

**ST FRANCIS CATHOLIC COLLEGE**  
**YEAR 10 2020**  
**ASSESSMENT HANDBOOK**



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## **College Mission**

St Francis Catholic College is a P-12 Diocesan school in the Edmund Rice Tradition. We are a welcoming and inclusive community that provides a liberating education built on Gospel values, deeply committed to justice and peace. We are devoted to ecological sustainability and our motto is “Open Hearts; Open Minds”.

## **College Vision**

St Francis is a Christ-centred P-12 Catholic College that draws on strong tradition and community partnerships to develop excellence in quality education and pastoral support. Our graduates are holistic, liberated, lifelong learners who reach their potential by living the Gospel values to become active, responsible global citizens.

## Introduction

Dear students, parents & carers,

I would like to congratulate students on commencing Year 10 at St Francis Catholic College. Year 10 is a very important year, as it is the first of three years, where your achievements at school are recorded and reported on a ROSA (Record of School Achievement). This document not only provides information to parents and students but is a valuable document for employers and tertiary institutions. If you leave school prior to completing the HSC, it will be your final school credential. Students completing the HSC will also receive a ROSA as a supporting document and the ROSA outlines a student's achievement in Years 10, 11 & 12.

Year 10 students are expected to have a routine study schedule that provides time out of school to complete homework, assessment tasks and regularly study and review lesson materials. Senior students are expected to manage their time and complete tasks independently and meet due dates. It is also important for students to dedicate balanced time to social interaction, physical fitness and develop good eating and sleeping habits.

This handbook will support students, parents and caregivers. It contains essential information on how Year 10 students at St Francis Catholic College, will have their learning assessed. It provides details of assessment tasks, procedures and policies that ensure student learning is maximised and assessment is fair for all.

An essential element to student success is their attendance at school. Research is clear. Those with a strong pattern of attendance have better opportunities to demonstrate that they are meeting educational outcomes. Student attendance will be closely monitored according to the Diocese of Wollongong Attendance Policy. It is an expectation that your child will attend school each day and consistently give their personal best. We seek the support of parents and carers in encouraging active participation in class and supporting strong attendance. We ask that families avoid taking periods of leave during the school term, particularly for students in Senior Years Learning (Years 9-12).

If any student or parent/carer requires clarification on anything in this handbook or any further information, please feel free to contact the Leader of Curriculum, Mr Shane Chapman.

Below is a brief summary table of common questions or concerns related to assessment. Please refer to the Senior Years college diary (pages 10 and 11) for further information on a range of other areas.

I trust that you will find this information valuable and wish you every success as you work through the 2020 academic year.

Yours sincerely,

Mr Simon Abernethy (Principal)

## What do I do if...

I need to find out when my formal assessment tasks are due?	Refer to page 21 of this handbook.
I am sick and unable to attend school the day of a formal assessment task?	Refer to Section 2 of the <a href="#">SFCC RoSA Stage 5 Assessment Policy</a> . You will need to follow the <a href="#">Stage 5 Illness/Misadventure Procedure</a> . (page 11 of this handbook)
I am worried that I will be unable to complete a formal assessment task by the due date?	Refer to Section 3 of the <a href="#">SFCC RoSA Stage 5 Assessment Policy</a> . You will need to submit an <a href="#">Application for Extension of Formal Assessment Task</a> . (14 of this handbook)
I know I am going to be absent for a formal assessment task due an approved absence?	Refer to Section 5 of the <a href="#">SFCC Attendance Policy</a> . You will need to follow the <a href="#">Stage 5 Foreseeable Absence Procedure</a> .
I am having trouble understanding class work or feel like I am falling behind?	<ol style="list-style-type: none"> <li>1. Speak to your class teacher</li> <li>2. Speak to your Pastoral Class teacher</li> <li>3. Speak to your Stage Coordinator</li> </ol>





## Section One

### RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The Record of School Achievement (RoSA) has replaced the School Certificate as the credential for students leaving school prior to receiving their Higher School Certificate (HSC) at the end of Year 12.

#### What is the RoSA?

- The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school.
- The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades.
- The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

## HIGHER SCHOOL CERTIFICATE

### Record of Achievement



Education  
Standards  
Authority

This is to certify that  
**Sample Student**  
of  
**Sample High School**  
has met the requirements of the Record of School Achievement  
and has received the results shown below.

#### STAGE 5 COURSES

##### Year Course

##### Board Developed Courses

2016 English (200)  
Mathematics (200)  
Science (200)  
Australian Geography (100)  
History (100)  
Commerce (200)  
Visual Arts (200)  
Personal Development, Health and P.E. (100)

##### Board Endorsed Courses

2016 Religion, Catholic Studies (200)

##### Years 7 to 10 Mandatory Curriculum Requirements

English  
Mathematics  
Science  
Human Society and its Environment  
Languages  
Technology  
Music  
Visual Arts  
Personal Development, Health and P.E.

##### Result

C6

B

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#### Who will get it?

Students will need to have completed the mandatory curriculum requirements for Years 7 to 10 to be eligible for the RoSA. Those eligible students who choose to leave school prior to receiving their HSC, will receive a RoSA. To receive a RoSA, students must complete all requirements of Year 10.

#### When will they get it?

The RoSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC or are leaving the NSW Education system. The College will request the RoSA through the Schools Online portal.

Students are able to access the Students Online portal (see Appendix A for more information) to download results. This information can be used for job, university and TAFE applications.

#### What will it show?

The RoSA will show grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10 and Year 11.



Student Number:

Issued by NESA without alteration or erasure on 18 February 2019 at Sydney,  
NSW, Australia

*[Signature]*  
Chief Executive Officer  
NSW Education Standards Authority

### How will students be graded?

The NSW syllabuses state the intended learning for students by the end of each stage. A to E grade scales (Common Grade Scale – see below) describe how well students have achieved. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved at a particular point-in-time. These decisions are based on evidence of achievement and information teachers have collected during the teaching and learning.

Students will be required to submit Formal Assessment Tasks. The Assessment Program outlining the schedule of Formal Assessment Tasks for each course is available in this document. These tasks are designed to develop students' time management and organisational skills by working towards a deadline and ensuring they start working on a task well before the due date. It is important to note that a formal assessment task is only **one** piece of evidence teachers will consider when determining an overall grade.

Teachers will make a final judgement on the most appropriate grade at the end of each course on the basis of available assessment information and with reference to the relevant **course performance descriptors**.

<https://arc.nesa.nsw.edu.au/go/sc/sc-grading/cpds/>

## Common Grade Scale

Grade	Grade Descriptions
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.

## Can you be ineligible to receive a RoSA?

### 'N' Determination

- This is the decision made by the principal at the end of the course, under delegated authority from the NSW Education Standards Authority (NESA), that a student has not satisfactorily completed a course.
- Students are warned via multiple letters from their school if it appears they may be in danger of receiving an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.
- If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list all mandatory course(s) including those that received an 'N' determination.
- An 'N' determination can be awarded if a student does NOT:
  - follow the course;
  - apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - achieve some or all of the course outcomes.
- Poor attendance will impact a student's ability to do the above. Please refer to the [SFCC Attendance Policy](#) for more information.

## What about the new HSC Minimum Literacy and Numeracy Standards?

Year 9 NAPLAN tests will no longer be available as an early way for students to demonstrate the standard. This change has been made to ensure NAPLAN remains focused on its diagnostic purpose and to reduce unnecessary stress on young people.

Students who are sitting HSC exams in or after 2020 must sit online reading, writing and numeracy tests. Students will have two opportunities a year in Years 10, 11 or 12 to pass any tests needed. They will also be able to take them for a few years after they leave school. These tests must be completed to receive their HSC.

Year 10 students will be given the opportunity to participate in practice HSC Minimum Standard online tests throughout Term 1 before the first round of official tests commence in Term 2. Any student who does not reach the minimum standard in Term 2, will have another opportunity in Term 4.

## Students with Special Education Needs

All Years 7–10 syllabuses are inclusive of the learning needs of the full range of students. Most students with special education needs will participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content, although they may require additional support, including adjustments to teaching and learning activities and/or assessment tasks.

However, for a small percentage of these students, particularly those with an intellectual disability, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.

The decision to access Life Skills outcomes and content should be a collaborative one that involves parents, caregivers, teachers and support staff. A student who follows a Life Skills course of study in one subject is not precluded from the regular outcomes and content of another syllabus. The decision should be made on a subject-by-subject basis with consideration to the needs, interests, strengths and goals of the individual student.



## STAGE 5 AT SFCC

Throughout Stage 5 (Years 9 and 10), students must study:

- 1) ALL of the courses in Group A.
- 2) Up to FOUR courses from Group B. Two for Year 9 and two for Year 10.

<b>Group A Mandatory Courses</b>	<b>Group B Electives Courses 200 Hour (2 Year Courses) or 100 Hour (1 Year Courses)</b>
Religious Education	IST
English	Industrial Technology - Timber
Mathematics	PASS (Physical Activity and Sports Studies)
Science	Food Technology
History	Music
Geography	Photographic and Digital Media
PDHPE	





## **ST FRANCIS CATHOLIC COLLEGE, EDMONDSON PARK**

**A Diocesan College in the Edmund Rice Tradition**

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### **RoSA STAGE 5 ASSESSMENT POLICY**

#### **INTRODUCTION**

Assessment is the process of identifying, gathering and interpreting information about a student's learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

Stage 5 Assessment is directly related to the New South Wales Education Standards Authority (NESA) Record of School Achievement (RoSA) as NSW schools are required to submit grades using the Common Grade Scale (A-E) and Course Performance Descriptors at the end of Year 10.

This Policy has been developed to ensure staff and students of St Francis Catholic College meet the requirements of the NESA Record of Student Achievement and compliance requirements of the CEDoW, NESA and the Australian Education Act 2013. In particular, this Policy has been written in response to the CEDoW Assessment and Reporting Policy.

#### **CONTEXT**

St Francis Catholic College is a Diocesan P-12 Catholic school in the Edmund Rice tradition in the Parish of Mary, Mother of the Church, Macquarie Fields at Edmondson Park. The College motto encourages all members of the community to grow and develop 'open minds and open hearts' through opening their minds to enriching new learning experiences, and through opening their hearts by being faith filled people of integrity, courage, compassion, inclusion and justice.

#### **PURPOSE**

St Francis Catholic College is committed to enhancing and encouraging students' achievement of learning outcomes. The Stage 5 Assessment Policy is designed to ensure consistency in assessment throughout the College and to ensure that all of our students progressively develop their skills and knowledge in a collaborative and supportive environment.

Assessment at St Francis Catholic College encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses;
- fairness in marking and reporting;
- coordination of assessment programs to ease the load on students.

Assessment tasks are designed to measure performance against course outcomes. Assessment tasks may include:

- tests which may take a written, practical and oral form;
- class essays, research tasks, assignments, portfolios, log books;
- practical tasks and major works;
- fieldwork and projects.



Teachers must be satisfied that the work presented is the student's own, particularly in tasks that require work to be done at home, and that any help that the student has received has been acknowledged (referenced). Malpractice (including copying someone else's work or breaching school examination rules) is taken very seriously at St Francis Catholic College.

The Assessment Certification Examination (ACE) website provides pertinent information regarding the rules and procedures set by NESA for secondary education in New South Wales. ACE explicitly outlines the criteria for satisfactory completion of courses:

*"To have satisfactorily completed a course, students will have -*

- ☐ *followed the course;*
- ☐ *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- ☐ *achieved some or all of the course outcomes."* [ACE 4016]

Therefore, this Policy is designed to outline the requirements developed by the College to ensure students satisfactorily complete the courses studied across Stage 5.

## **1.0 GENERAL EXPECTATIONS FOR STUDENTS**

Students must:

- 1.1 demonstrate sustained diligence and effort in each course and participate in all lessons constructively.
- 1.2 ensure all assessments, homework and learning tasks are completed to the best of their ability.
- 1.3 read the Year 10 2020 Assessment Handbook.
- 1.4 adhere to the Assessment Program for each course.
- 1.5 write the Formal Assessment Task due dates in their Student Diary.
- 1.6 meet all assessment deadlines or they will be penalised in accordance with this policy.
- 1.7 follow the instructions outlined in the Assessment Notification regarding the submission of the task.
- 1.8 submit all hard copy Formal Assessment Tasks in person to the subject teacher. If the subject teacher is absent, the task must be submitted to the KLA Leader.
- 1.9 submit all electronic Formal Assessment Tasks by 8.30am on the due date regardless of illness on the day.
- 1.10 ensure they do not submit an electronic Formal Assessment Task on a storage device.
- 1.11 retain a copy of all completed Formal Assessment Tasks.
- 1.12 manage their time to ensure tasks are not left to the last minute. Technology malfunction cannot be used as a reason for submitting a task late.

## **2.0 ILLNESS/MISADVENTURE PROCEDURE**

- 2.1 Students must follow the [Stage 5 Illness/Misadventure Procedure](#) (Appendix A) if

they are unable to submit a Formal Assessment Task on the due date.

### 3.0 EXTENSIONS

- 3.1 Under exceptional circumstances the Leader of Curriculum may grant an extension on Formal Assessment Tasks.
- 3.2 Students must complete the [Application for Extension of Formal Assessment Task form](#) (Appendix B) and submit to the Leader of Curriculum a minimum of three days prior to the due date of the submitted task.
- 3.3 Leader of Curriculum must notify the relevant KLA Leader and subject teacher regarding the application for extension on Formal Assessment Task and outcome.

### 4.0 N-WARNINGS AND DETERMINATIONS

*“Students must be warned if they are in danger of not satisfactorily completing mandatory requirements. This warning must be given by principals in enough time for students to meet the requirements. If a student does not meet all mandatory requirements by the end of Year 10, then the student will not be eligible for the award of a Record of School Achievement in that year. The student may receive a Transcript of Study showing all grades awarded, including ‘N’ determinations for mandatory courses studied in Stage 5.” [ACE 4001]*

St Francis Catholic College will issue an ‘N-Warning’ letter to students if they do not adhere to this Policy and therefore are not satisfying the requirements of the Stage 5 RoSA and the College. This may result in the student not achieving the RoSA credential or not being eligible to progress to the Preliminary HSC (Year 11).

- 4.1 Staff must follow the [N-Warning and Determination Procedure](#) (Appendix C).
- 4.2 Students and staff must follow the [Assessment Appeals Process - N-Determination Procedure](#) (Appendix C).

### 5.0 FAILURE TO SUBMIT FORMAL ASSESSMENT TASK

- 5.1 Students and Staff must adhere to the [Year 10 Failure to Submit Formal Assessment Task Procedure](#) (Appendix D).

### 6.0 ACADEMIC INTEGRITY AND MALPRACTICE

*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 malpractice* 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 a Formal Assessment Task without reason or a student who is

absent the day before a Formal Assessment Task to prepare for the task.

*Plagiarism* is presenting someone else's work, ideas, thoughts, opinions, data or images as one's own. Plagiarism includes:

- copying, summarising or paraphrasing material from any source without acknowledgement;
- using another's ideas without acknowledgement;
- working with other students on a task 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.

A *Non-Serious Attempt* can include, but not limited to, the following:

- A piece of work that is not consistent with the standards usually exhibited by the student.
- Frivolous or objectionable material.
- Completing only multiple choice questions and not short answers in a formal assessment.

- 8.1 Students must ensure they maintain Academic Integrity whilst completing all work related to the courses studied.
- 8.2 Student must ensure their work is free of plagiarism by referencing appropriately.
- 8.3 Teachers must investigate any reported or suspected incidents of malpractice. If there is evidence to suggest malpractice, the Subject Teacher must notify the relevant KLA Leader who will follow the [N-Warning and Determination Procedure](#) (Appendix C).

Policy Publication: February 2020  
Policy Evaluation: December 2020

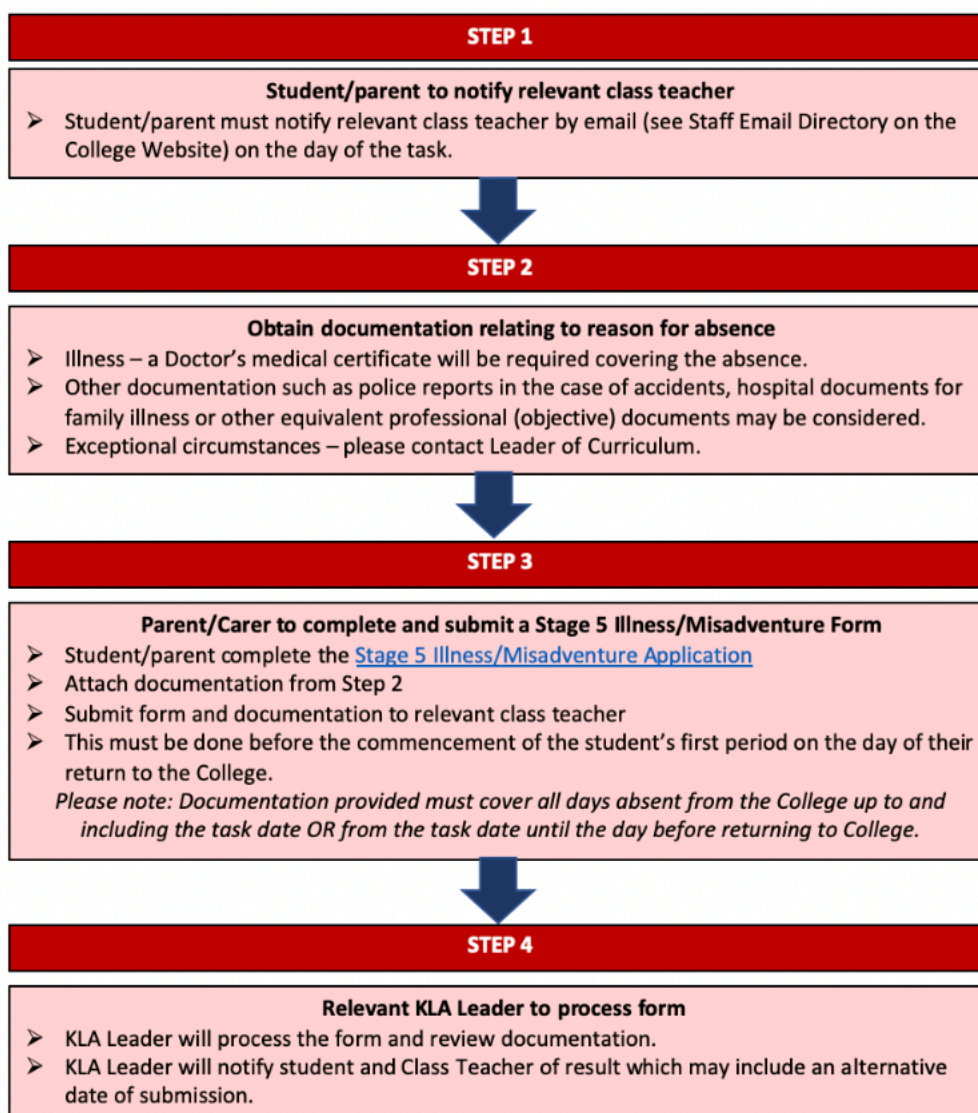
## Appendix A



ST FRANCIS CATHOLIC COLLEGE, EDMONDSON PARK  
A Diocesan College in the Edmund Rice Tradition

### Stage 5 Illness/Misadventure Procedure

*Please note: All Formal Assessment Tasks that are required to be submitted electronically must be done so by 8.30am on the day the task is due, regardless of illness on the day.*





# ST FRANCIS CATHOLIC COLLEGE EDMONDSON PARK

A Diocesan College in the Edmund Rice Tradition

Email: [info@sfccdw.catholic.edu.au](mailto:info@sfccdw.catholic.edu.au)

Phone: 02 4645 3400

## Illness/Misadventure Application Stage 5

Student Surname:	Student First Name:	Pastoral Class:
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Course	Assessment Task	Due/Set Date	Class Teacher

Please provide details about the reason for this application:  
(Attach any relevant documentation)

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### Parent/carer Declaration

I declare that the information provided in this application is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made as a result of this application may be reversed.

I have notified the relevant class teacher/s by email.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



**College Reception**

Date lodged at Reception:       /       /

Staff Signature:

**Class Teacher and KLA Leader**

Application for Illness/Misadventure outcome:

*(Please include alternative date of submission if applicable)*

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.....

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☐ Student and Parent/Carer have been notified of outcome

Class Teacher signature:

KLA Leader signature:

## Appendix B



## ST FRANCIS CATHOLIC COLLEGE EDMONDSON PARK

A Diocesan College in the Edmund Rice Tradition

Email: [info@sfccdw.catholic.edu.au](mailto:info@sfccdw.catholic.edu.au)

Phone: 02 4645 3400

### APPLICATION FOR EXTENSION ON FORMAL ASSESSMENT TASK

#### Stage 5

Student Surname:	Student First Name:	Pastoral Class:
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Course	Assessment Task	Due/Set Date	Class Teacher

**Please provide details about the reason for the application:**

*(Attach any relevant documentation to this application)*

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#### Parent/carer Declaration

As the parent/carer of the student, I hereby apply for an extension on the task above for my child.

I declare that the information provided in this application is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made as a result of this application may be reversed.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

<b>College Reception</b> Date lodged at Reception:        /        /	Staff Signature:
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#### Leader of Learning

Application for Extension of Formal Assessment Task: *Please circle*        Approved        Denied

Application is denied on the following grounds:

.....

Leader of Learning:

Date:

## Appendix C



ST FRANCIS CATHOLIC COLLEGE, EDMONDSON PARK  
A Diocesan College in the Edmund Rice Tradition

### Year 10 Failure to Submit Formal Assessment Task/Non-Serious Attempt Procedure

*Please note: If a student fails to submit a Formal Assessment Task but has a legitimate reason, refer to the Stage 5 Illness/Misadventure Procedure.*

#### Student fails to submit Formal Assessment Task (1<sup>st</sup> Time)

- Class teacher must issue a notification stamp and call the student's Parent/Carer on the day to notify them that the task has not been submitted and log on Compass a 'Low' level incident and notify KLA Leader and Year Coordinator.
- Student must submit the task electronically to the Class Teacher by the end of the next school day – 2:45pm.
- Class Teacher must ensure the student's personal profile in the relevant semester report reflects the discretion.



#### Student fails to submit Formal Assessment Task (2<sup>nd</sup> Time)

- Class Teacher must notify the relevant KLA Leader. KLA Leader creates a 'Medium' level incident on Compass to reflect the failure to submit Formal Assessment Task again.
- Class Teacher to call student's Parent/Carer to notify them that the task has not been submitted again and the student will be required to attend the next Break 2 Timeout to complete the task.
- Class Teacher must ensure the student's personal profile in the relevant semester report reflects the discretion.



#### Student fails to submit Formal Assessment Task (3<sup>rd</sup> Time)

- Class Teacher must notify the relevant KLA Leader. KLA Leader updates a 'Medium' level incident on Compass to reflect the failure to submit Formal Assessment Task again and issues an afternoon detention. KLA Leader must notify Year Coordinator, Leader of Curriculum and AP Teaching and Learning.
- Relevant KLA Leader to call student's parent/carer to notify them that the task has not been submitted and to explain that a formal 'N-Warning letter' will be sent home in addition to the afternoon detention. KLA Leader to follow the 'N-Warning and Determination Procedure'.
- Student must ensure the tasks outlined in the 'N-Warning' letter are completed by the date outlined.
- Class Teacher must ensure the student's personal profile in the relevant semester report reflects the discretion.

\*\*\*

#### Student fails to submit multiple Formal Assessment Tasks

- Year coordinator to meet with parents/carers and student to discuss concerns.
- Year coordinator to record meeting on Compass and notify Leader of Curriculum and AP Teaching and Learning.
- Student attends Afternoon Detention to complete any outstanding tasks.

## Appendix D



ST FRANCIS CATHOLIC COLLEGE, EDMONDSON PARK  
A Diocesan College in the Edmund Rice Tradition

### N-Warnings and Determination Procedure

#### Sending N Warning Letters

- Class teacher notifies KLA Leader of the ongoing concerns regarding a student's performance in their course. This may include:
  - Incomplete informal or formal assessments.
  - Non-serious attempts.
  - Malpractice or plagiarism.
- KLA Leader investigates class teacher's concerns to determine if an N-Warning letter is warranted. Refer to College RoSA Stage 5 Assessment Policy.
- KLA Leader records 'High' level incident on Compass and notifies Year Coordinator, Leader of Curriculum and AP Teaching and Learning.
- Relevant KLA Leader to call student's parent/carer to notify them of the ongoing concerns and to explain that a formal N-Warning letter will be sent home.
- KLA Leader must ensure the N-Warning letter includes the following:
  - Date of the letter.
  - Details of the work that needs to be completed.
  - Due date of the work outlined in the letter. This must be a minimum of TWO weeks from the date of the letter.
- Student must ensure the tasks outlined in the 'N-Warning' letter are completed by the date outlined.
- Student must return the N-Warning letter signed by both the student and parent/carer.

#### After TWO N-Warning Letters

- KLA Leader records 'High' level incident on Compass and notifies Year Coordinator, Leader of Curriculum and AP Teaching and Learning.
- Leader of Curriculum organises parent/carer meeting with AP Teaching and Learning and records on Compass.
- AP Teaching and Learning to decide on consequence.

### Assessment Appeals Process N-Warnings Procedure

#### STEP 1

##### Student lodges appeal to Leader of Curriculum

- Student must see the Leader of Curriculum within THREE school days of receiving the N-Determination to collect a Student Appeal Form.
- Student must include all relevant documentation.

#### STEP 2

##### College Assessment Appeals Committee deliberation

- The College Assessment Appeals Committee is comprised of the Leader of Curriculum, the relevant KLA Leader and the Assistant Principal - Teaching and Learning.
- The Committee will consider the procedures surrounding the N-Determination and evaluate against the College's Assessment Policy and the requirements of the *NSW Education Standards Authority*.
- The Committee must notify the student and the parent/carer of the final outcome.
- Leader of Curriculum to record outcome on Compass.





## **ST FRANCIS CATHOLIC COLLEGE, EDMONDSON PARK**

**A Diocesan College in the Edmund Rice Tradition**

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### **ATTENDANCE POLICY**

#### **INTRODUCTION**

The Attendance Policy has been developed to adhere to and implement the following legislative requirements:

- Education Act 1990 (NSW)
- Registration Systems and Member Non-government Schools (NSW) Manual (2017) - NESA
- Attendance Register Codes (2015) - NSW Department of Education and Communities
- National Standards for Student Attendance Data Reporting 2015 – ACARA
- Student Attendance Policy- Catholic Education Office Wollongong (2015)
- Procedures for Student Attendance – NSW Catholic Systemic Schools (2015) – Catholic Education Office Sydney available on CEC

#### **CONTEXT**

St Francis Catholic College is a Diocesan P-12 Catholic school in the Edmund Rice tradition in the Parish of Mary, Mother of the Church, Macquarie Fields at Edmondson Park. The College motto encourages all members of the community to grow and develop 'open minds and open hearts' through opening their minds to enriching new learning experiences and through opening their hearts by being faith filled people of integrity, courage, compassion, inclusion and justice.

#### **PURPOSE**

It is the policy of St Francis Catholic College that all students attend the College for the full duration of each term. Regular attendance and punctuality is essential in maximising student learning opportunities and fostering quality life outcomes, including self-discipline and responsibility in each student.

As outlined in The Education Act (1990), a child is of compulsory school-age if the child is of or above the age of 6 years and below the minimum school leaving age. It is the obligation of the parent to comply with the compulsory educational requirements set out in the Act and ensure children attend school regularly and without unnecessary or frivolous absences. Mandatory reporting procedures apply where absences are extended or the student may be at risk.

#### **Register of enrolment**

A register of enrolments that includes the following details will be maintained for each student.

- Name, age and address
- The name and contact telephone number of parent(s)/carer(s)
- Date of enrolment and, where appropriate, the date of leaving the school and the student's destination
- For students older than six (6) years, previous school or pre-enrolment situation



- Where the destination of a student below seventeen (17) years of age is unknown, evidence that a NSW Department of Education officer with home school liaison responsibilities has been notified of the student's full name, date of birth, last known address, last date of attendance, parents' names and contact details, an indication of possible destination, other information that may assist officers to locate the student, and any known work health and safety risks associated with contacting the parents or student.

St Francis College collects, monitors and records the daily attendance and absence of all students within the student management system. Unexplained absences from school and/or classes will be investigated in an appropriate manner with the student and their parent/carer.

## **EXPECTATIONS FOR STUDENTS**

### **1.0 ATTENDANCE**

- 1.1 each student is expected to attend the College everyday throughout the duration of the school year.
- 1.2 classes commence at 8.30am and conclude at 2.45pm each day. It is recommended that students arrive at least 10 minutes before the start of lessons to assist in their daily organisation.

### **2.0 ABSENCE - WHOLE DAY AND PARTIAL**

- 2.1 students must provide a note from a parent/carer explaining the reason of the child's absence. This note is to be given to their classroom/Pastoral Care teacher on their first day back after this absence. Students are required to provide a written explanation within seven days of the absence occurring. Alternatively, students can ask their parents/carers to provide an explanation for their absence by responding to the SMS sent by the College.
- 2.2 lateness and early departures are recorded as partial absences and must be explained in the same manner as other absences.
- 2.3 any absence that has not been explained within seven days will be recorded as Unknown or Unjustified.
- 2.3 a student who needs to leave before the end of the school day, must be signed out at College Reception by a parent/carer. A student from Years 5-12 who is aware they will be signing out must present their class teacher with a note from a parent/carer. The class teacher will then permit the student to leave the class at the appropriate time and wait for the parent/carer in College Reception. Students from K-4 will be called to College Reception when their parent/carer arrives.
- 2.4 repeated lateness and poor attendance will be addressed by the College Principal to implement immediate and sustained action for improvement. This may be referred to the Catholic Education Office, Diocese of Wollongong for further support if no improvement is made.
- 2.5 it is the student's responsibility to ask their class/subject teacher for and complete any work missed during an absence.

### **3.0 ABSENCE - EXTENDED**

- 3.0 As part of the implementation of National Standards, holidays taken by students outside of vacation periods will now be included as absences. A Certificate of

Exemption can no longer be granted for this purpose. Families are encouraged to holiday or travel during school vacations. If travel during the school term is necessary the following conditions apply:

- If the Principal accepts the reason for the absence, the absence will be marked as 'L'
- If the Principal does not believe the absence is in the student's best interests and does not accept the reason, the absence is unjustified and will be recorded as 'A'
- If the period of absence is in excess of 50 days, the student may be eligible to enrol in Distance Education. For that period the student's enrolment transfers to the distance education school (Note that a student cannot be enrolled in more than one school concurrently).
- Teachers will not be responsible for providing work for students who are taking extended absences during the school term.

#### **4.0 EXEMPTION**

- 4.1 for students who wish to participate in employment in the entertainment industry or elite sports/art events for a period totalling up to 100 days in a 12 month period, they are required to complete and submit to the College Principal and [Application for Exemption from Attendance/Enrolment at School](#) form for approval.

#### **5.0 STAGE 5 FORESEEABLE ABSENCE PROCEDURE**

- 5.1 Students must follow the [Stage 5 Foreseeable Absence Procedure](#) if they are aware they will be absent on the submission date for a Formal Assessment Task.

### **EXPECTATIONS FOR STAFF**

#### **6.0 ABSENCE – WHOLE DAY AND PARTIAL**

Staff must:

- 6.1 maintain an accurate register of daily attendance that includes the following information for each student:
- daily attendance
  - absences
  - reason for absence
  - documentation to substantiate reason for absence.
- 6.2 enter daily attendance and period attendance records into the College student management system.
- 6.3 use the correct and appropriate [Attendance Register Codes](#) to explain student absence and/or variation in student attendance.
- 6.4 alert the Principal or Pastoral Coordinator when a student's pattern of attendance is of concern or no correspondence from the parent/carer has been received within seven days.
- 6.5 retain records of written, electronic and verbal explanations from parents. If teachers receive verbal explanations from parents, they should record, sign and date the explanation.
- 6.6 follow up attendance reports at Year/Stage Meetings with appropriate staff members.

The College Leadership Team must:

- 6.7 ensure poor patterns of attendance will be followed up.
- 6.8 send a formal letter to parent/carers regarding frequent and/or unexplained absences
- 6.9 ensure immediate action will be taken if a student has been truanting. An interview and intervention will be arranged with the parent/carers, student and a member of the College Leadership Team.
- 6.10 monitor repeated lateness and poor attendance and notify the College Principal for immediate action and sustained improvement. This may be referred to the Catholic Education Office, Diocese of Wollongong for further support if no improvement is made.
- 6.11 promote regular attendance at school through teaching and learning activities that acknowledge the learning and support needs of students.

The College Principal must:

- 6.12 keep a register of the enrolments and daily attendances of all children at the College. The register of daily attendances must be retained for a period of seven years after the last entry was made. In the case of a student who has had an accident requiring the completion of an accident report, the record will be retained until the student reaches the age of 25 years.
- 6.13 retained the register of enrolments permanently.
- 6.14 store copies of enrolment and the register of daily attendance off-site at regular intervals.

Policy Publication: May 2018

Policy to be Reviewed: May 2020



## Section Two

### YEAR 10 ASSESSMENT OVERVIEW 2020

This assessment overview is a guide for parents/carers and students. Dates are subject to change. Official task notifications detailing the nature of the task and actual submission dates will be distributed to each class at least two weeks prior to submission date.

#### Term 1

Date/Week	Course	Task
Week 7 Monday 9th March	English	Reading/Writing task: The female lens - Women's expression over time through poetry.
Week 8 Monday 16 <sup>th</sup> March	Mathematics 5.1/5.2	Portfolio: Indices and Rates & Ratios
Week 8 Monday 16 <sup>th</sup> March	Mathematics 5.2/5.3	Portfolio: Algebra and Indices
Week 8 Tuesday 17th March	Religious Education	In Class Task/Presentation: The Gospels
Week 9 Thursday 26 <sup>th</sup> March	Science	Practical/Theory Exam: Chemistry
Week 9 Friday 27 <sup>th</sup> March	PASS	Research Task: Technology, Participation and Performance
Week 9	Music	Jazz Performance
Week 10 Wednesday 1 <sup>st</sup> April	HSIE - History	Historical Inquiry: The Holocaust Understanding the Shoah - What would they tell us?
Week 10 Thursday 2 <sup>nd</sup> April	Photographic and Digital Media	Photographic Portfolio x 6 images and Photographic Process Diary
Week 10 Friday 3rd April	Food Technology	Report and Assessment Practical: Food for specific needs
Week 11 Monday 6th April	IST	Simulation and Modelling Task: Artificial Intelligence
Term 2 Week 2 - Wednesday 29 <sup>th</sup> April	PDHPE	Health Theory task: 'Crash- Road Safety and Risk Taking'



**Term 2**

Date/Week	Course	Task
Week 6	PDHPE	Social Dance Presentation: 'Love Me, Love Me Not and It Takes two to Tango'
Week 5 (Exam Block)	Mathematics 5.1/5.2	Exam: Linear and Non-linear Relationship
	Mathematics 5.2/5.3	Exam: Equations and Non-linear Relationships
	English	Exam: Reading/Viewing/Writing
	Religious Education	Exam: Catholic Social Teaching
	PASS	Exam: Body Systems and energy for physical activity
	HSIE - History	Exam: Extended response - Rights and Freedoms (1945 - Present)
Week 6	Photographic and Digital Media	Portraits Portfolio x 4 images and Photographic Process Diary
Week 7	Music	Cultural Composition
Week 7	Science	In class exam: Physics
Week 7	IST	Authoring and Multimedia Task
Week 7	Timber	Folio and Project: Module 3

**Term 3**

Date/Week	Course	Task
Week 4	Food Technology	Assessment Practical: Food service and catering
Week 6	Science	Research/writing Task: Biology
Week 8	Mathematics 5.1/5.2	Assignment: Volume and Financial
Week 8	Mathematics 5.2/5.3	Assignment: Trigonometry and Financial Maths
Week 8	HSIE - Geography	Geographical Inquiry: Human Wellbeing
Week 8	PDHPE	Presentation: Healthy Mind and Body
Week 9	English	Multimodal task: Othello; the Moor of Venice (Drama)
Week 9	PASS	Oral Presentation: Issues in Physical activity and sport
Week 10	Photographic and Digital Media	Group Task - Short Film and Photographic Process Diary
Week 10	IST	Programming and Software Development Task



## Term 4

Date/Week	Course	Task
TBA by CEDoW	Religious Education	CEDoW Common Assessment Task Research Task: The Church - Tradition, Challenge & Change
Week 4	PDHPE	Exam: All topics
Week 5	Food Technology	Exam: Food for specific needs; Food service and catering; Food trends
Week 5	Science	Student Research Project
Week 5	HSIE - Geography	Geographical Inquiry - Field Work Based: Changing Places
Week 5	Music	Aural Exam: Small Ensembles
Week 5	Photographic and Digital Media	Exam: All topics
Week 6	Mathematics 5.1/5.2	Exam: Single Variable Data and Trigonometry
Week 7	Mathematics 5.2/5.3	Exam: Probability and Data
Week 7	IST	Robotics Task
Week 7	Timber	Folio and Project: Module 4



## CURRICULUM OVERVIEWS

### Religious Education

#### **Term 1:** *The Gospels: Who Do People Say That I Am?*

In this unit students will examine the Gospels as the accounts of Jesus' life and teaching and as testimonies to the faith of the early Church in Jesus as the Christ as well as their significance in the lives of Christians today. The Evangelists, Matthew, Mark, Luke and John, wrote these accounts from their own perspectives, taking into account the oral tradition, the historical, social and political contexts of the communities to which they belonged as well as the needs of their communities.

#### **Term 2:** *The Church - Tradition, Challenge and Change*

This unit will allow students to explore the pilgrim nature of the Catholic Church as it seeks to proclaim the Good News and work towards the fullness of the Kingdom of God. Students will investigate the Scriptural underpinnings of the Church's mission, the significant people, movements and events that have shaped the Church throughout its history and the way in which the Church lives out its mission in the world today. Students will also be given the opportunity to reflect upon their place in the continuing mission of the Church as they are called to proclaim the Good News.

#### **Term 3:** *Ecumenism and Interfaith Dialogue*

Though all religions seek to understand and make sense of the world and our place in it, they each have a distinct set of beliefs and practices that help their believers to do so. This unit allows students to explore the emergence of diverse expressions that exist within Christianity and the beliefs and practices of the Abrahamic traditions. Students will also be encouraged to develop an appreciation of the importance of ecumenical and interfaith dialogue as ways for religious believers to work together in promoting understanding and acceptance.

#### **Term 4:** *Sacraments at the Service of Communion*

It is the universal call of all the baptised faithful to contribute their gifts to the life of the Church through their particular vocation. In this unit students will explore how baptised persons are called to use their individual gifts in the service of God and God's people through the Sacraments of Matrimony and Holy Orders. Students will be encouraged to develop an appreciation of the various ways in which married and ordained persons minister to the Church, witnessing to Christ's love for her.

#### *Catholic Social Teaching*

This unit seeks to ground students in the vocation of social justice, founded in the lived example of Jesus Christ and underpinned by Scripture. It is a thread through the history of the church as it has sought to engage with the issues that have faced its people. In the modern world, these ideas have found firm ground in the formal teachings of Catholic social doctrine, which reflect on the mission of the church and calls us to respond to issues in our world today.

Year 10 Religious Education Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
In Class Task/Presentation: The Gospels  <b>Due:</b> Week 8 Tuesday 17th March	Exam: Catholic Social Teaching  <b>Due:</b> Week 5 (Exam Block)	N/A	CEDoW Common Assessment Task Research Task: The Church - Tradition, Challenge & Change <b>Due:</b> TBC

## English

### **Term 1:** *Close Study of Poetry - The female lens; Women's expression over time*

Students explore the way that context has impacted women's expression through poetry. Students will examine how context, language forms and features contribute to meaning, and how the reader's own perspective and specific context may further shape understanding. Students develop their analytical skills by examining a variety of text types - specifically, in poetry. This close study of poetry develops students' ability to analyse a variety of texts, and consider a range of perspectives, opinions and points of view.

### **Term 2:** *Film/Fiction: Horror over time*

Students will study fear and how the horror genre exploits these fears to entertain, in both film and fiction texts. Texts will explore the concept of horror and how it has been represented throughout history. The focus will be on fiction and film and how they depict horror and create tension, in order to assist students analysis of the genre and respond in a multitude of ways. The aim of this unit is to enable students to understand, use, enjoy and value the English language.

### **Term 3:** *Drama: Othello, The Moor of Venice* William Shakespeare

Students will study Shakespeare's Othello as a close study of drama with a focus on the influence of historical, social and cultural context. Shakespeare's Othello explores the complexities of human nature and what makes humans tick. Students will respond to the text by composing imaginative, interpretative and critical responses, with particular focus on the dramatic techniques used by Shakespeare to explore both a tragic hero and the Machiavellian villain.

### **Term 4:** *Non-fiction/Discursive texts - Developing my voice*

Students are given opportunities to strengthen and extend their knowledge, skills and confidence as writers. Students will be challenged to write for a range of authentic audiences and purposes to convey ideas with an emphasis on developing one's own unique voice. Student's will be encouraged to revisit the stages of drafting and revising, experimenting with a range of language forms and features for example imagery, rhetoric, voice, characterisation, point of view, dialogue and tone. Students consider purpose and audience to carefully shape meaning. Students will look at a range of fiction and non-fiction texts.

Year 10 English Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Reading/Writing task: The female lens - Women's expression over time through poetry.  <b>Due:</b> Week 7 Monday 9th March	Exam: Reading/ Viewing/Writing  <b>Due:</b> Week 5 (Exam Block)	Multimodal task: Othello; the Moor of Venice (Drama)  <b>Due:</b> Week 9	N/A

## Mathematics 5.1/5.2

### **Term 1:** *Review Numbers of any Magnitude and Indices, Rates and Ratios and Algebra*

Students will review how to interpret very small and very large units of measurement, uses scientific notation, and rounding to significant figures. They will apply index laws to operate with algebraic expressions involving integer indices and operate with ratios and rates, exploring their graphical representation. This will be extended by recognising direct and indirect proportion, and solving problems related to these concepts. Finally, they will simplify algebraic fractions, and expand and factorise quadratic expressions

### **Term 2:** *Linear and Non-Linear Relationships, Area and Surface Area*

Students will determine the midpoint, gradient and length of an interval, and graphs linear relationships. They will use the gradient-intercept form to interpret and graph linear relationship. They will then graph simple non-linear relationships and connect algebraic and graphical representations of simple non-linear relationships. Finally, they will calculate the surface areas of right prisms, cylinders and related composite solids.

### **Term 3:** *Volume, Financial Mathematics and Equations*

Students will calculate the surface areas of right prisms, cylinders and related composite solids. They will solve financial problems involving earning, spending and investing money using simple and compound interest. They will then solve linear and simple quadratic equations as well as linear inequalities and simple linear simultaneous equations, using analytical and graphical techniques.

### **Term 4:** *Single Variable Data Analysis, Trigonometry and Probability*

Students will use quartiles and box plots to compare sets of data and evaluate sources of data. They will then revise angles of elevation and depression apply trigonometry to solve problems involving bearings. Finally, they will describe and calculates probabilities in multi-step chance experiments.

Year 10 Mathematics 5.1/5.2 Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Portfolio: Indices and Rates & Ratios	Exam: Linear and Non-linear Relationship	Assignment: Volume and Financial	Exam: Single Variable Data & Trigonometry
<b>Due:</b> Week 8 Monday 16 <sup>th</sup> March	<b>Due:</b> Week 5 (Exam Block)	<b>Due:</b> Week 8	<b>Due:</b> Week 6



## Mathematics 5.2/5.3

### **Term 1:** *Algebra, Indices and Surds, Linear Relationships*

Students will simplify algebraic fractions and expand and factorise quadratic expressions. They will select and apply appropriate algebraic techniques to operate with algebraic expressions and apply knowledge of index laws to operate with algebraic expressions involving integer indices. They will extend their knowledge further by performing operations with surds and indices.

### **Term 2:** *Equations, Non-Linear Relationships and Rates and Ratios*

Students will solve complex linear and quadratic equations. They will identify and work with simple cubics and use simultaneous equations to solve worded problems. Students will connect algebraic and graphical representations of simple non-linear relationships and sketch and interpret a variety of non-linear relationships. They will recognise direct and indirect proportion and draw, interpret and analyse graphs of physical phenomena.

### **Term 3:** *Trigonometry, Financial Mathematics, Perimeter, Area, Surface Area and Volume*

Students will apply Pythagoras' theorem, trigonometric relationships, Sine rule, Cosine rule and the area rule to solve problems, including three dimensions problems. They will solve financial problems involving simple and compound interest as well as calculating the surface area of right prisms, cylinders and related composite solids. In doing this they will apply formulas to find the surface area and volume of right pyramids, right -cones and spheres as well as composite solids.

### **Term 4:** *Probability, Single Variable Data, Bivariate Data and Properties of Geometrical Figures*

Students will describe and calculate probabilities in multi-step chance experiments using quartiles and box plots to compare sets of data. They will also evaluate sources of data and use standard deviation to analyse data. Investigations regarding the relationship between two statistical variables will also be explored including lines of best fit. Students will explore how data is used to inform decision-making processes and they will prove triangles are similar by using formal geometric reasoning to establish properties of triangles and quadrilaterals.

Year 10 Mathematics 5.2/5.3 Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Portfolio: Algebra and Indices  <b>Due:</b> Week 8 Monday 16 <sup>th</sup> March	Exam: Equations and Non-linear Relationships  <b>Due:</b> Week 5 (Exam Block)	Assignment: Trigonometry and Financial Maths  <b>Due:</b> Week 8	Exam: Probability and Data  <b>Due:</b> Week 7

## Science

### **Term 1: *Let's get Chemical!***

This unit will delve into the world of chemistry. Students will begin by revising their understanding of atoms, before exploring a variety of chemical reactions that occur in non-living systems (e.g. combustion, neutralisation). Students will explore some of the factors that affect the rate of chemical reactions, as well as chemical reactions that involve the transfer of heat.

### **Term 2: *May the force be with you!***

In this unit, students will focus on the world of physics. Students will investigate factors that affect movement and speed, using experiments and their understanding of Newton's laws to calculate speed and acceleration. This unit will also allow students to explore the types of radiation in the electromagnetic spectrum and their uses.

### **Term 3: *Outbreak***

Students will learn about both infectious and non-infectious diseases, and the responses of the human body to disease. Students will explore how the systems within the human body work together to maintain the requirements for cells. This unit will also review the structure of DNA, to further explore mutations as well as the use and application of biotechnology

### **Term 4: *Grand Designs***

Students will explore various aspects of science in order to create a sustainable piece of architecture. Students will learn about, and need to consider energy transfer, the conservation of energy, renewable resources, as well as water saving/storage solutions.

Year 10 Science Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Practical/Theory Exam: Chemistry  <b>Due:</b> Week 9 Thursday 26 <sup>th</sup> March	In class exam: Physics  <b>Due:</b> Week 7	Research/writing Task: Biology  <b>Due:</b> Week 6	Student Research Report  <b>Due:</b> Week 5



## HSIE – History

### **Unit 1:** *Understanding the Shoah (The Holocaust)*

Students will gain an understanding of the rise of nationalism in Germany after World War I in conjunction with Hitler's rise to power. They will learn about the history of anti-Semitism; its rise during Germany in the post-World War I period and the persecution of the Jewish people that followed. Students will explore the way in which the rights and freedoms of Jewish people were gradually restricted during Nazi Germany while their persecution increased.

### **Unit 2:** *The Modern World and Australia - Rights and Freedoms (1945-Present), incorporating the overview*

Students will learn about the origins and significance of the Universal Declaration of Human Rights (UDHR), including Australia's involvement in the development of the declaration. They will explore the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations. Students will investigate the US civil rights movement and its influence on Australia, as well as the significance of civil rights victories for Aboriginal and Torres Strait Islander peoples.

## HSIE Geography

### **Unit 3:** *Changing Places*

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

### **Unit 4:** *Human Wellbeing*

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

Year 10 HSIE Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Historical Inquiry: The Holocaust  <b>Due:</b> Week 10 Wednesday 1 <sup>st</sup> April	Exam - Source analysis and extended response  <b>Due:</b> Week 5 (Exam Block)	Geographical Inquiry: Urban planning for sustainable living  <b>Due:</b> Week 8	Geographical Inquiry - Field Work Based: Changing Places  <b>Due:</b> Week 5

## PDHPE

### **Term 1:** *Crash - Road safety and Risk taking, Touch Flag Gridiron and Athletics*

In this Unit students identify external influences as an important aspect of their own and others' health, safety and wellbeing. They investigate the influences on risk-taking and decision-making and assess the impact they have on personal safety and road safety. Within the practical component students will spend four weeks developing and practicing skills in the athletic events of running (including standing starts and crouch starts), long jump, shot put and discus. This learning is in preparation for the school athletics carnival at the start of Term 2. They will also focus on the skills required to participate in Invasion games and utilise these within the Touch Flag Gridiron game context.

### **Term 2:** *Love Me, Love Me Not and It Takes two to Tango - Social Dance*

In this unit students look at the qualities that are necessary for positive relationships and analyse the impact these have on the maintenance of relationships. They learn about the factors contributing to inclusive, healthy and respectful relationships. In the practical component of the course students adapt and improvise movement skills to perform and creative movement across a range of dynamic physical activity contexts including Social Dance.

### **Term 3:** *Healthy Mind and Body*

This unit focuses on mental health, wellbeing and strategies to develop mental fitness such as resilience, emotional awareness and connectedness through mindfulness, meditation, yoga and physical activity. Overcoming adversity is also explored as well as positive management strategies to cope with stress, loss and grief. Within the practical component of the course activities have a non-competitive and competitive focus. Students focus on exploring and participating in physical fitness opportunities in the local community and engaging in team sports and activities to develop teamwork, collaboration and influence involvement and engagement.

### **Term 4:** *Future Challenges and Resilience and Survivor*

Students explore ways they can be the best version of themselves and support the identity, health and safety of others. They analyse the role of family, friends and the community in supporting an individual's identity and propose strategies to enhance their own and others' wellbeing. In the practical component of the course, students will be allocated to tribes and will participate in a 'Survivor' challenge over 10 lessons. Survivor is an initiative that builds a strong community, encourages teamwork and makes movement fun. Each of the lessons has a focus on movement, participation, teamwork and inclusivity.

Year 10 PDHPE Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
N/A	Health Theory task: 'Crash- Road Safety and Risk Taking' <b>Due:</b> Week 2 Wednesday 29 <sup>th</sup> April  Social Dance Presentation: 'Love Me, Love Me Not and It Takes two to Tango' <b>Due:</b> Week 6	Presentation: Healthy Mind and Body  <b>Due:</b> Week 8	Exam: All topics  <b>Due:</b> Week 4



## Information and Software Technology

### **Term 1:** *Artificial intelligence, Simulation & Modelling*

This unit focuses on one important genre of computer software – *simulation and modelling*. This type of software showcases the power of computer systems and how we can use them in the real world. From Scientific research to the entertainment and game market simulation and modelling software provides people with an interactive method for exploring the world we live in. This unit provides students with the opportunity to create, explore and evaluate a range simulation and modelling software.

### **Term 2:** *Authoring & Multimedia*

This unit is designed to give students the opportunity to design, capture, edit and produce a digital film of their own, whilst learning about the processes involved in authoring multimedia products.

### **Term 3:** *Programming & Software Development*

This unit introduces students to the world of computer programming through various languages. Students are given the opportunity to program a range of instructions whilst learning about the basic structures for programming.

### **Term 4:** *Robotics*

This unit aims to give students the opportunity to understand the nature of robots and artificial intelligence and more importantly to separate the fact from the fiction in terms of what might happen in this area in the future.

Year 10 IST Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Simulation and Modelling Task: Artificial Intelligence  <b>Due:</b> Week 11 Monday 6th April	Authoring and Multimedia Task  <b>Due:</b> Week 7	Programming and Software Development Task  <b>Due:</b> Week 10	Robotics Task  <b>Due:</b> Week 7



## Food Technology

### Unit 1: *Food for Life*

Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.

### Unit 2: *At Your Service*

Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.

### Unit 3: *What's in?*

Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan prepare and present safe, appealing food that reflects contemporary food trends.

Year 10 Food Technology Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Report and Assessment Practical: Food for specific needs  <b>Due:</b> Week 10 Friday 3rd April	N/A	Assessment Practical: Food service and catering  <b>Due:</b> Week 4	Exam: Food for specific needs; Food service and catering; Food trends  <b>Due:</b> Week 5





## Industrial Technology - Timber

### Terms 1-2: Module 3

In this unit, students are given the opportunity to showcase and build upon their knowledge and skills learnt throughout Year 9. Students will be required to manufacture a small games box. Students will be assessed on their ability to design and manufacture a high quality project from a simple original design. Students will need to add their own design features to showcase their skills. The project will be closely managed in an accompanying folio where students will need to implement the design process to support their project.

### Terms 3-4: Module 4

In the unit, students are given the opportunity to demonstrate their skills and knowledge learnt throughout the course by applying these in the development of the Major Project. Students will be given greater responsibility in regard to risk assessment & management of safety. Working with greater independence students will be encouraged to demonstrate knowledge & understanding of the principles of design, materials selection, communication techniques & the importance of on-going evaluation. The competent use of workshop tools & machinery will play a key role in the production of quality practical projects. Finally, students will be required to show an awareness of the impact technology has on the wider community.

Year 10 Timber Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
N/A	Folio and Project: Module 3  Due: Week 7	N/A	Folio and Project: Module 4  Due: Week 7



## Physical Activity and Sports Studies (PASS)

### **Term 1:** *Technology, Participation and Performance*

In this unit students examine and evaluate how technology has impacted on participation and sporting performance. They will compare the positive and negative impacts that technology has had on sport and analyse how the media uses technology to enhance spectator appeal. Students will also critically evaluate the ethical implications of technology on sport in today's society.

### **Term 2:** *Body Systems and Energy for Physical Activity*

In this unit, students explore the major body systems that are important to physical activity. They will look at the role and function of each of these systems and use practical activities to help understand their contribution to efficient movement. Students will also examine the different energy systems and the relationship between hydration and physical activity.

### **Term 3:** *Issues in Physical Activity and Sport*

This unit is designed to give students in depth knowledge of all aspects of the controversial issues in Sport. They will discuss the nature and impact of historical and contemporary issues in physical activity, including the impact of Drugs. Students will consider and debate the ethical questions around why Athletes take Drugs and what this means for Local, National and International Physical Activity and Sport. They will have an opportunity to consider the future direction of Drugs in Sport and propose how this issue may be dealt with in the future.

### **Term 4:** *Enhancing Performance, Strategies and Techniques*

In this unit students learn to identify, develop and adapt to strategies and tactics in various sports to enhance successful performance. They examine strategies and techniques that enhance Athletes participation and performance in physical activity and identify methods that assists individuals to perform movement skills with increasing proficiency.

Year 10 PASS Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Research Task: Technology, Participation and Performance  <b>Due:</b> Week 9 Friday 27 <sup>th</sup> March	Exam: Body Systems and energy for physical activity  <b>Due:</b> Week 5 (Exam Block)	Oral Presentation: Issues in Physical activity and sport  <b>Due:</b> Week 9	N/A



## Music

### Term 1: Jazz Music

Students will explore the Evolution of Jazz music from its origins to now. Students will be concentrating on some of the stylistic features found in Jazz such as Call & Response, Syncopation and Swing Rhythm through the exploration of famous and influential Jazz Musicians such as Miles Davis, Thelonius Monk, Scott Joplin, and others. Students will learn famous works by these musicians and compose their own pieces through the skill of improvisation over a 12 Bar Blues chord progression.

### Term 2: Universal Music

Each country in the world has its own distinct musical style. In this unit, students will explore the range of instruments characteristic to different countries and the way the musical concepts (such as duration, pitch, tone colour etc) are used to convey and portray a musical cultural identity. They will explore music from Africa, Europe and South America.

### Term 3 and 4: Small Ensembles

Students will learn about a variety of small ensembles such as duets, trios, quartets, and pop/rock groups. They will study the musical concepts and how they are used by small ensembles in a variety of genres. Students will have the opportunity to develop instrumental skill and ensemble awareness by arranging their own version of a song of their choice. They will also compose a small ensemble piece using notation and recording software.

Year 10 Music Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Jazz Performance  Due: Week 9	Cultural Composition  Due: Week 7	N/A	Aural Exam: Small Assemblies  Due: Week 5



## Photographic and Digital Media (PDM)

**Course Overview:** In this elective, students will explore the creative possibilities of Photography and Film by capturing the world through a number of different perspectives and looking at a number of different artists and styles. Students will work in complete manual mode with Still Photography, utilising techniques and practices taught, while developing their own individual style. Moving to film in the second Semester students will work in small groups to create short films and animations around topics of interest to the them.

### Unit Covered:

Term 1: Looking Through the Lens

Term 2: Portraits

Term 3: Filmfest


Term 4: Stop Motion Animation

Year 10 Photographic and Digital Media Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Photographic Portfolio x 6 images and Photographic Process Diary  <b>Due:</b> Week 10 Thursday 2 <sup>nd</sup> April	Portraits Portfolio x 4 images and Photographic Process Diary  <b>Due:</b> Week 6	Group Task - Short Film and Photographic Process Diary  <b>Due:</b> Week 10	Exam: All topics  <b>Due:</b> Week 5



## Appendix A – Students Online Portal

<https://studentsonline.nesa.nsw.edu.au/>



Education  
Standards  
Authority

STUDENTS ONLINE  
for NSW students in Years 10 to 12

HOME | MY ACCOUNT | HELP | CONTACT US | ABOUT

## Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

### What you need to know

#### 2020 HSC students

- Welcome to your HSC year
- Remember to check your name
  - Your name shown in Students Online is what you see on your certificates
  - If it needs changing – see your school ASAP
- Update your email address in the Personal Details section to a non-school email you can easily access
- Your personalised HSC written examination timetable is available from 30 April 2020
- Assessment ranks are available after the final HSC written examination has finished
- HSC results release is Tuesday 15 December 2020

#### 2019 HSC students

- HSC Testamurs delivered from 20 January 2020 to HSC eligible students
- Your access to Students Online closes **30 June 2020**
- Remember to download and save your HSC PDF package, VET credentials and any purchases before your access closes
- Go to Results Services to download your free credentials or make an order

#### All students

Once you have logged into Students Online:


- check your confirmation of entry to ensure your name, courses, address, email and phone number are correct
- inform your school of any name changes or course concerns.

You can change your address, email and phone number in the Personal details section.


You can download your free PDF credentials in the Results Services section.

You can find helpful information in My Account under Manuals and Guides.

### Student Details

Welcome back  


Your last login was Dec 29 2019 at 6:49 PM AEST

Student ID: 

[Messages \(1\)](#)

[Personal details](#)

[Enrolment/Results](#)

[Change HSC PIN](#)

[Results services](#)

**LOGOUT**

### Tell me about

[Preparing for the HSC and subject selection](#)

[HSC Rules and Procedures Guide](#)

[Advice for students choosing HSC courses](#)

[HSC examination study tips and tools](#)

[How HSC results are released](#)

[The Record of School Achievement or RoSA](#)

[Key dates](#)

[Latest news](#)



### Results Services

Use the form below to order your:

- **eRecord** - if you are still at school, your eRecord will report your accumulating results since completing Year 10.
- **HSC credentials** - from 18 December 2019, if you have completed all 2019 HSC requirements, you will be able to download your [HSC](#) as a PDF or order additional copies for a fee.
- **VET credentials** - from 18 December 2019, if you have achieved competencies in your 2019 VET course/s at school, you will be able to download your [VET](#) credential as a PDF.
- **HSC results services** - from 18 December 2019 until 5 June 2020, the following HSC results services are also available to order for a fee:
  - [HSC Results Check](#)
  - [HSC Raw Marks Report](#)
  - [HSC Examination Responses](#)

If you leave school prior to completing all your HSC requirements, you may be [eligible for a RoSA](#).

### Delivery and payment

All Results Services orders will be delivered to your My messages section for you to download, save and print, if not posted as indicated, within 20 business days.

All services with an associated cost require payment with a credit card (Mastercard or VISA only - a 0.4% surcharge applies). If you do not have a credit card, please call the HSC Results Inquiry Centre on 1300 13 83 23 to discuss alternative payment options.

Please place your order carefully as there are no refunds once payment has been made. See [more information](#) or [contact us](#) if you have any questions.



All 2019 HSC student accounts expire on 30 June 2020 so download and save any ordered items before this deadline.

Order results and credentials	
<b>HSC Credentials - PDF</b> Your credentials may include a HSC Testamur, a Record of Achievement detailing your results from Year 12, 11 and 10, and personalised course reports for each HSC course.	FREE <input type="checkbox"/>
<b>HSC Credentials - Change of name</b> If your name has been entered incorrectly, NESA will update your details and re-issue your credentials as a PDF. You will be required to provide a copy of your driver's licence or passport to verify your name change. Once your order is complete, send your identification with all your personal details by email to <a href="mailto:records@nesa.nsw.edu.au">records@nesa.nsw.edu.au</a> . Please do not order any additional credential items until a NESA officer has emailed to confirm your name change is complete.	\$17.00 <input type="checkbox"/>
<b>HSC Credentials - Print</b> NESA will print and post your HSC credentials within 20 business days.	\$17.00 <input type="checkbox"/>
<b>HSC Credentials - Certified copy for DFAT or overseas universities</b> Certified copies are generally required for authentication by the Department of Foreign Affairs and Trade and for overseas university admission. They are not required by most Australian universities. If you require a certified copy of your HSC credentials for DFAT or overseas universities, NESA will print and certify your credentials, stamp with a NESA stamp, and post them to your home address within 20 business days.	\$22.00 <input type="checkbox"/>

Order HSC examination results service			
Course Name	Results Check	Raw Marks Report	Examination Response
English Standard	\$36.00 <input type="checkbox"/>	\$6.40 <input type="checkbox"/>	\$38.20 <input type="checkbox"/>
Industrial Technology	\$18.50 <input type="checkbox"/>	\$6.40 <input type="checkbox"/>	\$38.20 <input type="checkbox"/>
Legal Studies	\$18.50 <input type="checkbox"/>	\$6.40 <input type="checkbox"/>	\$38.20 <input type="checkbox"/>
Mathematics Standard 2	\$18.50 <input type="checkbox"/>	\$6.40 <input type="checkbox"/>	\$38.20 <input type="checkbox"/>
Personal Development, Health and Physical Education	\$18.50 <input type="checkbox"/>	\$6.40 <input type="checkbox"/>	\$38.20 <input type="checkbox"/>
Sub Total			\$0.00
Credit card surcharge (0.4%)			\$0.00
Total			\$0.00