

Penola Catholic College



Year 10
Assessment Handbook

2021

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Foreword

Year 10 represents a significant milestone in a student's educational journey as they approach senior school study in Stage 6.

At Penola Catholic College we seek to provide our Year 10 students with opportunities to take greater responsibility for their own learning and prepare for greater independent learning with a self - motivated attitude.

Throughout the year students will be asked to complete formal assessment tasks in each subject. These tasks are designed to allow students to demonstrate what they know.

The students from Year 10 – Year 11 will be accumulating grades for each of their subjects through each year of study which are used to form a Record of School Achievement (RoSA). This can be accessed when a student finishes their education at the end of the year or at whatever point during senior schooling. The RoSA is provided by the New South Wales Education Standards Authority (NESA).

The school will determine the grade for each student in each subject completed at the end of Year 10. The students will be assessed on tasks listed in the assessment schedules and the teachers of each subject will assign a grade to each student based on the standard attained. The standards are set out as Course Performance Descriptors (Grades A – E) which best describe the level of student achievement.

The assessment procedures place an expectation on students to perform at a consistent level throughout the year, so that the assessment results slowly build up to give an indication of what each student knows and can do by the end of each course by November.

Students and parents need to be aware that the College, must abide strictly by NESA requirements and regulations. Parents and students should familiarise themselves thoroughly with the procedures and guidelines outlined in this handbook.

It is important for parents and students to understand that these assessment tasks represent one aspect of the learning opportunities provided to students here at Penola Catholic College. Students are encouraged to take part in all school activities, religious, cultural and sporting, and to see these as part of the process of growing to the fullness of life in Jesus.

On behalf of the college community, we wish every student well and we trust that through diligence and sustained effort each student achieves the results they are capable of attaining. More importantly, we hope that in facing up to the challenges of Year 10 that each student continues to develop a deep appreciation that learning is a lifelong process.

Rules and Requirements for the NESA Record of School Achievement (RoSA)

To qualify for the RoSA, students must have:

- satisfactorily completed courses of study by applying themselves with **diligence and sustained effort** to the **set tasks** and learning experiences in the course and achieved some or all of the course outcomes
- completed required assessment tasks to the best of their ability
- attended school until their final day of the school year

Unsubstantiated high rates of absenteeism may result in a student not meeting the requirements of their subjects which could lead to an 'N' determination for these subjects. NESA warning letters would be issued which means that the RoSA may be withheld.

It means that students must prove by **effort and achievement** that they have completed their subjects. Merely attending classes regularly does not constitute satisfactory completion of a subject. It is anticipated that students will complete all assessment tasks in each of their subjects as well as other assigned tasks such as classwork and homework. Students must also meet course requirements in terms of effort, application and a commitment to all aspects of courses, such as theoretical and practical components.

Grading for RoSA Common Grade Scale

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills

The grades are allocated based upon a student's performance across assessment tasks for each subject.

Assessment

Assessment is the process of collecting information about student performance in certain tasks in order to make a judgment about a student's development and level of achievement in relation to the outcomes of a subject. Assessment tasks relate to those activities, both formal and informal, which are used to determine the grades students receive on their RoSA.

Assessment serves a variety of purposes. It can be used to provide information for teachers, students, parents and employers about:

- students' achievements against predetermined standards or criteria
- students' achievements relative to that of others
- students' strengths and weaknesses
- students' program for development

The school assessment procedures have been designed to meet the NESA requirements for Year 10 courses.

The use of internal school assessment allows a wider and fairer measurement of a student's performance and ability.

The internal school assessment will:

- Cover a broader range of syllabus outcomes, including aspects such as practical and research skills, as well as the outcomes measured by examinations
- Be based on achievement measured throughout the course
- Be used to determine the school assessment grades based on the Course Performance Descriptors which are submitted to NESA at the end of Year 10
- Assist in the process of determining whether a student has satisfactorily completed the Record of School Achievement (RoSA)

The student's grade for each course will appear on the RoSA. It will be given as a grade of either A, B, C, D or E (except for Mathematics which has the following grades: A10, A9, B8, B7, C6, C5, D4, D3 or E2 or a VET subject such as Primary Industries which is competency based).

For the RoSA, students are assessed on a common grade scale from E2 – A10 in Mathematics. Students studying only Pathway 5.1 are usually able to achieve between E2 – D4, students studying up to Pathway 5.2 are usually able to achieve up to B7 whilst students studying up to Pathway 5.3 are able to achieve up to A10.

The major assessment tasks listed on the assessment schedules are very important, but students should be warned not to neglect other non-assessment tasks. Non-completion of class tasks can lead to unsatisfactory completion of the subject and, therefore, no result in the subject.

Each student is responsible for:

- striving for maximum personal achievement by completing each assessment task to the best of their ability
- obtaining information from their teachers about assessment tasks and requirements (eg. after absence the student must seek information on their return to class, accurately recording due dates for tasks, and meeting stated requirements and deadlines)
- consulting teachers over any difficulties with tasks or deadlines well in advance of the due date and having their own equipment for tests

Each student has the right to:

- receive a clearly defined statement of what is required of them and guidelines for each assessment task
- receive information on assessment procedures and weightings
- receive prompt and meaningful feedback
- receive extensions of time for tasks if exceptional circumstances arise (as long as students have given advance notice well before the due date with valid reasons supported by a medical certificate or other appropriate documentation)

Assessment Procedures and Policies

Assessment Tasks

Each student will receive an assessment schedule for each subject (these schedules are included in the back of this handbook).

The assessment schedule will indicate:

- The number of assessment tasks
- The approximate date (Term and Week) for the tasks
- The type of assessment tasks
- The weighting for each task
- The outcomes assessed in each course

In general, a subject will usually have approximately 4 assessment tasks.

Assessment Practices

Assessment task notification will be provided at least two weeks before the due date for the task. Any changes to tasks listed on the assessment schedule will be given to students in writing at least ten days before the due date of the task.

Students are to sign that they have received the assessment task notification. You will be provided with Assessment Schedules for every subject and will know when you should have received a task notification. If absent it is your responsibility to contact the school and your teacher.

Students who are absent when the task is handed out are to contact their teacher for the assessment task. They are to ensure they sign that they have received the task.

Students will be informed of the date the task is due, who is to receive the task and how it is to be submitted. The students will also sign that they have submitted the task.

Students who do not submit the assessment task on the due date may be awarded a zero mark if there is no acceptable reason for the non-submission.

Students wishing to be considered for illness, misadventure or special consideration MUST complete the Penola Illness and Misadventure form with the essential documentation attached. This MUST be submitted to Assistant Principal (Learning) on the first day of returning to school. 'Hand-in' tasks instructions will be communicated on the Assessment Notification and will either state 'Hand-in' task by 8:48am on the due date in the Mary Courtyard OR in the class period on the due date

NESA Rules and Requirements – Honesty “All My Own Work”

The following malpractices may result in a zero mark being recorded for an assessment task:

- 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.
- Bringing in written notes on your person to an assessment.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as their own.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance based subjects without appropriate acknowledgment.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aids during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

The decision will be made jointly by the Assistant Principal (Learning), the KLA Leader of Learning and the class teacher.

Non-Completion of Assessment Tasks

Late or non-submission of tasks will result in a penalty being awarded. Depending on the lateness and circumstances a commensurate penalty will be awarded.

Incomplete tasks will receive marks based on the work which has been submitted in relation to the marking guidelines for the assessment task.

Students who fail to submit an assessment task will be sent a NESA official letter of warning.

Students who are absent from an assessment task or fail to submit a task on the due date can apply for special considerations.

Acceptable reasons can be:

- Illness provided that a medical certificate is obtained and Illness / Misadventure form submission to Assistant Principal (Learning)
- Extenuating circumstances which have been approved by the Principal Leader, Assistant Principals, Assistant Principal (Learning), Head of Pastoral Care and Wellbeing, Year 10 Leader of Learning, or KLA Leader of Learning.
- Sporting representation arranged by the college or PDSSSC.

Students can obtain an Application for Special Considerations form from the subject teachers, KLA Leader of Learning or Assistant Principal/ Learning. It is the responsibility of the student to complete Part A of the form and submit it to the subject teacher.

The class teacher completes Part B and gives the form to the KLA Leader of Learning who is required to complete Part C.

The KLA Leader of Learning will make the decision based on the provided information. In the event where the KLA Leader of Learning is unable to make a decision, the form will be submitted to the Assistant Principal (Learning) for a decision.

The Leader of Learning - KLA keeps the form, and either the Leader of Learning or the subject teacher informs the student of the decision.

A copy of the Application for Special Considerations form is included at the back of the Handbook.

The application form must be submitted on the first day the student is back at school after the assessment task is due.

If a student knows that they cannot be available for the task, they are to inform the subject teacher before the due date of the task. Arrangements may be put in place to complete the task at a negotiated time.

Students who are granted special consideration for the assessment task may be given:

- The same task to be completed at a negotiated time
- A substitute task to be completed at a negotiated time
- An estimated result under direction from the Assistant Principal (Learning)

Year 10 RoSA Students Computer /Electronic Malfunction

Electronic malfunction on home or school equipment includes: computer malfunction; email error; CD/USB malfunction; unavailability or malfunction of equipment eg a data projector for a Power Point presentation; complete printer malfunction; fax malfunction or lost fax; file lost in College Intranet from student account etc.

- It is a student's responsibility to save all assessment work in the event it is required at a later date by the course teacher.
- Students are not to seek help from Technology Technicians in the Library for such electronic malfunction. Students must take responsibility for the security of their electronic data well in advance of the due date for completion of an assessment task.
- Printer malfunction and/or 'running out of ink' are NOT considered to be acceptable reasons for Illness and Misadventure application.

Appeal of Rejection for Special Considerations

Students have the right to appeal the decision if their Application for Special Considerations is rejected.

The student can submit an appeal which will be reviewed by an assessment committee composed of an Assistant Principal / Learning and relevant KLA Leader of Learning .

The appeal is to be submitted to an Assistant Principal, Year 10 Leader of Learning, relevant KLA Leader of Learning, Leader of Pastoral and Well-Being and Learning immediately after receiving notification that the application for special considerations has been rejected.

The appeal needs to be in writing, and it needs to include:

- Student's full name
- Homeroom class
- Subject
- Details to support the appeal
- Signature and date

Non-Completion of a Course

Students who receive three warning letters because of failure to complete tasks may receive a 'N' determination.

'N' Determination

Should a student fail to meet the requirements of a subject an 'N' determination will be given. The student and their parents/carers will be warned if it appears that the student is at risk of receiving an 'N' determination for a subject. Sufficient time will be given to the student to remedy the problem.

NESA requires two warnings to be given before an 'N' determination is made.

When a student does not satisfactorily complete a subject they may be in jeopardy of continuing into senior study.

A student who is given an 'N' determination for a mandatory subject such as English, Mathematics, Science, History, Australian Geography or PDHPE will not be eligible for a RoSA.

A student who is given an 'N' determination in Religion or an elective subject will still be eligible for a RoSA as long as other requirements have been met.

The student can request a review of the 'N' determination.

SAMPLE N WARNING LETTER

«Title»
«Street_Address»
«Suburb»

NESA Stage 5 Warning Letter One - «Course_Name»

Dear «Title»

I am writing to inform you that your child, «First» is in danger of not meeting the requirements for satisfactory completion of Stage 5 leading to the award of the Record of School Achievement (RoSA).

The NSW Educational Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them opportunity to correct the problem. A minimum of two course warnings must be issued prior to a final non-completion of course determination being made.

This is the first official warning we have issued notifying you that «First» is at risk of not meeting the requirements of English studied in Stage 5 for the award of the RoSA. Under the College policy a zero must be awarded if an assessment task has not been completed by the original due date advertised in the Assessment Booklet Subject Assessment Grids given to your child at the beginning of this course

The subject English is a mandatory course for the award of the Record of School Achievement (RoSA) or an elective course that is credentialed on the RoSA.

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 NESA; 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.

Assessment Task(s)/Student Requirements/Course Outcomes:

«Task_Not_Completed_or_Other_Issue»

Where students have not met one or more of these requirements by the end of the course, the Principal Leader is required to inform NESA that the student has not satisfactorily completed the course.

«First» is not currently meeting one or more of these requirements.

Opportunity to correct the problem:

Complete Task 1«Action_Required_by_Student»

Assessment Task Notification

Assessment task notifications will contain the relevant information required to complete the task. The task notifications will be provided to the students at least ten days before the task is due.

Assessment task notifications will provide the following information:

- The task number
- The weighting
- The due date
- The task description
- The outcomes to be assessed
- The marking guidelines where appropriate

Assessment Feedback

Each assessment task will be returned to the student with meaningful feedback indicating achievement in the task and areas for improvement. The returned assessment task will contain either a mark and/or a grade, and it will have a comment from the teacher and/or an indication of achievement against the marking guidelines.

Students will be required to sign that the assessment task has been returned.

Student Name: _____

Teacher _____

Name: _____

Year: _____

Unit of Work: _____

Due date: _____

Weighting: _____

Outcomes to be assessed: ## Outcome
 ## Outcome

Learning Intentions
Success Criteria I can:

-
-
-

Method of Submission: _____

PCC Learning Framework

Stage 4 Engagement	Stage 5 Empowerment	Stage 6 Enterprise Skills
<ul style="list-style-type: none"> • Practical knowledge • Collaboration • Accessibility • Curiosity • Interdisciplinarity • Resilience • Open-mindedness 	<ul style="list-style-type: none"> • Practical knowledge • Independence • Teamwork • Self-direction • Learner-connected communities • Reflection • Mobilised knowledge/skills • Interpersonal skills • Empathy • Responsibility • Passion 	<ul style="list-style-type: none"> • Practical knowledge • Collaboration • Teamwork • Learnability • Critical thinking skills • Innovation • Independence • Initiative • Technology • Reliability • Communication

Description of the task: [Input task instructions]

Step-by-Step Guide

[If necessary, include a step-by-step guide for completion of the task]

Additional Learning Materials

[Input links to adjusted learning materials - non negotiable!]

Declaration of Originality: Upon submission, the student declares that the planning, development, content and presentation of this task is essentially my own work (except for limited material, if any, drawn from acknowledged sources) and has not been copied from any other person's work. By completing this task, and the completion of 'All my own work' NESA modules and stated in the Penola Assessment Handbook, the student understands that malpractice/cheating may jeopardise their HSC results.

Computer / Printer malfunctions are not considered a valid excuse for non-submission of a Task

Core Catholic Values

Courage	Compassion	Integrity	Hope
<ul style="list-style-type: none">• Living morally and striving to alleviate suffering• God's Presence in the Whole World• Reconciliation• Community and Common Good	<ul style="list-style-type: none">• Community and Common Good• Search for Truth and Wisdom• Hope and Resurrection• Reconciliation	<ul style="list-style-type: none">• Positive View of Life• Reconciliation• Search for Truth and Wisdom• Living morally and striving to alleviate suffering	<ul style="list-style-type: none">• Hope and Resurrection• Positive View of Life• Reconciliation• God's Presence in the Whole World

[Religious Education & Mission Handbook](#)

Problems with Assessment - What should I do?

Illness/Misadventure Provisions

Each assessment task measures student performance in relation to specified course outcomes. The assessment will not compensate for factors such as extended illness, misadventure or domestic problems, which may have affected a student's performance throughout the course. However, there are means of appeal students may access for extended illness. Students in this situation should see the Assistant Principal (Learning) and complete the necessary documentation to validate.

Notwithstanding this provision, where a student fails to complete an assessment task through absence or is unable to present an assignment for inclusion in the assessment program, yet seeks a mark for the task, the student should complete and submit an Illness/Misadventure Form.

If the appeal is accepted:

- A substitute task may be undertaken as soon as the student returns to school. Students have 3 days only to lodge an appeal for their absence on return to school ideally the first day back is what we aim for.
- An estimate may be awarded, in exceptional circumstances, and only if authorised by the Principal or Principal's delegate.
- The late task receives a mark.
- The following will be considered valid reasons for appeal for illness or misadventure:
 - Illness or injury supported by a Medical Certificate (a parental note is not sufficient)
 - Death/funeral of a member of the student's family. Newspaper notice or Funeral Order of Service (with date) needed.
 - Other exceptional circumstances at the discretion of the Principal (Principal's delegate) in consultation with the Assistant Principal (Learning) and/or relevant KLA Leader of Learning.

Important Information Regarding Absence

1. If a student is absent on the date an assessment is due, the student must hand in that assessment to the class teacher or KLA Leader of Learning by **8.48am on the first day of return to school**.
2. The **Illness/Misadventure Appeal Form (with Medical Certificate or Bereavement Documentation)** must be completed and given to the Assistant Principal (Learning) on the first day of your return to school.
3. If a student is **absent on the date an assessment is given out**, it is the student's responsibility to get the task and the teacher's responsibility to ensure students receive the task via Google Classroom.
4. If you are away on **the day** before an assessment is due or scheduled, you must bring a Medical Certificate to explain your absence. This is to ensure no unfair advantage is taken. Failure to do this may lead to you losing all marks for the assessment or a proportion of marks. If you are **absent for an exam**, your course teacher will organise an appropriate time for you to complete your exam. Also refer to *Dishonesty and Unfair Advantage*. **Failure to observe these requirements will usually result in a zero score for your assessment**
5. Driving lessons and/or driving examinations for 'L's' or 'P's' are NOT an acceptable reason for absence during assessment tasks. A zero mark will be awarded to a student should this occur during assessment weeks or on the date of a 'hand-in' submission.

Appeals Procedures

1. Illness and Misadventure (School Based Assessment)

Students complete and submit the Illness/Misadventure form available from the teacher, KLA Leader of Learning and Assistant Principal (Learning). The student will be notified of the result of their appeal in writing. Where appropriate the zero mark will be altered accordingly. See the illness/misadventure appeal diagram of this process. Copies of this notification are lodged in the student's file, with the student's teacher and with the Assistant Principal (Learning).

2. Marks Awarded for Individual Tasks

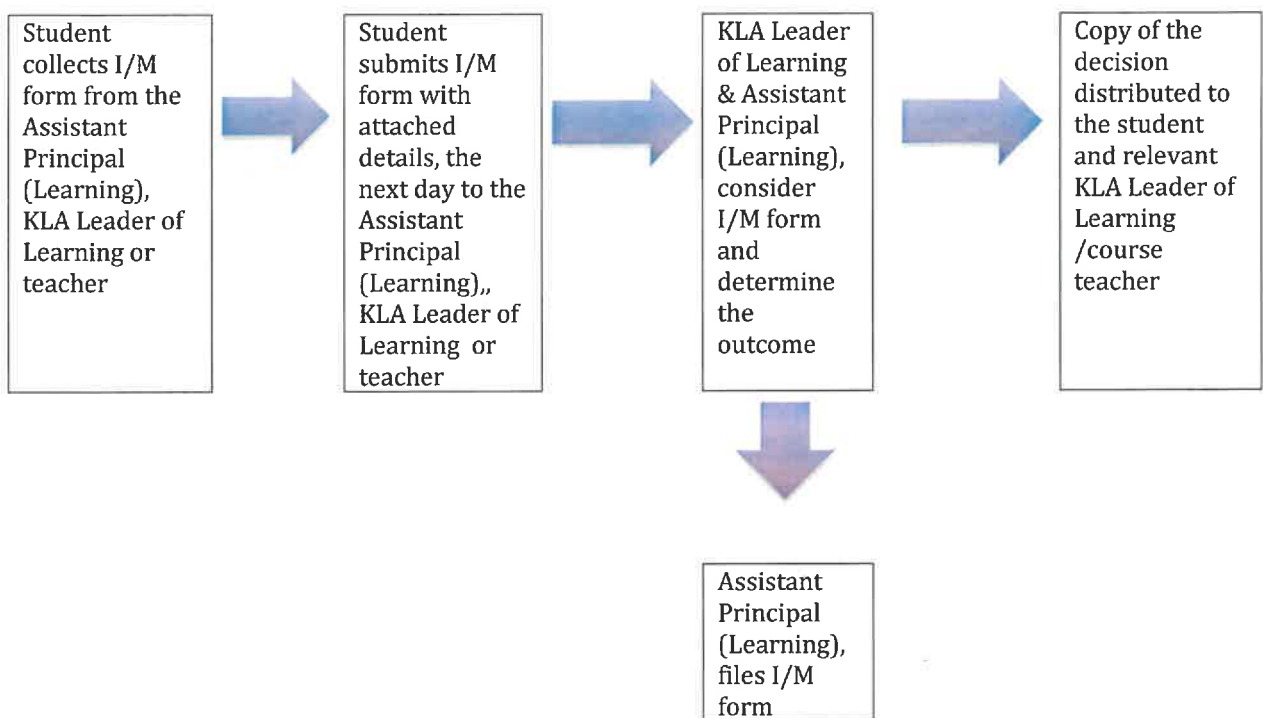
Students may request reconsideration of the marks awarded for assessment tasks within 48 hours of the task being returned. Students will be required to complete an Assessment Appeal Form. The process of reconsideration will involve the teacher concerned, the KLA Leader of Learning and the Assistant Principal (Learning).

3. Incorrect Process or Unfair Advantage

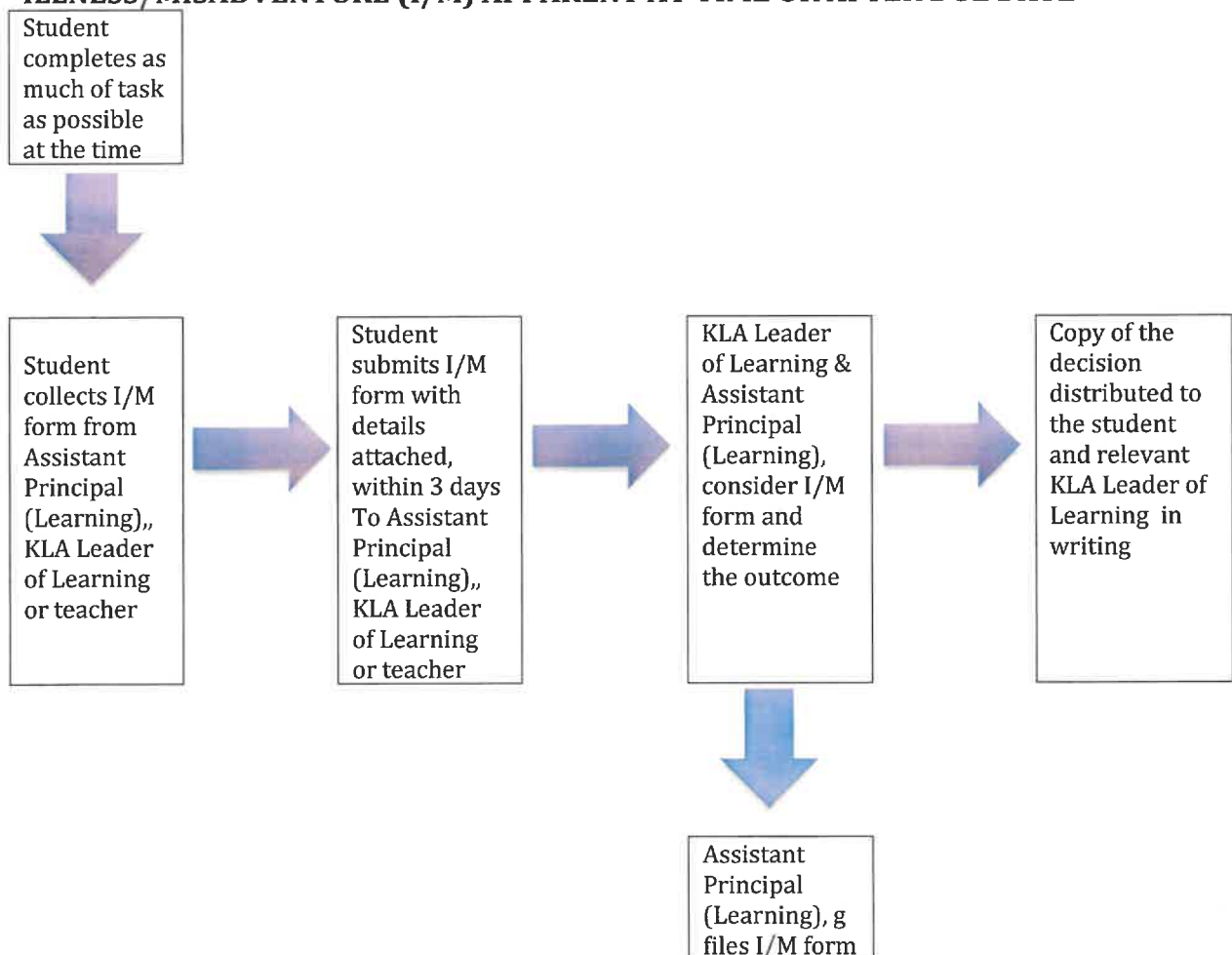
Students may appeal an assessment task or result on the grounds of incorrect process. This may include: not receiving the Assessment Information & Cover Sheet at least 10 school days before the task is due; one class being coached how to do the assessment and another class not receiving the same opportunity; a class not receiving the whole task e.g. marking guidelines missing; specified aspects of the teaching context in a particular class not being covered e.g. 'Students will revise the scaffold for the glossary term evaluation'. Should you wish to appeal some aspect of an assessment process or result, contact the class teacher and KLA Leader of Learning. The Assistant Principal (Learning) will interview the students, course teacher and relevant KLA Leader of Learning to determine whether there has been a lack of correct process implemented, which means student/s may have been disadvantaged in achieving the results that they have the potential to possibly receive. The Assistant Principal (Learning) will consult the College Executive Leadership Team and Principal Leader in determining complex cases. The end result is communicated back to the student at all times when a decision has been reached.

Illness/Misadventure Appeal Procedure

ILLNESS/MISADVENTURE (I/M) APPARENT BEFORE DUE DATE



ILLNESS/MISADVENTURE (I/M) APPARENT AT TIME OR AFTER DUE DATE



Illness / Misadventure Form

Student's Name: _____ Homeroom: _____

Course: _____ Class Teacher: _____

Assessment Task Date: _____

Type of Task (tick one) ☐ Examination
 ☐ In class task
 ☐ Hand in task

Outline the circumstances of your illness/misadventure.

.....

.....

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

Do you have any other documentary evidence to support your case? YES / NO (circle one)

If YES, list below the nature of the evidence and attach it to the back of this form.

.....

.....

Declaration

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

Student's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

LOL RECOMMENDATION:

College Use Only

Appeal: Upheld / Rejected Assistant Principal Signature: _____

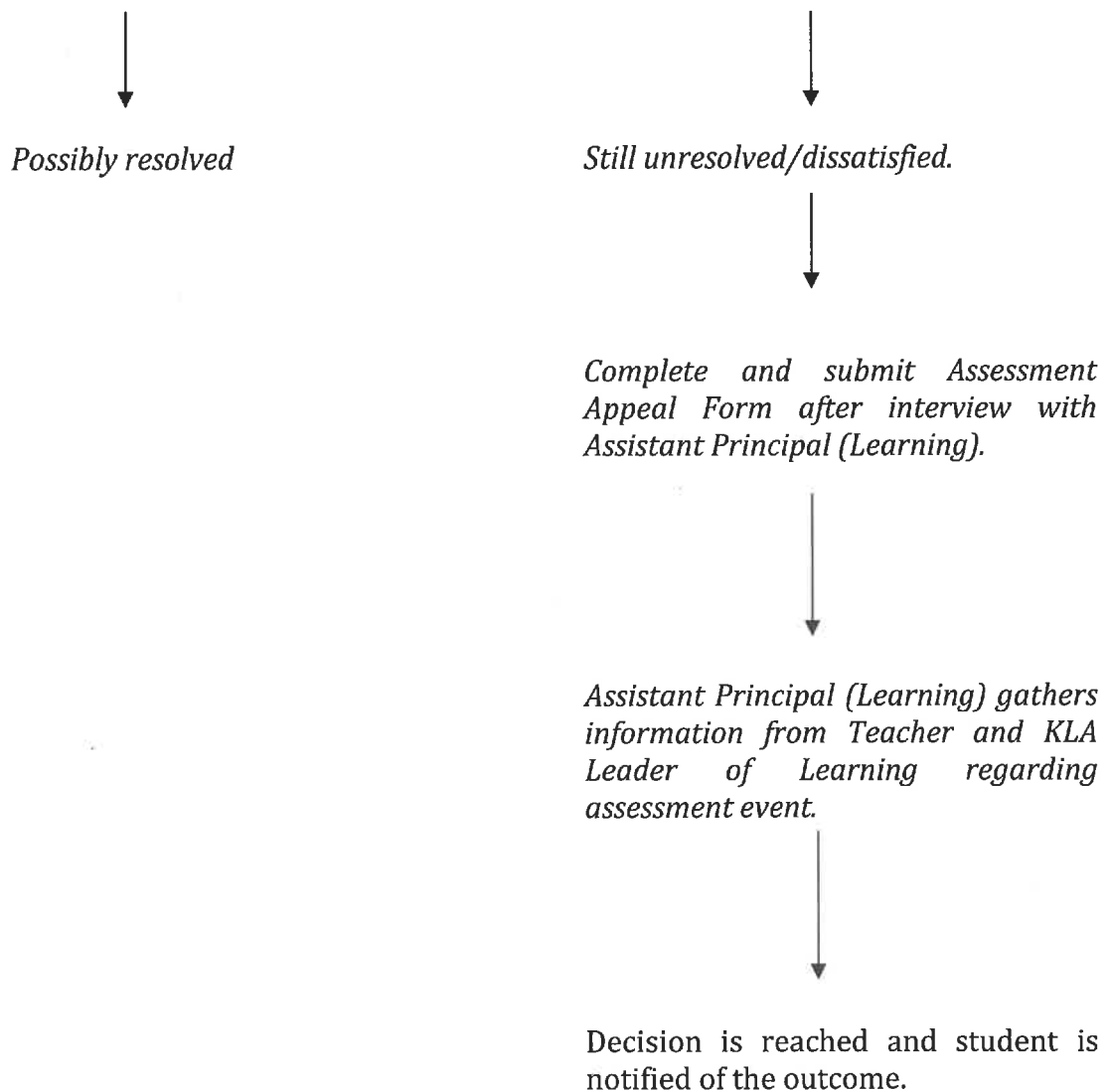
- ☐ A copy of this form has been placed in the student's Homeroom Box
- ☐ A copy of this form has been given to the classroom teacher and the Leader of Learning

Assessment Appeal Procedure

The appeal procedure exists in the event a student or students believe they have been disadvantaged unfairly

A STUDENT WOULD LIKE TO APPEAL THE RESULT OF AN ASSESSMENT IF THEY BELIEVE THE PRINCIPLES OF ASSESSMENT WERE NOT FOLLOWED OR PRACTISED

Student discusses the situation with the Assistant Principal (Learning), Leader of Learning - KLA or teacher within 3 days of Task return, who advises possible outcome or action



Student Appeal Form for School-based Assessment

Student's Name: _____ Homeroom: _____

Course: _____ Class Teacher: _____

Assessment Task Date: _____

Type of Task (*tick one*)
☐ Examination
☐ In class task
☐ Hand in task

Outline the circumstances of your appeal.

.....

.....

.....

.....

.....

(attach any additional notes to the back of this form if you run out of space here)

Do you have **supporting documentation** to support your case? If YES, attach it to the back of this form.

Declaration

I/We declare that the above information is a true and accurate account of the circumstances surrounding the appeal.

Student's Signature: _____ Parent's Signature: _____ Date: _____

LOL RECOMMENDATION:

College Use Only:

Appeal: Upheld / Rejected Assistant Principal Signature: _____

- ☐ Students / parents have been notified of the outcome of the appeal in writing
- ☐ A copy of this notification has been given to the relevant Leader of Learning, classroom teacher and Student Services


PENOLA
CATHOLIC COLLEGE
College Assessment Committee Report

Student's Name: _____

Course: _____

Class Teacher: _____

Assessment Task Due Date: _____

Type of Task (tick one): In College Exam Test Task
OR

Task done outside the College and handed in

Decision of the College Assessment Committee:

Extension of Time Task Due on _____

Substitute Task

Estimate Mark

Mark achieved when task completed

Zero mark to apply

Outline of Assessment Committee's Findings

Signed: _____

Date: _____

Assistant Principal



.....
Please complete this section and return it to the College after receiving the Assessment Committee's decision.

Student Name: _____

Course: _____

I have received the letter indicating the decision of the College Assessment Committee.

Comment: _____

Parent/Guardian's signature _____

Date: _____

Student's signature: _____

Date: _____

Non-Submission or Non-Completion of an Assessment Task

To gain maximum advantage from the assessment program, a student must complete all assessment tasks. In any case where a candidate fails to complete an assessment task, a zero mark will be recorded for that task. The zero mark may be altered to the mark obtained for the task if an Illness/Misadventure Appeal is successful.

Where a student fails to complete assessment tasks totalling 50% or more of the marks available for a course, the Principal Leader **must** certify that the course has not been studied satisfactorily. When a course is not studied satisfactorily the grade will not be reported. This may mean that the student will not be eligible for the award of a Higher School Certificate.

NESA Warning Letters

Warning letters may be sent at the discretion of the Assistant Principal (Learning) in consultation with the Principal. This would follow a prolonged process of parental interviews and challenges to a student who is not completing the class and home tasks of a course because of unsatisfactory application and participation. In this case, the student would be showing little or no response within the above process and there would be clear documentation generated to support a judgement of an 'N' Award if this was necessary.

Note: Even if parental contact is made after the third warning letter, the student may still be denied the course. The best way to avoid such worry is to do what is required when it is required

Classwork, Homework and Lesson Preparation

Students will also complete other work as part of the subject requirements. This work which includes classwork and homework:

- aids each student's growth and development
- provides learning experiences in knowledge and skills which may not be covered by the assessment tasks
- helps students to identify strengths which they can build on as well as identify areas for improvement
- provides opportunities for students to practise applying new knowledge and skills
- helps students to optimise performance on assessment tasks and thus demonstrate their maximum level of achievement

Student Wellbeing and Pastoral Care

Students should keep all assessment tasks which have been returned to them. Should a review of assessment be requested, individually or as a group, at a later date, these tasks may be required.

Individual complaints or concerns regarding marks must first be made at the time the assessment task is returned to the student. It is probably best to approach the class teacher concerned first. If necessary, the student and the teacher may wish to go further and raise the matter with the KLA Leader of Learning and/or Assistant Principal (Learning). If no resolution is reached at this stage the matter will be referred to a meeting of the assessment committee.

Concerns or matters affecting the whole form can be raised with the Year 10 Leader of Learning or the Leader of Student Wellbeing and Learning who can bring it to the attention of the Assistant Principal (Learning) to address it with the assessment committee or at a general staff meeting.

Students are urged to seek help at an early stage if there are concerns relating to progress or achievement. There are a number of possible avenues of help at Penola Catholic College such as subject teachers, Homeroom teachers, KLA Leader of Learning, Leader of Student Wellbeing and Learning, Assistant Principals /Learning and Principal Leader. Any one of these people will try to help.

Advice

Assessment issues can create a variety of questions and concerns. The College encourages any student or parent with questions or concerns to contact the school. Issues which can be dealt with quickly and efficiently at the school level reduce stress and anxiety which can build throughout the year.

The Year 10 Leader of Learning, (Stage 5 Leader of Learning), KLA Leader of Learning, Leader of Student Wellbeing and Learning, and Assistant Principal (Learning) can provide advice and assistance about Year 10 assessment and other related issues.

The Learning Support team is also available to assist students and parents with concerns related to special provisions and other related issues.

MANDATORY SUBJECTS

2021 Yr 10 RoSA Assessment Schedule

Subject: English

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 10 10ENG1 + 10ENG2 + 10ENG3 + 10ENG4 Tues 30/03/2021 LS1 GORA + BUILD + ROST2 + HUGU	Term 2 2021 Week 8 10ENG1 + 10ENG2 + 10ENG3 + 10ENG4 Tues 08/06/2021 LS1 GORA + BUILD + ROST2 + HUGU	Term 3 2021 Week 8 10ENG1 + 10ENG2 + 10ENG3 + 10ENG4 Fri 03/09/2021 LS1 GORA + BUILD + ROST2 + HUGU	Term 4 2021 Week 5 10ENG1 + 10ENG2 + 10ENG3 + 10ENG4 Tues 02/11/2021 LS1 GORA + BUILD + ROST2 + HUGU
Content Area	Portrait of our World	Stories of a Broken World	Voices from the Edge	A Story by Any Other Name
Task Type	Extended Response	Extended Response	Performance & Reflection	In Class Examination
Outcomes	(HI) EN5-4B, EN5-6C, EN5-7D	(I/C) EN5-1A, EN5-5C, EN5-7D	(HI) EN5-3B, EN5-8D, EN5-9E	(I/C) EN5-1A, EN5-2A, EN5-8D
Assessment Components				
Knowledge and understanding of course content	15	10	10	15
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	10	15	15	10
Weighting (%)	25	25	25	25
				Weighting (%)
				50
				50
				100

2021 Yr 10 Rosa Assessment Schedule

Subject: History Semester 1

Task Number	1	2	3
Task Date	Term 1 2021 Week 8 Wed 17/03/2021 9AM 10HSIEH1 BERS 10HSIEH2 HOLs 10HSIEH3 MAT/TAYN 10HSIEH4 HALN	Term 2 2021 Week 3 Wed 05/05/2021 9AM 10HSIEH1 BERS 10HSIEH2 HOLs 10HSIEH3 MAT/TAYN 10HSIEH4 HALN	Term 2 2021 Week 5 WED 19/05/2021 9AM 10HSIEH1 BERS 10HSIEH2 HOLs 10HSIEH3 MAT/TAYN 10HSIEH4 HALN
Content Area	Changing Rights and Freedoms	Cold War	Changing rights and freedoms/ Cold War
Task Type	(HI)	(HI)	(HI)
Outcomes	HT5-2 HT5-3 HT5-6 HT5-8 HT5-9 HT5-10	HT5-1 HT5-2 HT5-3 HT5-4 HT5-6 HT5-7 HT5-9 HT5-10	HT5-1 HT5-2 HT5-3 HT5-4 HT5-5 HT5-6 HT5-7 HT5-9 HT5-10
Weighting (%)	35	35	30
			100

2021 Yr 9/10 RoSA Assessment Schedule

Subject: Geography Semester 2

Task Number	1	2	3
Task Date	Term 3 2020 Week 10 Wed 15/9/21 9am 10HSIEG1 BERS 10HSIEG2 HOLLS 10HSIE3 MATS/TAYN 10HSIEG4HALN	Term 4 2020 Week 5 Wed 3/11/21 9am 10HSIEG1 BERS 10HSIEG2 HOLLS 10HSIE3 MATS/TAYN 10HSIEG4HALN	Term 4 2020 Week 5 Wed 3/11/21 9am 10HSIEG1 BERS 10HSIEG2 HOLLS 10HSIE3 MATS/TAYN 10HSIEG4HALN
Content Area	Human Wellbeing	Environmental Change and Management Plan	Human Wellbeing and Environmental Change and Management
Task Type	Research + Initiative Proposal	Research Action Plan + Comparative Study Report	Coursework
Outcomes	(HI) GES-1, GES-2, GES-6, GES-7, GES-8	(HI) GES-2, GE 5-3, GES-4, GES-5, GES-7, GES-8	(HI) GES-1, GES-2, GES-3, GES-4, GES-5, GES-6, GES-7, GES-8
Weighting (%)	35	35	30
			100

2021 Yr 10 RoSA Assessment Schedule

Subject: Mathematics Stem 5.1/5.2

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 10 10MAT3 Mon 29/03/2021 LS3 PETJ1	Term 2 2021 Week 4 10MAT3 Fri 14/05/2021 LS2 PETJ1	Term 2 2021 Week 10 10MAT3 Mon 13/09/2021 LS3 PETJ1	Term 4 2021 Week 4 10MAT3 Fri 05/11/2021 LS2 PETJ1
Content Area	Decision Makers	From Here to There	From Here to There	Theme Park
Task Type	Assignment- Formative Assessment	Test	Test	Portfolio - Formative assessment
Outcomes	(HI and I/C) MA5.1 - 12SP MA5.2 - 15SP MA5.2 - 16SP	(I/C) MA5.1 - 6NA, MA5.2 - 13MG	(I/C) MA5.1 - 10MG MA5.2 - 13MG	(HI) MA5.1-7NA, MA5.2 - 9NA MA5.2-10NA
Assessment Components				Weighting (%)
Understanding, Fluency and Communication	12.5	12.5	12.5	50
Problem Solving and Reasoning	12.5	12.5	12.5	50
Weighting (%)	25	25	25	100

2021 Yr 10 RoSA Assessment Schedule

Subject: Mathematics 5.1

Task Number	1	2	3	4	5
Task Date	Term 1 2021 Week 10 10MAT4 Fri 24/03/2021 LS1 CHRV	Term 2 2021 Week 4 10MAT4 Fri 14/05/2021 LS2 CHRV	Term 3 2021 Week 3 10MAT4 Wed 30/07/2021 LS2 CHRV	Term 3 2021 Week 9 10MAT4 Fri 10/09/2021 LS2 CHRV	Term 4 2021 Week 5 10MAT4 Wed 03/11/2021 LS2 CHRV
Content Area	STEM: Theme Park	Surface Area and Volume	Equations	Statistics	Trigonometry
Task Type	Portfolio-Formative Assessment (HI)	Portfolio	Test	Assignment	Test
Outcomes	MA5.1-7NA, MA5.2-4NA, MA5.2-10NA	(HI) MA5.1-8MG, MA5.2-12MG	(I/C) MA4-10NA	(HI) MA5.1-12SP, MA5.1-13SP	(I/C) MA5.1-10MG
Assessment Components	Weighting (%)				Weighting (%)
Understanding, Fluency and Communication	12.5	10	7.5	10	10
Problem Solving and Reasoning	12.5	10	7.5	10	10
Weighting (%)	25	20	15	20	20

2021 Yr 10 RoSA Assessment Schedule

Subject: Mathematics 5.2

Task Number	1	2	3	4	5
Task Date	Term 1 2021 Week 4 10MAT2 Mon 15/02/2021 LS1 MUDR	Term 1 2021 Week 10 10MAT2 Mon 29/03/2021 LS1 MUDR	Term 2 2021 Week 5 10MAT2 Mon 17/05/2021 LS1 MUDR	Term 3 2021 Week 10 10MAT2 Mon 13/09/2021 LS1 MUDR	Term 4 2021 Week 4 10MAT2 Mon 25/10/2021 LS1 MUDR
Content Area	Financial Mathematics	Linear and Non-Linear Relationships	Equations and Inequalities	Bivariate Data, Rates and Ratios and Properties of Geometrical Figures	Volume
Task Type	In-Class Assignment (HI)	Take-Home Assignment (HI)	Test (I/C)	Test (I/C)	Portfolio (HI)
Outcomes	MA5.1-4NA, MA5.2-4NA	MA5.1-7NA, MA5.2-9NA, MA5.2-10NA	MA5.2-8NA	MA5.2-16SP, MA5.2-5NA, MA5.2-14MG	MA5.2-12MG
Assessment Components					Weighting (%)
Understanding, Fluency and Communication	10	10	10	12.5	50
Problem Solving and Reasoning	10	10	10	12.5	50
Weighting (%)	20	20	20	25	100

2021 Yr 10 RoSA Assessment Schedule

Subject: Mathematics 5.3

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 10 10MAT1 Mon 29/03/2021 LS1 CROE	Term 2 2021 Week 7 10MAT1 Wed 02/06/2021 LS1 CROE	Term 3 2021 Week 7 10MAT1 Wed 25/08/2021 LS1 CROE	Term 4 2021 Week 4 10MAT1 Tue 26/10/2021 LS2 CROE
Content Area	Surds and Indices and Algebraic Techniques	Linear Relationships and Ratios and Rates	Single and Bivariate Data Analysis	Trigonometry and Probability
Task Type	In-class Test (I/C)	Assignment / Investigation (HI and I/C)	Portfolio (HI and I/C)	In-class Test (I/C)
Outcomes	MA5.2-6NA MA5.3-6NA MA5.2-8NA	MA5.3-8NA MA5.3-4NA	MA5.2-15SP MA5.2-16SP MA5.3-18SP MA5.3-19SP	MA5.3-15MG MA5.2-17SP
Assessment Components	Weighting (%)			
Understanding, Fluency and Communication	12.5	12.5	12.5	12.5
Problem Solving and Reasoning	12.5	12.5	12.5	12.5
Weighting (%)	25	25	25	25
				50
				50
				100

2021 Yr 10 RoSA Assessment Schedule

Subject: Religious Education

Task Number	1	2	3
Task Date	Term 1 2021 Week 10 10REL1 10REL2 10REL3 10REL4 Wednesday 31/03/21 LS3 FEER, ABEH, NEKD, MICR	Term 2 2021 Week 10 10REL1 10REL2 10REL3 10REL4 Wednesday 23/06/21 LS3 FEER, ABEH, NEKD, MICR	Term 3 2021 Week 10 10REL1 10REL2 10REL3 10REL4 Wednesday 15/09/20 LS3 FEER, ABEH, NEKD, MICR
Content Area	What impact could believing in Jesus have on my life?	Are there conflicts that dialogue and encounter can't resolve?	Why is care for our common home a moral imperative?
Task Type	Project Task (I/C)	Extended Response (HI)	Project Task (I/C)
Outcomes	Learning Cycle 1	Learning Cycle 6	Learning Cycle 4
Assessment Components	Weighting (%)		
Knowledge and understanding of course content	10	15	10
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	20	25	20
Weighting (%)	30	40	30
			100

2021 Yr 10 RoSA Assessment Schedule

Subject: Science

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 10 10SCI1 HAMD Tues 30/03/21 10SCI2 HANC Tues 30/03/21 10SCI3 MCMA Tues 30/03/21 10SCI4 WALJ Tues 30/03/21 Digitally via Google Classroom by 8:45am	Term 2 2021 Week 4 10SCI1 HAMD Tue 11/05/21 LS3 10SCI2 HANC Tue 11/05/21 LS3 10SCI3 MCMA Tue 11/05/21 LS2 10SCI4 WALJ Tue 11/05/21 LS2	Term 3 2021 Week 5 10SCI1 HAMD Wed 11/08/21 10SCI2 HANC Wed 11/08/21 10SCI3 MCMA Wed 11/08/21 10SCI4 WALJ Wed 11/08/21 Digitally via Google Classroom by 8:45am	Term 4 2021 Week 2 10SCI1 HAMD Tue 12/10/21 LS3 10SCI2 HANC Tue 12/10/21 LS3 10SCI3 MCMA Tue 12/10/21 LS2 10SCI4 WALJ Tue 12/10/21 LS2
Content Area	Student Research Project	Practical Skills Test	Genetics Research Task	End of Year Examination
Task Type	First Hand Investigation (HI)	Practical Examination (I/C)	Research Task (HI)	Examination (I/C)
Outcomes	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-10PW, SC5-11PW, SC5-6WS, SC5-7WS, SC5-8WS,	SC5-3LW, SC5-4WS, SC5-8WS, SC5-9WS	SC5-11PW, SC5-14LW, SC5-15LW, SC5-17CW, SC5-4WS, SC5-7WS, SC5-8WS
Assessment Components				Weighting (%)
Knowledge and understanding of course content	10	10	20	60
Skills in: Working Scientifically	15	15	5	40
Weighting (%)	25	25	25	100

2021 Yr 10 RoSA Assessment Schedule

Subject: Personal Development, Health and Physical Education

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 9 Tues 23/3/21 2021 10PDH1 MCKJ, 10PDH2 BROL, 10PDH3 MCKJ, 10PDH4 MUSR Handed in to PDHPE teachers at Mary Courtyard Before 8:48am	Term 2 2021 Week 4 Fri 7/5/21 10PDH1 14/5/21 LS2a+2b MCKJ 10PDH2 11/05/21 LS3a+3b BROL 10PDH3 12/5/21 LS3a+3b MCKJ 10PDH4 11/5/21 LS3a+3b MUSR	Term 3 2021 Week 10 Mon 13/9/21 2021 10PDH1 13/9/21 LS3a+3b MCKJ 10PDH2 13/9/21 LS3a+3b BROL 10PDH3 13/9/21 LS3a+3b MCKJ 10PDH4 13/9/21 LS3a+3b MUSR	Term 4 2021 Week 4 Fri 22/10/21 2021 10PDH1 29/10 LS2a+2b MCKJ 10PDH2 26/10/21 LS3a+3b BROL 10PDH3 27/10/21 LS2a+2b MCKJ 10PDH4 26/10/21 LS3a+3b MUSR
Content Area	Difference and Diversity	Recreational Activities	Exam	Practical Performance
Task Type	Research Task (HI)	Practical Performance (HI) & (I/C)	Examination (I/C)	Mini Net and Court Games (I/C)
Outcomes	PD 5-2 PD 5-3 PD 5-10	PD 5-4 PD 5-5 PD 5-7 PD 5-8	PD 5-1 PD 5-2 PD 5-3 PD 5-6 PD 5-7 PD 5-9 PD 5-10	PD 5-4 PD 5-5 PD 5-10 PD 5-11
Assessment Components				
Knowledge and understanding of course content	15	10	10	15
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	10	15	15	10
Weighting (%)	25	25	25	25
				100

ELECTIVE SUBJECTS

ELECTIVE SUBJECTS

2021 Yr 10 RoSA Assessment Schedule

Subject: Drama

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 9 10DRA1 Fri 26/03/21 LS1 MICR	Term 2 2021 Week 10 10DRA1 Wed 23/06/21 LS1 MICR	Term 3 2021 Week 8 10DRA1 Wed 01/09/21 LS1 MICR	Term 4 2021 Week 4 10DRA1 Wed 27/10/21 LS1 MICR
Content Area	Improvisation	Physical Theatre	Playbuilding	Script Analysis
Task Type	Rehearsal, group performance and reflection (I/C) & (HI)	Rehearsal, performance and reflection (I/C) & (HI)	Rehearsal, performance and reflection (I/C) & (HI)	Analysis/ Review (HI)
Outcomes	5.1.1, 5.1.2, 5.1.3	5.1.1, 5.1.2, 5.1.3	5.1.1, 5.1.2, 5.1.3	5.3.1, 5.3.2, 5.3.3
Assessment Components				Weighting (%)
Making	15	5	15	35
Performing	15	10	15	40
Appreciating	0	5	0	25
Weighting (%)	30	20	30	100

2021 Year 10 RoSA Assessment Schedule

Subject: Music

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 10 10MUS1 Wed 31/3/2021 LS1 HALN	Term 2 2021 Week 4 10MUS1 Wed 12/5/2021 LS1 HALN	Term 3 2021 Week 6 10MUS1 Wed 18/8/21 LS1 HALN	Term 4 2021 Week 5 10MUS1 Wed 3/11/21 LS2 HALN
Content Area	Popular Music	Music of a Culture	Australian Music	Music and Technology
Task Type	Performance (I/C)	Listening and Musicology (I/C)	Performance and Viva Voce (I/C)	Composition (HI)
Outcomes	5.1, 5.2, 5.3	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10	5.4, 5.5, 5.6
Assessment Components				Weighting (%)
Performance	20	0	15	0
Composition	0	0	0	30
Listening	0	20	15	0
Weighting	20	20	30	30
				100

2021 Yr 10 RoSA Assessment Schedule

Subject: Visual Arts

Task Number	1	2	3	4
Task Date	Term 2 2021 Week 3 10VAR1 Wed 5/5/2021 LS2 PETJ	Term 3 2021 Week 4 10VAR1 Wed 4/8/2021 LS2 PETJ	Term 3 2021 Week 8 10VAR1 Wed 1/9/2021 LS2 PETJ	Term 4 2021 Week 4 10VAR1 Wed 27/10/2021 LS2 PETJ
Content Area	Art Critical/ Historical Study	Art Making	Art Critical/ Historical Study	Art Making
Task Type	Extended Response on Art Making Experiences (HI)	Art Making Portfolio and Process Diary (I/C)	Extended Response (HI)	Art Making Portfolio and Process Diary (I/C)
Outcomes	5.7, 5.8, 5.9	5.2, 5.3, 5.4	5.7, 5.8, 5.9, 5.10	5.1, 5.4, 5.5, 5.6
Assessment Components				
Art Critical/Historical Study	20	0	30	0
Art Making	0	30	0	20
Weighting (%)	20	30	30	20
	Weighting (%)			
	50			
	50			
	100			

2021 Yr 9/10 RoSA Assessment Schedule

Subject: Elective History

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 10 9/10 HIS1 Wed 31/03/2021 LS 1a and 1B TAYN	Term 2 2021 Week 10 9/10 HIS1 Wed 23/06/2021 LS 1a and 1b TAYN	Term 3 2021 Week 9 9/10 HIS1 Fri 10/09/2021 LS 3a and 3b TAYN	Term 4 2021 Week 4 9/10 HIS1 Wed 27/10/2021 LS 1a and 1b TAYN
Content Area	Thematic Studies	Ancient Medieval and Modern Societies (Nazi Germany)	Ancient Medieval and Modern Societies (Vikings)	History Heritage and Archaeology
Task Type	Research Task	Source Analysis Task	Multimedia Presentation	Research Essay
Outcomes	(HI) HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE 5-8	(HI) HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10	(I/C) HTE5-1, HTE5-5, HTE5-6, HTE 5-8, HTE5-9, HTE5-10	(I/C) HTE5-1, HTE5-5, HTE5-6, HTE 5-8, HTE5-9, HTE5-10
Weighting (%)	25	25	25	25
				100

2021 Yr 10 RoSA Assessment Schedule

Subject: Physical Activity and Sports Science

Task Number	1	2	3	4	
Task Date	Term 1 2021 Week 9 10PASS1 Mon 22/3/2021 BRYN Before 8:45am Mary Courtyard	Term 2 2021 Week 3 10PASS1 Fri 7/5/2021 LS3a+3b BRYN	Term 3 2021 Week 9 10PASS1 Wed 8/9/2020 LS2a+2b BRYN	Term 4 2021 Week 3 10PASS1 Fri 22/10/2020 BRYN LS3a+3b	
Content Area	Technology, Participation and Performance	Modified Sports	Australia's Sporting Identity	Physical Fitness	
Task Type	Research Analysis	Practical Performance - Instructional Video	Examination	Practical Performance	
Outcomes	(HI) PASS 5-6, PASS 5-10	(HI) & (I/C) PASS 5-1, PASS5.5-2, PASS5-8, PASS5.10,	(I/C) PASS 5-1, PASS 5-2, PASS 5-3, PASS 5-4, PASS 5-5, PASS 5-6, PASS 5-10	(I/C) PASS 5-5, PASS 5-7, PASS 5-9	
Assessment Components					Weighting (%)
Knowledge and understanding of course content	15	10	10	15	50
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	10	15	15	10	50
Weighting (%)	25	25	25	25	100

2021 Yr 10 RoSA Assessment Schedule

Subject: Agriculture Technology (100Hr)

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 8 10AGR1 Thur 18/3/21 LS1 WILE1	Term 2 2021 Week 4 10AGR1 Thur 13/5/21 LS1 WILE1	Term 3 2021 Week 6 10AGR1 Thur 19/8/21 LS1 WILE1	Term 4 2021 Week 4 10AGR1 Thur 28/10/21 LS1 WILE1
Content Area	Future Farming	The Goat Enterprise	Harvest Market	Feeding a Hungry Planet
Task Type	Technologies Research Assignment (HI)	Goat Production Presentation (HI) & (I/C)	Vegetable Garden Portfolio and Practical (HI) & (I/C)	Future of Agriculture Report (HI)
Outcomes	AG5-3 AG5-11 AG5-12	AG5-7 AG5-8 AG5-10 AG5-14	AG5-1 AG5-5 AG5-6 AG5-13	AG5-2 AG5-4 AG5-9
Assessment Components	Weighting (%)			
Knowledge and understanding	20	0	0	20
Skills	0	30	30	0
Weighting (%)	20	30	30	20
				100

2021 Yr 10 RoSA Assessment Schedule

Subject: Agriculture Technology (200Hr)

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 8 10AGR1 Thur 18/3/21 LS1 WILE1	Term 2 2021 Week 4 10AGR1 Thur 13/5/21 LS1 WILE1	Term 3 2021 Week 6 10AGR1 Thur 19/8/21 LS1 WILE1	Term 4 2021 Week 4 10AGR1 Thur 28/10/21 LS1 WILE1
Content Area	Future Farming	The Goat Enterprise	Harvest Market	Feeding a Hungry Planet
Task Type	Technologies Research Assignment (HI)	Goat Production Presentation (HI) & (I/C)	Vegetable Garden Portfolio and Practical (HI) & (I/C)	Future of Agriculture Report (HI)
Outcomes	AG5-3 AG5-11 AG5-12	AG5-7 AG5-8 AG5-10 AG5-14	AG5-1 AG5-5 AG5-6 AG5-13	AG5-2 AG5-4 AG5-9
Assessment Components				
Knowledge and understanding	20	0	0	20
Skills	0	30	30	0
Weighting (%)	20	30	30	20
				100

2021 Yr 10 RoSA Assessment Schedule

Subject: Food Technology (100Hr)

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 9 10FTE1 Mon 22/3/21 LS3 MURJ	Term 2 2021 Week 4 10FTE1 Thur 13/5/21 LS1 MURJ	Term 3 2021 Week 9 10FTE1 Product: Mon 6/9/21 LS3 MURJ Portfolio: Tue 7/9/21 LS3 MURJ	Term 4 2021 Week 4 10FTE1 Thur 28/10/21 LS1 MURJ
Content Area	Food Equity	Food Selection and Health	Food Product Development	Food Trends
Task Type	Food Hamper (I/C)	Report & Product Report (HI) Product (I/C)	Portfolio & Product Product (I/C) Portfolio (HI)	Recipe Card (HI)
Outcomes	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8 FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-2, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11
Assessment Components	Weighting (%)			
Knowledge and understanding	10	15	25	10
Skills	15	10	10	5
Weighting (%)	25	25	35	15
				100

2021 Yr 10 RoSA Assessment Schedule

Subject: Food Technology (200Hr)

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 9 10FTE1 Mon 22/3/21 LS3 MURJ	Term 2 2021 Week 4 10FTE1 Thur 13/5/21 LS1 MURJ	Term 3 2021 Week 9 10FTE1 Product: Mon 6/9/21 LS3 MURJ Portfolio: Tue 7/9/21 LS3 MURJ	Term 4 2021 Week 4 10FTE1 Thur 28/10/21 LS1 MURJ
Content Area	Food Equity	Food Selection and Health	Food Product Development	Food Trends
Task Type	Food Hamper (I/C)	Report & Product Report (HI) Product (I/C)	Portfolio & Product Portfolio (HI) Product (I/C)	Recipe Card (HI)
Outcomes	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-2, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11
Assessment Components	Weighting (%)			
Knowledge and understanding	10	15	25	10
Skills	15	10	10	5
Weighting (%)	25	25	35	15
				100

2021 Yr 10 RoSA Assessment Schedule

Subject: Industrial Technology - Multimedia (100 HR)

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 10 10 INDTMP11 Wed 31/3/21 LS2 POTL	Term 2 2021 Week 5 10 INDTMP11 Fri 21/5/21 LS3 POTL	Term 3 2021 Week 5 10 INDTMP11 Wed 11/8/21 LS2 POTL	Term 4 2021 Week 5 10 INDTMP11 Wed 3/11/21 LS2 POTL
Content Area	Multimedia 1: Web Design	Multimedia 1: Web Design	Multimedia 1: Video Production	Multimedia 1: Video Production
Task Type	Class Test (I/C)	Project 1 & Portfolio 1 (I/C)	Industry Study (HI)	Project 2 & Portfolio 2 (I/C)
Outcomes	IND5-1, IND5-4, IND5-5	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8
Assessment Components	Weighting (%)			
Knowledge and understanding	15	0	15	10
Skills	0	30	0	30
Weighting (%)	15	30	15	40
				100

2021 Yr 10 RoSA Assessment Schedule

Subject: Industrial Technology - Multimedia (200 HR)

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 10 10 INDTMP11 Wed 31/3/21 LS2 POTL	Term 2 2021 Week 5 10 INDTMP11 Fri 21/5/21 LS3 POTL	Term 3 2021 Week 5 10 INDTMP11 Wed 11/8/21 LS2 POTL	Term 4 2021 Week 5 10 INDTMP11 Wed 3/11/21 LS2 POTL
Content Area	Multimedia 1: Apps and Interactivity	Multimedia 1: Apps and Interactivity	Multimedia 1: Games and Simulations	Multimedia 1: Games and Simulations
Task Type	Research Task (I/C)	Project 1 & Portfolio 1 (I/C)	Industry Study (HI)	Project 2 & Portfolio 2 (I/C)
Outcomes	IND5-1, IND5-4, IND5-5	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8
Assessment Components	Weighting (%)			
Knowledge and understanding	15	0	15	10
Skills	0	30	0	30
Weighting (%)	15	30	15	40
				100

2021 Yr 10 RoSA Assessment Schedule

Subject: Industrial Technology - Timber (100Hr)

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 10 10 INDTT1 Thu 1/4/21 LS1 POTL	Term 2 2021 Week 4 10 INDTT1 Wed 12/5/21 LS1 POTL	Term 3 2021 Week 5 10 INDTT1 Mon 9/8/21 LS3 POTL	Term 4 2021 Week 5 10 INDTT1 Mon 1/11/21 LS3 POTL
Content Area	Timber 1	Timber 1	Timber 1	Timber 1
Task Type	Practical Class Test (I/C)	Project 1 & Portfolio 1 (I/C)	Industry Study (HI)	Project 2 & Portfolio 2 (I/C)
Outcomes	IND5-3, IND5-5, IND5-7	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	IND5-1, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8
Assessment Components	Weighting (%)			
Knowledge and understanding	15	0	15	10
Skills	0	30	0	30
Weighting (%)	15	30	15	40
				100

2021 Yr 10 RoSA Assessment Schedule

Subject: Industrial Technology - Timber (200Hr)

Task Number	1	2	3	4
Task Date	Term 1 2021 Week 10 10 INDTT1 Thu 1/4/21 LS1 POTL	Term 2 2021 Week 4 10 INDTT1 Wed 12/5/21 LS1 POTL	Term 3 2021 Week 5 10 INDTT1 Mon 9/8/21 LS3 POTL	Term 4 2021 Week 5 10 INDTT1 Mon 1/11/21 LS3 POTL
Content Area	Timber 2	Timber 2	Timber 2	Timber 2
Task Type	Practical Class Test (I/C)	Project 1 & Portfolio 1 (I/C)	Industry Study (HI)	Project 2 & Portfolio 2 (I/C)
Outcomes	IND5-3, IND5-5, IND5-7	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	IND5-1, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8
Assessment Components	Weighting (%)			
Knowledge and understanding	15	0	15	10
Skills	0	30	0	30
Weighting (%)	15	30	15	40
				100

Vocational Education & Training

Assessment Schedules

For students early commencing a VET course in Year 10, 2021
and completing in Year 11, 2022

Business Services
Construction
Primary Industries
Hospitality
Information & Digital Technologies

Course Assessment

Assessment in Vocational Education and Training (VET) courses occur throughout the 240 hour course (over two years). Assessment is primarily **competency-based**, using a range of assessment tools, such as questioning, observation, portfolios and structured activities to determine a student's competency against set industry standards. **Standards referenced** assessment is used to assess a student's understanding of the underpinning course knowledge and concepts. Such assessment typically occurs during the Preliminary and Trial HSC examinations.

Competency achievement will be reported on in the academic reports. Student competency achievement is also progressively recorded in teacher assessment registers and the NESA online portal, which provide for regular and systematic feedback on student performance.

Successful achievement of ALL course competencies will attain the student the AQF qualification. Successful achievement of some course competencies will attain the student a Statement of Attainment towards the AQF qualification.

In order to satisfactorily complete NESA requirements, students must undertake a **minimum of 70 hours structured work placement** over the 240 hour (2 year) course, with 35 hours to be completed in each year of study.

Students who meet specific benchmarks may apply for Recognition of Prior Learning (**RPL**) to have their qualifications/current work used to demonstrate completion of some competencies and/or to meet the mandatory work placement hour requirements.

The HSC examinable units of competency for each VET course are in bold print as listed on the following pages. The external HSC examination is optional. All ATAR pathway students are required to complete the Trial HSC Examination task to ensure that an estimated mark can be submitted to NESA to safeguard against misadventure during the HSC examinations. NON ATAR pathway students will have the opportunity to finalise their intention towards the optional HSC examination during the final year of their VET course.

2021-22 Competency Task Assessment Schedule:

Task Name	Touch Type	Business Basics	Workplace Information	Records Management	Sustainable Innovations
Task Timing	Term 1, Week 10 1/4/21 LS1 MANM	Term 2, Week 5 18/5/21 LS1 MANM	Term 4, Week 5 4/11/21 LS1 MANM	Term 2, 2022 Week 5	Term 3, 2022 Week 6
Competencies Assessed	BSBITU307	BSBWHS201 BSBITU213 BSBITU211	BSBINM201 BSBWOR202 BSBCUS201 BSBIND201	TLIP2029A BSBITU212 BSBINM202	BSBWOR204 BSBINN201 BSBSUS201

2021-22 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, Week 8-9 2021 MANM	Term 3, Week 2022 Week 3-5
Competencies Addressed	See next page	See next page

AQF QUALIFICATION

BSB20115 Certificate II in Business (R2)

The units of competency delivered and assessed over the 2 years for the achievement of the HSC and Certificate II in Business are listed below.

Unit Code	Unit Title	
BSBWH201	Contribute to health and safety of self and others	All units are assessed through competency based tasks and must be achieved for the achievement of the Certificate II in Business
BSBCUS201	Deliver a service to customers	
TLIP2029A	Prepare and process financial documents	
BSBIND201	Work effectively in a business environment	
BSBINM201	Process and maintain workplace information	
BSBINN201	Contribute to workplace innovation	
BSBSUS201	Participate in environmentally sustainable work practices	Units (in bold) are examinable for the Preliminary, Trial HSC and HSC Examination.
BSBITU211	Produce digital text documents	
BSBWOR202	Organise and complete daily work activities	
BSBWOR204	Use business technology	
BSBITU212	Create and use spreadsheets	
BSBITU307	Develop keyboarding speed and accuracy	
BSBINM202	Handle mail	
BSBITU213	Communicate electronically	

CONSTRUCTION

2021-22 Competency Task Assessment Schedule:

Task Name	Safe Industry Measures	Bang it Up	All Framed Up	Brick & Concrete Shoes	School Based Project
Task Timing	Term 1, Week 10 31/3/21 LS3 POTL	Term 2, Week 10 23/6/21 LS3 POTL	Term 4, Week 1 6/10/21 LS3 POTL	Term 1, Week 10 2022	Term 3, Week 5 2022
Competencies Assessed	CPCCWHS1001 CPCCOHS2001A CPCCCM1015A	CPCCCA2002B CPCCCA2011A CPCCCM1014A	CPCCCM2001A CPCCCM1012A	CPCCBL2001A CPCCBL2002A CPCCCO2013A CPCCCM2006B	CPCCCM2005B CPCCCM1013A CPCCCM2004A

2021-22 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, Week 8-9 2021 POTL	Term 3, Week 3-5 2022
Competencies Addressed	See table below	See table below

AQF QUALIFICATION: CPC20211 Certificate II in Construction (Pathways)

The units of competency delivered and assessed over the 2 years for the achievement of the HSC and Certificate II in Construction are listed below.

Unit Code	Unit Title	
<p>CPCCWHS1001 CPCCWHS2001A</p> <p>CPCCCM1014 CPCCCM1015 CPCCCA2011A CPCCCA2002B CPCCCM2001 CPCCCM1012 CPCCCM2006 CPCCCO2013A CPCCCM1013 CPCCCM2005B CPCCBL2001A CPCCBL2002A CPCCCM2004A</p>	<p>Prepare to work safely in the construction industry Apply OHS requirements, policies & procedures in the construction industry</p> <p>Conduct workplace communication Carry out measurements and calculations Handle carpentry materials Use carpentry tools and equipment</p> <p>Read and interpret plans and specifications Work effectively & sustainably in the construction industry Apply basic levelling procedures Carry out concreting to simple forms</p> <p>Plan and organise work Use construction tools and equipment Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment Handle construction materials</p>	<p><i>All units are assessed through competency based tasks and must be achieved for the attainment of the Certificate II in Construction (Pathways)</i></p> <p><i>Units (in bold) are examinable for the Preliminary, Trial HSC and HSC Examination.</i></p>

2021-22 Competency Task Assessment Schedule:

Task Name	Livestock	Safe Boundaries	Working on the Farm	Rip it Up
Task Timing	Term 3, Week 6 18/8/21 LS3 WILE	Term 4, Week 9 1/12/21 LS3 WILE	Term 3, Week 2 2022	Term 3, Week 6 2022
Competencies Assessed	AHCWRK204 AHCLSK202 AHCLSK204 AHCLSK205 AHCLSK209 AHCLSK211	AHCWHS201 AHCWRK205 AHCINF201 AHCINF202	AHCWRK201 AHCPMG202 AHCPMG201 AHCWRK209 AHCCHM201	AHCMOM202 AHCMMOM203 AHCBO201

2021-22 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, Week 8-9 2021 WILE	Term 3, Week 3-5 2022
Competencies Addressed	See table below	See table below

The core units of competency delivered and assessed over the 2 years for the achievement of the HSC and Certificate II in Agriculture are listed below.

Unit Code	Unit Title	
AHCWHS201 AHCWRK209 AHCCHM201 AHCWRK201 AHCWRK204 AHCLSK202 AHCPMG202 AHCWRK205 AHCINF201 AHCINF202 AHCLSK204 AHCLSK205 AHC BIO201 AHCLSK211 AHC MOM202 AHC MOM203 AHCPMG201 AHCLSK209	Participate in WHS processes Participate in environmentally sustainable work practices Apply chemicals under supervision Observe and report on weather Work effectively in the industry Care for health and welfare of livestock Treat plant, pests, diseases and disorders Participate in workplace communications Carry out basic electric fencing operations Install, maintain and repair farm fencing Carry out regular livestock observation Handle livestock using basic techniques Inspect and clean machinery for plant, animal and soil material Provide feed for livestock Operate tractors Operate basic machinery and equipment Treat weeds Monitor water supplies	<p><i>All units are assessed through competency based tasks and must be achieved for the attainment of the Certificate II in Agriculture</i></p> <p><i>Units (in bold) are examinable for the Preliminary, Trial HSC and HSC Examination.</i></p>

HOSPITALITY - FOOD & BEVERAGE

2021-22 Competency Task Assessment Schedule:

Task Name	Safe & Hygienic Workplaces	Kitchen Skills	Hospitality Industry	Food & Beverage Skills
Task Timing	Term 1, Week 10 31/3/21 LS3 LERA	Term 3, Week 10 15/9/21 LS3 LERA	Term 3, Week 2 2022	Term 3, Week 6 2022
Competencies Assessed	SITXWHS001 SITXFSA001 SITXFSA002	SITHKOP001 SITHCCC001 SITHCCC003 SITHCCC002	SITHIND002 SITXCOM002	SITHFAB004 SITHFAB005 SITHFAB007 BSBWOR203 SITXCCS003 SITHIND003

2021-22 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, Week 8-9 2021 LERA	Term 3, Week 3-5 2022
Competencies Addressed	See table below	See table below

The core units of competency delivered and assessed over the 2 years for the achievement of the HSC and Certificate II in Hospitality are listed below.

Unit Code	Unit Title	
BSBWOR203 SITXFSA001 SITHCCC001 SITHKOP001 SITHFAB004 SITHFAB005 SITHFAB007 SITXWHS001 SITHCCC003 SITHCCC002 SITXFSA002 SITHIND002 SITHIND003 SITXCOM002 SITXCCS003	Work effectively with others Use hygienic practices for food safety Use food preparation equipment Clean kitchen premises and equipment Prepare and serve non-alcoholic beverages Prepare and serve espresso coffee Serve food and beverage Participate in safe work practices Prepare and present sandwiches Prepare and present simple dishes Participate in safe food handling practices Source and use information on the hospitality industry Use hospitality skills effectively Show social and cultural sensitivity Interact with customers	<p><i>All units are assessed through competency based tasks and must be achieved for the attainment of the Certificate II in Hospitality</i></p> <p><i>Units (in bold) are examinable for the Preliminary, Half Yearly, Trial HSC and HSC Examination.</i></p>

INFORMATION & DIGITAL TECHNOLOGY

2021-22 Competency Task Assessment Schedule:

Task Name	Working Safely in the IT Industry	Software, Packages & Websites	Keeping the System Working
Task Timing	Term 2, Week 10 24/6/21 LS2 SULL	Term 1, 2022 Week 10	Term 3, 2022 Week 7
Competencies Assessed	BSBWHS304 ICTICT202 ICTICT301	ICTICT203 ICTWEB202 ICTICT308 ICTWEB303 ICTWEB201	ICTICT302 ICTSAS301 ICTSAS305

2021-22 Standards Referenced Assessment Schedule:

Task Name	Preliminary Examination	Trial HSC Examination
Task Timing	Term 3, 2021 Week 8-9 SULL	Term 3, 2022 Week 3-5
Competencies Addressed	See next page	See next page

AQF QUALIFICATION

ICT30115 SOA towards Certificate III in Information, Digital Media & Technology (R2)

The units of competency delivered and assessed over the 2 years for the achievement of the HSC and SOA towards Certificate III in IDMT are listed below.

Unit Code	Unit Title	
BSBWHS304	Participate effectively in WHS communication and consultation processes	<p><i>All units are assessed through competency based tasks and must be achieved for the achievement of the SOA towards Certificate III in IDMT</i></p>
ICTICT202	Work and communicate effectively in an ICT environment	
ICTICT302	Install and optimise operating system software	
ICTSAS301	Run standard diagnostic tests	
ICTICT203	Operate application software packages	
ICTWEB302	Build simple websites using commercial packages	
ICTICT308	Use advanced features of computer applications	
ICTSAS305	Provide ICT advice to clients	
ICTICT301	Create user documentation	
ICTWEB201	Use social media tools for collaboration and engagement	
ICTWEB303	Produce digital images for the web	<p><i>Units (in bold) are examinable for the Preliminary, Trial HSC and HSC Examination.</i></p>

