scripted piece from a play studied in class - Submit logbook	30%	Term 3 Week 6
4	Critical Analysis	A critical analysis of an Australian Drama	20%	Term 4 Week 4

# Year 10 Food Technology

**Faculty:** Technology And Applied Studies (TAS)

**Studies Coordinator:** Mrs Julie Elliott

## Course Description / Content:

The study of Food Technology provides students with a knowledge and understanding of food properties, processing, preparation and nutritional considerations related to food. It addresses the importance of hygiene and safe working practices and laws in the production of food

Units of work will be developed from the following Focus Areas:

- **Food For Special Needs** – the human lifecycle, health conditions such as allergies, logistical considerations such as plane travel, canteens, etc
- **Food Trends** – new trends in food eg. genetic modification, organic foods
- Throughout the course we will also be learning about the core components of **Food Preparation & Processing and Nutrition & Consumption**. The course will have a significant practical component with students participating in practical tasks approximately every week.

Task No.	Task Name	Description Of Task	Weighting	Timing
1	Practical Task 1	Generate creative ideas and solutions to design problems through the completion of a design task with assistance of student generated research	20%	<p><b>Preplanning</b> Term 1 Week 10 3-4-18</p> <p><b>Practical</b> Term 2 Weeks 2-3</p>
2	Semester 1 Exam	Student knowledge of course content	20%	Semester 1 Examination Block
3	Practical Task 2	Planning, preparation, and presentation of a special occasion dinner.	40%	<p><b>Preplanning</b> Term 3 Week 9 17-9-18</p> <p><b>Practical</b> Term 4 Weeks 2-3</p>
4	Semester 2 Exam	Student knowledge of course content	20%	Semester 2 Examination Block

# Year 10 Industrial Technology - Engineering

**Faculty:** Technology And Applied Studies (TAS)

**Studies Coordinator:** Mrs Julie Elliott

## Course Description / Content:

The Engineering course gives an introduction to Engineering principles and practices. It provides opportunity for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structural analysis and mechanisms. These are enhanced and further developed through the study of specialist modules in:

- Control Systems
- Alternative Energy.

Practical projects will be focussed on the module being studied and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- small structures
- small vehicles
- a range of devices and appliances
- electronic and mechanical control systems.

Task No.	Task Name	Description of Task	Weighting	Timing
1	Examination	Exam based on Course content	15%	Semester 1 Examination Block
2	Practical Project & Folio	Produce a practical project and folio related to Control Systems	25%	Term 2 Week 5
3	Practical Project and Folio	Produce a practical project and folio related to Alternative Systems	40%	Term 3 Week 10
4	Examination	Exam based on Course content	20%	Semester 2 Examination Block

# Year 10 Industrial Technology - Metal

**Faculty:** Technology and Applied Studies (TAS)

**Studies Coordinator:** Mrs Julie Elliott

## Course Description / Content:

Throughout Year 10 students will develop knowledge, skills and experiences by developing and producing quality practical projects. To support the development of the practical projects the students will be required to complete a written design folio. In addition, to the construction of the practical project and development of the written folio students study content from the modules Metal Fabrication 3 and 4.

This content is related to the following areas:

- Workplace Health and Safety (WHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact.

Study in these areas is closely aligned to work being undertaken in the practical learning environment.

Task No.	Task Name	Description of Task	Weighting	Timing
1	Research Report	Report based on careers, technology and WHS in the Metal Industry	15%	Term 1 Week 10
2	Practical Project	Practical marking of student's tool box	30%	Term 2 Week 5
3	Yearly Exam	Examination based on topics studied throughout course	15%	Term 4 Week 3
4	Practical Project and Portfolio	Marking of practical projects and portfolio	40%	Term 4 Week 4

# Year 10 Industrial Technology - Timber

**Faculty:** Technology and Applied Studies (TAS)

**Studies Coordinator:** Mrs Julie Elliott

## Course Description / Content:

Throughout Year 10 students will develop knowledge, skills and experiences by developing and producing quality practical projects. To support the development of the practical projects the students will be required to complete a written design folio. In addition, to the construction of the practical project and development of the written folio students study content from the modules Cabinetwork 3 and 4.

This content is related to the following areas:

- Workplace Health and Safety (WHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact.

Study in these areas is closely aligned to work being undertaken in the practical learning environment.

Task No.	Task Name	Description of Task	Weighting	Timing
1	Research Task	Research task looking at materials, machines and processes.	15%	Term 1 Week 8
2	Practical Project	Practical marking of the carcass of the student's bedside table	30%	Term 2 Week 4
3	Examination	Examination based on topics studied throughout course	15%	Semester 2 Examination Block
4	Design Project and Portfolio	Practical marking of the completed bedside table and accompanying portfolio	40%	Term 4 Week 5

# Year 10 Information & Software Technology (IST)

Faculty: Mathematics

Studies Coordinator: Mr Andrew Gill

## Course Description / Content:

The core content to be covered in this course is integrated into the options we choose. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas.

The option topics to be studied within this course include:

- authoring and multimedia
- electronic communication
- Internet and website development
- computer networks
- software development and programming
- robotics and automated systems

The course will be presented in project form, where theory and practical are integrated to cover the course content.

Task No.	Task Name	Description of Task	Weighting	Timing
1	Graphics Portfolio	A collection of graphics tasks including animations and flash movies.	20%	Term 2 Week 3
2	Examination	Semester Examination	30%	Term 2 Week 6
3	Robotics Portfolio	The development of a portfolio outlining the design, building and programming of a robot.	20%	Term 4 Week 3
4	Examination	Semester Examination	30%	Term 4 Week 5

# Year 10 Music

**Faculty:** Creative Arts

**Studies Coordinators:** Mrs Melonie Hawke & Ms Carley Leonard

## Course Description / Content:

Students continue their development of the three skill areas PERFORMANCE, COMPOSITION and LISTENING, by deepening their knowledge of the musical concepts pitch, duration, tone colour, texture, structure and dynamics, and expressive techniques. Students focus on the topics Music of the Classical Period and Music for Small Ensembles.

Task No.	Task Name	Description of Task.	Weighting.	Timing.
1	Musicianship	Multi-skill test; - Listening skills (17%) - Music notation (16%)	33%	Term 1 Week 11
2	Performance	Demonstrate solo and ensemble performance skills through playing a song of their own choice	17%	Term 2 Week 5
3	Performance / Listening	Perform item of own choice and present Viva Voce	Performance – 17% Viva Voce – 16%	Term 3 Week 10
4	Composition	Submission of composition / arrangement	17%	Term 4 Week 5

# Year 10 Physical Activity and Sport Studies (PASS)

Faculty: PDHPE

Studies Coordinator: Mr Guy Perrin

## Course Description / Content:

The PASS course gives students the opportunity to study and gain understanding of the many facets of the body's functions and performance. With changes in our working hours, and the increasing pressure to use leisure time purposefully, the course aims to encourage constructive pursuits of leisure activities to enhance a healthy lifestyle.

The course consists of 50% theory and 50% practical work, where students will experience a variety of sport and leisure activities.

There are three major areas of study:

- Foundations of physical activity – The human body, health and fitness
- Physical activity and Sport in Society – Issues in Australian Sport
- Enhancing participation and performance – Coaching, technology and improving performance

Task No.	Task Name	Description of Task	Weighting	Timing
1	Coaching	Coaching lesson plan portfolio and the coaching of infant/primary students	50%	Start Term 1 Week 10
2	Recreational Pursuits	Ten Pin Bowling Game Score	10%	Start Term 3 Week 2
3	Physical Fitness	Physical Fitness Testing	15%	Start Term 3 Week 9
4	Examination	Technology in Sport / Physical Fitness	25%	Semester 2 Examination Block

# Year 10 Science, Technology, Engineering & Mathematics (STEM)

**Faculty:** Science

**Studies Coordinator:** Ms Paulina Phillips

## Course Description / Content:

The aim of the STEM course is to promote the areas of science, technology, engineering and mathematics.

There are 3 compulsory modules:

1. Tiny Houses
2. Biomedical Innovation
3. Major Project

The course uses a range of inquiry-based learning strategies to explore concepts associated with STEM

Task No.	Task Name	Description of Task	Weighting	Timing
1	Written Examination	A written examination on module 1 Tiny Houses and Skills	25%	Term 2 Week 2
2	Practical Task	Individual construction of a Tiny House. A written scientific report is to be submitted with the construction	25%	Term 2 Week 4
3	Research Task	Research on Biomedical Innovation and other uses of Biotechnology	25%	Term 3 Week 8
4	Practical Task	Major Project – The submission of the major work will include a detailed portfolio	25%	Term 4 Week 4

# Year 10 Visual Arts

**Faculty:** Creative Arts

**Studies Coordinators:** Mrs Melonie Hawke & Miss Carley Leonard

## Course Description / Content:

The Stage 5 Visual Arts course provides learning opportunities designed to encourage students to understand and interpret the Visual Arts, including the different kinds of creative works they, and others, make.

The assessment program for Visual Arts has been derived from the course objectives and is linked to the course outcomes. Students are given the opportunity to acquire knowledge, understanding and values that assist in building conceptual, practical and critical skills. This is achieved by the completion of tasks that require both practical artmaking and critical and historical studies.

Task No	Task Name	Description of Task	Weighting	Timing
1	In-class Task	Written task completed in class with specific focus on the analysis and interpretation of artistic practice using the Visual Arts Frames and the Conceptual Framework.	20%	Term 1 Week 11
2	Drawing – Body of Work (BOW)	An exploration of a range of drawing and printmaking techniques and mixed media which culminates into a Body of Work	30%	Term 2 Week 4
3	Extended Response	A written task (hand in) discussing and analyzing the practice of artists with particular emphasis on use of Visual Arts language and terminology	20%	Term 3 Week 10
4	Painting	Specific focus and use of different painting styles and techniques to create an individual artwork	30%	Term 4 Week 4

# Year 10 Visual Design

**Faculty:** Creative Arts

**Studies Coordinators:** Mrs Melonie Hawke & Miss Carley Leonard

## Course Description / Content:

The Stage 5 Visual Design Course provides specialised learning opportunities for students, designed to encourage and enable them to explore and understand the Visual world, as a constantly changing field of artistic practice, conceptual knowledge and materials.

The assessment program for Stage 5 Visual Design has been derived from the course objectives and is linked to the course outcomes. Students will acquire knowledge, understandings and values that assist in building conceptual, practical and critical skills. This is achieved through the completion of tasks that require making visual design artworks, critical and historical interpretations and explanations of visual design. Content is organised in three broad areas: practice, conceptual framework and the frames.

Task No	Task Name	Description of Task	Weighting	Timing
1	Street Art	Applying a range of street art and design techniques to create an artwork which explores concepts reflected in contemporary society	25%	Term 1 Week 11
2	Case Study	Critical analysis and interpretation of practice, using the Conceptual Framework and The Frames	20%	Term 2 Week 3
3	Contemporary Jewellery Body of Work (BOW)	The production of a Body of Work exploring and creating modern jewellery products using specific design processes and techniques	25%	Term 3 Week 4
4	Photographic Folio	A collection of photographic artworks and designs including the use of digital manipulation processes and editing software	30%	Term 4 Week 4

## 2018 Assessment Schedule

### Year 10 - Term 1

Week	Tasks Due This Week	Monday	Tuesday	Wednesday	Thursday	Friday
1			<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
		29-1-18 Staff Return	30-1-18 Year 7 & 11 Commence	31-1-18 Year 8, 9 & 10 Commence		2-2-18
2		<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>
		5-2-18				9-2-18
3		<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	
		12-2-18				16-2-18 SJL Swimming Carnival
4		<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>
		19-2-18		Stage 5 Well Being Day (Students out of class all day)	Year 10 & 11 Meningococcal Immunisations	23-2-18
5		<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>
		26-2-18		Year 10 & 11 Commerce & Legal Studies Classes Excursion		2-3-18
6		<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
		5-3-18 <b>Task 1: Science</b> (Research & Planning)				9-3-18 <b>Task 1: Maths</b>
7		<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
		12-3-18	DIO Swimming Carnival			16-3-18
8	<b>Task 1: PDHPE</b> (Starting this week)  <b>Task 1: IT - Timber</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>
		19-3-18  <b>Task 1: Commerce</b>				23-3-18 Girls Rugby League
9		<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	
		26-3-18 <b>Task 1: Religion</b>  <b>Task 1: Geography</b>			Holy Week Liturgy Period 1	30-3-18  <b>Good Friday</b>
10	<b>Task 1: IT Metal</b>  <b>Task 1: PASS</b> (Starting this week)	<b>DAY 3</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	
		2-4-18 <b>Easter Monday</b>	<b>Task 1: Food Tech</b> (Preplanning)	<b>Task 2: PDHPE</b>	SJL Cross Country Carnival	6-4-18
11	<b>Task 1: Drama</b>  <b>Task 1: Music</b>  <b>Task 1: Visual Arts</b>  <b>Task 1: Visual Design</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 6</b>	
		9-4-18  <b>Task 1: English</b>  <b>Task 1: Science</b> (Experimental Report)			Term 1 Concludes for Students  Dio Touch Trials	13-4-18  Staff PD Day

## 2018 Assessment Schedule

### Year 10 - Term 2

Week	Tasks Due This Week	Monday	Tuesday	Wednesday	Thursday	Friday
1			<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
		30-4-18 Staff PD Day	Term 2 Commences for Students	Dio Football Trials  Parent / Student / Teacher Interviews Years 10 & 11: 4pm – 8pm		4-5-18
2	<b>Task 1: Food Tech</b> (Practical)  <b>Task 1: STEM</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
		7-5-18			Dio Cross Country	11-5-18  Under 14 & 16 All Schools Rugby League Gala Day
3	<b>Task 2: Drama</b>  <b>Task 1: Food Tech</b> (Practical)  <b>Task 1: IST</b>  <b>Task 2: Visual Design</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>
		14-5-18	NAPLAN	NAPLAN	NAPLAN	18-5-18
4	<b>Task 2: IT – Timber</b>  <b>Task 2: STEM</b>  <b>Task 2: Visual Arts</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>
		21-5-18			Dio Football Knockout -Seniors	25-5-18
5	<b>Task 2: Commerce</b>  <b>Task 2: IT – Engineering</b>  <b>Task 2: IT - Metal</b>  <b>Task 2: Music</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>
		28-5-18  <b>Task 2: Religion</b>				1-6-18
6	<b>Task 2: IST</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>
		4-6-18 Year 10 Exams  AM – Task 2: Maths  PM – Task 2: Geography	Year 10 Exams  AM – Task 2: English  PM – Task 2: Science	Year 10 Exams  AM – Task 2: Food Tech  PM – Task 1: IT - Engineering		8-6-18
7			<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
		11-6-18 <b>Queen's Birthday Public Holiday</b>				15-6-18
8		<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
		18-6-18			Dio Sounds	22-6-18
9		<b>DAY 3</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>
		25-6-18				29-6-18
10		<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 6</b>
		2-7-18		Year 10 Shakespeare Excursion		6-7-18 Term 2 Concludes

## 2018 Assessment Schedule

### Year 10 - Term 3

Week	Tasks Due This Week	Monday	Tuesday	Wednesday	Thursday	Friday
1			<b>DAY.4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>
		23-7-18 Staff PD Day	Term 3 Commences for students			27-7-18 Year 10 Snow Trip
2	<b>Task 2: PASS</b> (Starting this week)	<b>DAY 2</b>		<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>
		30-7-18 Year 10 Snow Trip	Parent / Student / Teacher Interviews Years 7 – 9: 1pm – 7pm (Pupil Free Day)	Aspire	Aspire  Dio Netball	3-8-18  Aspire  Netball Girls NSW Schools Cup
3		<b>DAY 1</b>	<b>DAY 2</b>		<b>DAY 4</b>	<b>DAY 5</b>
		6-8-18	<b>Task 3: Religion</b>	Mackillop Feast Day		10-8-18
4	<b>Task 3: Visual Design</b>		<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
		13-8-18 SJL Athletics Carnival	Netball NSW Schools Cup			17-8-18
5		<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>
		20-8-18	CCC Netball	DIO Athletics Carnival		24-8-18
6	<b>Task 3: Drama</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>
		27-8-18  Dio Basketball		<b>Task 4: Religion</b>		31.8.18
7		<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>
		3-9-18		<b>Task 3: Maths</b>		7-9-18
8	<b>Task 3: Commerce</b>  <b>Task 3: STEM</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>
		10-9-18 <b>Task 1: History</b>				14-9-18  Staff PD Day
9	<b>Task 3: PASS</b> (Starting this week)	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
		17-9-18  <b>Task 3 English</b>  <b>Task 3: Food Tech (Preplanning)</b>	<b>Task 3: Science</b>	<b>Task 3: PDHPE</b>		21-9-18
10	<b>Task 3: IT – Engineering</b>  <b>Task 3: Music</b>  <b>Task 3: Visual Arts</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
		24-9-18				28-9-18  Term 3 Concludes

## 2018 Assessment Schedule

### Year 10- Term 4

Week	Tasks Due This Week	Monday	Tuesday	Wednesday	Thursday	Friday
1		<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>
		15-10-18				19-10-18
2	<b>Task 3: Food Tech</b> (Practical)	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>
		22-10-18			Task 5: Religion	26-10-18
3	<b>Task 3: Food Tech</b> (Practical)  <b>Task 3: IT – Metal</b>  <b>Task 3: IST</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>
		29-10-18		Task 4: PDHPE (Dance Assessment)		2-11-18
4	<b>Task 4: Drama</b>  <b>Task 4: IT - Metal</b>  <b>Task 4: STEM</b>  <b>Task 4: Visual Arts</b>  <b>Task 4: Visual Design</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>
		5-11-18			Year 10 Exams  <div style="border: 1px dashed black; padding: 5px; width: fit-content;">AM – Task 4: English  PM – Task 4: Science</div>	9-11-18  Year 10 Exams  <div style="border: 1px dashed black; padding: 5px; width: fit-content;">AM – Task 4: Maths  PM – Task 4: History</div>
5	<b>Task 4: IT- Timber</b>  <b>Task 4: IST</b>  <b>Task 4: Music</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
		12-11-18  Year 10 Exams  <div style="border: 1px dashed black; padding: 5px; width: fit-content;">AM – Task 4: Food Tech  PM – Task 3: IT - Timber</div>	Year 10 Exams  <div style="border: 1px dashed black; padding: 5px; width: fit-content;">AM – Task 4: Commerce &amp; IT - Engineering  PM – Task 4: PASS</div>			16-11-18
6		<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
		19-11-18				23-11-18
7		<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>
		26-11-18				30-11-18
8		<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>
		3-12-18				7-12-18
9		<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>
		10-12-18				14-12-18
10		<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>
		17-12-18  Parent / Student / Teacher Interviews (Pupil Free Day)	Staff PD Day	Staff PD Day		21-12-18