

# **St Patrick's College Sutherland**



## **Year 10 Assessment Handbook 2017**

**Issued February 2017**

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## **PART A: ASSESSMENT AND REPORTING 2016**

### **1. ASSESSMENT**

#### **(a) Year 10 Course Grades, A-E**

Students' achievements in each course will be described by way of a grade A-E. These grades will be related to clearly defined standards. To assist teachers to allocate grades to their students, samples of student work will be provided by the Board of Studies Teaching & Educational Standards (BOSTES) to illustrate the quality of work typically produced by students who achieve each grade.

#### **(b) Grades and Performance Descriptors**

BOSTES has developed a set of General Performance Descriptors that describe the five levels of achievement A-E. The table on page 6 includes these performance descriptors for each of the grades.

For each course, a set of specific Course Performance Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a statement about achievement related to the knowledge and skills of the relevant course. Specific course performance descriptors are set out in detail in the relevant course syllabus document.

Throughout the course, teachers will collect evidence of a student's achievement by way of the existing assessment program. Profiles of student achievement will be developed based on on-going teacher observation as well as the more formal assessment tasks set out in Part C of this handbook. Towards the end of the course schools will allocate a grade to each student by way of matching achievements to the Course Performance Descriptor which best describes the student's overall performance. These grades will appear on the student's Record of School Achievement (RoSA) issued by BOSTES upon the student leaving school.

#### **(c) Grades and Performance Descriptors in Mathematics**

In Mathematics, grades have been further differentiated into nine levels as follows:

A10, A9, B8, B7, C6, C5, D4, D3, E2

There is one course in Mathematics but within it there are three Pathways (5.1, 5.2 and 5.3).

Pathway 5.3 contains certain knowledge and skills that is of a more complex and higher order than 5.2 or 5.1. Thus, only those students undertaking Pathway 5.3 could expect to gain an A10 or A9. Further details about grade allocations in Mathematics can be obtained from the Mathematics Co-ordinator. The table on page 6 provides a summary of the descriptors and corresponding grades in Mathematics.

## 2. REPORTING

Year 10 students will receive:

### (a) **Board of Studies Teaching & Educational Standards (BOSTES)**

At the completion of Year 10, BOSTES will make available to each school leaving student the newly credentialed **NSW Record of School Achievement (RoSA)**.

This credential will be inclusive of a cumulative record of all courses completed indicating a grade A-E for each. Mandatory General Experience courses such as Personal Development, Health and Physical Education will also be listed but shown as either Satisfactory (S), or as being not completed (N). Mathematics will indicate a grade A10-E2.

### (b) **School Reports**

A formal School Report at the end of both Semesters (Half-Yearly & Yearly) that will include:

- information about what topics have been studied, the areas for assessment (objectives, outcomes, etc), the level of achievement in each area (there will be five levels ranging from Elementary to Extensive), and the subject teacher's and pastoral care teacher's comments.
- as well, there will be a bar-graph indicating relative overall performance within each course, a grade and a personal profile.

**BOSTES GENERAL PERFORMANCE DESCRIPTORS**

<b>GRADE</b>	<b>GENERAL PERFORMANCE DESCRIPTOR</b>
<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
<b>N</b>	<p>Where an A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements in:</p> <ul style="list-style-type: none"> <li>a) attendance – meeting the required number of hours</li> <li>b) participation in the required learning experiences and assessment tasks</li> <li>c) effort and achievement</li> <li>d) achievement of at least some of the course outcomes.</li> </ul> <p>Where 'N' appears in place of an A to E grade, it indicates that the student has failed to meet one or more of the above requirements.</p>

**BOSTES COURSE PERFORMANCE DESCRIPTORS  
MATHEMATICS**

GRADE	PERFORMANCE DESCRIPTOR
A10	A student performing at this grade consistently selects efficient strategies and uses them accurately to solve unfamiliar multi-step problems; uses and interprets formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.
A9	A student performing at this grade selects and uses efficient strategies to solve unfamiliar multi-step problems; uses formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting mathematical arguments and formal proofs.
B8	A student performing at this grade selects and uses appropriate strategies to solve familiar and some unfamiliar multi-step problems, uses formal definitions when explaining solutions; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.
B7	A student performing at this grade selects and uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language and notations in written, oral and/or graphical form; uses appropriate mathematical arguments to reach and justify conclusions; often requires guidance to determine the most efficient methods.
C6	A student performing at this grade uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language, notations and diagrams; uses some appropriate mathematical arguments to reach and justify conclusions.
C5	A student performing at this grade uses appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; explains mathematical ideas using mathematical language, notations and diagrams; uses some mathematical arguments to reach conclusions.
D4	A student performing at this grade selects and uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language, notations and diagrams; explains and verifies simple mathematical relationships.
D3	A student performing at this grade uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language; may identify the strength/weakness of a particular strategy.
E2	A student performing at this grade uses, with guidance, standard procedures to solve simple familiar problems; identifies simple mathematical relationships.
N	<p>Where an A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements in:</p> <ul style="list-style-type: none"> <li>a) attendance – meeting the required number of hours</li> <li>b) participation in the required learning experiences and assessment tasks</li> <li>c) effort and achievement</li> <li>d) achievement of at least some of the course outcomes.</li> </ul> <p>Where 'N' appears in place of an A to E grade, it indicates that the student has failed to meet one or more of the above requirements.</p>

## PART B: SCHOOL ASSESSMENT PROCEDURES AT ST PATRICK'S COLLEGE, SUTHERLAND

### THE SCHEDULE OF TASKS AND ASSESSMENT CALENDARS

- The Schedule of Tasks for each course contains basic information about the number, timing, nature and percentage weighting for each formal assessment task. It also indicates syllabus outcomes and components to be assessed.
- The Schedule of Tasks for each course is set out in **PART C** of this handbook.
- The supplement supplied with this handbook is the Year 10 2017 Assessment Calendar. This document contains a detailed calendar of all 'due' and 'set' dates for the year. 'Due' means the task was issued two weeks before the due date and was to be completed by the date indicated. 'Set' means that the task will be sat and completed at school on the day. This Calendar is also placed on the [College website](#).

### PRIOR WARNING OF TASKS

- The student's class teacher will provide specific detail, in writing, about each assessment task. In general, students can expect two calendar weeks notice of an assessment task. However, should the original due or set date need to be altered, five **school days** would be the minimum required notice. (Shorter notice must be the result of negotiation between the relevant Studies Coordinator and the students.)
- Students will be consulted and notified in writing of any necessary variation in assessment task dates.

### COMPLETION OF ASSESSMENT TASKS

- **Minimum Requirements**

Students are expected to attempt **all** assessment tasks set and **apply themselves with diligence and sustained effort** to the set tasks and experiences provided in the course by the College.

- **'N' Determination (Non-Completion)**

If it appears that a student is at risk of not meeting the minimum school assessment requirements in any course, a warning must be given.

The Principal will advise the student in writing in time for the problem to be corrected and alert the student to the possible consequences of an 'N' Determination in the particular

course, or courses. The student's parent, or guardian, will also be advised and a written acknowledgement of receipt of the warning is required. If the problem is not corrected, the Principal is required to issue only one further follow-up warning letter.

If an 'N' Determination has to be given, this will disqualify the student from the course and may in turn disqualify him or her from receiving a RoSA.

## **DISTRIBUTION AND RETURN OF COMPLETED ASSESSMENT TASKS**

- Students will be provided with a digital copy (pdf) of each assessment task notification at least two weeks prior to the scheduled date of the task. This digital copy will be forwarded by email to all students within the course and no acknowledgement of receipt is required. **Students are required to check their College email on a daily basis.** Teachers will speak to their classes regarding the task during the scheduled lesson (on the day of distribution) to discuss and clarify all aspects of the task.
- Unless otherwise directed, students will be required to return completed assessment tasks to the class teacher during normal class time on the set date, or due date and must sign an official subject register as proof of submission. Due tasks are always due at the commencement of the lesson unless stated otherwise on the notification. **Tasks that are submitted after the commencement of the lesson will most likely result with a zero notification being awarded.**
- Tasks will be returned to students two weeks from the date of submission.

## **Use of Assessment Task Box (ATB)**

- Students are not permitted to hand tasks to teachers other than the particular class teacher who set the task, nor are they allowed to ask another teacher to place a completed task in the relevant teacher's pigeonhole. Students must hand-up assessment tasks personally to their teacher or, if directed, use the Assessment Task Box (ATB).
- In the event of a due date **not** being a day when the student has a class in that subject, the teacher will provide instructions about the submission of such tasks. This may involve use of the ATB. If the completed assessment task is to be placed in the Assessment Task Box, students will have until 3.10p.m. on the due date to leave their completed Task in the ATB.
- The ATB is located in the Central Office, Administration Block, Nagle Campus.
- When using the ATB students must:
  - (a) present their Task to the office staff for official stamping and dating, and
  - (b) complete required details and sign the ATB register.

Failure to complete (a) and (b) may result in a Task as being deemed '*late*'.

**Late submission:** Should an Assessment Task not be submitted on time and there was no absence and/or acceptable supporting documentation provided to explain the lateness, zero notification procedures will be applied. Decisions as to any other penalty or

requirements will be at the discretion of the Director of Studies in consultation with the relevant Studies Coordinator.

In summary, all documentation and issues regarding assessment tasks in the first instance must be taken up with the relevant Studies Coordinator.

## **Illness/Misadventure**

Students may lodge an illness/misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their performance.

The right to submit an illness/misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

It is important that students submit the assessment task or attend the examination/performance where possible, even in the case of illness/misadventure. The College will not uphold an illness/misadventure application if the reason for the absence is not considered to be sufficiently serious. If students do not submit the assessment task and/or complete the examination or performance and the application is not upheld they will receive a zero mark and an N notification warning letter. In most instances, parents will receive prior notification that an N-warning letter has been generated.

The College does not, however, expect students to complete an assessment task against specific documented medical advice. Where students are in doubt they are advised to contact the Director of Studies.

As assessment marks are intended to be a measure of a student's actual performance, applications must relate to illness or misadventure suffered immediately before or during the assessment task that has affected the student's performance. Applications may be in respect of:

- a) **illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in an assessment task (eg, an asthma attack, a cut hand)
- b) **misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in an assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

The illness/misadventure 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 BOSTES has already granted disability provisions, unless an unforeseen episode occurs during the assessment task.
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered an exacerbation of the condition immediately before or during the assessment task.

- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

### **Lodging an illness/misadventure application**

If a student is unable to attend school on the day of an assessment task, or submit a particular task on or by the set date of that task for reasons of illness or misadventure, the following procedures must be followed:

**1. The relevant Studies Coordinator, must be notified on, or before, the morning of the task or task due-by date** (please see College Diary for Coordinator names). If the absence is foreseeable, the notification should be made before the day of the task. The Studies Coordinator can be notified by phone or email and contacted at school from 8.30am. If for some reason the Studies Coordinator is unable to speak with the student or parent, a message may be left on the Director of Studies telephone message bank (9542 9026).

If illness or misadventure occurs before an examination or in class assessment and you are still able to attend, you must notify the teacher-in-charge of the examination/assessment task when entering the room, **before the commencement of the task.**

**2. In all cases of absence involving illness or misadventure, the student must complete and submit the College “Student Illness/Misadventure Form” available on the College website via: <http://www.stpatscoll.nsw.edu.au/>**

A student must lodge any illness/misadventure application (completed illness /misadventure application form and all supporting evidence, eg medical certificate) for assessment tasks with the relevant Studies Coordinator by 8.45am on the day you return to school. Applications submitted after this time will be considered only in exceptional cases.

In all cases the College requires evidence that clearly identifies the disadvantage experienced during the time the student was attempting to complete the examination, performance or submission. Written evidence from a relevant independent expert, such as an independent doctor, health professional or a police officer, must be provided with your application. Other acceptable relevant and independent documentation include funeral notices and statutory declarations. Letters from family members or friends are rarely acceptable.

This documentation must be dated at the time of the assessment task and should:

- i) specify the date/s during which your illness or misadventure has occurred, and
- ii) describe the nature and effects of your illness and its implications for your assessment task presentation. Note that a medical certificate that merely states that you were unfit for study/work is not acceptable.

Any application which does not include such details may result in a zero determination.

**3. On the first day the student returns to the College, the student is to report to the Studies Coordinator before 8.45am to complete the task in period 1 in most instances.** Failure to report immediately on the first day of return may result in a zero determination.

In the majority of cases, when a student has been absent on the day of a set task due to illness or misadventure, he or she will be required to sit the task so long as the equity, reliability and integrity of the task can be assured. Should the integrity of the task be a concern, students should be prepared to sit a substitute task.

#### **4. Determination of illness/misadventure**

The Director of Studies, along with the Studies Coordinator, will resolve illness/misadventure applications. The student, their parent/s, teacher and Studies Co-ordinator will be informed in writing of the outcome of the application.

For applications that are upheld the student will be awarded their assessment mark. If a student believes their mark is inconsistent with their usual performance, they have the right of appeal.

If their application is upheld and the student is unable to complete the task, he/she will be awarded an estimate mark. The estimate will be validated at the completion of the course. This estimate will be based on all other assessment tasks in the assessment schedule that were completed prior to the task in question. An estimate will only be given if a substitute task is not feasible, or where conditions of the missed task are too difficult to duplicate to ensure equity, reliability and validity.

For illness/misadventure applications that are not upheld the student will be awarded their assessment mark.

A student requesting an extension of time in submitting a task are to complete an illness/misadventure form at least three school days prior to the submission date.

**5. In the case of a student requiring Special Leave:** Special Leave is leave of absence granted to a student who will be absent from school for more than three school days in order to attend holidays with family outside of normal school holiday time, or who may have non-school sporting or other commitments requiring extended absence. Such students must **apply in writing at least two weeks in advance** to the School Principal for permission to be absent from school. A *Certificate for Exemption from Attendance at School* form must be obtained from the Assistant Principal. The completed application must be first presented to the relevant Studies Coordinators, then to the Assistant Principal for perusal and finally approved by the Principal, before the student takes leave. Decisions about any missed tasks during the time of Special Leave will be at the discretion of the relevant Studies Co-ordinator under the guidance of the Director of Studies.

#### **6. On-Going illness or Misadventure**

- Concerns related to ongoing illness or misadventure should be documented and the appropriate school personnel notified in order for appropriate decisions and actions to be taken.
- However, the College is generally not able to compensate students who have extended illness, misadventure or domestic problems that may affect performance throughout the course. There are strict Board of Studies, Teaching and Educational Standards (**BOSTES**) guidelines on such matters. Students or parents should seek the advice of the Director of Studies.

## LATE ARRIVAL TO SCHOOL ON THE DAY OF A TASK

If a student does not arrive by 8.45am on the day of an assessment task and there has been no prior contact by phone or relevant documentation provided to explain the lateness, a zero notification for that task will be issued.

Late arrival on the day of a task, unless satisfactorily explained, will be considered as taking unfair advantage.

## MALPRACTICE AND PLAGIARISM

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- Copying someone else's work in part or 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 research, practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules – see *College Examination Rules and Procedures*
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Being in possession of a mobile phone or non-approved electronic device (on or off) during a formal exam block
- Presenting frivolous or offensive material in an assessment task (non-serious attempt)

All work submitted that is part of an assessment task must be completed solely by the student (or in the case of group work, strictly according to the class teacher's directions see **GROUP WORK** on the following page).

In cases where an Assessment Task is completed either entirely, or partially, beyond College supervision (e.g. a take-home task), students may be requested to present written documentation that clearly states that the work presented is the student's original work. In the case of some Research Tasks, Major Work or Projects, a student log may be required by the teacher and must be presented upon request.

If serious doubt arises regarding the authenticity and originality of work submitted, or there is evidence of plagiarism or cheating, a zero determination will result.

Below are some instances of malpractice and if substantiated the following penalties will be applied:

- (a) Research Tasks (see above) - zero marks for the section or sections affected, or a zero determination for the entire Task.
- (b) Cheating in examinations - zero determination for part or all of the paper.
- (c) Mobile phone or non-approved electronic device on person in formal examination – zero determination.
- (d) Should it be determined that another student willingly assisted in cheating, copying, or plagiarism (including electronic data available via the internet or work from private tutors), then that student will also be awarded a zero determination.
- (e) the passing on of assessment tasks or components of tasks from one student to another through digital form (eg. email) or in hard copy, is considered as assisting in cheating. Students involved in this practice will also be awarded a zero determination.
- (f) **Completing or preparing for tasks during other normal lessons**, (other than official Study Periods) on the set date, or due date - zero determination for that Task.
- (g) Truanteing from a lesson, in part or whole, in order to prepare for a task to be sat, or to complete a task due to be handed up later that day - zero determination for that task.

## **GROUP WORK**

If a particular task involves a student working in a group, the expectations of the class teacher will be made clear relating to what is expected of each individual within the group as distinct from what is expected of the group as a whole. Unless stated otherwise, each student will be required to submit his or her own separate assessment task.

## **FAILURE OF HOME COMPUTER SOFTWARE / HARDWARE, OR THE SCHOOL COMPUTER SYSTEM**

- The School **does not accept responsibility** for the lateness of completion of assessment tasks due to the failure of any computer software or hardware.
- When using computers for assessment task completion students must ensure that work is **regularly saved to another storage device**, not just the computer hard drive.
- USBs may also be used for the saving of work files but these need to be both home and school compatible and used properly. Opening and working directly in a USB file, rather than first transferring it to the computer desktop and working from there, can cause the USB to fail.
- Home printers must be kept in good order; ink and paper supply maintained.

- In rare cases, if an unexpected computer failure does occur, in order to prove the case, a student must be able to present both a saved to disk or printed draft hard copy of the work completed at the time, as well as an explanatory note from their parents or guardian. Note: **The saved file must not be opened after the due date/time in order for it to be considered as evidence.**
- Students must not take for granted that on the day of a due task a completed assessment task can be brought to school and printed off at some time on the due day using school facilities. The school system could be experiencing difficulties that day, or system maintenance or repair being undertaken.
- Ideally all assessment task computer work and final print-out should be done at home, and ready for handing 24 hours in advance of the due date.
- All tasks are to be submitted in hard copy, unless the task specifications clearly state that a digital copy is required.

## ZERO NOTIFICATIONS

- Where a student fails to comply with any of the above procedures a **zero notification letter** will be sent to the parent or legal guardian. The letter will give notification that failure to comply with the College's Assessment Policy procedures has resulted in a zero mark for that task.
- Zero Notification Letters include a tear-off Return Slip. This must be immediately returned to the relevant Studies Co-ordinator acknowledging receipt of the notification.

## APPEALS

Should a student wish to appeal the outcome of a task for circumstances outside of the illness / misadventure process, he or she has the right to seek consideration to the College Appeals Committee via the Director of Studies. These circumstances may include appealing a zero notification or situations whereby performance by the student in the task was adversely affected. The Assessment Appeals Committee will be comprised of the Assistant Principal, the Director of Studies, the relevant Studies Coordinator and the Year 10 Pastoral Coordinator.

In order to make an appeal, the student is required to follow the process outlined below. A support letter from parents, as well as any other documentation, may be attached.

### Appeals against Zero or N-Warnings

The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results. If a student has a zero determination or an n-warning made against them, he or she has the right of appeal.

- Step 1      Lodge appeal with the Director of Studies
- Must be lodged within 3 school days of receiving the zero or n-warning notice.
  - See the Director of Studies for the appropriate paperwork.
- Step 2      Appeal submitted to the College Appeals Committee
- This committee will consider the procedures surrounding the determination and evaluate them against the College's Assessment Policy and the requirements of BOSTES.
  - This committee is made up of the Director of Studies, relevant Studies Coordinator, relevant Pastoral Coordinator and the Assistant Principal.
- Step 3      Director of Studies advises student and their parents to meet with Principal if not satisfied with the outcome of the appeal.
- Step 4      Student may lodge an appeal with BOSTES
- Failure at the Step 2 procedure may lead a student to appeal to BOSTES, in which case the student must see the Director of Studies for details of the procedure to be followed.

### **Appeals against marks**

- Step 1      If a student is not satisfied with their mark they need to discuss this with the teacher who marked the task.
- Step 2      If the student is still not satisfied with their mark they can lodge an appeal by submitting a College Assessment Task Appeal to the Director of Studies. This must occur within two days of the task being returned.
- Step 3      Remarking of the task - the task may be remarked by a different teacher or reviewed by the teacher who initially marked the task.
- Marks may change at this stage or further clarification of why marks were not awarded may occur.
  - Remarking of a task has the potential for a task to be revised up or down.
- Step 4      The remarked task is returned to the student and the revised mark will stand.

### **SPECIAL NEEDS STUDENTS**

- Any Special Needs student undertaking Year 10 will have their Assessment Schedule and/or Assessment Tasks modified where permitted.
- Where appropriate modifications to the schedule and/or tasks will be done under the guidance and according to the recommendations of the student's Special Needs teacher.
- Special Needs students and/or their parents should contact the Special Needs teacher, or the Director of Studies, should they have an issue with any assessment task or related matter.

## **DISABILITY PROVISIONS**

- Disability Provisions for the completion of some formal assessment tasks and/or examinations are available to students who are determined by the BOSTES to have met set eligibility requirements.
- Principals have the authority to decide on and to implement approved disability provisions for school-based assessment tasks including examinations where the Colleges' resources are able to provide such provisions.
- Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of the student's functioning in an examination situation. Provisions may include braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, exam supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

## **ASSESSMENT TASK CALENDAR OF SPECIFIC DATES**

A calendar of all formal assessment tasks is provided as a supplement to this handbook. It will also be available on the College website. Students should consult this Calendar regularly and enter details in their College Diary. Such things as part-time work commitments, family events and other out-of-school activities should be planned in such a way as to not affect College Assessment requirements.

## **EXAMINATION RULES and PROCEDURES Years 7-12**

1. Students must wear full school uniform during examinations. A student who attends an examination out of correct school uniform will NOT be allowed to sit for that exam and will be sent home by the Year Co-ordinator.
2. Students are required to line up in designated area before the examination begins.
3. Students who are not able to attend an examination through illness or misadventure are to ring the school office and leave a message for their Year Coordinator.
4. A student who arrives late for examination will not receive extra time beyond the scheduled finishing time.
5. A student who arrives more than one hour late will not be allowed to complete the exam.
6. All bags are to be left outside the examination room, unless otherwise informed.
7. NO MOBILE PHONES are permitted in the examination room.
8. Students are to sit in the allocated place in the examination room.
9. Students MUST write in blue or black biro.
10. Students are NOT permitted to talk or engage in distracting behaviour in the examination room. No communication of any type is permitted in the examination room.

11. Students are not to start writing until they are told to do so and must stop writing immediately when told to do so.
12. Students are to write their name on every booklet.
13. Students are to attempt all required questions on the exam. Failure to do this could be deemed to be a NON GENUINE attempt at the examination.
14. Students will stay for the full time for each examination.
15. Students are not permitted to borrow anything from another student during the examination.
16. Students are not to bring any food or drink into the examination room unless they are approved provisions.

**RELIGIOUS EDUCATION  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	DATE Term 1 Week 6	DATE Term 2 Week 4	DATE Term 3 Week 4	DATE Exam Block
<b>Title of Task</b>	Persuasive Text	Research	Extended Response & Investigation and Research	Stimulus Response & Examination
<b>Outcomes being Assessed</b>	B10K B10S	C10K C10S	A10K A10S	D10K D10S E10K
<b>BOSTES Percentage Weighting</b>	20%	25%	25%	30%

**ENGLISH  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	DATE Term 1 Week 8	DATE Term 2 Week 4	DATE Term 3 Week 9	DATE Exam Block
<b>Title of Task</b>	Responding and Composing	Responding and Composing	Responding and Composing	Responding and Composing
<b>Outcomes being Assessed</b>	1A, 3B, 8D	2A, 7D, 5C, 6C	3B, 4B	8D, 9E, 1A
<b>BOSTES Percentage Weighting</b>	20%	20%	30%	30%

**MATHEMATICS 5.1  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	DATE Term 1 Week 7	DATE Term 2 Week 5	DATE Term 3 Week 6	DATE Term 4 Week 5
<b>Title of Task</b>	Examination	Half-Yearly Test	Examination	Yearly Examination
<b>Outcomes being Assessed</b>	MA5.1-4NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	MA5.1-4NA, MA4-16MG, MA5.1-10MG, MA4-21SP, MA5.1-13SP, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	MA4-13MG, MA4-14MG, MA5.1-8MG, MA5.1-9MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	MA5.1-6NA, MA5.1-7NA, MA4-20SP, MA5.1-12SP + previous outcomes are assessable
<b>BOSTES Percentage Weighting</b>	20%	30%	20%	30%

**MATHEMATICS 5.2  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	DATE Term 1 Week 7	DATE Term 2 Week 5	DATE Term 3 Week 6	DATE Term 4 Week 5
<b>Title of Task</b>	Examination	Half-Yearly Test	Examination	Yearly Examination
<b>Outcomes being Assessed</b>	MA5.1-4NA, MA5.2-4NA, MA5.2-12MG, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-6NA, MA5.1-10MG, MA5.2-13MG, MA5.2-12MG, MA5.2-4NA, MA5.1-4NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-15SP, MA5.2-16SP MA5.1-13SP, MA5.2-17SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-9NA, MA5.2-10NA, MA5.2-6NA + any outcomes are assessable
<b>BOSTES Percentage Weighting</b>	20%	30%	20%	30%

**MATHEMATICS 5.3  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	DATE Term 1 Week 7	DATE Term 2 Week 5	DATE Term 3 Week 6	DATE Term 4 Week 5
<b>Title of Task</b>	Examination	Half-Yearly Test	Examination	Yearly Examination
<b>Outcomes being Assessed</b>	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-6NA, MA5.1-9MG	MA5.3-13MG, MA5.3- 14MG, MA5.3-8NA, MA5.3- 6NA, MA5.1-9MG	MA5.3-15MG, MA5.3-5NA, MA5.3-7NA	MA5.3-9NA, MA5.3-18SP, MA5.3-19SP + all previous outcomes are assessable
<b>BOSTES Percentage Weighting</b>	20%	30%	20%	30%

**SCIENCE  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	DATE Term 1 Week 8	DATE Term 2 Exam Block	DATE Term 3 Week 6	DATE Exam Block
<b>Title of Task</b>	Student Research Project	Half-Yearly Test	Research/Practical Task	Yearly Test
<b>Outcomes being Assessed</b>	SC5:4WS-9WS	SC5: 7WS-9WS, 10PW, 13ES, 14LW, 17CW	6WS-9WS	All outcomes may be assessed
<b>BOSTES Percentage Weighting</b>	20%	25%	20%	35%

**COMMERCE  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>COMMERCE YEAR 10 ASSESSMENT SCHEDULE 2017</b>				
<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	DATE Term 1 Week 7	DATE Term 2 Week 5	DATE Term 3 Week 5	DATE Term 4 Exam Block
<b>Title of Task</b>	Task 1	Half-Yearly Test	Task 3	Yearly Test
<b>Outcomes being Assessed</b>	5.1, 5.2, 5.3, 5.7, 5.8	5.1, 5.2, 5.3, 5.4, 5.8	5.1, 5.2, 5.5, 5.7, 5.8	5.1, 5.2, 5.4, 5.5, 5.8
<b>BOSTES Percentage Weighting</b>	20%	25%	25%	30%

**DANCE  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	DATE Term 1, Week 8	DATE Term 2, Week 4	DATE Term 3, Week 5	DATE Term 4 Exam Block
<b>Title of Task</b>	Modern Dance	Dance Analysis	Dance Composition	Dance Performance
<b>Outcomes being Assessed</b>	5.1.1, 5.1.2, 5.1.3, 5.3.1	5.3.1, 5.3.2	5.2.1, 5.2.2, 5.3.1	5.1.1, 5.1.2, 5.1.3
<b>BOSTES Percentage Weighting</b>	25%	20%	25%	30%

**DRAMA  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	DATE Term 1, Week 9	DATE Term 2 Week 9	DATE Term 3 Week 10	DATE Term 4 Week 8
<b>Title of Task</b>	Elements of Drama	Playbuilding	Theatrical Traditions	Political Theatre Monologue
<b>Outcomes being Assessed</b>	5.1.2, 5.2.3, 5.1.4, 5.2.1, 5.3.1, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.3	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.2, 5.3.3	5.1.3, 5.1.4, 5.2.1
<b>BOSTES Percentage Weighting</b>	25%	25%	25%	25%

**FOOD TECHNOLOGY  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE Week / Term</b>	<b>DATE</b> Term 1 Weeks 7 & 8	<b>DATE</b> EXAM BLOCK Term 2 Weeks 5 & 6	<b>DATE</b> Term 3 Weeks 5 & 6	<b>DATE</b> EXAM BLOCK Term 4, Weeks 5 & 6
<b>Title of Task</b>	Assignment: Trendy Foods Theory & Practical	Half-Yearly Exam	Assignment: Food Product Development Theory & Practical	Yearly Exam
<b>Outcomes being Assessed</b>	Theory: 5.3.1, 5.4.1, 5.6.2 Practical: 5.1.1, 5.5.1, 5.5.2	5.3.1, 5.3.2, 5.6.2	Theory: 5.2.3, 5.4.2, 5.6.1 Practical: 5.1.2, 5.5.1	5.2.1, 5.2.2, 5.3.1, 5.6.2
<b>BOSTES Percentage Weighting</b>	10% Theory 10% Practical	20%	20% Theory 10% Practical	30%

**GEOGRAPHY  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1A</b>	<b>TASK 2A</b>	<b>TASK 1B</b>	<b>TASK 2B</b>
<b>DATE DUE</b>	DATE Term 1 Week 10	DATE Term 2 Week 5	DATE Term 3 Week 10	DATE Term 4 Week 5
<b>Title of Task</b>	Field Trip	Test	Field Trip Task	Test
<b>Outcomes being Assessed</b>	5.1, 5.2, 5.3, 5.6, 5.7, 5.10	5.4, 5.7, 5.9	5.1, 5.2, 5.3, 5.6, 5.7, 5.10	5.4, 5.7, 5.9,
<b>BOSTES Percentage Weighting</b>	50%	50%	50%	50%

\* Semesterised course

**GRAPHICS TECHNOLOGY  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE Week / Term</b>	<b>DATE ONGOING SEM 1</b>	<b>DATE ONGOING SEM 2</b>	<b>DATE Term 3, Week 9</b>	<b>DATE Term 4, Week 4</b>
<b>Title of Task</b>	ONGOING In-Class Drawings	ONGOING In-Class Drawings	Yearly Exam	Assignment 1
<b>Outcomes being Assessed</b>	Cabinet and Furniture Drawing and Part of Engineering Drawing  5.1.1	Engineering Drawing and Architectural Drawing  5.1.1, 5.4.1	Cabinet Drawing, Engineering Drawing, Architectural Drawing and WHS, Impacts.  5.3.1, 5.6.2	Architectural Drawing  5.1.2, 5.2.1, 5.2.2, 5.3.2
<b>Reporting</b>	Half Yearly	Yearly		
<b>BOS Percentage Weighting</b>	25%	35%	20%	20%
	100%			

**HISTORY - Elective  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	DATE Term 1 Week 8	DATE Term 2 Week 5	DATE Term 3 Week 8	DATE Term 4 Week 5
<b>Title of Task</b>	Knowledge / Inquiry/ Communication	Knowledge / Inquiry Communication	Knowledge / Inquiry/ Communication	Knowledge / Inquiry/ Communication
<b>Outcomes Being Assessed</b>	E5.1, E5.3, E5.4, E5.6, E5.8	E5.1, E5.2, E5.3, E5.4, E5.6, E5.7, E5.9	E5.2, E5.4, E5.6, E5.7, E5.9	E5.3, E5.4, E5.5, E5.6, E5.9
<b>BOSTES Percentage Weighting</b>	25%	20%	25%	30%

**HISTORY - Mandatory  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>HISTORY - Mandatory YEAR 10 ASSESSMENT SCHEDULE 2017</b>				
<b>TASK</b>	<b>TASK 1A</b>	<b>TASK 2A</b>	<b>TASK 1B</b>	<b>TASK 2B</b>
<b>DATE DUE</b>	DATE Term 1 Week 9	DATE Term 2 Week 5	DATE Term 3 Week 9	DATE Term 4 Week 5
<b>Title of Task</b>	Research Task	Test	Research Task	Test
<b>Outcomes being Assessed</b>	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	All outcomes may be assessed	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	All outcomes may be assessed
<b>BOSTES Percentage Weighting</b>	50%	50%	50%	50%

\* Semesterised course

**INDUSTRIAL TECHNOLOGY: ENGINEERING  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE Week / Term</b>	<b>DATE</b> Term 1, Week 8	<b>DATE</b> Term 2, Weeks 5 & 6 EXAM BLOCK	<b>DATE</b> Term 3, Week 7	<b>DATE</b> Term 4, Weeks 5 & 6 EXAM BLOCK
<b>Title of Task</b>	Alternative Energy Project and Report	Half-Yearly Exam	Control Systems Project and Report	Yearly Exam
<b>Outcomes being Assessed</b>	5.1.1, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.7.1	5.1.2, 5.3.1, 5.5.1, 5.7.2, 5.6.1	5.1.1, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.7.1	5.1.2, 5.3.1, 5.5.1, 5.7.2
<b>BOSTES Percentage Weighting</b>	20%	20%	30%	30%

**INDUSTRIAL TECHNOLOGY: MULTIMEDIA  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE Week / Term</b>	<b>DATE</b> Term 1, Week 7	<b>DATE</b> Term 2, Week 3	<b>DATE</b> Term 3, Week 9	<b>DATE</b> EXAM BLOCK
<b>Title of Task</b>	Flash Animation	Industry Study & Web Design	Major Design Project	Yearly Exam
<b>Outcomes being Assessed</b>	5.2.1, 5.2.2, 5.4.2	5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.6.1, 5.7.1, 5.7.2	5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.4.1, 5.6.1	5.1.1, 5.3.2, 5.5.1, 5.7.2
<b>BOSTES Percentage Weighting</b>	15%	25%	45%	15%

**INDUSTRIAL TECHNOLOGY: TIMBER  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	DATE Term 2, Week 2	DATE Term 2, Week 9	DATE Term 3, Week 9	DATE Term 3, Week 10
<b>TITLE OF TASK</b>	Project Design and Progress	Research Assignment	Yearly Exam	Major Project
<b>OUTCOMES BEING ASSESSED</b>	5.2.2 5.4.1 5.3.2	5.7.1 5.7.2	5.1.1 5.2.2	5.2.1 5.2.2 5.3.2 5.6.1
<b>BOSTES Percentage Weighting</b>	20%	20%	20%	40%

**INFORMATION AND SOFTWARE TECHNOLOGY  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE Week / Term</b>	<b>DATE</b> Term 1, Week 9	<b>DATE</b> EXAM BLOCK	<b>DATE</b> Term 3, Week 10	<b>DATE</b> EXAM BLOCK
<b>Title of Task</b>	Computer Application	Half-Yearly Exam	Expert System Project	Yearly Exam
<b>Outcomes being Assessed</b>	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.2, 5.5.3	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.2	All outcomes may be assessed
<b>BOSTES Percentage Weighting</b>	15%	25%	25%	35%

**ITALIAN  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>
<b>DATE DUE</b>	DATE Term 1 Week 6	DATE Exam Block	DATE Term 3 Week 7	DATE Term 4 Week 2	DATE Exam Block
<b>Title of Task</b>	Speaking in Italian	Half Yearly Exam Reading 10% Writing 5% Listening 5% Speaking 5%	Listening and Responding	Reading and Responding  Writing in Italian Reading 10% Writing 5%	Yearly Exam Reading 15% Writing 5% Listening 15% Speaking 10%
<b>Outcomes being Assessed</b>	5.UL.3, 5.MLC.2, 5.MBC.2	5UL.1, 5UL.2, 5.UL.3, 5.UL.4, 5.MLC.2	5.UL.1	5.UL.2, 5.UL.4, 5.MLC.2	5.UL.1, 5.UL.2, 5.UL.3, 5.UL.4, 5.MLC.2
<b>BOSTES Percentage Weighting</b>	5%	25%	10%	15%	45%

**MUSIC  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>	<b>TASK 6</b>
<b>DATE DUE</b>	Term 1, Week 9	Term 2, Week 4	Term 3 Exam Block	Term 2, Week 10	Term 3, Week 9	Term 4 Exam Block
<b>Title of Task</b>	Composition	Performance	Half Yearly Exam	Composition	Performance	Yearly Exam
<b>Outcomes Being Assessed</b>	5.4, 5.5, 5.6	5.1, 5.2, 5.3	5.7, 5.8, 5.9	5.4, 5.5, 5.6	5.1, 5.2, 5.3	5.7, 5.8, 5.9
<b>BOSTES Percentage Weighting</b>	20%	15%	15%	15%	20%	15%

**PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>DATE DUE</b>	DATE Term 1 Weeks 2-10	DATE Term 2 Exam Block	DATE Term 4 Week 5
<b>Title of Task</b>	Bronze Medallion	Half-Yearly Test	Yearly Test
<b>Outcomes being Assessed</b>	5.4, 5.5, 5.9	5.6, 5.7	All Outcomes 5.1 to 5.16 may be assessed
<b>BOSTES Percentage Weighting</b>	20%	30%	50%

**PHYSICAL ACTIVITY AND SPORTS STUDIES  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>	DATE Term 1 Weeks 2-10	DATE Term 1 Week 9	DATE Term 3 Week 6	DATE Term 4 Week 5
<b>TITLE of TASK</b>	Bronze Cross	Research Task	Research Task	Yearly Test
<b>OUTCOMES BEING ASSESSED</b>	3.1, 4.3	2.1,2.2,4.1,4.2, 4.4	3.2, 4.1, 4.2, 4.4	All Outcomes 1.1 to 4.4 may be assessed
<b>BOSTES PERCENTAGE WEIGHTING</b>	20%	20%	25%	35%

**VISUAL ARTS  
YEAR 10 ASSESSMENT SCHEDULE 2017**

<b>TASK</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>
<b>DATE DUE</b>	DATE Term 1, Week 10	DATE Term 2, Week 1	DATE Term 3, Week 2	DATE Term 4 Exam Block	DATE Term 4, Week 4
<b>Title of Task</b>	Research	Artmaking	Artmaking and VAPD	Exam	Artmaking
<b>Outcomes being Assessed</b>	5.8, 5.9	5.2, 5.3, 5.4	5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.3, 5.6
<b>BOSTES Percentage Weighting</b>	15%	15%	Task 3A Artmaking 20% Task 3B VAPD 10%	25%	15%

## PART D: GLOSSARY OF KEY WORDS

The following table contains definitions of **KEY WORDS** commonly used in class discussion, assignments, Assessment Tasks, texts and examinations. These definitions are a guide only and students should check with individual subject teachers as to whether or not the definitions given vary in any way from subject to subject.

KEY WORD	DEFINITION
ACCOUNT	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
ANALYSE	Identify components and the relationship between them; draw out and relate implications
APPLY	Use, utilise, employ in a particular situation
APPRECIATE	Make a judgement about the value of
ASSESS	Make a judgement of value, quality, outcomes, results or size
CALCULATE	Ascertain/determine from given facts, figures or information
CLARIFY	Make clear or plain
CLASSIFY	Arrange or include in classes/categories
COMPARE	Show things are similar or different
CONSTRUCT	Make; build; put together items or arguments
CONTRAST	Show how things are different or opposite

<b>KEY WORD</b>	<b>DEFINITION</b>
ANALYSE/EVALUATE	Depth, knowledge and understanding, logic questioning, reflection and quality to (analysis/evaluation)
DEDUCE	Draw conclusions
DEFINE	State meaning and identify essential qualities
DEMONSTRATE	Show by example
DESCRIBE	Provide characteristics and features
DISCUSS	Identify issues and provide points for and/or against
DISTINGUISH	Recognise or note/indicate as being distinct or different from; to note differences between
EVALUATE	Make a judgement based on criteria; determine the value of
EXAMINE	Inquire into
EXPLAIN	Relate cause and effect; make the relationships between things evident; provide why and/or how
EXTRACT	Choose relevant and/or appropriate details
EXTRAPOLATE	Infer from what is known
IDENTIFY	Recognise and name
INTERPRET	Draw meaning from
INVESTIGATE	Plan, inquire into and draw conclusions about

KEY WORD	DEFINITION
JUSTIFY	Support an argument or conclusion
OUTLINE	Sketch in general terms; indicate the main features of
PREDICT	Suggest what may happen based on available information
PROPOSE	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
RECALL	Present remembered ideas, facts or experiences
RECOMMEND	Provide reasons in favour
RECOUNT	Retell a series of events
SUMMARISE	Express concisely the relevant details
SYNTHESISE	Putting together various elements to make a whole



# ST PATRICK'S COLLEGE

## Student Illness/Misadventure Form

(Years 7 - 12)

Student Name: \_\_\_\_\_ PC Class: \_\_\_\_\_

I/We wish to submit an Illness/Misadventure form for the following subjects:

Subject	Subject Teacher	Task No	Due Date of Task

My/Our lodgement is supported by the following documentation (attach relevant supportive documentation)  
(Please tick the appropriate)

- Medical certificate (preferable for all years, mandatory for Years 10, 11 & 12)
- Parental letter of explanation (Years 7, 8 & 9 only)
- Other evidence (please specify) \_\_\_\_\_

I/We have read and understood the relevant College Assessment Handbook surrounding illness/misadventure and the submission/sitting of assessment tasks. I/We believe that the supportive documentation (attached) meets the requirements for the lodgement of an illness/misadventure.

Student Signature: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Date of Submission:    /    /

### Outcome (College use only)

(original retained by co-ordinator or Director of Studies for Years 10, 11 and 12, copy issued to student)

(please tick the appropriate)

- Task will be marked in equity with cohort
- Task will be marked and mark will be validated upon completion of assessment program
- Task will be marked, however, late penalty will apply (Years 7 & 8 only)
- Task will be sat on the following date:    /    /    mark will be validated upon completion of assessment program
- An alternative task will be/has been organised (see attached documentation)
- Extension has been granted. New submission date is :    /    /
- Student is exempted from the task (Direct or of Studies decision only)
- The evidence submitted with this lodgement is either not sufficient or does not comply with the guidelines provided in the relevant College Assessment Handbook. Zero award will be issued if task not submitted or mark achieved will stand.

Studies Coordinator Name: \_\_\_\_\_ Studies Coordinator Signature: \_\_\_\_\_

Director of Studies Signature: \_\_\_\_\_ Date:    /    /

(Required for Years 10, 11 & 12)

✂.....

### STUDENT ILLNESS/MISADVENTURE RECEIPT

- To be returned to student upon receipt of lodgement.
- The student is to retain this receipt until the completion of the published assessment period

Student Name: \_\_\_\_\_ Receiving Teacher/Co-ordinator: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher/Co-ordinator Signature: \_\_\_\_\_

Date Received: :    /    /