

**ST PIUS X HIGH SCHOOL  
ADAMSTOWN**

**STAGE 5**

**YEAR 10 ASSESSMENT HANDBOOK**

**2018**



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## Principal's Message to Students and Parents of Year 10

Assessment is used at St Pius in three different ways. It is used to help students learn. It is used to help teachers check student understanding, so they can take corrective action if necessary. It is used as a formal tool for measuring student achievement against particular outcomes and standards.

Formal Assessment Tasks are an essential tool in modern educational practice and a mandatory part of our educational system. Assessment tasks enable students to demonstrate the standard of knowledge and skill they have achieved at particular times in their courses of study.

The purpose of this handbook is to provide students and parents with information concerning the Year 10 Assessment procedures and practices for the Record of Student Achievement. At St Pius X High School we endeavour to match these procedures and practices, as closely as possible, to those that exist at St Francis Xavier's College for Stage 6. This provides our students with some vital preparation for senior school assessment. Please read the information in this handbook carefully and if you still have questions contact the school for clarification.

The brilliant Greek philosopher Aristotle once said:

***We are what we repeatedly do. Excellence, then, is not an act, but a habit.***

I challenge all Year 10 students to develop a habit of doing their best. That naturally implies a certain commitment to hard work. The athlete who hopes to achieve the heights in his or her chosen sport knows only too well the need for commitment and the inevitability of the pain associated with the effort. Likewise, the student who hopes to achieve his or her best performance must commit to consistent hard work. Develop the habit of hard work now, here in Year 10. Do your best in all your work and assessment tasks throughout this year. Set yourself realistic goals. Focus on what you want to achieve. Calmly and consistently work towards those goals. If you run into difficulties, don't give up. Pick yourself up, seek some help and get on with it.

The healthy, positive, mature approach to school work, study and assessment mentioned above will assist you in gaining the very best results you are capable of in Stage 5. It will also set you up for a smooth transition into Stage 6 and place you way ahead of many other Stage 6 students right from the start. You can do it, Year 10. Let's get into it.

All the best for a safe, enjoyable and productive year!

Mr Robert Emery  
Principal

# The NSW Record of Student Achievement

Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a Record of Student Achievement.

Those eligible students **who choose to leave school prior to receiving their HSC**, will receive a Record of Student Achievement. It will **not** be automatically presented to eligible students at the end of Year 10.

A Record of Student Achievement will show **grades** for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12.

A to E grading is a way of showing a student's level of achievement in a course in a way that can be compared fairly between individual students. Schools prepare Assessment Programs in each subject to determine a student's level of achievement. The grades will be submitted to the NSW Education Standards Authority (NESA) on the Record of Student Achievement if required

Giving grades in courses completed after Year 10 will mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school.

The Record of Student Achievement will also record extra-curricular activities such as life-saving and first aid qualifications, VET courses, AMEB certification and the Duke of Edinburgh Awards.

Online literacy/numeracy tests can be a feature of the Record of Student achievement. Details are published at various times throughout the year.

This booklet aims to provide parents and students with a set of clear guidelines regarding the Assessment Program for the Record of Student Achievement St Pius X High School.

## Requirements for the successful completion of Stage 5

Students will become eligible for the Record of Student Achievement if they fulfil all eligibility requirements. Each student is required to meet the following criteria:

1. **Satisfactorily** complete an approved course of study in Years 9 and 10. A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:
  - (a) followed the course developed or endorsed by the NESA;
  - (b) **applied 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.

2. **Attend school** until the final day of Year 10 as determined by the school system. The NESA does not specify a certain number or percentage of school days that a student must attend school. It also recognises that students will be absent from school at different times for various legitimate reasons. However, the Authority also requires principals to determine if a student's attendance pattern may jeopardise the satisfactory completion of a course.

## Determining Grades

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5.

Students of St Pius X will be awarded grades for English, Science, HSIE, Religious Studies, PD/H/PE and their elective subjects studied in Year 9 and in Year 10.

The School will award each student studying Mathematics a grade from A10, A9, B8, B7, C6, C5, D4, D3 to E2.

The process of determining grades in Stage 5 requires teachers to:

- devise and administer assessment tasks that address the knowledge and skills objectives and outcomes of the syllabus;
- observe and record assessment judgements (eg marks, grades, comments);
- use assessment information to make a summative judgement of each student's overall level of achievement at the end of the course;
- refer to the **Course Performance Descriptors** to award a grade that most appropriately describes a student's achievement.

## Common Grade Scale

The Common Grade Scale shown on the following page can be used to report student achievement in all NSW schools. It provides a generic set of descriptors indicating five levels of achievement.

The Common Grade Scale is used to assist teachers across the state in making sound and consistent judgements about overall student achievement at the end of a course.

In using these descriptors, teachers match each of their students to the descriptor that **best fits the student's overall achievement in the course**. The corresponding grade for that descriptor is then awarded to the student.

The Common Grade Scale has been used by groups of subject specialists to develop the **Course Performance Descriptors** for most courses in Stage 5.

The N determination has also been included and will be explained in another section.

Grade	General Performance Descriptors
A	The student has an <b>extensive knowledge</b> and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	The student has a <b>thorough knowledge</b> and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.
C	The student has a <b>sound knowledge</b> 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 demonstrated a <b>basic knowledge</b> and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has demonstrated an <b>elementary knowledge</b> in a few areas of the course content and has achieved a very limited level of competence in some of the processes and skills.
N Determination	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 following requirements. a) followed the course developed by the Board of Studies; b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; c) achieved some or all of the course outcomes.



# Assessment Task Procedures

## Information for Students

### NOTIFICATION OF TASKS

Students can expect to complete 4-6 tasks per subject. The subject specific outlines in the next section of this booklet provide a general indication of when to expect tasks, including examinations. Further, more detailed information will be provided to students at least 1 week prior to the task.

Students are encouraged to use this information to prepare themselves well in advance.

### COMPLETION OF TASKS

Whenever possible, all students should complete tasks on or by the due date. However, this is not always possible and students and parents need to be aware of the appropriate steps to take to avoid penalties.

When students experience extenuating circumstances and cannot complete tasks as scheduled, they must complete a **Misadventure / Late Submission / Extension Application**. This form covers a variety of circumstances and can be obtained from the relevant Studies Coordinator, teacher or from Student Services.

### LATENESS IN SUBMITTING TASKS

Not all Assessment Tasks are completed in class. In some subjects, an Assessment Task may require students to submit a task by a specific date.

To avoid the risk of a penalty, Tasks must be handed in by the due date. If a student does not submit a set Task on the due date, he or she should take the steps outlined:

- Bring a letter of explanation from home on the day the Task is due.
- Complete a Misadventure Application and return it to the relevant Studies Coordinator. The Studies Coordinator will evaluate the circumstances and may grant an extension.
- Complete and submit the Task as soon as possible.

Students without a satisfactory written explanation will face the following penalties:

- A loss of 20% of the total marks of the Task for each day that the Task is late.  
eg. If a Task was marked out of 20 and the Task is one day late, the process would be:
  1. Mark the Task out of total mark for the assessment
  2. Deduct the penalty ( 20% of 20 = 4 )
    - \* Student receives a mark out of 20 LESS 4 marks

- A mark of **zero** will be recorded once the Task is three days late. The student will still be required to complete the Task and it will be marked. In this circumstance, a student is placing successful completion of the Stage 5 course in jeopardy and a letter will be sent home to the parents. This is an official warning.

## **EXTENSION TO THE DUE DATE**

Should a student experience extenuating circumstances and cannot complete or submit a Task on the set date, then he or she can apply for an extension without penalty. Applications are made in writing using the Misadventure/Extension form that can be obtained from the relevant Studies Coordinator or teacher. The Studies Coordinator, in consultation with the relevant class teacher, will make the decision regarding the granting of an extension. The granting of an extension is **not automatic**.

Students can apply for an extension if a valid absence occurs during the period of an extended assessment (eg a project that is to be completed in class). The same process is used as already outlined. If granted, the extension will be pro-rata, that is, 3 school days sickness may warrant 3 school days extension.

## **ABSENCE FROM ASSESSMENT TASKS & EXAMINATIONS**

Students absent for an Assessment Task or Examination will be required to provide a suitable written explanation using the Misadventure / Late Submission Application. If the reason is valid the student may be allowed to do the missed Task, sit another Task or be given an estimate depending on what the teacher considers fairest to the student and to the other students.

**If an acceptable written explanation for the absence is not provided, a mark of zero will be recorded.**

### **Students should still expect to complete the task.**

The following reasons are considered valid and students should take the steps outlined:

#### **A) Absent due to illness**

- Bring a letter of explanation from home on the day of return to school.
- Complete a Misadventure Application and return it to the relevant Studies Coordinator
- Be prepared to complete the Task on the day of return to school. (An extension may be granted under certain circumstances but is up to the discretion of the Coordinator)

#### **B) Absent due to unforeseen circumstances (eg funeral, family crisis)**

- Bring a letter of explanation from home on the day of return to school.
- Complete a Misadventure Application and return it to the relevant Studies Coordinator
- Be prepared to complete the Task on the day of return to school. (An extension may be granted under certain circumstances but is up to the discretion of the Coordinator)

**C) Absent due to school activities (e.g. Representative Sport, Debating etc)**

- Speak to the teacher/Studies Coordinator **before** the Task is due. In this circumstance there may be a number of students involved and an alteration may be required regarding the timing of the Task or procedures for the students involved.
- Complete a Misadventure Application and return it to the relevant Studies Coordinator
- Be prepared to complete the Task as close to the set date as possible

**D) Absent due to extended family holidays**

PLEASE NOTE: EXTENDED LEAVE OF 10 DAYS OR MORE REQUIRES A WRITTEN APPLICATION AND APPROVAL FROM THE PRINCIPAL. INFORMATION IS AVAILABLE ON THE SCHOOL WEBSITE

- Please read the information on the school website regarding applications for leave.
- Notify the school in writing well in advance of the intended times you will be away. The granting of leave is at the discretion of the Principal.
- Speak to the teacher/Studies Coordinator **before** the Task is due.
- Complete a Misadventure Application and return it to the relevant Studies Coordinator
- Be prepared to complete the Task as close as possible to the set date.

**E) Absent due to any other reason**

- Bring a letter of explanation from home on the day of return to school, or whenever possible
- Complete a Misadventure Application and return it to the relevant Studies Coordinator
- Be prepared to complete the Task on the day of return to school. (An extension may be granted under certain circumstances but is up to the discretion of the Coordinator)

**PERIODS OF EXTENDED ABSENCE**

WILL REQUIRE CONSULTATION WITH THE DEAN OF STUDIES TO APPROVE ALTERNATIVE ARRANGEMENTS IN MEETING THE REQUIREMENTS OF THE RoSA.

**LATE COMPLETION OF EXAMINATIONS**

To ensure the integrity of end of semester examinations the following procedures will be followed:

- I. Students who have a valid reason for not sitting examinations on the specified date may undertake a catch-up examination up to three school days after the end of the examination period.



- II. The Studies Coordinator will determine whether the same examination paper that was missed or an alternative examination paper of equivalent standard will be attempted.
- III. If the student has valid reasons not to complete the task within the above time frame, the Studies Coordinator will determine an estimate mark based upon the student's past achievements compared to his or her cohort.

## **PATTERNS OF NON-COMPLETION OF ASSESSMENT TASKS**

The Dean of Studies will maintain a central register of students who do not complete Assessment Tasks by the due dates. This register will allow the school to identify those students who are at risk of developing a pattern of avoidance of assessment tasks. Such students can then be assisted to overcome this pattern of avoidance.

## **SCHOOL REPORTS**

Reports will be provided to parents at the end of each Semester. **School reports record and comment on a student's performance in a single semester.** Parents will receive a report for Semester 1 and a report for Semester 2.

At the end of Term 1 teachers prepare Progress Reports on each student. These offer parents a snapshot of attitude and application. These reports are not based on marks collected in Assessment Tasks but on observations of a student's organisation, completion of classwork and effort. This report is offered to enable teachers to commend hard working students and to identify any issues that need addressing.

Formal parent/teacher/student interviews are offered after the Progress Report in early Term 2 and after the Semester 1 report early in Term 3.

## **MALPRACTICE**

**Cheating** in an Assessment Task will result in a **zero** mark being given for the entire task or relevant section of the task.

**Plagiarism** is a process whereby another person's ideas or written work is passed off as your own. Students are required to acknowledge their sources in the appropriate manner. If a student is found to have plagiarised information he or she will be penalised up to 20% of the total value of the task. In extreme cases (for instance where the whole answer is plagiarised) a decision on an appropriate penalty will be made by the relevant Studies Coordinator. In such cases a mark of zero may be awarded.

If a student **knowingly permits another student to use their work** then he or she will be penalised 50% of the total value of the task. The student who uses the work of another student will be regarded as having **cheated** on the Task.

## **CHANGE OF ASSESSMENT DATES**

The Assessment Calendar provides students and parents with important information regarding the timing of Assessment Tasks. However, on occasion, it may be necessary to

change the due date of an Assessment Task. If a change in date is necessary, the relevant teacher(s) will provide students with written notice of changes.

## **CONSTRUCTIVE FEEDBACK**

Students will receive their Assessment Tasks back after they have been marked. Appropriate feedback on their marked responses will be provided to assist them to understand the reason for their mark and to identify ways to improve.

## **DISABILITY PROVISIONS**

In the past, special examination provisions were granted by the Board of Studies to provide practical support to those students who have severe learning difficulty or disability. Disability provisions include the use of a writer, an extension of test time, rest breaks and separate supervision. The school will continue to offer disability provisions to students in Year 10 who meet the requirements previously set by the Board of Studies. Recommendations from medical specialists need to be provided to gain access to any provision.

Application for disability provisions for conditions other than unforeseen mishaps (such as a writer for a student who has broken an arm) is a lengthy process and involves the collection of evidence from a variety of sources.

Ms Susan Price coordinates the applications for disability provisions. Please contact her at the school if you have any questions regarding eligibility for disability provisions.

## **“N” Determinations (Non-completion of course requirements)**

A student who is given an “N” determination in a mandatory course in Stage 5 will **NOT** be eligible for a Record of Student Achievement.

A student risks an “N” determination if he or she:

- a) has poor attendance and, in the opinion of the principal, is unlikely to meet the course criteria
- b) does not participate in the required learning experiences and Assessment Tasks
- c) does not **apply** adequate effort
- d) does not achieve at least some of the course goals

***The school will notify in writing any student and the parents of any student who is at risk of receiving an “N” determination. This will give the student a clear and timely warning of the need to improve performance.***



# APPEALS

## Appeals regarding marks for a Task

Students will be given their raw mark for each Assessment Task. Any queries about raw marks may only be made **at this time**. Students may seek further details of their performance, but a teacher's judgement of a student's performance cannot be the subject of an appeal.

## Appeals over Penalties

Disagreement over a teacher's application of penalties for dishonesty or late submission of a Task should be resolved promptly when the Task result is advised. Where the matter cannot be resolved, it should be brought quickly to the attention of the Studies Coordinator. Only matters relating to the late or non-submission of work, or dishonesty, are matters for possible appeal.

## Appeals regarding RoSA Grades

Students can appeal the grades in any subject awarded to them by the school by lodging a written application, together with evidence, to the principal. In order to be successful, an appeal would need to substantiate that the grade awarded in the course was inconsistent with the progressive reporting from the school.

## Appeals regarding "N" Determination

Students who are to be given a "N" Determination will be notified in writing of the process for appealing the decision.



# Home Learning

## Homework and Study

We encourage students to appreciate the importance of taking responsibility for their own learning. They need to be organised and self motivated in order to develop the best possible understanding of the concepts and skills covered at school.

There is always something that a student can do at home to help them reach their potential. The three main activities are:

**Homework**, or work set by the classroom teacher, is a regular feature of some subjects. It is usually designed to reinforce the concepts covered in class but often includes locating resources or reading a class novel. Homework is usually set one day and marked the next school day.

**Preparing for and completing the Assessment Tasks** outlined in this handbook is another important feature of home learning. The Assessment Tasks are important as they are the primary tool for determining grades and results recorded in the semester reports. Some tasks are tests, others require research and the presentation of information in various ways. Learning how to manage the preparation of several tasks due around a similar time is an essential skill.

**Study and revision** is work initiated by the student. By preparing their own summaries, tests and reminders, students are better able to keep information fresh and develop a deeper understanding of the topic. To be effective, students should revise the information at regular intervals.

## Help with home learning

### Class time spent on becoming a better student

Lessons are held throughout the year to help students take more responsibility for their own learning. Class time is devoted to making students more aware of how they can use different tools and techniques to become more independent with their learning.

# How Parents Can Help

## A Learning Space

Set up somewhere at home where your son or daughter can focus on school work with minimal distractions.

## Organisation

Help with the creation and review of a home learning timetable.  
Use calendars, poster, reminders etc to know when tasks are due.

## Interest and Support

Provide encouragement and don't be reluctant to contact the school if you have any concerns.

## Encourage “A little bit on a regular basis”

Expect 8-10 hours of home learning to be completed each week.  
Students need to build their capacity for Stage 6. This will not happen unless they develop and gradually extend times of quiet focus and concentration.

## Balance

Help them strive for balance in their activities – there needs to be time for the family, for friends, for school work, for sport and for the other things that are important for well-being.

# A Tip on How to Study

Study is a very individual thing and what might work for some will be of limited value to others. At this stage it is important that students experiment with different ways of studying so that they get to know which techniques work best for them. This takes time and it is recommended that, whenever possible, **this experimentation takes place throughout each semester** and not be left to the last minute.

A recent review of studies on the effectiveness of different revision techniques found that one of the most beneficial activities was when a student makes summaries of the content and sets a test or quiz for themselves. The best type of question focuses on **providing explanations** rather than simple facts.

Of course, this need not be restricted to written work – explaining something verbally is also a great learning technique

It makes sense when you think about it as this requires the student to actively engage with the information. Not only that, they do it over a period of time thus increasing how often they deal with the information and how they deal with it.

So, if you are unsure about how to study, this approach is highly recommended.

# St Pius X High School Adamstown



**Year 10**

## **Assessment Program 2018**

## RELIGIOUS STUDIES ASSESSMENT PROGRAM 2018

Subject: Religious Studies		Year: 10	Studies Coordinator: Mrs S Kelly	
Date of Task	Nature of Task	Weighting of Task	Outcomes being Assessed	Topic Areas being Assessed
Term 1 WEEK 11	Research	10%	JS 5.1, JS 5.3, JS 5.4	A Study of the Gospels
Term 2 WEEK 6	Analysis	20%	JM 5.4, JM 5.5	Understanding Catholic Morality
Term 3 WEEK 3	Oral	30%	JS 5.1, JM 5.1, JM 5.2, JM 5.3	Creating a Just World
Term 3 WEEK 6	Examination	20%	HB 5.2, JM 5.4, JM 5.5, JS 5.1, JS 5.3 (TBC)	Externally Set Diocesan Religious Literacy Test
Term 4 WEEK 4	Examination	20%	HB 5.2	The Story of the Australian Catholic Church
Total		100%		

## SCIENCE ASSESSMENT PROGRAM 2018

Subject: Science		Year: 10	Studies Coordinator: Mr David Millen	
Date of Task	Nature of Task	Weighting of Task	Outcomes being Assessed	Topic Areas being Assessed
Term 1 Week 8	Student Research Project	20%	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	<ul style="list-style-type: none"> <li>• Working Scientifically</li> </ul>
Term 2 Week 4	Semester 1 Examination	20%	SC5-14LW, SC5- 15LW, SC5-16CW, SC5-17CW	<ul style="list-style-type: none"> <li>• Living World 4</li> <li>• Chemical World 4</li> </ul>
Term 3 Week 9	STILE Practical Portfolio	15%	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	<ul style="list-style-type: none"> <li>• Working Scientifically</li> </ul>
Term 3 Week 10	Practical Skills Task	20%	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	<ul style="list-style-type: none"> <li>• Working Scientifically</li> </ul>
Term 4 Week 4	Semester 2 Examination	25%	SC5-10PW, SC511PW	<ul style="list-style-type: none"> <li>• Physical World 4</li> <li>• Forensic Science</li> </ul>
Total		100%		



## MATHEMATICS 5.3 ASSESSMENT PROGRAM 2018

<b>Subject: Mathematics (5.3)</b>		<b>Year: 10</b>	<b>Studies Coordinator: Mrs Diane Hickey</b>	
<b><i>Date of Task</i></b>	<b><i>Nature of Task</i></b>	<b><i>Weighting of Task</i></b>	<b><i>Outcomes being Assessed</i></b>	<b><i>Topic Areas being Assessed</i></b>
Term 1 Week 8	Topic Test	15%	MA5.1-6NA, & 10MG MA5.2-8NA,9NA & 13MG MA5.3-5NA, 7NA, 8NA & 15MG	Expressions, Equations and Linear Relationships, and Trigonometry
Term 2 Week 4	Semester 1 Examination	25%	All of the above and MA5.1-5NA, MA5.2-7NA, 6NA &8NA, MA5.3- 6NA, 5NA &7NA	All of the above and Indices and Surds, Quadratic expressions and quadratic equations
Term 3 Week 2	Topic Test	15%	MA5.1-11MG, MA5.2-14MG, MA5.3-16MG , 17MG	Geometrical Figures,
Term 3 Week 8	Assignment	10%	MA5.1-7NA, MA5.2-5NA & 10NA, MA5.3-4NA, 9NA, & 12NA	Non Linear Relationships
Term 4 Week 4/5	Semester 2 Examination	35%	Semester 2 outcomes including, MA5.1-8MG,9MG, 12SP,13SP, MA5.2- 11MG, 12MG, 15SP, 16SP, 17SP MA5.3-13MG, 18SP, 19SP	Semester 2 topics including Measurement, Probability, Single Variable & Bivariate Statistics
<i>Total</i>		100%		

## MATHEMATICS 5.2 ASSESSMENT PROGRAM 2018

<b>Subject: Mathematics (5.2)</b>		<b>Year: 10</b>	<b>Studies Coordinator: Mrs Diane Hickey</b>	
<b><i>Date of Task</i></b>	<b><i>Nature of Task</i></b>	<b><i>Weighting of Task</i></b>	<b><i>Outcomes being Assessed</i></b>	<b><i>Topic Areas being Assessed</i></b>
Term 1 Week 8	Topic Test	15%	MA5.1-4NA,8MG,9MG MA5.2-4NA, 11MG,12MG	Surface Area, Volume and Financial Mathematics
Term 2 Week 4	Semester 1 Examination	25%	MA5.1-13SP, MA5.1-9MG MA5.1-5NA, MA5.2-6NA, &7NA, MA5.2-17SP	All of the above and Probability, Algebraic Expressions and Indices
Term 3 Week 4	Topic Test	15%	MA5.1-6NA, MA5.1-12SP, MA5.2-5NA, MA5.2-9NA MA5.2-15SP&16SP	Single Variable and Bivariate Statistics, Linear Relationships
Term 3 Week 8	Assignment	10%	MA5.1-10MG, MA5.2-13MG, MA5.3-15MG	Right Angled Triangles and Trigonometry
Term 4 Week 4/5	Semester 2 Examination	35%	All semester 2 outcomes and MA5.2-8NA, MA5.2-14MG, MA5.1-11MG	Properties of Geometrical Figures Equations, Formulas and Inequalities and Semester 2 topics listed above.
<i>Total</i>		100%		

## MATHEMATICS 5.1 ASSESSMENT PROGRAM 2018

<b>Subject: Mathematics (5.1)</b>		<b>Year: 10</b>	<b>Studies Coordinator: Mrs Diane Hickey</b>	
<b><i>Date of Task</i></b>	<b><i>Nature of Task</i></b>	<b><i>Weighting of Task</i></b>	<b><i>Outcomes being Assessed</i></b>	<b><i>Topic Areas being Assessed</i></b>
Term 1 Weeks 5 and 10	Topic Tests	15%	MA5.1-8MG, MA5.1-9MG MA5.1- 4NA	Measurement and Financial Mathematics
Term 2 Week 4	Semester 1 Examination	25%	All of the above and MA5.1-9MG,MA5.1-5NA	All of the above and Algebraic Expressions and Indices
Term 3 Week 4	Topic Test	15%	MA5.1-13SP, MA5.1-12SP, MA5.1-11MG	Properties of Geometrical Figures, Probability, Single Variable and Bivariate Statistics
Term 3 Week 8	Assignment	10%	MA5.1-10MG	Right Angled Triangles
Term 4 Week 4/5	Semester 2 Examination	35%	Semester 2 outcomes, and MA5.1-6NA, MA5.2-8NA, MA5.1-12SP	Semester 2 topics and Linear Relationships, Single Variable Data Analysis and Equations
<i>Total</i>		100%		

## HISTORY ASSESSMENT PROGRAM 2018

<b>Subject: History</b>		<b>Year: 10</b>	<b>Studies Coordinator: Mrs Amy Eccleston</b>	
<b><i>Date of Task</i></b>	<b><i>Nature of Task</i></b>	<b><i>Weighting of Task</i></b>	<b><i>Outcomes being Assessed</i></b>	<b><i>Topic Areas being Assessed</i></b>
Term 1 Week 6	Hand in Task	50%	HT5-2, HT5-3, HT5-6, HT5-8,	Rights and Freedoms
Term 2 Week 4/5	Semester One Examination	50%	HT5-1, HT5-4, HT5-7, HT5-9,	Rights and Freedoms, Migration experiences
<i>Total</i>		100%		

## GEOGRAPHY ASSESSMENT PROGRAM 2018

<b>Subject: Geography</b>		<b>Year: 10</b>	<b>Studies Coordinator: Mrs Amy Eccleston</b>	
<b>Date of Task</b>	<b>Nature of Task</b>	<b>Weighting of Task</b>	<b>Outcomes being Assessed</b>	<b>Topic Areas being Assessed</b>
Term 3 Week 6	Hand in Task	50%	GE5-3, GE5-5, GE5-7, GE5-8	Environmental Change and Management
Term 4 Week 5	Semester Two Examination	50%	GE5-1, GE5-2, GE5-4 GE5-6	Environmental Change and Management, Human Wellbeing
<i>Total</i>		100%		

## ENGLISH ASSESSMENT PROGRAM 2018

<b>Subject: English</b>		<b>Year: 10</b>	<b>Studies Coordinator: Mrs. J Webb</b>	
<b>Date of Task</b>	<b>Nature of Task</b>	<b>Weighting of Task</b>	<b>Outcomes being Assessed</b>	<b>Topic Areas being Assessed</b>
Term 1 Week 7	Oral / Multi-modal Presentation	20%	EN5-3B, EN5-3B	Australian Voices
Term 2 Week 4/5	Semester 1 Examination Short Answer Responses	10%	EN5-1A	Literacy
Term 2 Week 4/5	Semester 1 Examination Analytical Response	20%	EN5-6C, EN5-7D	Close Study of Text
Term 3 Week 6	Analytical Response	20%	EN5-4B, EN5-5C	Texts Over Time
Term 4 Week 1	Extended Creative Response	20%	EN5-2A, EN5-9E	Creating Texts
Term 4 Week 2/3	Viva Voce	10%	EN5-2A, EN5-9E	Creating Texts
<i>Total</i>		100%		

## PDHPE ASSESSMENT PROGRAM 2018

<b>Subject:</b> Personal Development, Health and Physical Education		<b>Year:</b> 10	<b>Studies Coordinator:</b> Mr John McLoughlin	
<b><i>Date of Task</i></b>	<b><i>Nature of Task</i></b>	<b><i>Weighting of Task</i></b>	<b><i>Outcomes being Assessed</i></b>	<b><i>Topic Areas being Assessed</i></b>
Term 2 Week 3	Topic Test	25%	5.6	Young and Healthy
Ongoing through semester	Practical Skill Assessment	20%	5.4, 5.5, 5.13, 5.14	Striking/Fielding Games Net/Court Games Cross Country
Term 4 Week 2	Research Assignment	25%	5.4, 5.5, 5.8, 5.15	Healthy, Wealthy and Wise
Ongoing through semester	Practical Skill Assessment	30%	5.4, 5.5, 5.9, 5.10, 5.13, 5.14	Invasion Games Fitness Ballroom Dancing
<i>Total</i>		100%		

## P.A.S.S. ASSESSMENT PROGRAM 2018

<b>Subject:</b> Physical Activity & Sports Studies		<b>Year:</b> 10	<b>Studies Coordinator:</b> Mr John McLoughlin	
<b><i>Date of Task</i></b>	<b><i>Nature of Task</i></b>	<b><i>Weighting of Task</i></b>	<b><i>Outcomes being Assessed</i></b>	<b><i>Topic Areas being Assessed</i></b>
Term 1 Week 9	Theory Research Assignment	15 %	1.1, 1.6, 3.1, 3.3, 4.4	Managing Injuries
Ongoing through semester	Practical Assessment	15 %	3.1, 4.1, 4.3	Self Defence Golf Lawn Bowls
Term 1 Week 11	Half Yearly Examination	15 %	1.6, 3.3	Managing Injuries
Term 2 Week 10 & Term 3 Week 8	Theory Research Assignment	15 %	1.2, 3.1, 3.5, 4.1, 4.2, 4.4	Coaching & Event Management
Ongoing through semester Sports Day T3 Wk7	Practical Assessment	20%	3.1, 3.5, 4.1, 4.2	Peer Coaching Primary School Sports Day Water Polo
Term 3 Week 10	Yearly Examination	20 %	2.4, 3.5, 4.4	Coaching & Event Management Lifestyle, Leisure & Recreation
<i>Total</i>		100%		

## CHILD STUDIES ASSESSMENT PROGRAM 2018

<b>Subject:</b> Child Studies		<b>Year:</b> 10	<b>Studies Coordinator:</b> Mr John McLoughlin	
<i>Date of Task</i>	<i>Nature of Task</i>	<i>Weighting of Task</i>	<i>Outcomes being Assessed</i>	<i>Topic Areas being Assessed</i>
Term 1 Week 7	Research Assignment	30%	1.2, 2.1, 3.2, 3.3, 4.2	Health and Safety
Term 2 Week 3	Topic Test	20%	1.2, 2.1, 3.2, 4.2, 4.3	Food and Nutrition
Term 3 Week 5	Research Assignment	30%	1.2, 2.1, 2.2, 3.2, 3.3, 4.2	Diversity: Culture, Indigenous and Special Needs
Term 4 Week 3	Topic Test	20%	1.3, 2.2, 3.1, 3.2, 3.3, 4.1	Childcare and Career Opportunities
<i>Total</i>		100%		

## MARINE SCIENCE ASSESSMENT PROGRAM 2018

<b>Subject: Marine Science</b>		<b>Year: 10</b>	<b>Studies Coordinator: Mr David Millen</b>	
<i>Date of Task</i>	<i>Nature of Task</i>	<i>Weighting of Task</i>	<i>Outcomes being Assessed</i>	<i>Topic Areas being Assessed</i>
Term 1 Week 9	Assignment (Marine Mammals Poster)	10%	5.1.1, 5.4.1, 5.4.2, 5.7.2	Research
Ongoing throughout semester	Practical	15%	5.5.1, 5.5.2, 5.7.1, 5.7.2	Practical Skills
Term 2 Week 2	Marine Occupations Collage (in class activity)	5%	5.6.1, 5.6.2	Research
Term 2 Week 2	Topic Test	10%	5.1.1, 5.3.2, 5.4.2, 5.6.1	Knowledge & Understanding
Term 3 Week 5	Assignment (Estuaries Movie)	20%	5.4.2, 5.1.1, 5.2.1	Research
Ongoing throughout semester	Practical	25%	5.5.1, 5.5.2, 5.7.1, 5.7.2	Practical Skills
Term 4 Week 1	Topic Test	15%	5.1.1-5.7.2	Knowledge & Understanding
<i>Total</i>		100%		

## COMMERCE ASSESSMENT PROGRAM 2018

Subject: Commerce		Year:10	Studies Coordinator: Mrs Amy Eccleston	
Date of Task	Nature of Task	Weighting of Task	Outcomes being Assessed	Topic Areas being Assessed
Term 1 Week 7	Research	25%	5.1, 5.3, 5.4, 5.7, 5.8	Law and Society
Term 2 Week 3	Hand in Task	25%	5.2, 5.5, 5.9	Employment Issues
Term 3 Week 4	Hand in Task	25%	5.1, 5.6, 5.8	Promoting and Selling
Term 3 Week 10	Group Task	25%	5.5, 5.6, 5.7, 5.9	Running a business
<i>Total</i>		100%		

## ELECTIVE HISTORY ASSESSMENT PROGRAM 2018

Subject: Elective History		Year:10	Studies Coordinator: Mrs Amy Eccleston	
Date of Task	Nature of Task	Weighting of Task	Outcomes being Assessed	Topic Areas being Assessed
Term 2 Week 5	Portfolio	100%	E5.2, E5.5, E5.6, E5.7	Vikings
Term 3 Week 3	Hand in Task	30%	E5.3, E5.4	Crime and Punishment
Term 4 Week 4	Hand in Task	70%	E5.1, E5.8, E5.10	Historical Investigation
<i>Total</i>		100%		

## PHOTOGRAPHIC & DIGITAL MEDIA ASSESSMENT PROGRAM 2018

<b>Subject: Photographic &amp; Digital Media</b>		<b>Year:10</b>	<b>Studies Coordinator: Mrs Gabriella Smith</b>	
<b>Date of Task</b>	<b>Nature of Task</b>	<b>Weighting of Task</b>	<b>Outcomes being Assessed</b>	<b>Topic Areas being Assessed</b>
Term 1 Week 10	Television Opening/ Advertisement	35%	5.1,5.2, 5.3, 5.4, 5.5, 5.6	Imovie, Film genres/film makers
Term 2 Week 5	Essay-Research Task	15%	5.7, 5.8, 5.9, 5.10	Frames &Conceptual Framework
Term 3 Week 9	Film/Music Adaptation/ Comic	35%	5.1,5.2, 5.3, 5.4, 5.5, 5.6	Imovie, Film genres/film makers
Term 4 Week5	Critique/ Presentation	15%	5.7, 5.8, 5.9, 5.10	Frames &Conceptual Framework
Total		100%		

## FOOD TECHNOLOGY ASSESSMENT PROGRAM 2018

<b>Subject: Food Technology</b>		<b>Year: 10</b>	<b>Studies Coordinator: Cherie Borger</b>	
<b>Date of Task</b>	<b>Nature of Task</b>	<b>Weighting of Task</b>	<b>Outcomes being Assessed</b>	<b>Topic Areas being Assessed</b>
Term 2 Week 4	Cake Decorating Task. Design Folio and practical	30%	5.4.1, 5.4.2, 5.5.2	Food Celebrations
Ongoing throughout the semester	Weekly Practicals	20%	5.1.1, 5.2.3, 5.5.1	Across all units studied in Semester 1
Term 4 Week 3	High Tea Design Folio	30%	5.5.2, 5.4.1	Food Catering
Ongoing throughout the semester	Weekly Practicals	20%	5.2.3, 5.5.1, 5.1.1	Across all units studied in Semester 2
Total		100%		

## VISUAL ART ASSESSMENT PROGRAM 2018

<b>Subject: Visual Arts</b>		<b>Year: 10</b>	<b>Studies Coordinator: Mrs Gabriella Smith</b>	
<b>Date of Task</b>	<b>Nature of Task</b>	<b>Weighting of Task</b>	<b>Outcomes being Assessed</b>	<b>Topic Areas being Assessed</b>
Term 1 Week 10	Essay and Drawing Task	40%	5.1,5.2,5.3,5.4,5.5, 5.7, 5.9	Classicism
Term 2 Week 4	Water Wearable	10%	5.2, 5.3, 5.5	Fibre Art/Assemblage
Term 3 Week 3	Modern Art Skate deck Painting – The Final Product	20%	5.2, 5.3, 5.4, 5.6	Modern and Post-Modern Art
Term 3 Week 7	Modern Art Case Study	10%	5.6, 5.7, 5.8, 5.9, 5.10	Conceptual Frameworks and Frames, Modern Art
Term 4 Week 6	Sculpture	20%	5.1,5.2,5.3,5.4,5.5	Major work
<i>Total</i>		100%		

## VISUAL DESIGN ASSESSMENT PROGRAM 2018

<b>Subject: Visual Design</b>		<b>Year: 10</b>	<b>Studies Coordinator: Gabriella Smith</b>	
<b>Date of Task</b>	<b>Nature of Task</b>	<b>Weighting of Task</b>	<b>Outcomes being Assessed</b>	<b>Topic Areas being Assessed</b>
Term 1 Week 9	Print Making and the development of design in the modern world	15%	5.1, 5.2, 5.4	2D Printmaking
Term 1 Week 10	In class Theory Assessment	20%	5.7, 5.9	How has printmaking affected change in the modern
Term 2 Week 5	Clay and 3D art and design	15%	5.1, 5.3, 5.6	Ceramic art and clay throwing
Term 3 Week 9	The Digital world	15%	5.1, 5.4, 5.5	Photoshop and digital art mediums
Term 4 Week 2	In-class Theory Assessment Task (Theory Assessment)	20%	5.8, 5.10	Artists in a digital world
Term 4 Week 5	The digital world - film	15%	5.2, 5.5, 5.6	Designing a mini movie
<i>Total</i>		100%		



## ITALIAN ASSESSMENT PROGRAM 2018

<b>Subject: Italian</b>		<b>Year: 10</b>	<b>Studies Coordinator: Gabriella Smith</b>	
<b><i>Date of Task</i></b>	<b><i>Nature of Task</i></b>	<b><i>Weighting of Task</i></b>	<b><i>Outcomes being Assessed</i></b>	<b><i>Topic Areas being Assessed</i></b>
Term 1 Week 9	Listening Task	10%	5UL 1, 5MBC 1	Eating and Drinking
Term 2 Week 3	Speaking Task	10%	5UL 3, 5MLC 1	Talking about the weather and your Health
Term 2 Week 5	Reading/Writing Task	20%	UL 2, UL 4, MLC 2, MBC 2	All topics covered.
Term 3 Week 6	Listening Task	20%	UL 1, MBC 1	Talking about the home and the Family
Term 4 Week 3	Speaking Task	10%	UL 3, MLC 1	Daily Routines
Term 4 Week 5	Reading/Writing Task	30%	UL 2, UL 4, MLC 2, MBC 2	All topics covered this year
<i>Total</i>		100%		

## MUSIC ASSESSMENT PROGRAM 2018

<b>Subject: Music</b>		<b>Year: 10</b>	<b>Studies Coordinator: Mrs Gabriella Smith</b>	
<b>Date of Task</b>	<b>Nature of Task</b>	<b>Weighting of Task</b>	<b>Outcomes being Assessed</b>	<b>Topic Areas being Assessed</b>
Term 1 Week 9	Composition/ Performance	30%	5.1, 5.3, 5.5	Popular Music
Term 2 Week 4	Theory Test/Listening	20%	5.7, 5.8, 5.9	Art Music of the 20th and 21st Centuries
Term 3 Week 10	Composition Viva Voce	15% 15%	5.4, 5.5, 5.6 5.7, 5.9	Classical Music
Term 4 Week 4	Performance/Research Video Task	20%	5.2, 5.3, 5.7, 5.10	Music & Technology
Total		100%		

## ISTEM ASSESSMENT PROGRAM 2018

<b>Subject: iSTEM</b>		<b>Year: 10</b>	<b>Studies Coordinator: Mr David Millen</b>	
<b>Date of Task</b>	<b>Nature of Task</b>	<b>Weighting of Task</b>	<b>Outcomes being Assessed</b>	<b>Topic Areas being Assessed</b>
Term 1 Week 8-	Aerodynamics Task	15%	5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5	<ul style="list-style-type: none"> <li>• Aerodynamics</li> </ul>
Term 2 Week 3	CAM Task	15%	5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5	<ul style="list-style-type: none"> <li>• 3D CAD/CAM</li> </ul>
Term 2 Week 5	Semester 1 STILE Portfolio	20%	5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5	<ul style="list-style-type: none"> <li>• AERODYNAMICS</li> <li>• 3D CAD/CAM</li> </ul>
Term 3 Week 10	Major Research Project Diary	15%	5.6.1, 5.6.2, 5.6.3, 5.6.4, 5.6.5	<ul style="list-style-type: none"> <li>• Research Project</li> </ul>
Term 4 Week 3	Major iSTEM Research Project	35%	5.6.1, 5.6.2, 5.6.3, 5.6.4, 5.6.5	<ul style="list-style-type: none"> <li>• Research Project</li> </ul>
<i>Total:</i>		100%		

## INDUSTRIAL TECHNOLOGY METAL ASSESSMENT PROGRAM 2018

<b>Subject: IT General Metal 2</b>		<b>Year: 10</b>	<b>Studies Coordinator: Cherie Borger</b>	
<b>Date of Task</b>	<b>Nature of Task</b>	<b>Weighting of Task</b>	<b>Outcomes being Assessed</b>	<b>Topic Areas being Assessed</b>
<i><b>This subject is offered in Semester 2</b></i>				
Ongoing throughout the semester	Theory tasks and quizzes	30%	5.4.1, 5.7.2, 5.1.2, 5.2.2, 5.5.1	Materials. Completion of design worksheets, working drawing and a model.
Ongoing throughout the semester	Practical Projects	70%	5.2.1, 5.4.1, 5.5.1, 5.6.1	Accuracy of marking out, cutting out, folding and assembly. Functionality.
<i>Total</i>		100%		

## INDUSTRIAL TECHNOLOGY WOOD ASSESSMENT PROGRAM 2018

<b>Subject: IT General Wood 2</b>		<b>Year: 10</b>	<b>Studies Coordinator: Cherie Borger</b>	
<b>Date of Task</b>	<b>Nature of Task</b>	<b>Weighting of Task</b>	<b>Outcomes being Assessed</b>	<b>Topic Areas being Assessed</b>
<i><b>This subject is offered in Semester 1</b></i>				
Ongoing throughout the semester	Theory tasks. Major Project Design Folio.	30%	5.2.1, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	Design, materials, joining methods, working drawing.
Ongoing throughout the semester	Practical Project	70%	5.1.1, 5.1.2, 5.2.2, 5.3.2, 5.4.2, 5.5.1, 5.6.1, 5.7.1	Equipment, tools and machines, technique, links to industry, quality of construction.
<i>Total</i>		100%		

## INFORMATION & SOFTWARE TECHNOLOGY ASSESSMENT PROGRAM 2018

<b>Subject: Information and Software Technology</b>		<b>Year: 10</b>	<b>Studies Coordinator: Cherie Borger</b>	
<b>Date of Task</b>	<b>Nature of Task</b>	<b>Weighting of Task</b>	<b>Outcomes being Assessed</b>	<b>Topic Areas being Assessed</b>
Term 2 Week 5	Major project	20%	5.2.1, 5.2.3	Authoring and multimedia
Ongoing throughout the semester	Mini projects	30%	5.2.2	Authoring and multimedia
Term 4 Week 4	Major project	20%	5.1.2, 5.5.1	Artificial intelligence
Ongoing throughout the semester	Mini projects	30%	5.2.2	Artificial intelligence
<i>Total</i>		100%		

# HOSPITALITY ASSESSMENT PROGRAM 2018

Subject: Certificate I in Hospitality (SIT10213)		Year: 10	Studies Coordinator: Cherie Borger	
Date of Task	Nature of Task	Weighting of Task	Outcomes being Assessed	Topic Areas being Assessed
Term 1 Week 9	<b>Event 1:</b> Practical Assessment	<p style="text-align: center;"><i>Tasks are weighted evenly.</i></p> <p style="text-align: center;"><i>Students must demonstrate the appropriate level of skills and knowledge in all areas to be assessed as being 'competent' in both the theory and practical elements of each unit.</i></p>	SITHCCC101	<ul style="list-style-type: none"> <li>Use food preparation equipment</li> </ul>
			SITXFSA101	<ul style="list-style-type: none"> <li>Use hygienic practices for food safety</li> </ul>
			SITXWHS101	<ul style="list-style-type: none"> <li>Participate in safe work practices</li> </ul>
Term 2 Week 5	<b>Event 2:</b> Theory Assessment		SITHCCC101	<ul style="list-style-type: none"> <li>Use food preparation equipment</li> </ul>
			SITXFSA101	<ul style="list-style-type: none"> <li>Use hygienic practices for food safety</li> </ul>
		SITXWHS101	<ul style="list-style-type: none"> <li>Participate in safe work practices</li> </ul>	
Term 2 Week 7	<b>Event 3:</b> First Aid Course		HLTAID003	<ul style="list-style-type: none"> <li>Provide First Aid</li> </ul>
Term 3 Week 7	<b>Event 4:</b> Theory Assessment		SITHFAB204	<ul style="list-style-type: none"> <li>Prepare and serve espresso coffee</li> </ul>
			BSBWOR203B	<ul style="list-style-type: none"> <li>Work effectively with others</li> </ul>
			SITXCCS101	<ul style="list-style-type: none"> <li>Provide information and assistance</li> </ul>
Term 4 Week 5	<b>Event 5:</b> Practical Assessment		SITHFAB204	<ul style="list-style-type: none"> <li>Prepare and serve espresso coffee</li> </ul>
			BSBWOR203B	<ul style="list-style-type: none"> <li>Work effectively with others</li> </ul>
			SITXCCS101	<ul style="list-style-type: none"> <li>Provide information and assistance</li> </ul>

# YEAR 10 ASSESSMENT CALENDAR

## TERM 1, 2018

WEEK	TASKS
2B 5/2 – 9/2	
3A 12/2 – 16/2	
4B 19/2 – 23/2	
5A 26/2 – 2/3	Mathematics 5.1
6B 5/3 – 9/3	History
7A 12/3 – 16/3	Child Studies Commerce English
8B 19/3 – 23/3	Mathematics 5.3, 5.2 ISTEM Science
9A 26/3 – 29/3	Music Italian  Hospitality PAS Marine Science Visual Design
10B 2/4 – 6/4	Mathematics 5.1 Visual Art Photographic and Digital Media Visual Design
11A 9/4 – 13/4	PAS Religious Studies

# YEAR 10 ASSESSMENT CALENDAR

## TERM 2, 2018

WEEK	TASKS
1B 30/4 – 4/5	
2A 7/5 – 11/5	Marine Science
3B 14/5 – 18/5	PDHPE Italian                      Child Studies Commerce                      iSTEM
4A 21/5 – 25/5	Food Technology      Music      Visual Art <b>EXAMINATIONS BEGIN</b> English      Mathematics      History      Science
5B 28/5 – 1/6	<b>EXAMINATIONS END</b> Elective Tasks/exams :      Photographic and Digital Media, Visual Design Elective History      iSTEM      IST      Italian Hospitality
6A 4/5 – 8/6	Religious Studies
7B 11/6 – 15/6	Hospitality
8A 18/6 – 22/6	
9B 25/6 – 29/6	
10A 2/7 – 6/7	PAS

# YEAR 10 ASSESSMENT CALENDAR

## TERM 3, 2018

WEEK	TASKS
1B 23/7 – 27/7	
2A 30/7 – 3/8	Mathematics 5.3
3B 6/8 – 10/8	Elective History Religious studies Visual Art
4A 13/8 – 17/8	Mathematics 5.2 and 5.1  Commerce
5B 20/8 – 18/8	Child Studies Marine Science
6A 27/8 – 31/8	Religious Studies Geography Italian English
7B 3/9 – 7/9	Hospitality Visual Art  <b style="text-align: center;">Yr 10 Retreat</b>
8A 10/9 – 14/9	Mathematics 5.3, 5.2 and 5.1  PAS
9B 17/9 – 21/9	Science Photographic and Digital Media Visual Design
10A 24/9 – 28/9	Science iSTEM      Music      Commerce



# YEAR 10 ASSESSMENT CALENDAR

## TERM 4, 2018

WEEK	TASKS
1B 15/10-19/10	English Marine Science
2A 22/10-26/10	PDHPE English Visual Design
3B 29/10 – 2/11	English iSTEM    Food Technology Italian    Child Studies
4A 5/11 – 9/11	Religious Studies Elective History    Music    IST  <b>EXAMINATIONS BEGIN</b> Mathematics    Science    Geography
5B 12/11–16/11	<b>EXAMINATIONS CONCLUDE</b>  Elective Exams and/or Tasks Photographic and Digital Media    Visual Design Music    Italian    Hospitality
6A 19/11-23/11	Visual Art
7B 20/11-23/11	
8A 26/11 – 30/11	
9B 3/12 - 7/12	
10A 10/12 – 14/12	
11B 17/12 – 19/12	