

Penola Catholic College



Year 10
Assessment Handbook
2023

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Forward

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 during Year 10 and 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 any 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.

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 must 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 and coursework for each subject.

Assessment Requirements

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).

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 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 Director of Curriculum 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 – Honest “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 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 Director of Curriculum, 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 Director of Curriculum
- Extenuating circumstances which have been approved by the Principal Leader, Assistant Principals, Director of Curriculum, 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 Director of Curriculum. 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 Director of Curriculum 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 Director of Curriculum

Year 10 RoSA Students Computer /Electronic Malfunction

Electronic malfunction on home or school equipment includes: computer malfunction; email error; unavailability or malfunction of equipment eg a data projector for a Power Point presentation; complete printer malfunction; 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

HSC Minimum Standards

One of the key reforms will be that every student needs to meet a minimum standard for literacy (reading and writing) and numeracy to be eligible for the award of the Higher School Certificate (HSC).

The current system allows for students who leave school from the end of Year 10 through to before completing the HSC course to receive their Record of School Achievement (RoSA) and those students who complete the HSC course to receive their Higher School Certificate (HSC) and the RoSA. Currently, students who have completed the HSC course, but not met the minimum literacy and numeracy standards will only receive the RoSA.

There will be time allowed (five years after completing the HSC course) for students to meet the minimum standards if they wish to receive the Higher School Certificate.

The introduction of the minimum standards has come about from concerns raised by employer and tertiary groups who have noticed a decline in literacy and numeracy skills of students completing their schooling. The reform has been adopted to ensure the integrity of the Higher School Certificate as a recognised and valued credential.

It is expected that the majority of students will have achieved the minimum standard by the end of their schooling and, with the five year period after leaving school, most would have achieved the standard.

Students will be given opportunities to demonstrate that they have met the minimum standard through online tests throughout Years 10, 11 and 12 in order to qualify to receive the Higher School Certificate as well as the Record of School Achievement.

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 two weeks 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.

	KLA NAME 20## Course Name Task Number ASSESSMENT TITLE
	Student Name: <hr/>

Year:	
Unit of Work:	
Due date:	
Weighting:	

Outcomes to be assessed:	## ##	Outcome Outcome
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Learning Intentions		Success Criteria	I can: • • •
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Method of Submission:	
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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 Director of Curriculum 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 Director of Curriculum 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 Director of Curriculum 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 CANVAS
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 Director of Curriculum. 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 Director of Curriculum.

2. Marks Awarded for Individual Tasks

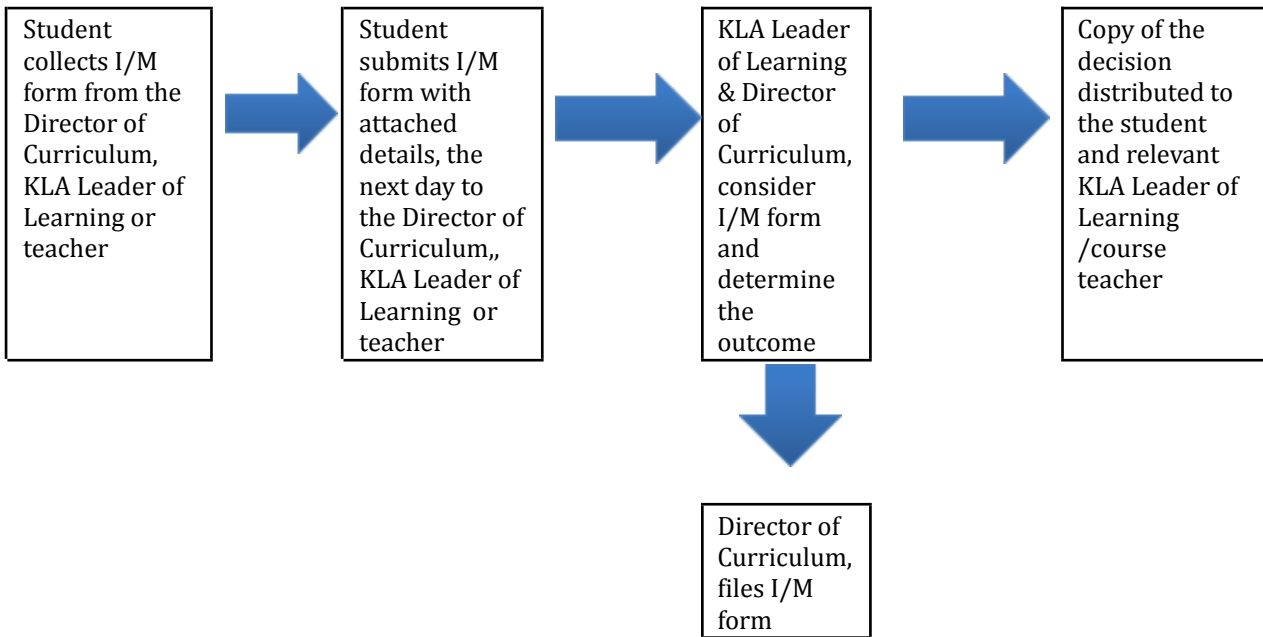
Students may request reconsideration of the marks awarded for assessment tasks within 48 hours of the task being returned. Students will be required to complete an Assessment Appeal Form. The process of reconsideration will involve the teacher concerned, the KLA Leader of Learning and the Director of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

3. Incorrect Process or Unfair Advantage

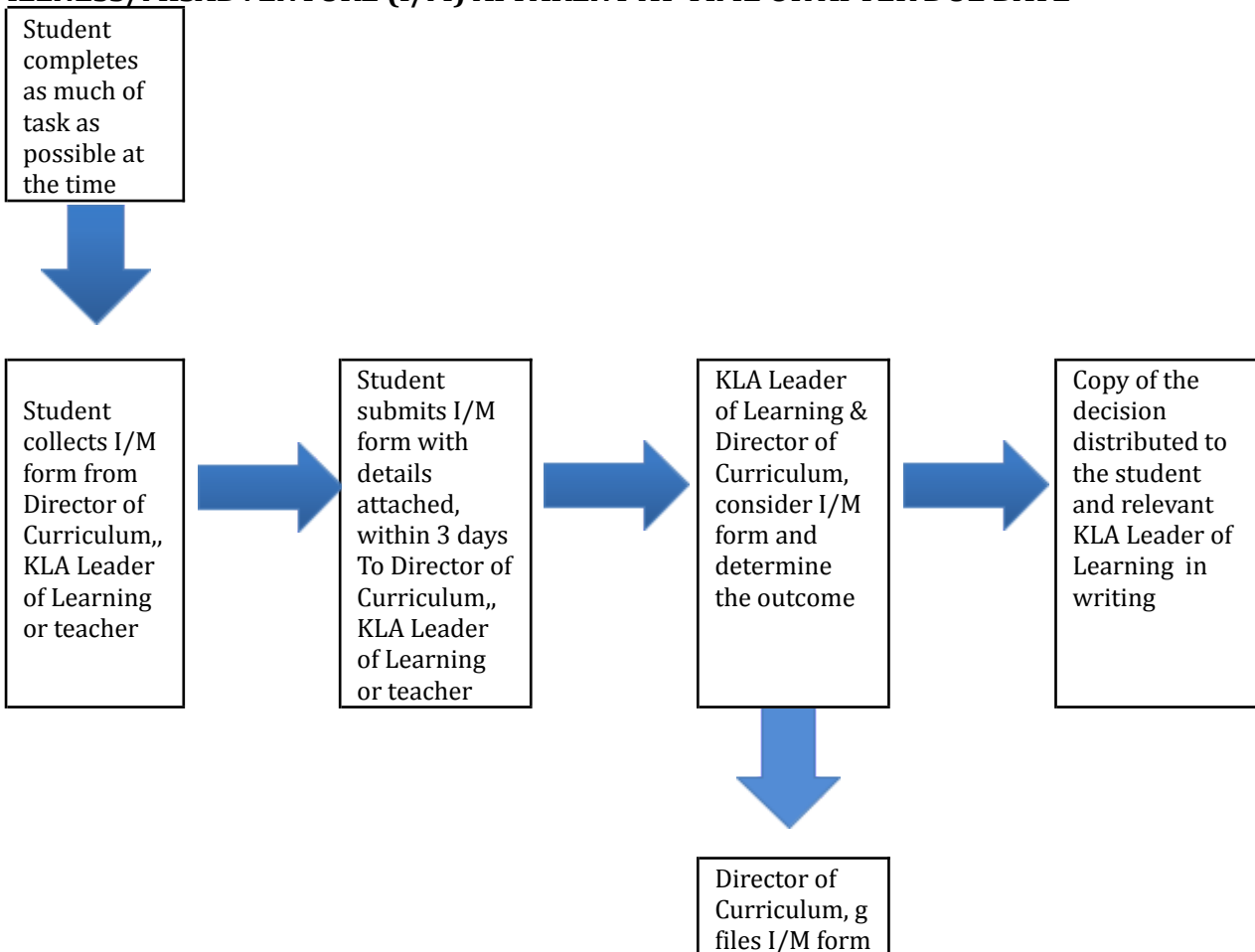
Students may appeal an assessment task or result on the grounds of incorrect process. This may include: not receiving the Assessment Information & Cover Sheet at least 2 weeks before the task is due; one class being coached how to do the assessment and another class not receiving the same opportunity; 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 Director of Curriculum 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 Director of Curriculum 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 Director of Curriculum Signature: _____

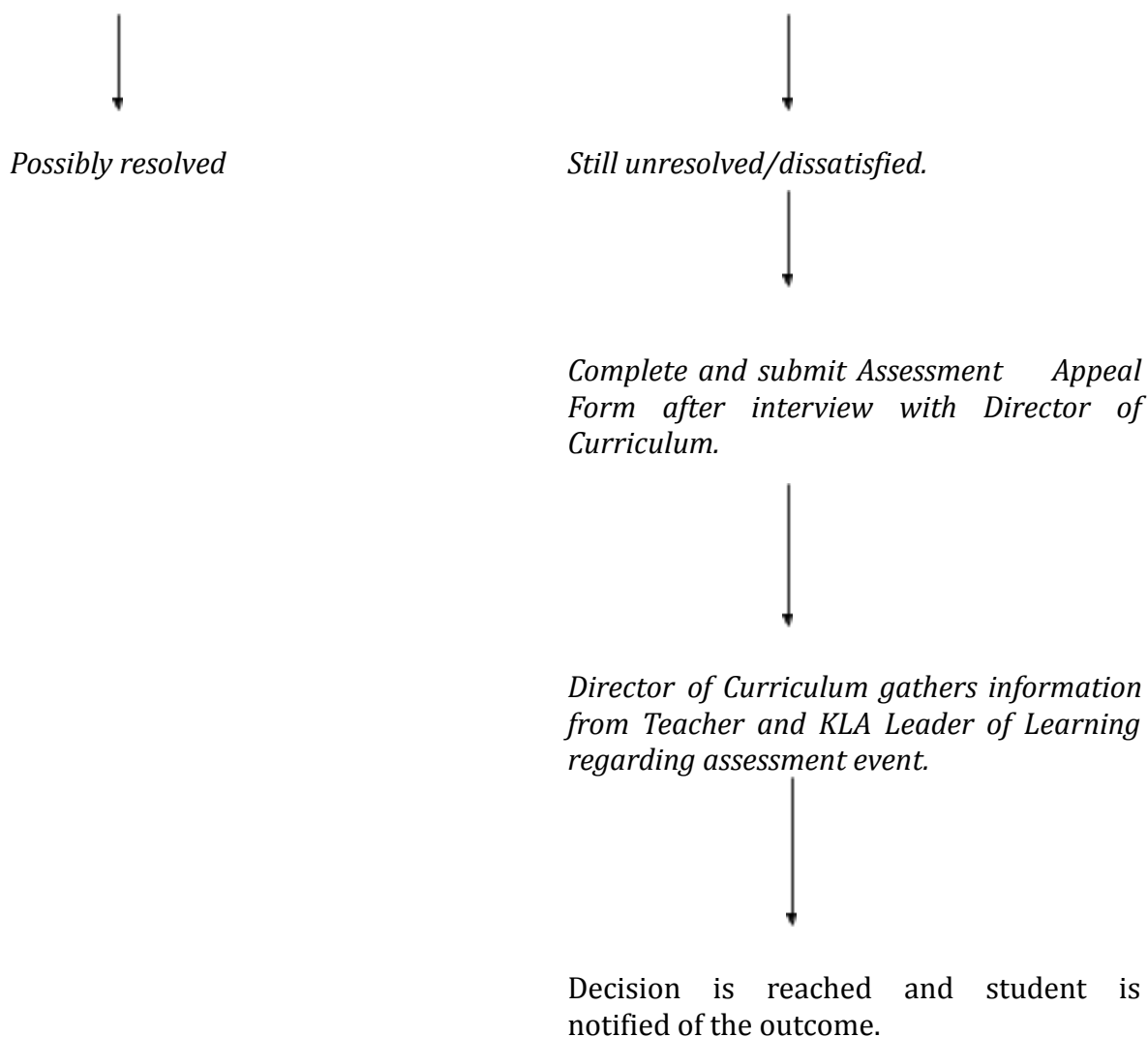
- A copy of this form has been placed in the student's Homeroom Box
- A copy of this form has been given to the classroom teacher and the Leader of Learning

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 Director of Curriculum, 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.

.....

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.....

.....

.....

(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

Director of Curriculum 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

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 Duration _____
- Substitute Task
- Estimate Mark
- Mark achieved with task completed
- Zero mark applied

Outline of Assessment Committee's Findings

Signed: _____

Date: _____

Director of Curriculum

✂.....

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.

NESA Warning Letters

Warning letters may be sent at the discretion of the Director of Curriculum 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 require

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 Director of Curriculum and relevant KLA Leader of Learning .

The appeal is to be submitted to an Director of Curriculum relevant KLA Leader of 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.

Non-Submission or Non-Completion of an Assessment Task

«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»

Required Actions:

To support «First» in meeting the course requirements we request that you discuss this matter with «himher» and encourage and support «himher» to carry out the required actions.

Original Due Date: «Original_Due_Date»

Compliant Due Date: «Compliant_Due_Date»

If you have any questions about this matter, please contact «Class_Teacher» on 4728 8100.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Mrs Una Hughes
Director of Curriculum

«Class_Teacher»
Class Teacher

«LOL_KLA»
«LOL_KLA» Leader of Learning

Acknowledgement of Official Warning Letter One - «Course_Name»

Reply Slip: «First» «Surname»

Homeroom: «Homeroom»

Please return to «Class_Teacher»

I have received the letter advising me that «First» is in jeopardy of not meeting the course completion requirements for Mathematics and am aware that this is the first official warning.

I am aware that this incorporates mandatory courses. I am aware that any mandatory course not satisfactorily completed appears on the student’s transcript of results as ‘Not Completed’, and that the student will not be eligible for the award of the Record of School Achievement (RoSA), and may not be eligible to enter Preliminary (Year 11) courses.

Comments: _____

Signature of Parent/Guardian: _____

Date: _____

Signature of Student: _____

Date: _____

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 Director of Curriculum. 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 who can bring it to the attention of the Director of Curriculum 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, Director of Curriculum, Assistant Principal 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, Director of Wellbeing and Director of Curriculum 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.

Year 10 Assessment Schedule 2023

Mandatory Subjects

English

HSIE – Semester 1 – History

HSIE – Semester 2 – Geography

Mathematics

Religion Education

Science

Personal Development, Health and Physical Education

2023 Yr 10 RoSA Assessment Schedule

Subject: English

Task Number	1	2	3	4	
Task Date	Term 1 2023 Week 11 10ENG1 + 10ENG2 + 10ENG3 + 10ENG4 Tues 04/04/2023 LS1b HUGU, SACJ, KELJ, MILR	Term 2 2023 Week 8 10ENG1 + 10ENG2 + 10ENG3 + 10ENG4 Fri 16/06/2023 3pm HUGU, SACJ, KELJ, MILR	Term 3 2023 Week 7 Fri 10ENG1 + 10ENG4 01/09/2023 HUGU, MILR 10ENG3 + 10ENG2 Thurs 31/08/2023 SACJ, KELJ,	Term 4 2023 Week 4 10ENG1 + 10ENG2 + 10ENG3 + 10ENG4 Tues 31/10/2023 LS1b HUGU, SACJ, KELJ, MILR	
Content Area	A Story by Any Other Name	Voices from the Edge	Stories of a Broken World	Portrait of our World	
Task Type	Extended Response and class test. (IC)	Multimodal (HI)	Extended Response (I/C)	Reading Task (I/C)	
Outcomes	EN5-1A, EN5-2A, EN5-8D	EN5-3B, EN5-8D, EN5-9E	EN5-1A, EN5-5C, EN5-7D	EN5-4B, EN5-6C, EN5-7D	
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

2023 Yr 10 RoSA Assessment Schedule

Subject: History (Mandatory)

Task Number	1	2	3	
Task Date	Term 1 2023 Week 8 10HSIE1 + 10HSIE2 + 10HSIE3 + 10HSIE4 Wed 15/03/2023 9am MCKJ, DVEL, MARD, BAZZ	Term 2 2023 Week 3 10HSIE1 + 10HSIE2 + 10HSIE3 + 10HSIE4 Wed 10/05/2023 9am MCKJ, DVEL, MARD, BAZZ	Term 2 2023 Week 3 10HSIE1 + 10HSIE2 + 10HSIE3 + 10HSIE4 Wed 10/05/2023 9am MCKJ, DVEL, MARD, BAZZ	
Content Area	Rights and Freedoms	Popular Culture	Rights and freedoms/ Popular Culture	
Task Type	Research Task (HI)	Research Task (HI)	Coursework (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	
Assessment Components				Weighting (%)
Historical knowledge and understanding	15	15	10	40
Historical inquiry skills	10	10	10	30
Communication	10	10	10	30
Weighting (%)	35	35	30	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Geography (Mandatory)

Task Number	1	2	3	
Task Date	Term 3 2023 Week 8 10HSIE1 + 10HSIE2 + 10HSIE3 + 10HSIE4 Wed 06/09/2023 9am MCKJ, DVEL, MARD, BAZZ	Term 4 2023 Week 3 10HSIE1 + 10HSIE2 + 10HSIE3 + 10HSIE4 Wed 25/10/2023 9am MCKJ, DVEL, MARD, BAZZ	Term 4 2023 Week 3 10HSIE1 + 10HSIE2 + 10HSIE3 + 10HSIE4 Wed 25/10/2023 9am MCKJ, DVEL, MARD, BAZZ	
Content Area	Human Wellbeing	Environmental Change and Management Plan	Human Wellbeing and Environmental Change and Management	
Task Type	Research + Initiative Proposal (HI)	Research Report (HI)	Coursework (HI)	
Outcomes	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	GE5-2, GE 5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3,GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	
Assessment Components				Weighting (%)
Geographical Knowledge and understanding	20	20	10	50
Geographical inquiry and skills	15	15	20	50
Weighting (%)	35	35	30	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Mathematics 5.1

Task Number	1	2	3	4	5	
Task Date	Term 1 2023 Week 11 10MAT3A Mon 03/04/2023 LS3 CORM1	Term 2 2023 Week 2 10MAT3A Wed 03/05/2023 LS3 CORM1	Term 2 2023 Week 10 10MAT3A Thurs 29/06/2023 LS2 CORM1	Term 3 2023 Week 10 10MAT3A Thurs 21/09/2023 LS2 CORM1	Term 4 2023 Week 2 10MAT3A Thurs 19/10/2023 LS2 CORM1	
Content Area	Statistics, Financial Maths, Equations, Area, Units of Measurement, Scale Drawings	Surface Area, Volume	Financial Maths, Percentages, Algebra, Equations	Statistics	Percentages, Data, Equations, Trigonometry	
Task Type	Assignment (HI)	Test (I/C)	Test (I/C)	Assignment (HI)	Test (I/C)	
Outcomes	MA5.1-1WM, MA5.1-2WM, MA5.1-4NA, MA5.1-7NA, MA5.1-9MG, MA5.1-11MG,	MA5.1-8MG, MA5.2-12MG	MA4-5NA, MA4-6NA, MA4-10NA, MA5.1-5NA	MA5.1-12SP, MA5.1-13SP	MA4-10NA, MA5.1-3WM, MA5.1-5NA, MA5.1-6NA, MA5.1-10MG	
Assessment Components						Weighting (%)
Knowledge and understanding of course content	10	10	10	10	10	50
Skills in: Comprehending texts, Communicating ideas, Using language accurately, appropriately and effectively	10	10	10	10	10	50
Weighting (%)	20	20	20	20	20	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Mathematics 5.2

Task Number	1	2	3	4	5	
Task Date	Term 1 2023 Week 6 10MAT2A + 10MAT2B Thu 02/03/2023 LS2 KAUB, COBD	Term 1 2023 Week 10 10MAT2A + 10MAT2B Wed 29/03/2023 LS3 KAUB, COBD	Term 2 2023 Week 9 10MAT2A + 10MAT2B Wed 21/06/2023 LS2 KAUB, COBD	Term 3 2023 Week 9 10MAT2A + 10MAT2B Mon 11/09/2023 LS3 KAUB, COBD	Term 4 2023 Week 4 10MAT2A + 10MAT2B Thu 02/11/2023 LS2 KAUB, COBD	
Content Area	Financial Mathematics	Financial Mathematics, Linear and Non Linear Relationships	Equations, Simultaneous Equations and Trigonometry	Bivariate Data and Rates & Ratios	Volume and Surface Area	
Task Type	Portfolio (HI)	In Class Test (I/C)	In Class Test (I/C)	In Class Test (I/C)	Portfolio (HI)	
Outcomes	MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.1-4NA, MA5.2-4NA.	MA5.2-1WM, MA5.2-2WM, MA5.1-4NA, MA5.2-4NA, MA5.2-9NA, MA5.2-10NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA, MA5.2-13MG	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-16SP, MA5.2-5NA	MA5.2-1WM, MA5.2-2WM, MA5.2-11MG, MA5.2-12MG,	
Assessment Components						Weighting (%)
Knowledge and understanding of course content	10	10	10	10	10	50
Skills in: Comprehending texts, Communicating ideas, Using language accurately, appropriately and effectively	10	10	10	10	10	50
Weighting (%)	20	20	20	20	20	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Mathematics 5.3

Task Number	1	2	3	4	5	
Task Date	Term 1 2023 Week 6B 10MAT1A Thurs 02/03/2023 LS2 BPAT	Term 2 2023 Week 2B 10MAT1A Thurs 04/05/2023 LS2 BPAT	Term 2 2023 Week 8B 10MAT1A Thur 15/06/2023 LS2 BPAT	Term 3 2023 Week 9A 10MAT1A Thurs 14/09/2023 LS2 BPAT	Term 4 2023 Week 4B 10MAT1A Thurs 02/11/2023 LS2 BPAT	
Content Area	Linear Relationships and Non-Linear Relationships	Non Linear Relationships, Algebraic Techniques and Simultaneous Questions	Trigonometry and Pythagoras Theorem. Single and Bivariate Data Analysis	Probability, Surface Area and Volume, Surds and Indices	Surface Area and Volume, Surds and Indices, Quadratic Equations	
Task Type	Test (I/C)	Test (I/C)	Assignment/Investigation (HI)	Test (I/C)	Learning Journal (HI)	
Outcomes	MA5.2-9NA, MA5.3-8NA, MA5.2-10NA	MA5.3-7NA, MA5.3-9NA, MA5.2-6NA, MA5.3-5NA, MA5.2-8NA	MA5.3-15MG, MA5.2-16SP, MA5.3-18SP, MA5.3-19SP	MA5.1-13SP, MA5.2-17SP, MA5.2-12MG, MA5.3-14MG, MA5.3-6NA	MA5.3-15MG, MA5.2-16SP, MA5.3-18SP, MA5.3-19SP, MA5.2-12MG, MA5.3-14MG, MA5.3-6NA, MA5.3-7NA	
Assessment Components						Weighting (%)
Knowledge and understanding of course content	5	10	10	15	10	50
Skills in: Comprehending texts, Communicating ideas, Using language accurately, appropriately and effectively	5	10	15	10	10	50
Weighting (%)	10	20	25	25	20	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Religious Education

Task Number	1	2	3	
Task Date	Term 1 2023 Week 9 10REL1 + 10REL2 Wed 22/03/2023 LS1 MSUT, SIOA 10REL4 Wed 22/03/2023 LS3 SANE 10REL3 Fri 24/03/2023 LS3 NEKD	Term 2 2023 Week 9 10REL1 + 10REL2 Wed 21/06/2023 LS1 MSUT, SIOA 10REL4 Wed 21/06/2023 LS3 SANE 10REL3 Fri 23/06/2023 LS3 NEKD	Term 3 2023 Week 9 10REL1 + 10REL2 Wed 13/09/2023 LS1 MSUT, SIOA 10REL4 Wed 13/09/2023 LS3 SANE 10REL3 Fri 13/09/2023 LS3 NEKD	
Content Area	Is Jesus a big deal?	Are there some problems dialogue cannot fix?	How can I care for our Common Home?	
Task Type	Scriptural Analysis & Reflection Task (I/C)	Stimulus Investigation & Written Response (HI & I/C)	Extended Response (I/C)	
Outcomes	5.2, 5.3, 5.9, 5.12	5.4, 5.9, 5.8, 5.10, 5.13	5.6, 5.7, 5.9, 5.10 5.13	
Assessment Components				Weighting (%)
Knowledge and understanding of course content	10	15	10	35
Scriptural and textual analysis and use of evidence	5	15	10	30
Communicating ideas Using language accurately, appropriately and effectively	10	10	15	35
Weighting (%)	25	40	35	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Science

Task Number	1	2	3	4		
Task Date	Term 1 2023 Week 10 10SCI1 Fri 31/03/2023 LS2 MANY 10SCI2 Tues 28/3/2023 LS2 WALJ1 10SCI3 Mon 27/03/2023 LS3 SOOC 10SCI4 Tues 28/03/2023 LS3 MCDC	Term 2 2023 Week 5 10SCI1 + 10SCI2 + 10SCI3 + 10SCI4 Mon 22/05/2023 9am MANY, WALJ1, SOOC, MCDC	Term 3 2023 Week 10 10SCI1 + 10SCI2 + 10SCI3 + 10SCI4 Mon 18/09/2023 9am MANY, WALJ1, SOOC, MCDC	Term 4 2023 Week 3 10SCI1 Fri 27/10/2023 LS2 MANY 10SCI2 Wed 25/10/2023 LS1 WALJ1 10SCI3 Mon 23/10/2023 LS3 SOOC 10SCI4 Tues 24/10/2023 LS3 MCDC		
Content Area	Chemical Reactions Electricity at Work	Genetics	All Units - SRP	All Units		
Task Type	Practical Skills Exam (I/C)	Designer Babies (HI)	Student Research Project (HI)	Final Exam (I/C)		
Outcomes	SC5-16CW, SC5-17CW, SC5-10PW, SC5-11PW, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-14LW, SC5-15LW, SC5-7WS, SC5-8WS, SC5-9WS	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, 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	10	10	50	
Skills in: Comprehending texts Communicating ideas Using language accurately, appropriately and effectively	15	15	15	15	50	
Weighting (%)	25	25	25	25	100	

The last assessment task needs to be completed in Term 4 Week 5 at the latest to ensure there is enough time to organise the RoSA grades.

2023 Yr 10 RoSA Assessment Schedule

Subject: Personal Development, Health and Physical Education

Task Number	1	2	3	4	
Task Date	Term 1 2023 Weeks 10-11 10PDHPE1 + 10PDHPE2 + 10PDHPE3 + 10PDHPE4 Fri 31/03/2023 by 8:48 (Part 1) Term 1 Week 9- Week 11 as allocated (Part 2) BROL, MCKJ, STEM, BRYN	Term 2 2023 Weeks 1-6 10PDHPE1 + 10PDHPE2 + 10PDHPE3 + 10PDHPE4 Mon 28/04/2023 by 8:48 (Part 1) Term 1 Week 11- Term 2 Week 6 as allocated (Part 2) BROL, MCKJ, STEM, BRYN	Term 3 2023 Week 10 10PDHPE1 + 10PDHPE2 + 10PDHPE3 + 10PDHPE4 Mon 18 /09/ 2023 LS3 BROL, MCKJ, STEM, BRYN	Term 4 2023 Weeks 1-6 10PDHPE1 + 10PDHPE2 + 10PDHPE3 + 10PDHPE4 Term 4 Week 1- Term 4 Week 6 as allocated BROL, MCKJ, STEM, BRYN	
Content Area	Be Street Smart	Recreational Activities Practical	Difference and Diversity, Be Street Smart, Life Design	Mini Net and Court Games	
Task Type	Presentation (I/C or HI)	Practical Performance (HI & I/C)	Examination (I/C)	Practical Analysis (I/C)	
Outcomes	PD5-1, PD5-6, PD5-7, PD5-9	PD 5-4, PD 5-5, PD 5-7, PD 5-8	PD 5-1, PD 5-2, PD 5-3, PD5-6, PD 5-7, PD5-9, PD 5-10	PD 5-4, PD 5-5, PD 5-10, PD 5-11	
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

Year 10 Assessment Schedules 2023

Elective Subjects

Agriculture Technology

Commerce

Elective Geography

Elective History

Food Technology

Industrial Engineering

Industrial Textiles Technology

Industrial Technology Timber

Music

Physical Activity and Sport Science(PASS)

Visual Arts

2023 Yr 10 RoSA Assessment Schedule

Subject: Agriculture Technology (200Hr)

Task Number	1	2	3	4	
Task Date	Term 1 2023 Week 8 10AGR1 Wed 15/03/2023 LS2 SULL2	Term 2 2023 Week 3 10AGR1 Tue 09/05/2023 LS2 SULL2	Term 2 2023 Week 10 10AGR1 Wed 28/06/2023 LS2 SULL2	Term 3 2023 Week 10 10AGR1 Wed 20/09/2023 LS2 SULL2	
Content Area	Small Animal Production	Small Animal Production	Horticulture	Horticulture	
Task Type	Farm Practical Skills Demonstration (HI & I/C)	Small Animal Business Plan (HI & I/C)	Scientific Proposal (HI & I/C)	Horticultural Business Plan (HI)	
Outcomes	AG5-4, AG5-7, AG5-8, AG5-10, AG5-13, AG5-14	AG5-1, AG5-2, AG5-3, AG5-5, AG5-9	AG5-4, AG5-6, AG5-9, AG5-11, AG5-12	AG5-1, AG5-2, AG5-3, AG5-5, AG5-9	
Assessment Components					Weighting (%)
Knowledge and understanding	10	15	10	15	50
Skills	10	10	15	15	50
Weighting (%)	20	25	25	30	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Agriculture Technology (100Hr)

Task Number	1	2	3	4	
Task Date	Term 1 2023 Week 8 10AGR1 Wed 15/03/2023 LS2 SULL2	Term 2 2023 Week 3 10AGR1 Tue 09/05/2023 LS2 SULL2	Term 2 2023 Week 10 10AGR1 Wed 28/06/2023 LS2 SULL2	Term 3 2023 Week 10 10AGR1 Wed 20/09/2023 LS2 SULL2	
Content Area	Small Animal Production	Small Animal Production	Horticulture	Horticulture	
Task Type	Farm Practical Skills Demonstration (HI & I/C)	Small Animal Business Plan (HI & I/C)	Scientific Proposal (HI & I/C)	Horticultural Business Plan (HI)	
Outcomes	AG5-4, AG5-7, AG5-8, AG5-10, AG5-13, AG5-14	AG5-1, AG5-2, AG5-3, AG5-5, AG5-9	AG5-4, AG5-6, AG5-9, AG5-11, AG5-12	AG5-1, AG5-2, AG5-3, AG5-5, AG5-9	
Assessment Components					Weighting (%)
Knowledge and understanding	10	15	10	15	50
Skills	10	10	15	15	50
Weighting (%)	20	25	25	30	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Commerce (200 hours)

Task Number	1	2	3	4	
Task Date	Term 1 2023 Week 10 10COM1 Thu 30/03/2023 LS1 BELH	Term 2 2023 Week 10 10COM1 Thu 29/06/2023 LS1 BELH	Term 3 2023 Week 10 10COM1 Tues 19/09/2023 LS1 BELH	Term 4 2023 Week 4 10COM1 Tues 31/10/2023 LS1 BELH	
Content Area	Employment and work futures	Law, Society and Political Involvement	Running a Business	All Topics	
Task Type	Research Task (HI)	Stimulus Based Assessment (I/C)	Business Plan (HI)	Written Examination (I/C)	
Outcomes	COM5-2, COM5-4, COM5-5, COM5-7, COM5-9	COM5-3, COM5-4, COM5-7, COM5-9	COM5-1, COM5-2, COM5-6, COM5-8	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	
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

2023 Yr 10 RoSA Assessment Schedule

Subject: Commerce (100 hours)

Task Number	1	2	3	4	
Task Date	Term 1 2023 Week 10 10COM1 Thu 30/03/2023 LS1 BELH	Term 2 2023 Week 10 10COM1 Thu 29/06/2023 LS1 BELH	Term 3 2023 Week 10 10COM1 Tues 19/09/2023 LS1 BELH	Term 4 2023 Week 4 10COM1 Tues 31/10/2023 LS1 BELH	
Content Area	Employment and work futures	Law, Society and Political Involvement	Running a Business	All Topics	
Task Type	Research Task (HI)	Stimulus Based Assessment (I/C)	Business Plan (HI)	Written Examination (I/C)	
Outcomes	COM5-2, COM5-4, COM5-5, COM5-7, COM5-9	COM5-3, COM5-4, COM5-7, COM5-9	COM5-1, COM5-2, COM5-6, COM5-8	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	
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

2023 Yr 10 RoSA Assessment Schedule

Subject: Elective Geography (100 hours)

Task Number	1	2	3	4	
Task Date	Term 1 2023 Week 8 10GEO1 Wed 15/03/2023 LS2 CUNB	Term 2 2023 Week 2 10GEO1 Wed 03/05/2023 LS2 CUNB	Term 3 2023 Week 7 10GEO1 Tues 29/08/2023 LS2 CUNB	Term 4 2023 Week 2 10GEO1 Wed 18/10/2023 LS2 CUNB	
Content Area	Oceanography	Physical Geography	Political Geography	All topics	
Task Type	Investigative Study (HI)	Fieldwork Report (HI)	Political Conflict Presentation (IC)	In-class Test (IC)	
Outcomes	GEE5-1, GEE5-2, GEE5-5, GEE5-7, GEE5-8, GEE5-9	GEE5-1, GEE5-2, GEE5-4, GEE5-5, GEE5-7, GEE5-8, GEE5-9	GEE5-3, GEE5-5, GEE5-5, GEE5-6, GEE5-9	GEE5-1, GEE5-2, GEE5-3, GEE5-4, GEE5-5, GEE5-6 GEE5-7	
Assessment Components					Weighting (%)
Geographical Knowledge and understanding	15	10	10	20	55
Geographical inquiry and skills	10	15	10	10	45
Weighting (%)	25	25	20	30	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Elective History (100 hours)

Task Number	1	2	3	
Task Date	Term 1 2023 Week 11 10HIS1 Wed 05/04/2023 LS3 BAZZ	Term 2 2023 Week 10 10HIS1 Thu 29/06/2023 LS1 BAZZ	Term 3 2023 Week 8 10HIS1 Tues 05/09/2023 LS1 BAZZ	
Content Area	Ancient, Medieval & Modern Societies - Ancient Athens	History, Heritage and Archaeology - Film as History	Thematic Studies - Crime and Punishment, Jack the Ripper	
Task Type	Research Task (HI)	Research Essay (HI)	Historical Report (HI)	
Outcomes	HTE5-3, HTE5-4, HTE5-8, HTE5-10	HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8	HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10	
Assessment Components				Weighting (%)
Historical knowledge and understanding	15	10	10	35
Historical inquiry skills	10	15	10	35
Communication	10	5	15	30
Weighting (%)	35	30	35	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Food Technology (200Hr)

Task Number	1	2	3	4		
Task Date	Term 1 2023 Week 8 10FTE1 Wed 15/03/2023 LS2 FRYA 10FTE2 Tue 14/03/2023 LS1 FRYA	Term 2 2023 Week 5 10FTE1 Tue 23/05/2023 LS2 FRYA 10FTE2 Wed 24/05/2023 LS3 FRYA	Term 3 2023 Week 8 10FTE1 Wed 06/09/2023 LS2 FRYA 10FTE2 Tue 05/09/2023 LS1 FRYA	Term 4 2023 Week 3 10FTE1 Tue 24/10/2023 LS2 FRYA 10FTE2 Wed 25/10/2023 LS3 FRYA		
Content Area	Food Selection and Health	Food Equity	Food Product Development	Food Trends		
Task Type	Report & Product (HI & I/C)	Food Hamper (HI & I/C)	Portfolio & Product (HI & I/C)	Recipe Card (HI)		
Outcomes	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, FT5-6, 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	15	10	25	10	60	
Skills	10	15	10	5	40	
Weighting (%)	25	25	35	15	100	

2023 Yr 10 RoSA Assessment Schedule

Subject: Food Technology (100Hr)

Task Number	1	2	3	4		
Task Date	Term 1 2023 Week 8 10FTE1 Wed 15/03/2023 LS2 FRYA 10FTE2 Tue 14/03/2023 LS1 FRYA	Term 2 2023 Week 5 10FTE1 Tue 23/05/2023 LS2 FRYA 10FTE2 Wed 25/05/2023 LS3 FRYA	Term 3 2023 Week 8 10FTE1 Tue 05/09/2023 LS1 FRYA 10FTE2 Wed 06/09/2023 LS2 FRYA	Term 4 2023 Week 3 10FTE1 Tue 24/10/2023 LS2 FRYA 10FTE2 Wed 25/10/2023 LS3 FRYA		
Content Area	Food Selection and Health	Food Equity	Food Product Development	Food Trends		
Task Type	Report & Product (HI & I/C)	Food Hamper (HI & I/C)	Portfolio & Product (HI & I/C)	Recipe Card (HI)		
Outcomes	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, FT5-6, 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	15	10	25	10		60
Skills	10	15	10	5		40
Weighting (%)	25	25	35	15		100

2023 Yr 10 RoSA Assessment Schedule

Subject: Industrial Technology - Engineering (100Hr)

Task Number	1	2	3	4	
Task Date	Term 1 2023 Week 9 10INDENG1 Wed 15/03/2023 LS2 MCMA	Term 2 2023 Week 3 10 INDENG1 Wed 10/05/2023 LS3 MCMA	Term 3 2023 Week 5 10 INDENG1 Wed 16/08/2023 LS3 MCMA	Term 4 2023 Week 5 10 INDENG1 Wed 08/11/2023 LS3 MCMA	
Content Area	Engineered Structures	Engineered Structures	Engineered Mechanisms	Engineered Mechanisms	
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, IND5-6, IND5-7	
Assessment Components					Weighting (%)
Weighting (%)	15	30	15	40	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Textiles Technology (100Hr)

Task Number	1	2	3	4	
Task Date	Term 1 2023 Week 10 10TEX1 Thur 30/03/2023 LS1 MURJ	Term 2 2023 Week 6 10TEX1 Thur 01/06/2023 LS1 MURJ	Term 3 2023 Week 5 10TEX1 Wed 16/08/2023 LS3 MURJ	Term 4 2023 Week 3 10TEX1 Wed 25/10/23 LS3 MURJ	
Content Area	Project Work Design Properties & Performance	Project Work Design Properties & Performance	Textiles & Society	Project Work Design Properties & Performance	
Task Type	Portfolio & Project (HI & I/C)	Portfolio & Project (HI & I/C)	Investigation Report (HI)	Portfolio & Project (HI & I/C)	
Outcomes	TEX5-1, TEX5-2, TEX5-4, TEX5-5, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-1, TEX5-2, TEX5-4, TEX5-5, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-6, TEX5-7	TEX5-1, TEX5-2, TEX5-3, TEX5-4, TEX5-5, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	
Assessment Components					Weighting (%)
Weighting (%)	20	30	15	35	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Industrial Technology - Timber (200Hr)

Task Number	1	2	3	4	
Task Date	Term 1 2023 Week 10 10INDTTB2 Thur 30/03/2023 LS1 MCMA	Term 2 2023 Week 5 10INDTTB2 Wed 24/05/2023 LS3 MCMA	Term 3 2023 Week 5 10INDTTB2 Wed 16/08/2023 LS3 MCMA	Term 4 2023 Week 6 10INDTTB2 Wed 08/11/2023 LS3 MCMA	
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 (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, IND5-6, IND5-7	
Assessment Components					Weighting (%)
Weighting (%)	15	30	15	40	100

2023 Yr 9 & 10 RoSA Assessment Schedule

Subject: Industrial Technology - Timber (100Hr)

Task Number	1	2	3	4		
Task Date	Term 1 2023 Week 10 9 INDTT1 FRI 31/3/23 LS 2 POTL 9 INDTT2 WED 29/3/23 LS 3 MCMA 10INDTT1 THU 30/3/23 LS 1 LOMX	Term 2 2023 Week 4-5 9 INDTT1 MON 22/5/23 LS 1 POTL 9 INDTT2 WED 17/5/23 LS 2 MCMA 10INDTT1 WED 17/5/23 LS 3 LOMX	Term 3 2023 Week 5 9 INDTT1 MON 14/8/23 LS 1 POTL 9 INDTT2 WED 16/8/23 LS 3 MCMA 10INDTT1 THU 17/8/23 LS 1 LOMX	Term 4 2023 Week 5-6 9 INDTT1 MON 6/11/23 LS 1 POTL 9 INDTT2 MON 13/11/23 LS 3 MCMA 10INDTT1 WED 15/11/23 LS 3 LOMX		
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, IND5-6, IND5-7		
Assessment Components					Weighting (%)	
Weighting (%)	15	30	15	40	100	

2023 Year 10 RoSA Assessment Schedule

Subject: Music (200 hours)

Task Number	1	2	3	4	
Task Date	Term 1 2023 Week 10 10MUS1 Tue 28/03/2023 LS1 MAHH	Term 2 2023 Week 4 10MUS1 Thu 18/05/2023 LS1 PENK	Term 3 2023 Week 6 10MUS1 Tue 22/08/2023 LS1 MAHH	Term 4 2023 Week 4 10MUS1 Thu 02/11/2023 LS1 PENK	
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	35
Composition	0	0	0	30	30
Listening	0	20	15	0	35
Weighting	20	20	30	30	100

2023 Year 10 RoSA Assessment Schedule

Subject: Music (100 hours)

Task Number	1	2	3	4	
Task Date	Term 1 2023 Week 10 10MUS1 Tue 28/03/2023 LS1 MAHH	Term 2 2023 Week 4 10MUS1 Thu 18/05/2023 LS1 PENK	Term 3 2023 Week 6 10MUS1 Tue 22/08/2023 LS1 MAHH	Term 4 2023 Week 4 10MUS1 Thu 02/11/2023 LS1 PENK	
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	35
Composition	0	0	0	30	30
Listening	0	20	15	0	35
Weighting	20	20	30	30	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Physical Activity and Sports Science (200 hours)

Task Number	1	2	3	4	
Task Date	Term 1 2023 Week 9 10PASS1 Fri 24/03/2023 4pm WHIS	Term 2 2023 Weeks 1-4 10PASS1 Part A (Weeks 1-4 practical lessons) Part B Thur 11/05/2023 8:48 WHIS	Term 3 2023 Week 9 10PASS1 Tues 12/09/2023 LS2 WHIS	Term 4 2023 Weeks 1-4 10PASS1 (Weeks 1-4 practical lessons) WHIS	
Content Area	Technology, Participation and Performance	Physical Fitness	Australia's Sporting Identity	Enhancing Physical Activity	
Task Type	Research Analysis (HI)	Practical Performance & analysis of fitness test (HI & I/C)	Examination (I/C)	Practical Performance (I/C)	
Outcomes	PASS 5-6, PASS 5-10	PASS5-1, PASS5-6, PASS5-8 PASS5-9, PASS5-10	PASS 5-1, PASS 5-2, PASS 5-3, PASS 5-4, PASS 5-5, PASS 5-6, PASS 5-10	PASS5-5, PASS5-6, PASS5-7, PASS5-9, PASS5-10	
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

2023 Yr 10 RoSA Assessment Schedule

Subject: Physical Activity and Sports Science (100 hours)

Task Number	1	2	3	4	
Task Date	Term 1 2023 Week 9 10PASS1 Fri 24/03/2023 4pm WHIS	Term 2 2023 Weeks 1-4 10PASS1 Part A (Weeks 1-4 practical lessons) Part B Thur 11/05/2023 8:48 WHIS	Term 3 2023 Week 9 10PASS1 Tues 12/09/2023 LS2 WHIS	Term 4 2023 Weeks 1-4 10PASS1 (Weeks 1-4 practical lessons) WHIS	
Content Area	Technology, Participation and Performance	Physical Fitness	Australia's Sporting Identity	Enhancing Physical Activity	
Task Type	Research Analysis (HI)	Practical Performance & analysis of fitness test (HI & I/C)	Examination (I/C)	Practical Performance (I/C)	
Outcomes	PASS 5-6, PASS 5-10	PASS5-1, PASS5-6, PASS5-8 PASS5-9, PASS5-10	PASS 5-1, PASS 5-2, PASS 5-3, PASS 5-4, PASS 5-5, PASS 5-6, PASS 5-10	PASS5-5, PASS5-6, PASS5-7, PASS5-9, PASS5-10	
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

2023 Yr 10 RoSA Assessment Schedule

Subject: Visual Arts (200 hours)

Task Number	1	2	3	4	
Task Date	Term 2 2023 Week 2 10VAR1 Wed 03/05/2023 LS2 SANE	Term 3 2023 Week 2 10VAR1 Wed 26/07/2023 LS2 SANE	Term 3 2023 Week 8 10VAR1 Wed 06/09/2023 LS2 SANE	Term 4 2023 Week 4 10VAR1 Wed 01/11/2023 LS2 SANE	
Content Area	Art Critical/ Historical Study	Art Making	Art Critical/ Historical Study	Art Making	
Task Type	Response to unseen images (HI)	Art Making and Process Diary (I/C)	Extended Response (HI)	Art Making and Process Diary (I/C)	
Outcomes	5.7, 5.8, 5.9	5.2, 5.3, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.4, 5.5, 5.6	
Assessment Components					Weighting (%)
Art Critical/Historical Study	20	0	30	0	50
Art Making	0	30	0	20	50
Weighting (%)	20	30	30	20	100

2023 Yr 10 RoSA Assessment Schedule

Subject: Visual Arts (100 hours)

Task Number	1	2	3	4	
Task Date	Term 2 2023 Week 2 10VAR1 Wed 3/5/2023 LS2 SANE	Term 3 2023 Week 2 10VAR1 Wed 26/7/2023 LS2 SANE	Term 3 2023 Week 8 10VAR1 Wed 6/9/2023 LS2 SANE	Term 4 2023 Week 4 10VAR1 Wed 1/11/2023 LS2 SANE	
Content Area	Art Critical/ Historical Study	Art Making	Art Critical/ Historical Study	Art Making	
Task Type	Response to unseen images (HI)	Art Making and Process Diary (I/C)	Extended Response (HI)	Art Making and Process Diary (I/C)	
Outcomes	5.7, 5.8, 5.9	5.2, 5.3, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.4, 5.5, 5.6	
Assessment Components					Weighting (%)
Art Critical/Historical Study	20	0	30	0	50
Art Making	0	30	0	20	50
Weighting (%)	20	30	30	20	100

