Year 10 Assessment Handbook 2016

This document outlines assessment and examination information and procedures, details the academic integrity policy and outlines the assessment schedule for each subject.

THIS IS AN IMPORTANT DOCUMENT TO BE KEPT AT HAND FOR THE YEAR

St John Bosco College
Foreword

The aim of this handbook is to set out in detail the requirements for students in preparation for the achievement of the NSW Record of School Achievement and movement into Stage 6. It also aims to provide parents/carers with information pertaining to the studies, assessment requirements/policies and general issues of the final year of Stage 5 at St John Bosco College.

The handbook includes:
• The College assessment procedures and policies, which are consistent to all Key Learning Areas;
• Individual subject assessment schedules for the BOS external grades, which indicate the task; weighting and date of completion.

In general the Board of Studies, NSW regulations for external grading includes the grouping of subjects under 2 broad headings: (A) Core Subjects (English, Mathematics, Science, Australian History and Geography and PDHPE - note that Religious Education; Faithful to God Faithful to People in Catholic Schools is also a Core subject; (B) Elective Subjects (also included in this handbook). All students study subjects within both groups with the core subjects being mandatory for students at St John Bosco College. There are different requirements for these 2 groups as explained within this handbook and it is important that students and parents/carers understand these. In cases where student performance/attendance fails to meet the outcomes of a subject area, students may face receiving an “N” Determination (not satisfactory level). The relevant details of an “N” Determination are spelt out within this handbook.

Specific College rules around assessment are included in this handbook and if a student or parent/carer requires further information they should contact the KLA, Learning & Curriculum or the Year 10 Coordinator. These people will oversee all aspects of the assessment program at the College including pastoral aspects and the awarding of an “N” Determination.

Additionally, and in preparation for studies in Stage 6 at the College, this handbook provides a guide to the level of achievement required to study certain courses for the HSC. The Year 10 mid-year exams in addition to the final exams are an important indicator of a student’s ability to be able to meet the demands of certain courses for the HSC.

Finally, thanks must go to all staff members for their contributions to this handbook and for their preparation of your sons and daughters for the completion of Stage 5, and together we wish all students every success in their studies.

Leadership Team
St John Bosco College
General Policy

Students in Year 10 will study 8 subjects, placed within the 2 groups as mentioned in the Foreword:

1. **Core Subjects** which will be assessed via school assessments using subject course performance descriptors. These Core Subjects are:
   - English
   - Mathematics
   - Science
   - Australian History and Geography/Civics and Citizenship
   - PDHPE
   - Religious Education

2. **Elective Subjects** which are assessed on a school basis using Subject specific or General course performance descriptors. These are Board of Studies courses which can be Board developed or School developed (Board endorsed). Each student will choose 2 electives in Year 10, most of which are maintained from Year 9.

The NSW Record of School Achievement grades will be based generally on Year 10 work only. Students who have studied a 100 hour course (generally an elective course) in Year 9 will also receive a grade for this course on their NSW Record of Achievement.
Assessment in the two subject groupings

The Core Subjects of RE, English, Mathematics, Science, HSIE and PDHPE will, along with the elective subjects, provide grades (A-E) for the students based on Course Performance Descriptors as set out by the Board of Studies.

These grades will be based on the advertised assessment tasks/programs as outlined in this handbook. There is one course in English, Science, Australian History/Geography and three separate courses in Mathematics (Standard, Intermediate and Advanced). Each course awards its own grades as A, B, C, D, E, or N.

Note: In some cases students with Special Education needs will study Generic Life Skills Courses in which case they will receive records of achievement indicating satisfactory completion of a course and a Student Profile sheet indicating outcomes achieved, or a combination of this and points 1 and 2 above.

FROM 2012 there will be NO Board of Studies External Examinations

For all subjects the Course Performance Descriptors are set out in 6 levels as indicated below:

A. Excellent Achievement
B. High Level of Achievement
C. Substantial Level of Achievement
D. Satisfactory Level of Achievement
E. Elementary Achievement
N. Non-Satisfactory

This system clearly reports a student’s achievement in a more detailed way using a set of standards. Although most subjects often award marks as a percentage by tallying up assessment scores, grades will be determined by the professional judgement of the teacher by applying the Course Performance Descriptor as per best fit to sum up the level of student achievement in the subject, not just by the sum of scores. These levels of achievement against the descriptor are concerned with the knowledge and understanding, values and attitudes and skill outcomes developed and demonstrated by the student.

The Board of Studies regulations determine that students must experience Design and Technology, Music, Art, LOTE (languages other than English) and PDHPE. At this College these experiences occur in Stage 4 (Years 7 and 8) before students choose their electives in Stage 5 (Years 9 and 10).

Many students choose Visual Arts, Music, Italian, Drama or Design and Technology courses as electives in Stage 5. At the College, PDHPE is provided across Years 7-10 as prescribed by the Board.

Again, these electives and experience courses receive a grade based on subject specific Course Performance Descriptors as is the case with PDHPE or General Descriptors as per Religious Education and LOTE.
“N” Determination/Grade

An “N” determination in a particular subject means that a student has not met the course outcomes set out in the syllabus document.

The Board of Studies has provided the following definition of satisfactory completion of a course:

“A student will be considered to have satisfactorily completed a course if, in the principal’s view, there is sufficient evidence that the student has:

(a) followed the course developed or endorsed by the Board; and

(b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

(c) achieved some or all of the course outcomes.”

[ACE Manual, BOS 2005]

One significant part of meeting these outcomes in a subject is that a student must have a satisfactory pattern of attendance. Traditionally this is often interpreted to mean a student has attended at least 85% of available school days.

Other guidelines to be considered in determining the satisfactory completion of a course include:

- The student’s level of involvement in and attitude towards class work;
- The proportion of assignments, homework, etc, completed in Year 10;
- The student’s overall level of achievement, commensurate with ability;
- Measures taken to improve the student’s involvement and/or attitude and whether the student’s performance improved after warnings or counselling;
- The existence of any personal or family problems which may have affected the student’s progress/studies.

What Disability Provisions are available?

a. Disability Provisions Policy (ACE 10001)

Disability Provisions are concessions made by the Board of Studies in the conditions under which certain students who suffer from a disability sit for exams and Assessment Tasks. The Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education (2005) require BOSTES to ensure that students with a disability are able to access and respond to an examination. Disability provisions may be awarded to a student if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

1. reading the examination questions; and/or
2. communicating his or her responses.

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations. The purpose of the provision is to assist students who may otherwise be unfairly disadvantaged by the conditions of the exam.

b. Disability Provisions can apply to internal assessment, so an early determination of the needs and status of the students is advantageous. Therefore, it is essential that parents provide adequate documentation as early as possible.
**Academic Integrity Policy**

**Rationale**
Inculcating strong values and ideals, in each student and enabling them to grow as good Christians and honest citizens is fundamental to the evangelising mission of St John Bosco College. This emphasis on developing integrity, which encompasses honesty, truthfulness, responsibility and reliability, permeates all aspects of College life, including academic pursuits. The accuracy, reliability and validity of assessment and reporting practices relies upon students conducting themselves in an ethical manner in demonstrating their own academic ability.

**Definitions**

**Academic Integrity** is a term used to describe honest and ethical behaviour in relation to academic work (student homework, assessments, performance tasks and conduct in exams or in-class tasks).

**Academic misconduct** is a term used to describe any act by a student that fails to meet the accepted standards of academic integrity. This includes any unfair advantage gained by a student, eg, a student who arrives late before an assessment task without reason, who is absent the day before an assessment task to prepare for that task.

**Plagiarism** is presenting someone else’s words, ideas, thoughts, opinions, data or images as one’s own. Plagiarism includes:
- copying, summarising or paraphrasing material from any source without acknowledgment;
- using another’s ideas without acknowledgment;
- working jointly with others and then presenting it as your own;
- submitting work that has been done in whole or part by another student;
- other actions that may contradict the principles of academic integrity.

**Principles**
At St John Bosco College we believe that:

1. students have an obligation to be honest, truthful and just when undertaking academic activities;
2. ethical conduct contributes to creating and sustaining a climate of fairness and equity amongst all students;
3. academic integrity enhances the authenticity, reliability and validity of assessment tasks, thus allowing a more accurate assessment of a student’s achievement in relation to a set of standards referenced criteria;
4. a culture of academic integrity is fostered and promoted when it is:
   a. viewed from a whole school perspective;
   b. accepted as the responsibility of all teachers, students and administrative personnel;
   c. explicitly addressed, taught, modelled, discussed and reinforced;
   d. supported by clear expectations of students and common practices adopted throughout the whole school;
5. academic misconduct is a serious matter and that there should be appropriate guidelines to deal with allegations of academic misconduct;

Responsibilities of students

1. Encourage and support academic integrity as a characteristic of a holistic person.
2. Do your own work and make every effort to prevent the occurrence of academic misconduct.
3. Set an example for other students by modelling good academic conduct and integrity.
4. Refrain from assisting other students in any attempts to violate the academic integrity policy.
5. Consider ways to minimise acts or intentions of academic misconduct.
## Year 7 – 12 Assessment Procedures Guide

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Problem and Penalty</th>
</tr>
</thead>
</table>
| 7-9 | Late completion of a task/exam  
   *One day late (-20%)*  
   *Two days late (-40%)*  
   *(of total mark)*  |
| 7-9 | Non completion of a task/exam  
   *More than two days past due date*  
   OR Academic Misconduct  
   = ZERO MARK  |
| 10 | Late completion of a task/exam  
   *One day late (-20%)*  
   *Two days late (-40%)*  
   *(of total mark)*  |
| 10 | Late completion of task  
   *More than two days late*  
   = ZERO MARK  |
| 10 | Non completion of a task/exam  
   *More than two days past due date*  
   OR Academic Misconduct  
   = ZERO MARK  |
| 7-10 | Application for misadventure  |
| 7-10 | Application for illness  |
| 7-10 | Application for School Representation  
   or school based activity  |
| 11-12 | Late completion of a task/exam  
   *Upon returning to school with no completed form*  
   = ZERO MARK  |
| 11-12 | Non completion of a task/exam  
   *no leniency for lateness*  
   OR Academic Misconduct  
   = ZERO MARK  |
| 11-12 | Application for misadventure  |
| 11-12 | Application for misadventure (illness)  |
| 11-12 | Application for School Representation  
   or school based activity  |

**Documentation to avoid penalty**

- Parental note
- Doctor’s Certificate
- College Form for Junior Assessment Tasks
- College Form for Junior Assessment Tasks
- Doctors Certificate – Yr 10 only
- College Illness/Misadventure Form
- Medical certification
- College Illness/Misadventure Form – Parent and Student
- College Illness/Misadventure Form
- Medical certification
- College Illness/Misadventure/Representation Form

### ABSENCE DURING EXAM PERIODS

Students and parents should note that attendance during exam periods as indicated on the College calendar is compulsory. Any absence other than illness or misadventure must be applied for in writing to the College Principal at least one month in advance of the exam period (see below). **FAILURE TO DO THIS WILL RESULT IN A ZERO MARK.**

### REQUEST FOR LEAVE

Leave should not be taken during exam or assessment periods. However, if circumstances require leave parents and students must fill in the designated Government leave forms at least a month **BEFORE** the leave dates.

These forms can be obtained through the office or on the College website. 

By law these forms **MUST** be submitted to the Principal for approval. Any student who does not have approval for leave and misses an assessment task (including an exam) will receive a zero for the task.
Year 10 College Policy/Rules on Assessment

It is hoped that the following makes clear the College’s Policy/rules and regulations pertaining to assessment:

- Each student is expected to abide by the reasonable expectations set out by each subject teacher.

- Each student will be expected to complete each assessment task and assignment as set out by each subject and within this handbook, along with other tasks that the teacher presents to students along the way. Note that this expectation will be maintained even after the assessment has been marked and grades/marks awarded. That is even if a student does not present a piece of assessment on the due date without a valid reason, it is expected that the student will complete the task in all cases. This may involve students doing so this as part of a Tuesday afternoon Detention or via another means as indicated by the class teacher. Non completion notes will also be sent home to parents/carers for signing.

- Assessment Tasks are to be submitted at the start of the subject on the day they are due. If students do not have that subject on the due date then it must be submitted no later than 3.20pm that day (note: practical works/projects as required by some subjects such as Visual Arts are to be submitted by 8.50am the morning of the due date).

- Penalty for late submission of work (without a valid reason, such as a medical reason or those involving misadventure) involves the student being penalised 20% of attained mark for the first day late, 40% of attained mark if two days late and a score of zero after the second day (noting that weekends count as 2 days). Generally in these circumstances the parent/carer will be informed as a student can put themselves at risk of moving toward an “N” determination.

Note: For medical reasons a note from the parent and a Doctor’s Certificate is required to be presented to the class teacher at the earliest possible opportunity along with the assessment task. For misadventure such as a car breakdown, etc, the onus is on the student to prove their case, usually via a parental note. If a student knows that they are going to be away on the day an assessment task is due because of illness, then a good practice is to have a responsible person deliver it to the school/teacher in the morning of the due date. In this situation, a Doctor’s Certificate will then not be required if handed in on the due date.

- Failure to sit for an examination without a valid reason will also lead to the awarding of a zero mark. Where a student was absent from an examination due to illness they will have to produce a letter from their parent/carer and as indicated above, a Doctor’s Certificate. For misadventure, students will have to produce a letter from their parent/carer proving their case. A date will be organised for the student to then complete the examination which will in some cases involve an alternate test.

- Non-serious attempts for an assessment task or examination are identified at the time of submission or marking stage. They include frivolous or objectionable material. Where the College determines that a student has not made a serious attempt, the student concerned will receive penalties ranging from a zero mark for an individual question to a zero mark for the task or exam in its entirety. In all cases the student will be asked to resubmit any assessment task or part thereof.

- Students are encouraged to ensure that the class teacher signs off that they have received their assessment task on the due date (this often involves the use of the diary or the return of a submission slip as provided by the class teacher or in this handbook).

- Students who do not respond to the above will not only place their external grades in jeopardy, but also their progression to Year 11.

- It is incumbent on the parent/carer and the student to inform the College at the earliest possible time of any factors which may affect a student’s performance.
The Board of Studies has developed a set of General Performance Descriptors that describe the five levels of achievement A-E.

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

Throughout the course, teachers will collect evidence of a student’s achievement by way of the existing assessment program. Profiles of student achievement will be developed based on ongoing teacher observation as well as the more formal Assessment Tasks. Schools will allocate a Grade A-E to each student by way of matching achievements to the Course Performance Descriptor which best describes the student’s overall performance.

The general performance descriptors are:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>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.</td>
</tr>
</tbody>
</table>
Year 10 Examination Practises and Procedures

Rationale

Examination style tasks aim to mirror the conditions, challenges and expectations that students will face during their Higher School Certificate Examination period and therefore are an essential preparatory tool. As such, the College incorporates the practices and procedures set down by the Board of Studies with regards to the conduct of students when sitting any examinations from Years 7 to 12.

Preparation

The procedures for examination preparation and entry are:

1. students will be in full school uniform for all examinations;
2. students must line up quietly outside the examination room;
3. all equipment and writing implements must be in a clear plastic case or sleeve;
4. mobile phones and personal music devices players of any kind are not permitted in examination rooms;
5. no school bags are permitted in examination rooms (other than the Hall), therefore laptops are not to be brought to school during exam blocks;
6. students are to silently enter examination rooms when instructed by a teacher.

During Examination

The practices and expectations of the College for students when sitting an examination are:

1. check the examination they are sitting is the correct one and make any alterations or additions as instructed;
2. write their full name and teacher’s name on the front of each section and any loose pages that may eventuate (Years 10-12 will write their student numbers in place of their name);
3. concentrate on their own examination and are not permitted to communicate (verbally or non-verbally) in any way with other students;
4. respect the examination and its purpose and will not graffiti or mark the paper inappropriately;
5. make a serious attempt at all questions and sections of the examination;
6. abide by the Academic Integrity Policy of the College and sit all examinations honestly and without advantage.

Post Examination

All students will receive feedback on each examination sat, that details the mark or grade achieved and the marking criteria and/or comments. Examination answers and question papers should be kept by the student for study and revision purposes.
What happens if I experience Technological failure?

Students must protect themselves against technological failure. Technological failure may result in a mark of zero.

Students should be aware that computer equipment failure would not normally be accepted as an excuse for failure to submit assessment tasks on time.

An extension due to misadventure pertaining to failure of electronic forms of assessment will only be entertained if a student can provide adequate physical evidence of a task – that is, a draft, hard copy or materials of a similar level, and will require the approval of the Subject Coordinator.

**Students are encouraged to:**

a. Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.

b. Backup their files at home regularly (especially files of assessment tasks)

c. Print out copies of your drafts and keep them while the assignment is in progress – not only to continue work on, but to provide evidence in the event of a catastrophe. (printed copies can then be easily scanned, retyped, or submitted as evidence of your progress)

d. Bring your files to school via one of the following methods:
   o Files less than 4 Mb in size can be easily emailed to yourself using your College email address
   o Files can be brought to school on CD/DVD
   o Files can be brought to school using a memory stick or flash drive

e. Take the following precautions when bringing files to school:
   o Make a second copy of assessment tasks or other important files
   o Take appropriate care of your laptop, CD/DVD or flash drive, as many students find them to be unreadable due to lack of care (storage in your bag whilst it is thrown around can easily cause disk or CD or flash drive failure)
   o Ensure that Windows Updates and Virus Protection is up-to-date, and use virus protection software on your home computer
   o Keep your data safe by ensuring that you password is kept secure
   o Notify your teacher or coordinator immediately if problems occur
Subject Selection Criteria into Stage 6

There are certain levels of achievement that students in Year 10 should achieve to be eligible to select subjects going into year 11, in stage 6 for their HSC. All students wishing to select subjects outside of these requirements need to do so in consultation with the Subject Coordinator and the Learning and Curriculum Coordinator.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement/Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCIENCE</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Biology          | The usual requirement is that students achieve a grade A or B in Year 10. A high level grade C may be considered in consultation with the Science Coordinator.  
As an interim criteria: Students who wish to consider this subject in Yr 11 should be able to achieve a minimum scaled mark of 65% in their half yearly examination. |
| Chemistry        | The usual requirement is that students achieve a grade A or B in Year 10. Students must include at least 2 unit mathematics in their pattern of studies to complement chemistry.  
As an interim criteria: Students who wish to consider this subject in Yr 11 should be able to achieve a minimum scaled mark of 80% in their half yearly examination. |
| Physics          | The usual requirement is that students achieve a grade A or B in Year 10. Students must include at least 2 unit mathematics in their pattern of studies to complement chemistry.  
As an interim criteria: Students who wish to consider this subject in Yr 11 should be able to achieve a minimum scaled mark of 80% in their half yearly examination. |
| Senior Science   | The usual requirement is that students achieve at least a grade C in their School Certificate. A high grade D may be considered in consultation with the Science Coordinator.  
As an interim criteria: Students who wish to consider this subject in Yr 11 should have a minimum scaled mark of 55% in their half yearly examination. |
| **MATHEMATICS**  |                      |
| 2 Unit Mathematics | The requirement is that students be studying the 5.3 Pathway and achieve a grade of B7 or higher.  
As an interim criteria: Students who wish to consider this subject in Yr 11 should have a minimum scaled mark of 75% in pathway 5.3 in their half yearly examination. |
| Ext 1 Mathematics | The requirement is that students be studying the 5.3 Pathway and achieve a grade of A9 or higher.  
As an interim criteria: Students who wish to consider this subject in Yr 11 should have a minimum scaled mark of 85% in pathway 5.3 in their half yearly examination. |
| **ENGLISH**      |                      |
| Advanced English | The usual requirement is that students achieve a grade A or B in Year 10.  
As an interim criteria: Students who wish to consider this subject in Yr 11 should be able to achieve a minimum scaled mark of 75% in their half yearly examination. |
| Ext 1 English    | The usual requirement is that students achieve a grade A in Year 10.  
As an interim criteria: Students who wish to consider this subject in Yr 11 should be able to achieve a minimum scaled mark of 85% in their half yearly examination. |
| **RE**           |                      |
| Studies of Religion [Year 11] | The usual requirement is that students with a pattern of study conducive to and requesting a ATAR must study 1 unit Studies of Religion. Students not requesting an ATAR should study 1 unit Catholic Studies (CEC).  
The requirement to study 2 unit SOR is to achieve a grade A or B in the Year 10 RE course. |
| Studies of Religion [Year 12 only] | To continue studying 1 unit Studies of Religion as a ATAR subject in year 12 students must achieve 70% or better in their Preliminary exam. |
This assessment overview is a guide for parents and students. *Dates are subject to change according to changing circumstances. Official task notification detailing the nature of the task and actual submission dates will be distributed to each class at least two weeks prior to submission date. No formal assessment tasks are due in the seven days prior to the commencement of examination periods.

## Core subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>Week Due*</th>
<th>Unit Name</th>
<th>NATURE OF TASK*</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RELIGIOUS EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>T2</td>
<td>Wk 5/6</td>
<td>Church in History/Eucharist/Major Christian Denominations</td>
<td>HALF YEARLY EXAM</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>T3</td>
<td>Wk 5</td>
<td>Working for Justice in Australia</td>
<td>COMMUNICATION TASK</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>T4</td>
<td>Wk 1</td>
<td></td>
<td>CEO RE TEST</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>T4</td>
<td>Wk 5/6</td>
<td>Working for Justice in Australia/Personal Moral Responsibility/A Synoptic Gospel</td>
<td>YEARLY EXAM</td>
<td>30%</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>T1</td>
<td>Wk 8</td>
<td>A Study of American Literature</td>
<td>REPRESENTATION</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>T2</td>
<td>Wk 5/6</td>
<td>Speeches that Changed the World</td>
<td>HALF YEARLY EXAM: ANALYTICAL ESSAY</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>T3</td>
<td>Wk 2</td>
<td>Humour &amp; Social Comment</td>
<td>SATIRICAL ADVERTISMENT</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>T3</td>
<td>Wk 10</td>
<td>Close Study of Shakespeare – Macbeth OR The Taming of the Shrew</td>
<td>EXPOSITION ESSAY</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>T4</td>
<td>Wk 5/6</td>
<td>Genre: Crime Fiction/ Area of Study: Journey</td>
<td>YEARLY EXAM: CREATIVE WRITING</td>
<td>20%</td>
</tr>
<tr>
<td><strong>GEOGRAPHY</strong> (Semester 1)</td>
<td>1</td>
<td>T1 Wk 9</td>
<td>Issues in Australian Environments</td>
<td>FIELDWORK &amp; RESEARCH TASK</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>T2</td>
<td>Wk 5/6</td>
<td>Australian Geography/Civics and Citizenship</td>
<td>HALF YEARLY EXAM</td>
<td>25%</td>
</tr>
<tr>
<td><strong>HISTORY</strong> (Semester 2)</td>
<td>1</td>
<td>T3 Wk 6</td>
<td>Popular Culture</td>
<td>SOURCE ANALYSIS</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>T4</td>
<td>Wk 5/6</td>
<td>Popular Culture and Australians in the Vietnam War</td>
<td>YEARLY EXAM</td>
<td>25%</td>
</tr>
</tbody>
</table>
### Mathematics

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>Week Due*</th>
<th>Unit Name</th>
<th>Nature of Task*</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHEMATICS</td>
<td>1</td>
<td>T1 Wk 9</td>
<td>All topics to date</td>
<td>CLASS TEST</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T2 Wk 5/6</td>
<td>All topics to date</td>
<td>HALF YEARLY EXAM</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>T3 Wk 9</td>
<td>All topics since half yearly</td>
<td>CLASS TEST</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>T4 Wk 5/6</td>
<td>Stage 5 topics</td>
<td>YEARLY EXAM</td>
<td>35%</td>
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### PDHPE

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>Week Due*</th>
<th>Unit Name</th>
<th>Nature of Task*</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDHPE</td>
<td>1</td>
<td>T2 Wk 2-4</td>
<td>We’ve Got Issues</td>
<td>STUDENT CENTRED LESSON</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T3 Wk 8</td>
<td>Let’s Drive</td>
<td>MULTIPLE INTELLIGENCES TASK</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>T4 Wk 5/6</td>
<td>Fitness Testing</td>
<td>FITNESS TESTING RESULTS</td>
<td>25%</td>
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<tr>
<td></td>
<td>4</td>
<td>T2 + T4</td>
<td>Practical Mark based on participation, enthusiasm and uniform</td>
<td>20%</td>
<td></td>
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### Science

<table>
<thead>
<tr>
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<th>No.</th>
<th>Week Due*</th>
<th>Unit Name</th>
<th>Nature of Task*</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>1</td>
<td>T1 Wk 9</td>
<td>A Chemical Society</td>
<td>FIRST-HAND INVESTIGATION</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T2 Wk 5/6</td>
<td>All Units</td>
<td>HALF YEARLY EXAM</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>T3 Wk 5</td>
<td>Safe Driving</td>
<td>OPEN-ENDED INVESTIGATION/RESEARCH</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>T4 Wk 5/6</td>
<td>(Semester 2 Units)</td>
<td>YEARLY EXAM</td>
<td>25%</td>
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</table>

### Electives

### Creative Arts

#### Drama

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>Week Due*</th>
<th>Unit Name</th>
<th>Nature of Task*</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATIVE ARTS</td>
<td>1</td>
<td>T1 Wk 6</td>
<td>SCRIPTED THEATRE</td>
<td>MONOLOGUE/LOGBOOK</td>
<td>15%</td>
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<tr>
<td>DRAMA</td>
<td>2</td>
<td>T2 Wk 5/6</td>
<td>Dramatic Forms</td>
<td>GROUP PERFORMANCE/LOGBOOK</td>
<td>20%</td>
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<tr>
<td></td>
<td>3</td>
<td>T3 Wk 5</td>
<td>Group Performance</td>
<td>PLAYBUILDING/LOGBOOK</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>T4 Wk 5/6</td>
<td>All Units</td>
<td>YEARLY EXAM</td>
<td>30%</td>
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### HSIE

#### Commerce

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>Week Due*</th>
<th>Unit Name</th>
<th>Nature of Task*</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>HSIE</td>
<td>1</td>
<td>T1 Wk 10</td>
<td>Law in Society</td>
<td>PORTFOLIO and CASE STUDY</td>
<td>25%</td>
</tr>
<tr>
<td>COMMERCE</td>
<td>2</td>
<td>T2 Wk 5/6</td>
<td>Law in Society and Law in Action</td>
<td>HALF YEARLY EXAM</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>T3 Wk 6</td>
<td>Employment Issues</td>
<td>RESEARCHED STRUCTURED RESPONSE</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>T4 Wk 5/6</td>
<td>Travel, Employment Issues and Towards Independence</td>
<td>YEARLY EXAM</td>
<td>25%</td>
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### Creative Arts

#### Music

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>Week Due*</th>
<th>Unit Name</th>
<th>Nature of Task*</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>MUSIC</td>
<td>1</td>
<td>T1 Wk 7</td>
<td>Classical Music</td>
<td>COMPOSITION/ PERFORMANCE</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>T2 Wk 5/6</td>
<td>Concepts of Music</td>
<td>LISTENING HALF YEARLY EXAM</td>
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</tbody>
</table>
### Creative Arts
#### Visual Arts
<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>T3 Wk 4</td>
<td>Film Music PERFORMANCE</td>
<td>20%</td>
</tr>
<tr>
<td>T4 Wk 3</td>
<td>Film Music COMPOSITION</td>
<td>20%</td>
</tr>
<tr>
<td>T1 Wk 10</td>
<td>Ceramic Culture 3D Ceramic Form/VAPD</td>
<td>25%</td>
</tr>
<tr>
<td>T2 Wk 5/6</td>
<td>Art and Artists Studied HALF YEARLY EXAM</td>
<td>25%</td>
</tr>
<tr>
<td>T3 Wk 5</td>
<td>Navigating the Body DRAWING/VAPD</td>
<td>25%</td>
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<tr>
<td>T4 Wk 5/6</td>
<td>Artists Studied YEARLY EXAM</td>
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### Physical Activity and Sports Studies
<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Mark</th>
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<tbody>
<tr>
<td>T1 Wk 7</td>
<td>Coaching PRACTICAL LESSON AND WRITTEN TRAINING SESSION</td>
<td>30%</td>
</tr>
<tr>
<td>T2 Wk 8</td>
<td>Adventure Racing PRACTICAL ACTIVITY (Audley)</td>
<td>20%</td>
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<tr>
<td>T3 Wk 8</td>
<td>Factors Affecting Performance Skill Acquisition Task</td>
<td>30%</td>
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<tr>
<td>T2 + T4</td>
<td>Practical Mark based on participation, enthusiasm and uniform</td>
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### Food Technology
<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1 Wk 10</td>
<td>Catering Activity THEORY and PRACTICAL TASK</td>
<td>30%</td>
</tr>
<tr>
<td>T2 Wk 5/6</td>
<td>Food for Special Needs HALF YEARLY EXAM</td>
<td>15%</td>
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<tr>
<td>T3 Wk 9/10</td>
<td>Food Product Development DESIGN PORTFOLIO &amp; PRODUCT</td>
<td>35%</td>
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<tr>
<td>T4 Wk 6</td>
<td>Food Prep &amp; ‘Event’ Participation PRACTICAL &amp; WRITTEN TASK</td>
<td>20%</td>
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### Graphics Technology
<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>T1 Wk 9</td>
<td>Australian Architecture HOUSE DESIGN and PORTFOLIO</td>
<td>20%</td>
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<tr>
<td>T2 Wk 5/6</td>
<td>Topics covered to date HALF YEARLY EXAM</td>
<td>20%</td>
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<tr>
<td>T2 Wk 9</td>
<td>Product Illustration PRODUCT DESIGN TASK</td>
<td>20%</td>
</tr>
<tr>
<td>T3 Wk 7</td>
<td>Engineering HOUSE FURNITURE and PORTFOLIO</td>
<td>20%</td>
</tr>
<tr>
<td>T4 Wk 4</td>
<td>Engineering CALMPING and HOLDING DEVICE</td>
<td>20%</td>
</tr>
<tr>
<td>Subject</td>
<td>No.</td>
<td>Week Due*</td>
</tr>
<tr>
<td>---------</td>
<td>-----</td>
<td>-----------</td>
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<tr>
<td><strong>TAS INDUSTRIAL TECHNOLOGY TIMBER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>T1 Wk 10</td>
<td>Kitchen Tidy Unit</td>
</tr>
<tr>
<td>2</td>
<td>T2 Wk 5/6</td>
<td>All units to date</td>
</tr>
<tr>
<td>3</td>
<td>T4 Wk 3</td>
<td>Major Design</td>
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<tr>
<td><strong>TAS INDUSTRIAL TECHNOLOGY MULTIMEDIA</strong></td>
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<tr>
<td>1</td>
<td>T1 Wk 8</td>
<td>Digital Story Project</td>
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<tr>
<td>2</td>
<td>T2 Wk 5/6</td>
<td>All units to date</td>
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<tr>
<td>3</td>
<td>T3 Wk 1</td>
<td>Film Production</td>
</tr>
<tr>
<td>4</td>
<td>T4 Wk 4</td>
<td>Major Project</td>
</tr>
</tbody>
</table>
Coordinator Guide

Year 10 – Year Coordinator

Mrs Belinda Westwood

Learning and Curriculum

Mrs Christine Harding

Careers and VET
Mrs Cathy Sullivan

Creative and Performing Arts
Ms Nancy Daniele

English
Mrs Jessica Fraser

HSIE
Mrs Karen Perrett

Learning Support
Mr Stephen Mackintosh

LOTE
Mrs Christine Harding

Mathematics
Ms Cynthia Athayde

PDHPE
Mr Rodney Forward

Religion
Mrs Moira Loader

Science
Mr Maurizio Balzarano

Technology and Applied Studies
Mrs Claire Moroney
Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning.

Using the glossary will help teachers and students understand what is expected in answers to examinations and assessment tasks.

**Account**
Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse**
Identify components and the relationship between them; draw out and relate implications

**Apply**
Use, utilise, employ in a particular situation

**Appreciate**
Make a judgement about the value of

**Assess**
Make a judgement of value, quality, outcomes, results or size

**Calculate**
Ascertain/determine from given facts, figures or information

**Clarify**
Make clear or plain

**Classify**
Arrange or include in classes/categories

**Compare**
Show how things are similar or different

**Construct**
Make; build; put together items or arguments

**Contrast**
Show how things are different or opposite

**Critically (analyse/evaluate)**
Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce**
Draw conclusions

**Define**
State meaning and identify essential qualities

**Demonstrate**
Show by example

**Describe**
Provide characteristics and features

**Discuss**
Identify issues and provide points for and/or against

**Distinguish**
Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate**
Make a judgement based on criteria; determine the value of

**Examine**
Inquire into

**Explain**
Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract**
Choose relevant and/or appropriate details

**Extrapolate**
Infer from what is known

**Identify**
Recognise and name

**Interpret**
Draw meaning from

**Investigate**
Plan, inquire into and draw conclusions about

**Justify**
Support an argument or conclusion

**Outline**
Sketch in general terms; indicate the main features of

**Predict**
Suggest what may happen based on available information

**Propose**
Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall**
Present remembered ideas, facts or experiences

**Recommend**
Provide reasons in favour

**Recount**
Retell a series of events

**Summarise**
Express, concisely, the relevant details

**Synthesise**
Putting together various elements to make a whole

REF: “Glossary of Terms”. Board of Studies. 12 December, 2011
Bibliography

A bibliography (sometimes called a reference list or resource list) is a list of references which you have used whilst researching a topic. It tells the people who read your work where you found the information, and it gives credit to the authors whose ideas you used. By providing a well written bibliography you can respect other people's intellectual property and avoid plagiarism.

Bibliographies are set out in standard ways. At St John Bosco College we use a style based on the Modern Language Association [MLA] system.

Books

“NAPPY” helps you collect the details you need to create a reference for a book:

<table>
<thead>
<tr>
<th>N</th>
<th>Name of author</th>
<th>Ganeri, Anita.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>And Title</td>
<td>Earth-shattering earthquakes.</td>
</tr>
<tr>
<td>P</td>
<td>Place</td>
<td>London:</td>
</tr>
<tr>
<td>P</td>
<td>Publisher</td>
<td>Scholastic.</td>
</tr>
<tr>
<td>Y</td>
<td>Year</td>
<td>2000.</td>
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</table>

So the reference for this book would be:


Internet

<table>
<thead>
<tr>
<th>Name of author (if known)</th>
<th>leave blank if not known</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of article</td>
<td>“Pegasus the winged horse”. in quotation marks</td>
</tr>
<tr>
<td>Name of Website</td>
<td>Winged Sandals. underlined or in italics</td>
</tr>
<tr>
<td>Date of your visit to the site</td>
<td>12th September 2006.</td>
</tr>
<tr>
<td>Full web address</td>
<td><a href="http://www.abc.net.au/arts/wingedsandals">http://www.abc.net.au/arts/wingedsandals</a>.</td>
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Encyclopedias

<table>
<thead>
<tr>
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<th>Ferguson, John C. last name first</th>
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<tbody>
<tr>
<td>Title of article</td>
<td>“Starfish”. in quotation marks</td>
</tr>
<tr>
<td>Name of Encyclopedia</td>
<td>World Book. underlined or in italics</td>
</tr>
<tr>
<td>Year</td>
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</table>

Newspapers

<table>
<thead>
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<th>Name of Author (if known)</th>
<th>Hinds, Richard.</th>
<th>last name first</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of article</td>
<td>“Lucky ducks are really super Swans”.</td>
<td>in quotation marks</td>
</tr>
<tr>
<td>Name of Newspaper</td>
<td>Sydney Morning Herald.</td>
<td>underlined or in italics</td>
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<tr>
<td>Date of Newspaper</td>
<td>22^{nd} September 2006:</td>
<td>colon after date</td>
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<tr>
<td>Section and page</td>
<td>Sport 27.</td>
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Videos or DVDs

<table>
<thead>
<tr>
<th>Name of Author or Director (if known)</th>
<th>Adamson, Andrew.</th>
<th>last name first</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Shrek.</td>
<td>underlined or in italics</td>
</tr>
<tr>
<td>Format</td>
<td>DVD</td>
<td>eg.video or DVD</td>
</tr>
<tr>
<td>Distributor</td>
<td>Dreamworks.</td>
<td></td>
</tr>
</tbody>
</table>


The references are then listed in alphabetical order by author (or title if no author) on a new page at:


