

Xavier Catholic College Ballina



YEAR 10 ASSESSMENT POLICY 2020

Mission Statement	3
Assessment Policy and Procedures	4
Assessment Schedules	13
Religious Education	14
English	15
Mathematics - Stage 5.1 / 5.2	16
Mathematics - Stage 5.2 / 5.3	17
Science	18
History	19
Personal Development, Health and Physical Education	20
Human Society and Its Environment (HSIE)	
Commerce	21
PDHPE	
Child Studies	22
Physical Activity and Sports Studies (PASS)	23
Creative Arts	
Dance	24
Drama	25
Music	26
Visual Arts	27
Languages	
French	28
Technological and Applied Studies (TAS)	
Food Technology	29
Graphics Technology	30
Industrial Technology - Metal	31
Industrial Technology - Multimedia	32
Industrial Technology - Timber	33
Information and Software Technology	34
iSTEM	35
Appendix	
Official Warning Letter	36
Absence From Assessment Form	38
Absence from Assessment Flow Charts	39

Xavier Catholic College Mission Statement

*What does the Lord require of us
but to act justly,
and to love kindness,
and to walk humbly with our God?* Micah 6:8

Xavier Catholic College Ballina is a Jesuit Companion School and a ministry of the St Francis Xavier Catholic Parish. Our mission is to provide a holistic Catholic education that is world-affirming, encourages a study of all reality and seeks wisdom. We strive to develop conscientious leaders and agents of change who are intellectually competent, open to growth, committed to justice, and compassionate in service to others for the greater glory of God.



PLEASE NOTE: The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1st January, 2017.

Assessment Policy and Procedures

RULES FOR YEAR 10

Students must:

- a) *have a satisfactory record of attendance at school;*
- b) *complete studies within a pattern set by NESA;*
- c) *have a satisfactory record of application to study;*
- d) *complete examinations and assessment items.*

ASSESSMENT AND THE GRADING SYSTEM

This booklet will explain the operation of the Grading System and provide an outline of how the College will assess students in Year 10 in each of their courses.

All courses on the Grade Scale will be reported by using five grades, A to E. The 'N' award will continue to be used to signify cases of 'non-satisfactory completion'.

A student's grade in each of their subjects will be based on the school's assessment of the student's performance against the descriptors for each course.

The General Performance Descriptors (refer Page 9) were used by the NESA's Syllabus Committees to develop specific performance descriptors for each subject. These Course Performance Descriptors, which are based on the knowledge and skills objectives of courses, will assist schools in awarding grades in these subjects.

The assessment tasks set by the school will be used to provide data to assist teachers determine which description best reflects the level of achievement of each student at the end of Year 10. The final decisions are made in relation to the **standard reached**, not in relation to performance relative to other students.

SCHOOL COURSES

School Courses - those courses developed by individual schools and approved by the Board, will be reported with grades as for the Board Courses. Teachers will use the General Performance Descriptors in determining the appropriate grade to award.

MANDATORY STUDIES

A statement that mandatory studies have been satisfactorily completed in Australian History, Australian Geography (completed in Year 9), Technology, Languages Other Than English, Personal Development, Health and Physical Education, Visual Arts and Music. (See table Page 10 for further details).

STUDENT ADVICE

Students must be made aware in general terms of the assessment arrangements of each course. This is provided in the outline of course assessment which follows in this booklet. It is mandatory that students be advised of the nature, relative importance and timing of any assessment task. In addition, students should be given feedback on their achievement in each task.

RESPONSIBILITIES

Responsibilities of the College

The whole school, under the guidance of the Principal, will be responsible for:

- Establishing policies and procedures across the school which ensure a consistent approach
- Ensuring that staff are fully aware of school assessment policies and procedures
- Ensuring the valid distribution of grades in different subjects
- Ensuring that students and their parents are fully aware of the system
- Setting up procedures for dealing with appeals

Responsibilities of the Faculty

- Ensuring that Faculty members are fully aware of the assessment requirements of NESAs and the school
- Establishing consistent practices within subjects
- Determining how comparability between different classes will be achieved
- Ensuring that students are informed of their responsibilities and the details of the assessment program
- Establishing the method of recording and reporting assessment data
- Monitoring individual teacher's grading determinations

Responsibilities of the Teacher

- Setting assessment tasks related to the course objectives
- Informing students as to what is expected of them
- Measuring student achievement
- Recording observations using marks, grades or comments
- Providing appropriate feedback to students on each task
- Making a judgement of each student's level of achievement by choosing the most appropriate overall description in the Course Performance Descriptors.

Responsibilities of the Students

- Completing each assessment task to the best of their ability
- Ensuring that any questions they have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back
- Demonstrating that through effort and achievement they have met all the requirements of the course

ASSESSMENT OF PARALLEL CLASSES

Where in a particular subject, more than one class follows a particular course, assessment must be such that students are ranked across the entire course.

The following methods assist with comparability:

- a) each teacher teaching common units of work to each class;*
- b) the use of common tasks, in which case there must be one marker per task/set benchmarks;*
- c) the sharing of the marking of tasks, so that one person marks all of one section.*

Other methods of ensuring comparability are not to be employed without the permission of the Principal.

SUBMISSION OF TASKS

Each student is expected to perform all the tasks that are part of the Assessment Program.

Students are to be given a due date for each assessment task they are required to submit. All tasks are to be submitted at the appointed time and in the appropriate fashion as designated by the teacher/Leader of Learning (LOL) on the assessment task cover sheet. The submission can be either hardcopy or electronic. Be advised that while there is a move toward electronic submission, this is not always the case.

If a student does not submit the task on time it will be treated as a late submission (refer to Late Submission of Tasks) unless an *Absence from Assessment Form* has been completed online via the school website.

LATE SUBMISSION OF TASKS

Students are to be given a due date for each Assessment item they are to submit. To avoid any unfair advantage “hand-in” type tasks should, ideally, be due on a Monday.

Late submissions of work will be accepted up to four school days after the due date under the following circumstances:

- a) *a penalty shall be imposed which shall be a reduction in the mark obtained by 30% of the maximum possible mark for the first day late; 20% of the maximum possible mark for the second day late and 10% of the maximum possible mark for each subsequent day late.*
- b) *submissions after this date will be treated as a non-attempt and shall be awarded a zero mark.*

ABSENCE FROM ASSESSMENT

Each student is expected to perform tasks which are part of the Assessment Program.

If a student is absent for the submission OR sitting of a task due to illness, a parent/guardian is to contact the college to notify of a students’ absence and complete *Absence From Assessment Form* via the School Website, complete with doctor certificate. This is similar for Misadventure, external sport commitments and significant family commitment (effectively an ‘out of the ordinary’ event (eg. funeral, travelling for a wedding within NSW, a significant family, birthday). Some form of evidence is required to be included with the *Absence From Assessment Form*. A note from a parent or guardian is sufficient. Students will typically sit the missed task in the first available lesson after they return to school.

Students who are away from the school on Non-Approved Leave when assessment tasks are due need to notify the school at least TWO WEEKS in advance. Students who will be away in these circumstances will receive a zero mark for ‘in-class’ tasks that may occur during their absence. Submittable tasks are to be electronically submitted BEFORE or ON the due date via the means stipulated by the Leader of Learning on the assessment task. Parents are therefore actively encouraged to avoid taking their students away from school during examination times and when assessment tasks are due for submission.

In all other cases where a candidate fails to complete an Assessment Task, a zero mark will be awarded.

If, for any reason, a zero mark is awarded to any student, the Leader of Curriculum will be informed. The student and his/her parents will also be informed **as soon as possible by the College in writing.** (Refer to the Appendix)

MALPRACTICE

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: A student found to be committing malpractice may receive a zero; a loss of some marks or may have to resubmit an alternate, yet comparable task. In this case, parents/caregivers would be contacted by the relevant Leader of Learning.

- 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
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved 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

[From: *HSC Assessment In A Standards-Referenced Framework – A Guide To Best Practice*, Educational Resources NESAs, www.arc.nesa.nsw.edu.au/go/hsc]

In the event that malpractice is proven, students should understand that they may be awarded a zero mark, receive a penalty in the form of reduced marks or be asked to complete a substitute task under supervision. Furthermore, if it is established that students are absent from school or miss class in order to complete/prepare for Assessment Tasks, they will incur a penalty of reduced marks. The Leader of Curriculum in consultation with the Leader of Learning and the teacher of the specific subject will determine the exact penalty.

‘N’ DETERMINATION

‘N’ determinations are issued for the non-completion of requirements in a course.

Students who have received an ‘N’ determination have a right of appeal.

The ‘N’ determination process for Year 10 students is unchanged from previous years. Schools should continue to issue warning letters to students who are in danger of not meeting course completion criteria. Warnings should be given in time for the problem to be corrected and should provide advice about the consequences of an ‘N’ determination in a course. A sample warning letter is available for schools to download from *Schools Online*. (see Appendix)

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the principal's determination.

If it is found that a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.

SCHOOL REVIEW OF ASSESSMENTS

Students may request a review of their assessments.

In conducting reviews, schools are not required to investigate teachers' judgements of the worth of an individual student's performance. Therefore, the marks or grades awarded are not subject to review. The purpose of the review is to establish whether:-

- a) the weightings used are those specified in the school's published Assessment Policy;*
- b) the procedures followed and marks awarded are consistent with the school's published Assessment Policy;*
- c) any computational or clerical errors have occurred.*

As each assessment task is returned to the students, the teachers will explain their marking scheme and how the grades were determined. Clear, accurate feedback should obviate to need for appeals. Students wishing to appeal against a grade must submit a written request to the Leader of Curriculum within two days of receiving their result. The appeals must be written as they may have to be referred to an Appeals Panel if the student and teacher cannot find grounds for agreement.

The decision of the Appeals Panel is final.

REPORTING

The grades are based upon the work completed in Year 10 in each course.

Students will receive Semester reports in Term 2 and Term 4 based on achievement in each course of study. However, it should not be assumed that the grade on the semester report will be identical to the final Year 10 grade as differences may occur in the quality of work between semesters.

GRADING

Grading student achievement is the process of assigning a letter (*A, B, C, D, E* or *N*) to summarise the level of a student's achievement in a course. In Mathematics, grades will be further differentiated to nine levels A10, A9, B8, B7, C6, C5, D4, D3, E2.

The grading system is concerned with describing the student's achievement **at the end** of each course in Stage 5. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment.

Teachers must use their professional judgement in applying the Course Performance Descriptors to determine student's final grades. They describe the main features of a typical student's performance at each level of achievement measured against the syllabus objectives and outcomes for that course.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
<i>A</i>	A grade indicating excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
<i>B</i>	A grade indicating a high level of achievement in the course. The student has a thorough knowledge and understanding of the course content and competence in processes and skills of the course. In addition, the student is able to apply their knowledge and skills to most new situations.
<i>C</i>	A grade indicating substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills of the subject and has achieved a sound level of competence in the processes and skills of the course.
<i>D</i>	A grade indicating satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
<i>E</i>	A grade indicating elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.
<i>'N'</i> Determination	Where ' <i>N</i> ' appears in place of an ' <i>A</i> ' to ' <i>E</i> ' grade opposite a course, the student has failed to meet one or more of the following requirements: a) followed the course developed by NESA; 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.

CREDENTIALING

Eligibility for the RoSA

The eligibility requirements for the RoSA are essentially unchanged from the School Certificate, except for the deletion of the School Certificate tests. Requirements relating to curriculum, school attendance and the completion of Year 10 are identical to those that previously applied for the School Certificate.

To qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board; and
- completed Year 10.

Mandatory curriculum requirements

Students are required to complete the following mandatory curriculum for the RoSA:

English	The Board Developed syllabus to be studied substantially throughout Years 7-10. 400 hours to be completed by the end of Year 10
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7-10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7-10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7-10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages	100 hours to be completed in one language over one continuous 12 month period between Years 7-10 but preferably in Years 7-8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7-8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100 hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100 hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300 hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7-10.

School attendance

Although the Board does not set a minimum attendance for the satisfactory completion of a course, a principal may determine that, as a result of absence, course completion criteria might not be met.

A requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Issuance of RoSA documentation by NESA (*NSW Education Standards Authority*)

The formal Record of School Achievement credential will be awarded to eligible students when they leave school. Schools will be required to notify NESA of eligible students leaving school at the end of Year 10. The Record of School Achievement will be provided by NESA electronically. Students leaving school who do not meet the RoSA requirements will be issued with a Transcript of Study. In addition to students leaving school, transcripts for all students will be available in electronic format for schools to download and print.

Content of the RoSA

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, Australian History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student's grade shown to the right of each course.
- All mandatory curriculum requirements (ie English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.
- VET courses will be recorded as 'Completed' with the footnote *Refer to Vocational Documentation*.
- Courses based on Life Skills outcomes and content will be recorded as 'Completed' with the footnote *See Profile of Student Achievement*.

(Where an 'N' determination is received in an additional study (elective), the course will not appear on the RoSA.)

Content of the Transcript of Study

The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.

Where an 'N' determination is received in a Stage 5 mandatory course it will be recorded on the Transcript of Study as 'Not completed'. Where an 'N' determination is received in an additional study (elective) the course will not appear on the Transcript of Study.

The Transcript of Study will also include a statement that the student is not eligible for the award of the Record of School Achievement.

Life Skills

The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved by students undertaking Life Skills outcomes and content in Year 10. It will be printed and issued by the Board to school leavers, together with the RoSA (or Transcript of Study for ineligible students). In addition to students leaving school, the Profile for all students will be available in electronic format for schools to download and print.

ASSESSMENT SCHEDULES

Assessment Outlines for Mandatory Subjects are as follows:-

Religious Education




Xavier Catholic College Assessment Plan Year 10 Religious Education 2020

	Task 1	Task 2	Task 3	
Date of Task	Term 1 Week 9	Week 7 Term 2	Term 4 exam block	
Type of Task	research	PBL Website	Examination	
Outcomes	A10 V A10 K A10 S	B10 V B10 K B10S	E10 V E10 K, C10 K E10 S	
Syllabus Topic	Sacraments at the Service of Communion	The Church: Tradition, Challenge and Change	Catholic Social Teachings/ Ecumenism	
Syllabus Content				Weighting
Total Weighting	30%	30%	40%	100%


- Semester 1 Report: Task 1 - 50% Task 2 - 50%
- Semester 2 Report: Task 3- 100%

English

	Xavier Catholic College Assessment Schedule English Year 10, 2020
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	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 10	Term 2 Week 6	Term 3 Week 9	Term 4 Week 5	
Nature of Task	Task 1	Task 2	Task 3	Task 4	
Syllabus Topic/s	Critical Study Shakespeare Macbeth	Into the World	Close Study Novel	Poetic Voice	
Outcomes Assessed	EN5-1A EN5-3B EN5-5C EN5-7D	EN5-1A EN5-2A EN5-3B EN5-5C EN5-6C EN5-7D EN5-8D	EN5-1A EN5-3B EN5-5C EN5-7D	EN5-1A EN5-3B EN5-4B EN5-5C EN5-6C EN5-7D EN5-8D	
					Weighting %
Total %	25%	25%	25%	25%	100%


Mathematics - Stage 5.1 / 5.2

	<p align="center">Xavier Catholic College Assessment Schedule Mathematics - Stage 5.1 / 5.2 Year 10, 2020</p>
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	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 6	Term 2 Week 7	Term 3 Week 6	Term 4 Exam Week	
Nature of Task	Assignment/ Validation Task	Examination	Assignment	Examination	
Syllabus Topic/s	Probability	Financial Mathematics, Linear Relationships, Numbers of any magnitude, SA and Volume	Equations, Non-Linear Graphs, Trigonometry	Simultaneous Equations, Probability, Geometry + topics in Task 3	
Outcomes Assessed	MA5.1- 13SP MA5.2- 2WM, 17SP	MA5.1- 1WM, 2WM, 3WM, 4NA, 5NA, 6NA, 8MG, 9MG MA5.2- 1WM, 4NA, 7NA, 9NA, 11MG, 12MG,	MA4 - 16MG MA5.1- 1WM, 2WM, 10MG MA5.2- 1WM, 2WM, 8NA, 13MG	MA4 - 16MG MA5.1- 1WM, 2WM, 3WM, 6NA, 7NA, 10MG, 11MG, 12SP MA5.2- 1WM, 2WM, 3WM, 5NA, 8NA, 9NA, 10NA, 13MG, 14MG, 15SP, 16SP	
Syllabus Components					Weighting %
Knowledge, Skills and Understanding	✓	✓	✓	✓	
Communicating, Problem Solving and Reasoning	✓	✓	✓	✓	
Total %	20 %	30 %	20 %	30 %	100 %


➤ Semester 1 Report: Task 1 - 40% / Task 2 - 60%

Mathematics - Stage 5.2 / 5.3

	<p align="center">Xavier Catholic College Assessment Schedule Mathematics - Stage 5.2 / 5.3 Year 10, 2020</p>
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	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 8	Term 2 Week 7	Term 3 Week 6	Term 4 Exam Week	
Nature of Task	Class Test	Examination	Assignment	Examination	
Syllabus Topic/s	Financial Mathematics, Linear Relationships, S.A. and Volume	Data Analysis, Products and Factors, Variation and Non-Linear Graphs + topics in Task 1	Complex Equations and Quadratics, Trigonometry Probability	Bivariate data, Quadratic Equations and the Parabola Non-Linear Graphs + topics in Task 3	
Outcomes Assessed	MA5.2- 1WM, 2WM, 4NA, 11MG, 12MG MA5.3- 8NA, 14MG	MA5.2- 1WM, 2WM, 4NA, 10NA, 15SP MA5.3- 1WM, 2WM, 4NA, 5NA, 8NA, 9NA, 18SP	MA5.2- 1WM, 2WM, 3WM, 8NA, 17SP MA5.3- 1WM, 2WM, 3WM, 7NA, 15MG,	MA5.2- 1WM, 2WM, 3WM, 8NA, 16SP, 17SP MA5.3- 1WM, 2WM, 3WM, 7NA, 15MG, 16MG, 17SP, 19SP	
Syllabus Components					Weighting %
Knowledge, Skills and Understanding	✓	✓	✓	✓	
Communicating, Problem Solving and Reasoning	✓	✓	✓	✓	
Total %	20 %	30 %	20 %	30 %	100 %

Science



Xavier Catholic College


Assessment Schedule

Science Year 10, 2020

	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 5 Sets 1 & 5 Term 1 Week 9 Sets 2 & 6 Term 2 Week 4 Sets 3 & 4	Term 2 Weeks 7 & 8	Term 4 Week 3	Term 4 Exam Week	
Nature of Task	Working Scientifically	Examination	Working Scientifically	Examination	
Syllabus Topic/s	Chemistry Scientific Process & Reporting	Semester 1 Topics	Scientific Process & Reporting	Year 10 Knowledge & Process Skills	
Outcomes Assessed	SC5 - 4WS SC5 - 5WS SC5 - 6WS SC5 - 7WS SC5 - 8WS SC5 - 9WS SC5 - 17CW	SC5-5WS SC5-7WS SC5-8WS SC5-9WS SC5-10PW SC5-11PW SC5-12ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW	SC5 - 4WS SC5 - 5WS SC5 - 6WS SC5 - 7WS SC5 - 8WS SC5 - 9WS	SC5 5WS SC5 - 7WS SC5 - 8WS SC5 - 9WS SC5 - 10PW SC5 - 11PW SC5 - 13ES SC5 - 14LW SC5 - 15LW SC5 - 17CW	
Syllabus Components					Weighting %
Working Scientifically	20		40		60
Knowledge & Understanding		15		25	40
Total %	20%	15%	40%	25%	100%

- Semester 1 Report: Task 1 - 50% / Task 2 - 50%
- Semester 2 Report: Task 3 - 50% / Task 4 - 50%

History



Xavier Catholic College

Assessment Schedule

History Year 10, 2020

	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 9	Term 2 Week 7-8	Term 3	Term 4 Exam Week	
Nature of Task	Research	Topic Test - writing	Source Analysis	Examination	
Syllabus Topic/s	Movement of People	Rights and Freedoms	Australians at War	The Holocaust	
Outcomes Assessed	HT5-3, HT5-5, HT5-6, HT5-8, HT5-9, HT5-10	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-7, HT5-8, HT5-9, HT5-10	
Syllabus Components					Weighting %
Knowledge and Understanding	✓	✓	✓	✓	
Historical Skills	✓	✓	✓	✓	
Communication	✓	✓	✓	✓	
Total %	20%	20%	30%	30%	100%

- Semester 1 Report: Task 1 - 50% / Task 2 - 50%
- Semester 2 Report: Task 3 - 50% / Task 4 - 50%

Personal Development, Health and Physical Education



Xavier Catholic College Assessment Schedule

Personal Development, Health and Physical Education Year 10, 2020


	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 2	Term 1/2	Term 4 Week 3	Term 3/4	
Nature of Task	Exam	Movement Skills	Project Based Learning	Dance/ Movement Skills	
Syllabus Topic/s	Life's Challenges, Respectful Relationships	Net-Court Games, Sportability	How can I be an Advocate?	Dance Composition, Field Games	
Outcomes Assessed	PD5-1, PD5-2, PD5-6, PD5-7, PD5-9	PD5-4, PD5-5, PD5-11	PD5-2, PD5-6, PD5-7	PD5-4, PD5-5, PD5-11	
Syllabus Components					Weighting %
Knowledge and Understanding	✓		✓		
Skills		✓		✓	
Total %	15%	15%	35%	35%	100%

- Semester 1 Report: Task 1 - 50% /Task 2 - 50%
- Semester 2 Report: Tasks 3, 4 - 100%

Assessment outlines for elective subject are as follows:

HSIE:

Commerce

	Xavier Catholic College Assessment Schedule HSIE - Commerce Year 10, 2020
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	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 8	Term 2 Week 7/8	Term 3 Week 7	Term 4 Exam Week	
Nature of Task	Case Study	Presentation	Research task	Examination	
Syllabus Topic/s	Law and Society	Political Involvement	Employment Issues & Investing	All topics	
Outcomes Assessed	5.3 5.4 5.7 5.9	5.4 5.5 5.7 5.9	5.1 5.2 5.3 5.4 5.7	5.1 5.2 5.3 5.7 5.8 5.9	
Syllabus Components					Weighting %
Knowledge and Understanding	✓	✓	✓	✓	
Skills	✓		✓	✓	
Research and Communication		✓	✓	✓	
Total %	20%	20%	30%	30%	100%

- Semester 1 Report: Task 1 - 50% / Task 2 - 50%
- Semester 2 Report: Task 3 - 50% / Task 4 - 50%



Xavier Catholic College Assessment Schedule Child Studies Year 10 2020

	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1	Term 2	Term 4	Term 4	
Nature of Task	Practical application and report	Investigation and report	Research task	Observation and report	
Syllabus Topic/s	Feeding young bodies and minds	How technology is shaping our children	Appreciating diversity	Childcare and beyond	
Outcomes Assessed	1.2, 2.2, 4.2	1.3, 2.1, 3.3	3.2, 4.2	3.1, 3.2, 4.1	
Syllabus Components					Weighting %
Knowledge and Understanding		✓	✓	✓	
Skills	✓			✓	
Total %	15%	15%	35%	35%	100%

Physical Activity and Sports Studies

(PASS)



Xavier Catholic College Assessment Schedule

Faculty: PDHPE Subject: PASS
Year 10 2020

	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 7	Term 2 Week 4	Term 3 Week 10	Term 4 Exam Week	
Nature of Task	Speech	Scenario	Performance Analysis	Exam	
Syllabus Topic/s	Issues in Sport	Sports Injuries	Performance to the Max	Performance to the Max, Going Global	
Outcomes Assessed	2.1, 2.2, 4.4	1.1, 4.2	3.1, 3.2, 4.3, 4.4	2.1,2.2,3.1, 3.2, 4.3, 4.4	
Syllabus Components					Weighting %
Foundations of Physical Activity	✓	✓	✓	✓	
Physical Activity and Sport in Society	✓			✓	
Enhancing Participation and Performance			✓		
Total %	20%	20%	30%	30%	100%

- Semester 1 Report: Task 1 - 50% /Task 2 - 50%
- Semester 2 Report: Task 3 - 50% / Task 4 - 50%


Dance

	<p align="center">Xavier Catholic College Assessment Schedule Creative Arts - Dance Year 10, 2020</p>
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	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 7	Term 2 Week 7 Exam Week	Term 3 Week 9	Term 4 Exam Week	
Nature of Task	Performance (style) and report	Composition and Process Diary	Performance and Presentation	Practical Performance and Composition and written exam	
Syllabus Topic/s	Performance and Appreciation	Composition and Appreciation	Performance and Appreciation	Performance, Composition and Appreciation	
Outcomes Assessed	5.1.1, 5.1.2, 5.1.3, 5.3.2	5.2.1, 5.2.2 5.3.1, 5.3.3,	5.1.1, 5.1.2, 5.1.3	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.2	
Syllabus Components					Weighting %
Performance	15%		15%	10%	40
Composition		20%		10%	30
Appreciation	5%	10%	5%	10%	30
Total %	20%	30%	20%	30%	100%

- Semester 1 Report: Task 1 - 50% / Task 2 - 50%
- Semester 2 Report: Task 3 - 50% / Task 4 - 50%

Drama

	Xavier Catholic College Assessment Schedule Creative Arts - Drama Year 10, 2020
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	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 9	Term 2 Week 7	Term 3 Week 8	Term 4 Exam Week	
Nature of Task	Theatrical Styles (Masks and Commedia dell'Arte) Performance and Logbook	Acting-duologue and research	Brecht Performance and research (Improvisation and Playbuilding)	Monologue and poster design	
Syllabus Topic/s	Making and Performing	Performing and Appreciating	Making, Performing and Appreciating	Making Performing and Appreciating	
Outcomes Assessed	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2,	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1 5.3.3	5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1	5.1.3, 5.1.4, 5.2.2, 5.3.2	
Syllabus Components					Weighting %
Making	10%		10%	10%	30
Performing	10%	15%	5%	10%	40
Appreciating		10%	10%	10%	30
Total %	20%	25%	25%	30%	100%

- Semester 1 Report: Task 1 - 50% /Task 2 - 50%
- Semester 2 Report: Task 3 - 50% / Task 4 - 50%


Music

	Xavier Catholic College Assessment Schedule Creative Arts - Music Year 10, 2020
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	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 10	Term 2 Week 8 In Class	Term 3 Week 9	Term 4 Exam Week	
Nature of Task	Composition	Performance & Viva	Composition	Performance and Listening Examination All Topics	
Syllabus Topic/s	Jazz	Music for small ensembles	20th/21st Centuries- Rock	Aust. Art Music, All topics Rock Music, Music for film, TV, Radio	
Outcomes Assessed	5.4, 5.5, 5.6	5.1, 5.2, 5.3 5.7	5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.7, 5.8, 5.9 5.10	
Syllabus Components					Weighting %
Performing		20%		20%	40
Composing	15%		15%		30
Listening		10%		20%	30
Total %	15%	30%	15%	40%	100%

- Semester 1 Report: Task 1 - 50% /Task 2 - 50%
- Semester 2 Report: Task 3 - 50% / Task 4 - 50%

Visual Arts

	Xavier Catholic College Assessment Schedule Creative Arts - Visual Arts Year 10, 2020
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	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 8	Term 2 Week 3	Term 3 Week 6	Term 4 Exam Week	
Nature of Task	Frames Assessment	Body of Work and VAPD	Essay	Painting Body of Work	
Syllabus Topic/s	Critical and Historical Studies	Artmaking	Critical and Historical Studies	Artmaking	
Outcomes Assessed	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
Syllabus Components					Weighting %
Artmaking		✓		✓	65
Critical and Historical Studies	✓		✓		35
Total %	15%	25%	20%	40%	100%

VAPD = Visual Arts Process Diary

- Semester 1 Report: Task 1 - /Task 2 -
- Semester 2 Report: Task 3 - / Task 4 -


French

	Xavier Catholic College Assessment Schedule Languages - French Year 10, 2020
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	Task 1	Task 2	Task 3	
Timing of Task	Term 2 Week 5	Term 3 Week 8	Term 4 Exam Week	
Nature of Task	Cumulative blog on personal identity and relationships Followed by a presentation to the teacher on the same topics using visuals from the blog as support	Reading task on a variety of topics, answers in English	Listening Task on a variety of topics, answers in English	
Focus Topic/s	N/A	Various topics covered throughout the year	Various topics covered throughout the year	
Outcomes Assessed	LFR5-1C LFR5-4C LFR5- 5U LFR5-6U	LFR5-2C LFR5-3C LFR5-7U	LFR5-2C LFR5-3C LFR5-7U	
Syllabus Components	Interacting Composing Systems of Language	Accessing and responding	Accessing and responding	Weighting %
Speaking	20%			20%
Reading and Responding		25%		25%
Writing	30%			30%
Listening and Responding			25%	25%
Total %	50%	25%	25%	100%

- Semester 1 Report: Task 1 - 100%
- Semester 2 Report: Task 2 - 50% / Task 4 - 50%

Food Technology

	Xavier Catholic College Assessment Schedule TAS - Food Technology Year 10, 2020
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	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	Term 4 Exam Week	
Nature of Task	Practical Project/Folio	Practical Project/Folio	Catering Project/Folio	Examination	
Syllabus Topic/s	Dietary Needs Design Task	Special Occasions Design Task	Food Service and Catering/ Food Equity	All topics	
Outcomes Assessed	5.5.1, 5.5.2, 5.3.2, 5.6.1	5.3.2, 5.5.1, 5.5.2, 5.6.1	5.5.2, 5.3.2, 5.5.1, 5.6.1	5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.6.2, 5.3.1, 5.3.2, 5.5.2, 5.6.1	
Syllabus Components					Weighting %
Total %	25%	25%	30%	20%	100%

Graphics Technology

	Xavier Catholic College Assessment Schedule TAS - Graphics Technology Year 10, 2020
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	Task 1	Task 2	Task 3	Term 4	
Timing of Task	Term 1 Week 9	Term 2 Week 6	Term 3 Week 6	Term 4 Week 4	
Nature of Task	Freehand Technical Drawing CAD	Freehand Technical Drawing CAD	Freehand Technical Drawing CAD	Freehand Technical Drawing CAD	
Syllabus Topic/s	Option Module 1 Architectural Drawing	Option Module 2 Landscape Drawing	Option Module 3 Graphic Design & Communicatio n	Option Module 4 Student Negotiated	
Outcomes Assessed	5.1.1 5.2.1 5.3.1 5.4.1	5.1.1 5.2.1 5.3.1 5.4.1	5.1.1 5.1.2 5.3.2 5.4.2	5.1.2 5.2.1 5.2.2 5.3.2	
Syllabus Components	Sketching Drafting standards Architectural design Architectural plans	Sketching Landscape elements Landscape design Landscape plans	Sketching Symbols & conventions Graphic design principles Graphic presentations	Sketching Intended audience Design brief Graphical presentations	Weighting %
Total %	20%	25%	25%	30%	100%



Xavier Catholic College
Assessment Schedule
TAS Industrial Technology Metal
Year 10 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 2 Week 6	Term 4 Week 6	Term 4 Exam Week	
Nature of Task	Practical Project/Folio	Practical Project/Folio	Examination	
Syllabus Topic/s	Metal Fabrication Casual Table Setting	Metal Fabrication and Machining Barbeque	All Topics	
Outcomes Assessed	5.1.1, 5.1.2, 5.2.1,5.2.2,5.3.1, 5.3.2, 5.4.1, 5.5.1,5.6.1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.4.1, 5.4.2, 5.5.1,5.7.1, 5.7.2	5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.7.1	
Syllabus Components				Weighting %
Total %	45%	30%	25%	100%

Industrial Technology - Multimedia

	<p style="text-align: center;">Xavier Catholic College Assessment Schedule TAS - Industrial Technology, Multimedia Year 10, 2020</p>
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	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 6	Term 2 Week 5	Term 3 Week 5	Term 4 Week 3	
Nature of Task	Practical Project	Practical Project	Practical Project	Practical Project	
Syllabus Topic/s	Film ReCreation	Sound Creation Podcast	The Next Commercial Task	Collection of Tasks- Ebrochure/ Flash Banner	
Outcomes Assessed	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.2	
Syllabus Components					Weighting %
Total %	20%	30%	30%	20%	100%

Industrial Technology - Timber


	Xavier Catholic College Assessment Schedule TAS - Industrial Technology, Timber Year 10, 2020
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	Task 1	Task 2	Task 3	
Timing of Task	Term 2 Week 6	Term 4 Exam Week	Term 4 Week 7	
Nature of Task	Bedside Cabinet Project/Folio	Examination	Self Select Project/Folio	
Syllabus Topic/s	Cabinetwork- Module 3	All topics	Cabinetwork Module 4	
Outcomes Assessed	5.1.2, 5.2.2, 5.3.2, 5.5.1, 5.6.1, 5.4.2	5.1.1, 5.2.2, 5.4.1, 5.6.1, 5.7.1, 5.7.2	5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.7.1	
Syllabus Components				Weighting %
Total %	45%	15%	40%	100

Information and Software Technology

	Xavier Catholic College Assessment Schedule TAS - Information and Software Technology Year 10, 2020
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	Task 1	Task 2	Task 3	Task 4	
Timing of Task	Term 1 Week 10	Term 2 Week 6	Term 4 Week 4	Term 4 Exam Week	
Nature of Task	Artist/Game Promotion project	Class Test	Programming Project	Semester 2 Exam	
Syllabus Topic/s	Authoring/ multimedia	Authoring/ Multimedia, Internet and Website Development	Software Development and Programming	Software Development and Programming, Robotics	
Outcomes Assessed	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.3	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.2,	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3	
Syllabus Components					Weighting %
Total %	20%	30%	20%	30%	100%

	Xavier Catholic College Assessment Schedule TAS - iSTEM Year 10, 2020
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	Task 1	Task 2	Task 3	
	Term 2 Week 2	Term 3 Week 3	Term 4 Week 4	
Nature of Task	Practical Task/Portfolio	Practical Task/Portfolio Presentation	Major Project	
Syllabus Topic/s	Aerodynamics	Mars Rovers Design for Space	All topics	
Outcomes Assessed	5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.2, 5.6.2, 5.7.1, 5.8.1	5.1.2, 5.1.1, 5.5.1, 5.2.1, 5.7.1, 5.6.1	5.1.1, 5.1.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2, 5.7.1, 5.8.1	
Syllabus Components				Weighting %
Total %	30%	30%	40%	100%

Official Warning Letter



XAVIER CATHOLIC COLLEGE

A Jesuit Companion School

2 Redford Drive, Skennars Head, N.S.W. 2478 P.O. Box 1310 Ballina, N.S.W. 2478 Phone: (02) 6618 0180
Fax: (02) 6687 6828 Email: xccball@lism.catholic.edu.au Web: xavierlism.catholic.edu.au

>>

Dear Mr & Mrs >>,

OFFICIAL WARNING **Non-completion of a Year 10 Course**

I am writing to advise that your son/daughter >> is in danger of not meeting the Course Completion Criteria for the Year 10 course - >>.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the first **official warning** we have issued concerning the course >>.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:-

- a) **followed** the course developed or endorsed by the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination.

To date, >> has not satisfactorily met b) or c) of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for >> to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with >> and contact the school if further information or clarification is needed.

Yours sincerely,

Class Teacher / Head Teacher

Curriculum Coordinator

Principal

Date

To satisfy the Course Completion Criteria, the following task(s), requirements or outcomes need to be satisfactorily completed by >>.

Task Name(s) / Weight / Course Requirement(s) / Course Outcome(s)	Original due date (if applicable)	Action required by student	Revised date to be completed by (if applicable)
>>	>>	>>	>>

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----

Please detach this section and return it to the Curriculum Coordinator

Requirements for the Satisfactory Completion of a Year 10 Course

I have received the letter dated indicating that my son/daughter is in danger of not having satisfactorily completed the following course - >>.

Parent/Guardian's Signature: _____ Date: _____

Parent/Guardian's Name (please print): _____

Student's Signature: _____ Date: _____

NOTE: Two copies of this letter have been provided so that you may retain one copy for your records. Please sign and return the other one to the Curriculum Coordinator.

**Mr C. Robinson
Curriculum Coordinator
Xavier Catholic College
P.O. Box 1310
BALLINA NSW 2478**

Absence from Assessment form

Please complete this form if your student will be absent from an assessment task. Refer the Assessment Policy relevant to your student's year level, located on the school website.

***Required**

Email address *

Your email address

Student Name: *

Your answer

Year: *

Your answer

Homeroom: *

Your answer

Subject affected by absence: *

Your answer

Teacher: *

Your answer

Nature of Assessment Task: *

In-Class assessment

Submission

The reason for my absence: *

Significant family commitment

External sporting commitment

Illness

Misadventure (unforeseen circumstances that prevents the student from completing of submitting the task)

Holiday

Other:

If 'Other' please provide details:

Your answer

Please provide a copy of supporting documentation here: e.g doctors certificate, funeral notice, competition entry form, etc

ILLNESS

	Parent/student required to complete of Google Form Absence from Assessment from school website, as soon as possible, <i>ideally</i> before 9am on the day of the task
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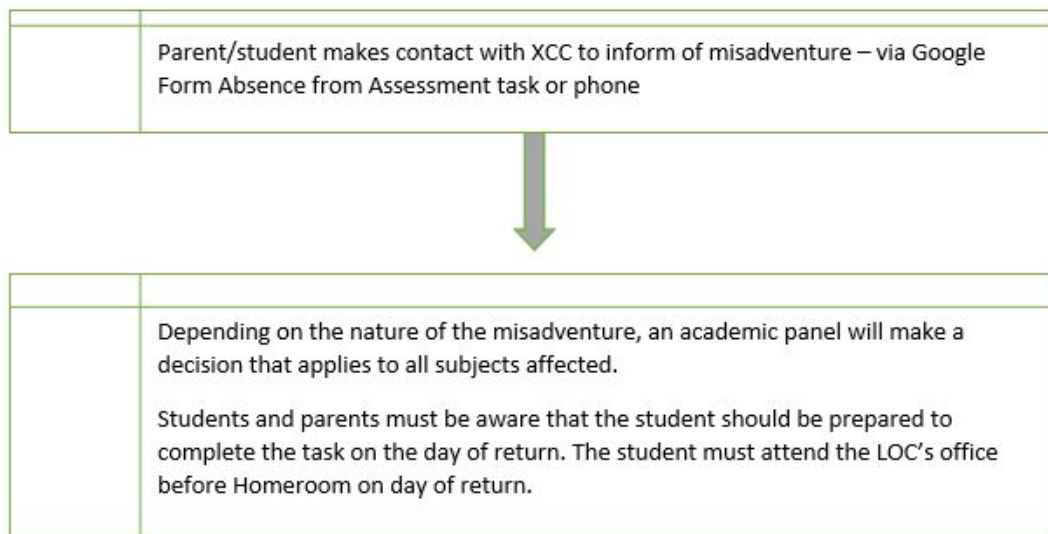


	Years 10, 11, 12 students require a doctor's certificate that covers the absence. This is to be presented to the LOC on the day of return, or uploaded to the Google Form or emailed to LOC.
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	<p>A decision will be made about the completion of the task, at the discretion of an academic panel.</p> <p>Students and parents must be aware that the student should be prepared to complete the task on the day of return. The student must attend the LOC's office before Homeroom on day of return</p>
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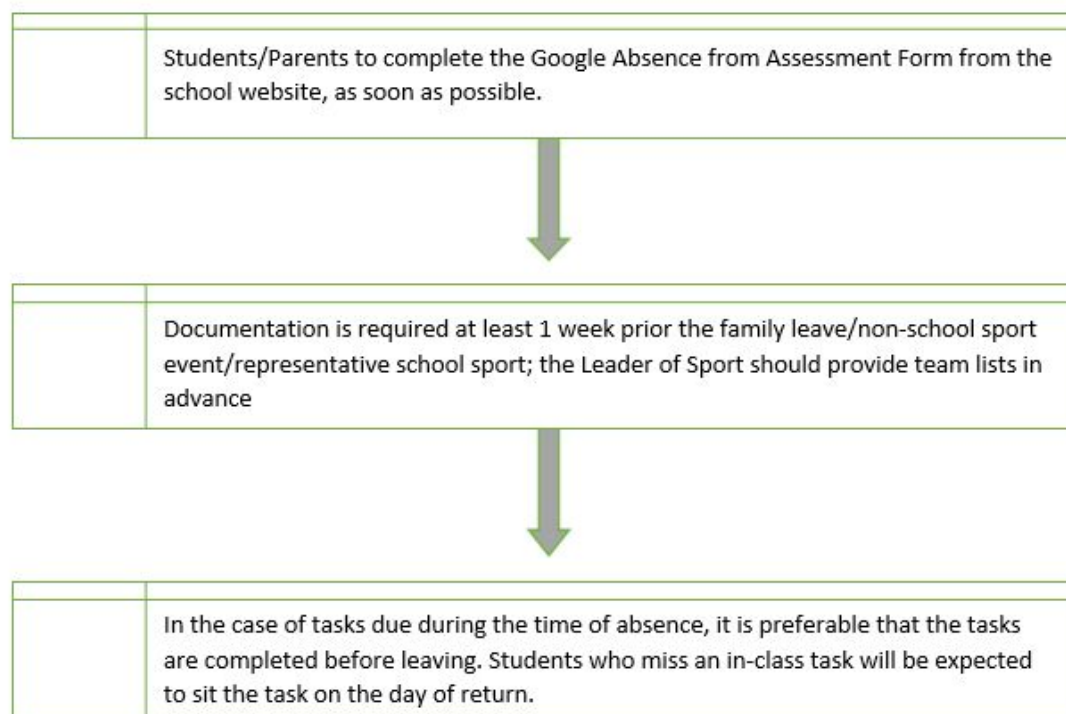
MISADVENTURE



* Misadventure is considered to be unforeseen circumstances (e.g. attendance at a funeral, accident, family breakdown/crisis, visiting a terminally ill relative). These are events that are out of the control of the student.

FAMILY LEAVE/NON-SCHOOL SPORT/ REPRESENTATIVE SCHOOL SPORT

N.B. Family leave is NOT for family holidays – it is for significant *family* events (e.g. weddings, significant birthdays, baptisms).



**Representative School Sport includes, but is not limited to Bill Turner Cup, Cochrane Cup, Waratah Cup, CRL, Berg & Downey Shields; the Leader of Sport should provide team lists in advance. It does NOT include Diocesan sporting events.

HOLIDAYS/NON-APPROVED LEAVE

