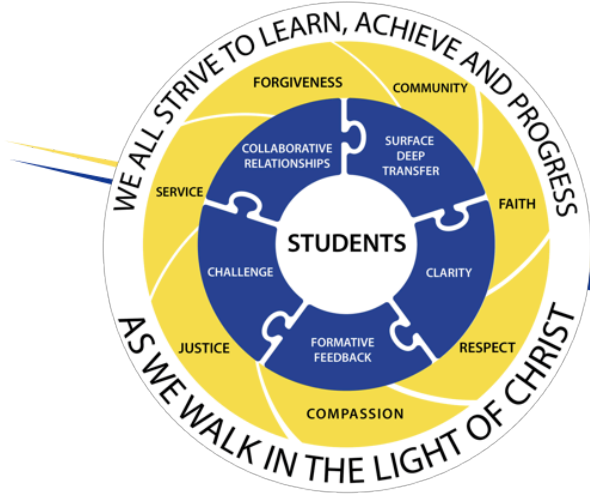


Gilroy Catholic College



2024

Year 10
Assessment Handbook

Dear Parents of Year 10 Students,

At the end of Year 10 the College will submit grades for each course your child completed.

The school will give the NSW Education Standards Authority your child's school email so that they can send them their results. Students will need to check their emails throughout the year to activate their Students Online account. During December the NSW Education Standards Authority will send an email alerting your son/daughter that their results are available. The email will guide them through the process to access their results. They will receive an A to E grade for each course they completed as well as an indication that they have completed the mandated curriculum requirements in Stage 4. Once they access this via Students Online they can generate a certificate that they can add to their resume.

Yours faithfully,

Declan Horan
Leader of Teaching & Learning

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GILROY CATHOLIC COLLEGE

TEACHING STAFF RESPONSIBLE FOR SCHOOL ASSESSMENT STATEMENTS

Religious Studies	Religion	Mrs N Simonian
English	English	Mr I Murphy Ms C Tuckerman
Creative & Performing Arts	Drama Music Photographic & Digital Media Visual Arts	Mr J Smolen
HSIE	Australian Geography Commerce Australian History Elective History	Mrs N Wooldridge Ms P Hirlakoglu
Languages	Japanese	Ms A McGowan
Mathematics	Mathematics	Mrs V Verdi Mrs D Ley
Personal Development, Health and Physical Education	PDHPE Physical Activity & Sports Studies	Ms X Dwyer
Science	Science	Mrs Z Bianchi Mrs V Cox
Technological and Applied Studies	Design and Technology Food Technology Industrial Technology-Timber	Mrs M Powell
VET (early commencement)	Active Volunteering	Mr M Murray

GILROY CATHOLIC COLLEGE ASSESSMENT POLICY AND PROCEDURES

The student should make every effort to submit the task or be present on the due date of an assessment task.

Non-attendance on or (one day before) an exam / assessment task is due:

If a student is ill or not at school when an exam/assessment is set to be completed (or the day before) the parent/guardian **MUST** notify the school office in the morning.

Process when unable to sit/submit an Assessment Task:

1. The parent **MUST** contact the school office in writing via email or SMS to inform the school of the absence and missed assessment task.
2. The student **MUST** provide the school, on the first day back to school after absence, a certified Medical Certificate. **This certificate MUST clearly indicate the reason for absence and how this affected the student not being able to sit/submit the assessment task.** The Illness Misadventure Form can be accessed from the Student Homepage using the link provided.
3. The student **MUST** complete the Misadventure/Illness form within 7 days of the missed assessment. Misadventure must be due to unforeseen circumstances, this does **NOT** include planned holidays. A mark of zero may be awarded in such circumstances.
NB: Incomplete or incorrect forms past the 7 days will NOT be accepted.
4. The certified Medical Certificate needs to be signed by **BOTH** the student and a parent.
5. The Leader of Learning & Teaching reviews all submissions and passes on documentation/recommendation to relevant KLA Leader of Learning.
6. In most cases, students will re-sit the exam as arranged by each KLA Leader of Learning.
7. Hand in tasks must be submitted **immediately** upon return to school to the relevant KLA Leader of Learning.
8. If a student doesn't provide appropriate information regarding their absence from an assessment task, a mark of zero will be awarded and an N-warning issued.

The principal may authorise that an estimate be given for a task that has not been performed. This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

Marking, Recording and Reporting student Achievement in Assessment Tasks

The allocation of marking is distributed equitably across Year 10 within each course. Year 10 Assessment tasks will be returned within an appropriate time period and include the provision of meaningful feedback to students. Leaders of Learning are responsible to ensure that marks are

recorded on the school network in Iris Markbooks, these marks may be entered by class teachers.

Students will receive a report at the conclusion of each semester at the College. Academic Reports are printed then distributed to Year 10 students at the conclusion of Term 2 and Term 4. Electronic copies of reports are maintained on the school network in Iris Academic Reports.

Student Performance

Students will be given meaningful feedback on their performance in assessment tasks. This information may be given in one or more of a variety of formats – including a mark and/or grade.

Considerable care is taken in marking assessment tasks. If a student believes, however, that their work has been incorrectly graded, they should follow the process outlined below.

Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance benchmarks, you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the Leader of Learning and Teaching.
3. Leader of Learning and Teaching will discuss your concerns with you.
4. If you decide to appeal you need to complete and submit the Student Appeal sheet. (Available on the Student Homepage).
5. If needed, an Appeals Committee will convene to assess the appeal put forward by the student. The committee will consist of the Leader of Learning and Teaching, the teacher who marked the task and the relevant Leader of Learning.
6. The outcome of this meeting may be that the original result stands or a revised assessment mark (which could be lower than the original) will be issued to the student.

A copy of the Student Appeal Form appears on the following page.



Student Appeal Form

(Attach your task and the marking criteria to this appeal. This must be submitted no later than 7 days after the task was returned.)

Student's Name: _____ Year: _____

Subject: _____

Nature of Assessment Task: _____

Result received: _____

Feedback received: _____

Reason for appeal:

(Refer specifically to how you have met the criteria at a higher level)

It is very important that you understand that by submitting this appeal your task will be re-marked and that you may receive the same mark, a lower mark or a higher mark.

Decision

Mark: _____

Feedback:

Leader of Learning and Teaching

Leader of Learning

Marker

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is a new credential for all students, beginning with Year 10 in 2012, to recognise school achievement before receiving their Higher School Certificate (HSC).

A cumulative credential – recognising all your academic achievements

Instead of just showing a student's results at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

The RoSA will show a student's Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If the student starts a course but leaves school before completing it, the RoSA will show evidence of enrolment.

The RoSA will also show results of any VET or Life Skills courses completed in Year 10 and/or Year 11.

A credential for school leavers

The RoSA will be awarded to all eligible students when they leave school.

- If a student transfers from one school to another at the end of Year 10, he/she will not receive a formal RoSA credential at that time.
- To receive a RoSA a student will need to meet the school's attendance requirements.
- A student will be able to request a RoSA from the College when he/she talks to the Year Leader of Learning or Principal about leaving.
- If a student has completed any Life Skills courses, the Life Skills Profile of Student Achievement will be received at the same time as the RoSA.

Fair grades for everyone

RoSA grades will be determined by teachers, using established guidelines and processes to ensure consistency of judgement.

- Grades for all courses in Years 10 and 11 will be based on a student's results in assessment tasks completed throughout the year. Assessment tasks may include tests developed and used in the school.
- The RoSA credential will report on achievements in Stage 5 courses, using A to E grades.
- Teachers are already very experienced in determining grades based on assessments. As part of introducing the RoSA, NESA will provide further support and resources to make sure grades are given fairly and consistently from College to College.

Confidentiality of Grades

RoSA grades cannot be disclosed to students until the date determined by the NSW Education Standards Authority.

Exit Credential Assessment

- Student assessment indicates the student's overall achievement in a course at the end of the course. Assessment in a course relates to the stated objectives and outcomes as described in the syllabus.
- Assessing student achievement is the process of collecting information on student performance in relation to objectives and outcomes in a course. A profile of the achievement of a student is built up by the teacher in relation to the Course Performance Descriptor.
- In all other Year 10 courses (with the exception of the General Experience Courses) students will also receive a grade from A to E. An 'N' award will also be used to show 'non-satisfactory completion' in a subject.
- NESAs have developed a set of General Performance Descriptors which are statements describing the five levels of student achievement (A to E), used as the basis for specific subject descriptors. These are printed at the back page of this document.
- Sets of descriptors for each subject called Course Performance Descriptors have been developed from the General Performance Descriptors. These also appear for each subject at the back of this booklet.
- Each descriptor is a positive statement about a student's achievement related to the knowledge and skills objectives of each course.
- Teachers will collect assessment information about student achievement and relate it to the specific subject descriptors. These will assist teachers to make the final judgement of the grade to award students at the end of Year 10.
- Assessment Information for each course is contained in this booklet.
- The grade a student receives in each course will be the one which best relates to the description of the student's achievement given in the Course Performance Descriptors.
- There is no requirement for a predetermined proportion of students to receive any particular grade.

Eligibility Requirements for the Record of Student Achievement (RoSA)

To be eligible for the award of a Record of School Achievement, a student must have:

- attended a school recognised by the NSW Education Standards Authority;
- satisfactorily completed the minimum pattern of courses required by NESAs;
- undertaken the requisite examinations or other forms of assessment;
- completed Year 10;
- met all mandatory study requirements for Years 7 – 10 in each Key Learning area and
- met all mandatory requirements regarding attendance.

Literacy and Numeracy Tests

Students intending to leave school are able to take optional online literacy and numeracy tests. These tests will be scheduled at times advertised on the NESAs website. Students who advise their schools that they intend to leave before completing the Higher School Certificate and who wish to sit for the tests are eligible to participate. These tests are the same as the minimum standard literacy and numeracy tests.

Procedure for measuring student achievement on the A-E scale for Stage 5

Assessment Principles:

Gilroy Catholic College follows the principles of effective Assessment guided by NESAs. Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Within this framework students complete assessment in three ways; Assessment for Learning, Assessment as Learning and Assessment of Learning. Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Years 7-10 teachers will use the evidence students have completed both in class through submissions and observations as well as formal assessment task submissions to determine an on-balanced decision about which grade matches the standards demonstrated by the student. For parents and students, this means that everything a student does in the classroom and every piece of work that they submit can be used to assist the teacher in determining a grade. Only formal assessment tasks will have notifications regarding due dates and the outcomes being assessed. All other informal assessments occur in the classroom and can include the work that students complete in that lesson.

Teachers will use the following assessment approaches individually or together, and they can be used formally or informally. The choice depends on the specific goals of the assessment and the desired outcomes. Assessment serves to inform teaching, guide student learning, and provide evidence of achievement to various stakeholders. All three forms of assessment are conducted throughout the year through both formal assessments noted in the assessment handbooks and informally in lessons.

1. Students are required to complete class-based activities and the formal assessment schedule throughout each semester.
2. All formal assessment tasks include set criteria that are written to parallel the [Common Grade Scale](#), measuring specific syllabus outcomes.

The three assessment types are:

Assessment FOR Learning	Assessment AS Learning	Assessment OF Learning
Informs teaching and occurs throughout the teaching and learning process	Students monitor their own progress, ask questions and practise skills	Summative assessment of student achievement against learning goals and standards
Involves informal and formal assessment activities	Self-assessment to reflect on learning, and teacher feedback and to consolidate understanding	Provides evidence of student achievement at key points
Provides feedback to students on their learning and how to improve	Working towards learning goals	Provides transparent interpretation across all audiences
focused on using evidence of students' knowledge and skills to guide teaching and support student learning	empowers students to assess their own learning progress.	involves evaluating student achievement against predetermined standards. It often occurs at specific points, such as the end of a unit, and may involve grading or ranking students
It involves setting clear goals, providing effective feedback, and encouraging self-assessment and peer assessment.	They take responsibility for monitoring their understanding, setting goals, and using feedback and self-assessment to guide their next steps	The quality of feedback and the validity and reliability of assessment tasks are crucial in this approach.

Years 7–10 Assessment Strategies

The type of assessment activity and the way evidence of learning is gathered will vary depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activity
- context
- students' learning needs.

Students are provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process.

Evidence of learning that may contribute to a student's grade on their reports may include teacher observation, questioning, peer evaluation and self-evaluation, as well as more formalised assessment activities, such as:

- gathering of students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples
- assessing students' integrated use of knowledge, understanding and skills rather than discrete facts and skills used in isolation
- providing students with an opportunity to present to an identified audience (real or simulated)
- providing students with authentic and contextual learning opportunities
- analysing the quality of student responses against criteria, including rubrics
- observing students during learning activities and participation in a group activity
- evaluating student achievement across time, including student portfolios
- facilitating student discussion or conferences
- reviewing student reflections about what they have learnt and how to improve.

Throughout 2024 more information will be provided regarding assessment and reporting and how grades have been determined in a student's report.

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and various resources. Within this framework students complete assessment in three ways; Assessment for Learning, Assessment as Learning and Assessment of Learning. Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together as well as formally or informally.

What is the A to E Grade Scale?

Each grade description summarises a standard (quality of achievement).

Common Grade Scale

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

The A-E Grade Scale Describes:

1. the depth of knowledge and understanding
2. the range of skills that students working at that standard typically demonstrate.

Individual assessment tasks together with Teacher Professional Judgement leads to an on-balance decision of which grade best matches the standards demonstrated by the student.

A decision about the most appropriate grade is an on-balance professional judgement that:

- is based on evidence gathered in a number of assessments
- activities, across a range of contexts and over a period of time
- gives greater weight to those activities undertaken towards the end of the course
- considers the maximum level of demonstrated student achievement
- represents the best overall description of the student's achievement

1. Students are required to complete a variety of class-based activities and the formal assessment schedule throughout each semester.
2. All formal assessment tasks include set criteria that are written to parallel the Common Grade Scale, measuring specific syllabus outcomes. The class teacher then marks these tasks individually OR one teacher marks the task across the form. Teachers or the Leader of Learning (LOL) will revise the marking to ensure that the specific grades awarded are consistent with the standards set by the NSW Education Standards Authority (NESA). The group selects a sample

from each of the grade levels that reflect the stated criteria for the task. These are kept and referred to from year to year.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers weigh up the evidence of achievement and other information collected for a student **up to that point in time**. This information is derived from learning activities, observations and other methods of assessment that are collected over time and in different situations. Grades are not awarded solely based on formal assessment tasks.

Assessment Policy

1. The Leader of Learning, or class teacher, will specify a due date and time which must be adhered to strictly.

The usual practice is that the tasks are due at the beginning of the first normal teaching period, on the due date.

2. **Assessment is based on actual performance not on potential performance.** The School assessment procedures are not meant to compensate for factors which detract from student performance, such as illness, misadventure or domestic problems which might occur throughout the assessment procedure.
3. Where there is no valid reason for non-submission of an assessment task, a zero mark will be recorded for that task.
4. Extensions may only be granted in exceptional circumstances at the discretion of the Leader of Learning. Extensions must be applied for in writing **before** the due date. Medical consideration must be supported with a medical certificate.
5. Rare and urgent cases will be treated as being **EXCEPTIONAL CIRCUMSTANCES** on application by the student. An illness/misadventure form must be completed by the student and supportive documentation co-signed by parents within 7 days of the assessment date. Supporting evidence in medical/illness applications **must** include a Doctor's Certificate.
6. Exceptional Circumstances will be **adjudged by a committee** consisting of the Leader of Learning & Teaching, the Year Coordinator, KLA Leader of Learning or representative for the subject concerned and each case will be **considered on its merits**.
7. **If at all possible, students should perform the required task and then submit evidence**, in writing, of factors which may have affected their performance. The emphasis is on exceptional, unusual conditions, not, for example, such things as a 'head cold', or 'missing the bus', etc. Students should notify teachers of the circumstances before attempting the task. Again, illness/misadventure forms must be lodged within 7 days of the assessment day.
8. Students must be aware of the fact that **assessment tasks are important** and that they need to treat them as such.

9. **Plenty of warning** of the timing of tasks will be given.
10. **Late Submission** of assessment tasks will be considered **only** in exceptional circumstances (see Note 5).
11. Students who **miss** any assessment activity will generally **not** be able to repeat this activity. In exceptional circumstances an alternative assessment **might** be considered.

The Student's Responsibilities

It is a major responsibility for students (and parents) to acquaint themselves with the individual subject requirements provided by the school as a booklet and on the website. Students are expected to perform the tasks which are part of the assessment programme. Depending on the circumstances, a zero mark may be awarded, an extension of time granted or an alternative task set. **It is the student's responsibility to apply to the Leader of Learning (LOL) before the due date for an extension of time on a task.** An alternative task or extension may be provided in **rare and exceptional circumstances ONLY.** Students are expected to hand in assessment tasks to their teacher or the Leader of Learning at the time designated by the LOL. If they are unable to hand the assessment to their teacher they should obtain a receipt from the person receiving the task ie: the relevant Leader of Learning, Year Coordinator or School Office.

Malpractice in School Assessment Tasks

All work submitted for assessment must be the student's own: it cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed by nor in collaboration with another student (unless group work is specified in the task specifications).

School candidates are subject to the normal rules of the school throughout the period of assessment. Failure to observe these rules may result in disqualification from the particular assessment task.

Such breaches include:

1. Cheating in any form
2. Use of other students' material in preparation of task.
3. Unauthorised assistance from a non-participating candidate.
4. Plagiarism of reference materials.
5. False declarations of absence, lateness, sickness.
6. Unacceptable behaviour while carrying out a task in the classroom.
7. Use of a mobile phone during an assessment
8. A non-serious attempt at the task.
9. Taking time off from school in order to prepare for an assessment task. This, of course, includes coming to school late or leaving early to secure more study time to prepare for an assessment task and thereby giving a student an unfair advantage in an assessment task.
10. Failing to fully participate in experiences which are integral requirements of the syllabus, e.g. exams, assignments, practical work, participation in class, homework etc. For example, in some major exams only some questions may contribute to the Assessment Program. It would be unacceptable for students to focus only on those questions and make an inadequate attempt on the remaining questions in the exam.

11. Any action which gives any student an unfair advantage in the completion of a task or which undermines the integrity of the education process at Gilroy Catholic College.

Students **must** complete a **significant percentage** of assessment tasks set in every subject area. Failure to do so will see the Principal legally bound to inform NESA that requirements have not been met. If any student has engaged in any form of Malpractice the relevant portion of their work will be awarded a zero mark. Students may also receive an N-notification

Illness/Misadventure

As the examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance.

Applications may be in respect of:

1. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand);
 2. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).
1. The parent **MUST** contact Student Services in writing via email or SMS to inform the school of absence and missed assessment task.
 2. The student **MUST** provide the school, on the first day back to school after an absence, of a certified Medical Certificate. **This certificate MUST clearly indicate the reason for absence and how this affected the student not being able to sit/submit the assessment task.** Planned holidays are NOT suitable grounds for Illness Misadventure. Misadventure must be due to unforeseen circumstances, this does NOT include planned holidays. A mark of zero may be awarded in such circumstances.
 3. The student **MUST** complete an Illness Misadventure application within 7 days of the missed assessment. (Applications for Illness Misadventure are made online, via Compass and is [linked here](#))
 4. Students must complete assessment tasks on the first day of return to school, this includes in-class assessments and hand-in tasks.
 5. **NB: Incomplete or incorrect forms past the 7 days will NOT be accepted.**
 6. The Leader of Learning & Teaching reviews all submissions and passes on documentation or recommendation to the relevant KLA Leader of Learning.
 7. In most cases, students will re-sit/submit the task, as arranged by each KLA Leader of Learning. Estimates are only given in RARE circumstances.
 8. If a student doesn't provide appropriate information regarding their absence from an assessment task, a mark of zero will be awarded.

The principal may authorise that an estimate be given for a task that has not been performed. This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

MOBILE PHONE POLICY

Assessments and Examinations

Rationale

Gilroy Catholic College acknowledges that mobile phones can be used in an engaging classroom setting as a technological tool that may contribute to student learning. During assessment tasks and examinations however, it is inappropriate for mobile phones or electronic devices (as defined below) to enter the assessment/examination room at Gilroy Catholic College.

Malpractice

Malpractice is any activity that allows a student to gain an unfair advantage over other students. The use of a mobile phone during an assessment or examination is a form of malpractice as it may lead to breaching school examination rules, cheating in an examination, the use of non-approved aids during an assessment task and/or used to assist another student to engage in malpractice. These behaviours of malpractice have associated consequences that may jeopardise a students' overall academic grade.

Year 7-10 Assessments and Examinations

Mobile phones may ring causing a disruption to students' concentration levels, therefore impacting on their ability to perform at their optimum in an assessment or examination. The presence of a mobile phone or other electronic devices in an assessment or examination may also tempt students to use the device to cheat, which constitutes malpractice.

Students are not permitted to take mobile phones including a programmable watch or device, smart watch or any electronic device, such as an iPod, digital media player or electronic tablet (eg. iPad) into the assessment or examination room (unless approved by the relevant Leader of Learning or NESAs). This is inclusive of in class assessment tasks, tests and examinations.

Mobile phones are brought to school at the students' own risk. Gilroy Catholic College accepts no responsibility for any loss, theft or damage of a mobile phone when it is stored for the duration of an assessment task or examination. Mobile phones are not to be brought into the classroom/exam location for formal examination blocks.

Consequences for the Breach of the College Mobile Phone Policy

Students who are found in possession of a mobile phone or electronic device (as defined above) during a formal assessment task or examination, will have breached the College policy for assessment and examination rules. Penalties for this may include a zero mark, loss of marks and an N notification letter sent to parents for the relevant course. The penalty issued will be at the discretion of the Leader of Teaching and Learning in consultation with the relevant Leader of Learning and witnessing staff member/s.

Use of technology to complete tasks

At school: Each student at Gilroy Catholic College is provided unlimited file storage with their CEDP Parrastu Google Drive account. They are able to access this platform using their Classm8 username and password. This storage, accessible via both the web and local client, includes the hosting of both non-native Google files such as Microsoft Office documents, movie files, PDFs etc as well native Google files such as Docs, Sheets, Slides etc. These files can be accessed from any device both on school property or externally.

Should students choose not to utilise the Google Drive platform, it is their responsibility to ensure that all files are backed up regularly to removable storage media (eg USB flash drives) in case of computer failure. Should a computer fail before an assignment is completed, the last backed up version should be brought to school and completed on a school computer (or, if no time is remaining, submitted for assessment). USB or other external media that is damaged in transit will not be accepted as an excuse for not submitting work.

Non-attendance on due date of task

If a student is ill or not at school when an assessment task is due the **student should make every effort to submit the task on the due date.**

The principal may authorise that an estimate be given for a task which has not been performed. This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

Warning to Students

If a student is awarded a zero mark for a task and is thus at risk of not meeting the assessment requirements for a course, then

- a written warning will be posted to the school's record of student's address, outlining what needs to be completed, and the date for completion,
- the request for a written acknowledgment of receipt from the student and her parent(s)/guardian(s) must be returned to the relevant Leader of Learning,
- the teacher will phone parents to alert them of a zero result
- an interview between teacher, LOL, parents and student may be held, and
- a copy of the warning notice is placed in the student's file.

Satisfactory Progression

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:

- followed the course developed or endorsed by NESA; and
- 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...."

NSW Education Standards Authority ACE Manual

Invalid Tasks

A task may be declared invalid if it does not function as required. For example, it may not adequately differentiate between the students or there may have been problems with the administration of the task that affected the candidature (as a whole or in part) or the task (completely or in part) This would include students having prior knowledge of a question or plagiarising. In all cases, issues of administration must be managed to ensure that fairness is maintained for all students.

If, for some reason, a task or part of a task proves to be invalid, the following options may be considered:

- the task could be rescheduled (with sufficient notice) if the security of the task is not compromised
- the task may need to be discarded, either partially or in its entirety
- a new task may need to be considered with weightings adjusted as appropriate
- the weighting of the task may be reduced and an additional task may be added (with sufficient notice). The additional task would be weighted accordingly
- if a task is partially discarded (and an additional task is not added as mentioned above), consideration must be given to the weighting of the remaining section compared with the other assessment tasks.

In order to decide which option to use, a panel should be convened involving the relevant faculty Leader of Learning, the Leader of Learning and Teaching, and a recommendation made to the Principal as to how to proceed. Advice from the NSW Education Standards Authority may also be taken. Students will be notified as to the outcome.

All My Own Work

The HSC: All My Own Work program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed as part of the NSW Government's Respect and Responsibility strategy and complements other approaches such as brochures for teachers, students and parents and strengthened student and teacher declarations for the HSC.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

The program's content is divided into five modules:

1. [Scholarship Principles and Practices](#)
2. [Acknowledging Sources](#)
3. [Plagiarism](#)
4. [Copyright](#)
5. [Working with others](#)

Each module contains:

- Information and advice on the module focus questions
- Quiz questions
- Summary
- Frequently Asked Questions (FAQs)
- Link to a glossary
- Links to relevant websites.

The All My Own Work Program is administered to Year 10 students during Term 4 at Gilroy Catholic College.

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
RELIGION**

RELIGIOUS STUDIES

Task No.	Course Component	Outcomes	Task	Date
1	A Call to Unity	C5.1, C5.9, C5.10, C5.12,	Research Presentation	Term 1 Week 10 5/04/2024
2	Eucharist	C5.4 C5.10, C5.11, C5.12,	Year 10 Examination block	Term 2 Weeks 5-6
3	Reverence for Life	C5.1, C5.9, C5.12	Research Task	Term 3 Week 9 20/09/2024

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
RELIGION**

RELIGIOUS STUDIES (Life Skills)

Task 1	Task 2
Term 1 Week 10 Friday 5th April	Term 3 Week 9 20/09/2024
Task: Research and In-class Response Topic: Death and New Life Outcome Life Skill KS 1 Respond to God’s presence in nature Recognise ways to organise and communicate information	Task: Powerpoint Presentation Topic: Reverence for Life Outcome Life Skill KS 1 Respond to God’s presence in nature Recognises ways to locate and select information

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
CREATIVE AND PERFORMING ARTS**

DRAMA

Task No.	Course Component	Outcomes	Task	Date
1	Commedia Dell'Arte	5.3.1, 5.3.2, 5.3.3	Commedia Dell'Arte Performance	Term 1 Week 8 18/03/2024
2	Epic theatre Theatre of Cruelty	5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.3	Exam	Term 2 Weeks 5-6
3	Critical Literacy in Drama	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3	Review of Performance	Term 2 Week 8 17/06/2024
4	Performance	5.3.1, 5.3.2, 5.3.3	Group Performance	Term 3 Week 10 23/09/2024

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
CREATIVE AND PERFORMING ARTS**

MUSIC

Task No.	Course Component	Outcomes	Task	Date
1	Composition	5.4, 5.5, 5.6	Baroque and Classical Music	Term 1 Week 9 27/03/2024
2	Listening/ Performance	5.1,5.2,5.3, 5.7,5.8,5.9, 5.10	Jazz Exam block	Term 2 Weeks 5-6
3	Composition/ Performance	5.1, 5.2, 5.3, 5.4, 5.6	Music for small ensembles	Term 3 Week 7& 9 02/09/2024 (C) 20/09/2024 (GP)
4	Listening/ Performance	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10	Rock music test	Term 4 Weeks 3 & 4 28/10/2024 (L) 8/11/2024 (P)

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
CREATIVE AND PERFORMING ARTS**

PHOTOGRAPHIC & DIGITAL MEDIA

Task No.	Course Component	Outcomes	Task	Date
1	Making	5.1,5.2, 5.3, 5.4, 5.5, 5.6	Body of Work 'Narrative' series	Term 1 Week 8 22 /03/2024
2	Critical & Historical Interpretations	5.7,5.8, 5.9, 5.10	Exam	Term 2 Weeks 5-6
3	Making	5.1,5.2, 5.3, 5.4, 5.5, 5.6	'A time and place' series	Term 3 Week 9 24/09/2024
4	Critical & Historical Interpretations	5.7,5.8, 5.9, 5.10	In class research task	Term 4 Week 4 8/11/2024

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
CREATIVE AND PERFORMING ARTS**

VISUAL ARTS

Task No.	Course Component	Outcomes	Task	Date
1	Art making	5.1,5.2, 5.3,5.4, 5.5, 5.6	Body of Work	Term 1 Week 10 03/04/2024
2	Critical/ Historical	5.7,5.8, 5.9, 5.10	Exam	Term 2 Weeks 5-6
3	Art making	5.1,5.2, 5.3,5.4, 5.5, 5.6	Body of Work	Term 3 Week 10 25/09/2024
4	Critical/ Historical	5.7,5.8, 5.9, 5.10	Research task	Term 4 Week 3 04/11/2024

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
ENGLISH**

Task No.	Course Component	Outcomes	Task	Date
1	Concept Study: Facing Challenges Prescribed text (novel and film study)	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	Essay Response with Prescribed Text	Term 1 Week 9 28/3/2024
2	Power of Language (Range of Texts, Poetry, Song, Speeches, Short Film)	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01	Half Yearly Exam Comprehension	Term 2 in Term 2 Exam Block Weeks 5-6
3	Mini Craft of Writing Imaginative, Discursive or Persuasive Response	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	Imaginative, Persuasive or Discursive Response	Term 3 in Week 9 18/09/204

Student work samples may be used to moderate report grades

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
LANGUAGES**

JAPANESE

Task No.	Course Component	Outcomes	Task	Date
1	Interacting (Speaking)	ML5-INT-01	Sports Star Q&A	Term 1 Week 9 25/03/24
2	Understanding Texts (Listening & Reading)	ML5-UND-01	Exam Block: In-class listening and reading test	Term 2 Weeks 5-6
3	Creating Texts (Writing)	ML5-CRT-01	Diary Entry (Recount)	Term 4 Week 3 30/10/23

GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
MATHEMATICS

Task No.	Course Component	Outcomes	Task	Date
1	Test	All 5.1 & 5.2 working Mathematically Outcomes, plus MA5.2-4NA, MA5.1-12SP, MA5.1-13SP, MA5.2-15SP, MA5.2-16SP, MA5.2-17SP	Common Assessment Task Financial, Probability, Single Variable and Bivariate Data.	Term 1 Week 11 9/04/24
2	Open Book Examination (students may take one A4 summary sheet into the exam)	All 5.1 & 5.2 working Mathematically Outcomes, plus, All working Mathematically Outcomes, plus MA5.1-8MG, MA5.1-9MG, MA5.2-6NA, MA5.1-5NA, MA5.2-7NA, MA5.2-8NA, MA5.2-6NA, MA5.1-6NA, MA 5.1-4NA MA5.2-11MG, MA5.2-12MG MA5.2-4NA, MA5.1-12SP, MA5.1-13SP, MA5.2-15SP, MA5.2-16SP, MA5.2-17SP	Common Task Financial, Probability, Single Variable and Bivariate Data., Measurement, Algebraic Expressions and Indices, Equations, Formulae and Inequations, Linear Relationships	Term 2 Exam Block Weeks 5-6
3	Assignment	Geometrical Figures MA5.1-1WM MA5.1-3WM MA5.2-1WM MA5.2-3WM	Skills based assessment Properties of Geometrical Figures	Term 3 Week 4 13/08/24
4	In Class Test (students may take one A4 summary sheet into the exam)	All outcomes from 5.1 and 5.2	All topics common to 5.1, 5.2 and 5.3. covered thus far	Term 4 Week 4 5/11/24

Order of topics may vary. Two weeks notice will be given relating to topics in the exam.

GILROY CATHOLIC COLLEGE YEAR 10 ASSESSMENT SCHEDULES MATHEMATICS

MATHEMATICS (Life Skills)

Following are suggested Life Skills tasks for the school year. Class teachers will use their professional discretion regarding the tasks that Life Skills students complete, therefore tasks may be altered and further tailored to suit the learning needs of students on an individual basis.

Task 1	Task 2
Term 2 2024 Weeks 4-5	Term 4 2024 Weeks 4-5
<p style="text-align: center;">Task: Formative Assessment</p> <p style="text-align: center;">Topic – Money: Recognising and Matching Money</p> <p style="text-align: center;">Money: Comparing and ordering money</p>	<p style="text-align: center;">Task: Formative Assessment</p> <p style="text-align: center;">Topic – Time: Recognising Time.</p> <p style="text-align: center;">Time: Relating time.</p>
<p style="text-align: center;">Outcomes to be assessed:</p> <p>MALS - 12NA Recognises and matches coins and notes.</p> <p>MALS – 13NA Compares and orders coins and notes.</p>	<p style="text-align: center;">Outcomes to be assessed:</p> <p>MALS – 20MG Recognises time in familiar contexts.</p> <p>MALS – 21MG Recognises and relates time in a range of contexts.</p>

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
PDHPE**

PDHPE

Task No.	Course Component	Outcomes	Task	Date
1	Strictly Ballroom	PD5.4, PD5.5, PD5.11	Dance performances of the Cha Cha and Jive	Term 1 Week 10 02/04/2024
	Risk Taking	PD5.1, 5.2,	Written Task	Term 2 Ongoing
2	Risk Taking, Mental Health and Strictly Ballroom	PD5.1, PD5.2, PD5.3, PD5.4, PD5.6, PD5.7, PD5.8, PD5.9, PD5.10, PD5.11	Half Yearly Examination (Exam block)	Term 2 Weeks 5-6 Exam Block
	Trying to Keep Sane	PD5.6, PD5.7, PD5.8, PD5.2, PD5.9, PD5.10	Mental Health First Aid Kit	Term 2 Ongoing
3	Challenging sports	PD5.4, PD5.5, PD5.11 PD5.2,	Practical Skill Transfer Observation	Term 3 Ongoing from 18/07/2024
4	Road Safety	PD5.6, PD5.7, PD5.8, PD5.9, PD5.10	BFilmed Road Safety Campaign	Term 4 Week 1 18/10/2024

GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
PDHPE

PDHPE (Life Skills)

Following are suggested Life Skills tasks for the school year. Class teachers will use their professional discretion regarding the tasks that Life Skills students complete, therefore tasks may be altered and further tailored to suit the learning needs of students on an individual basis.

Task 1	Task 2	Task 3
Due: Term 1, Week 10	Due: Term 2, Week 9	Due: Term 3 (Ongoing)
Task: Dance Performance	Task: Mental Health Fact Sheet	Task: Practical Skills Transfer (Soccer and Netball)
PDLS-5 Demonstrates a range of movement skills in a variety of physical activity contexts PDLS-6 Engages with ways to problem solve in physical activity contexts PDLS-12 Demonstrates and adapts a range of movement skills in a variety of contexts	PDLS-4 Uses appropriate strategies and behaviours to establish and maintain respectful relationships with others PDLS-8 Uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts	PDLS-5 Demonstrates a range of movement skills in a variety of physical activity contexts PDLS-12 Demonstrates and adapts a range of movement skills in a variety of contexts

Suggested/alternative outcomes may be measured as:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
PDHPE**

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS)

Task No.	Course Component	Outcomes	Task	Date
1	Coaching	PASS 5.5, PASS5.6, PASS5.7, PASS5.8	Practical Coaching Assessment Task	Term 1 Week 8 Commencing 13/03/2024
2	Coaching and Issues in Sport	PASS 5.3, PASS5.4, PASS 5.5, PASS5.6, PASS5.7, PASS5.8, PASS5.10	Half Yearly Examination (Exam block)	Term 2 Weeks 5-6 Exam Block
	Centre Court	PASS 5.1, PASS5.5, PASS5.7, PASS5.9, PASS5.10	Practical Observation	Term 2 Ongoing Commencing 01/05/2024
	Bronze Medallion	PASS 5.1, PASS5.7, PASS5.8, PASS5.9, PASS5.10	Bronze Medallion Ongoing Assessment of Practical and Theory	Term 3 & 4 Ongoing from 24/07/2024
3	Physical Fitness	PASS 5.1, PASS5.2, PASS5.6, PASS5.7, PASS5.8 PASS,5.9, PASS5.10	Written Task	Term 3 Week 10 25/09/2024

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
PDHPE**

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS Life Skills)

Following are suggested Life Skills tasks for the school year. Class teachers will use their professional discretion regarding the tasks that Life Skills students complete, therefore tasks may be altered and further tailored to suit the learning needs of students on an individual basis.

Task 1	Task 2	Task 3
Due: Term 1, Week 6	Due: Term 2, Week 8	Due: Term 3 and 4 (Ongoing)
Task: Coaching	Task: Issues in Sport Fact Sheet	Task: Bronze Medallion Practical
PASSLS-5 Demonstrates skills and strategies for participation in physical activity and/or sport PASSLS-6 Investigates factors that enhance participation in physical activity and/or sport PASSLS-7 Collaborates with others when participating in a range of activities PASSLS-8 Plans to achieve personal and group goals	PASSLS-3 Explores the ways in which physical activity and sport are part of everyday life in Australia PASSLS-4 Investigates ways to participate in physical activity and/or sport contexts PASSLS-10 Demonstrates decision-making skills in physical activity and/or sport contexts	PASSLS-1 Identifies factors that affect health and fitness PASSLS-7 Collaborates with others when participating in a range of activities PASSLS-8 Plans to achieve personal and group goals PASSLS-10 Demonstrates decision-making skills in physical activity and/or sport contexts

Suggested/alternative outcomes may be measured as:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULE 2024
SCIENCE**

SCIENCE

Task No.	Course Component	Outcomes	Task	Date
1	Chemistry	SC5-16CW, SC5-17CW (CW3, CW4), SC5-WS 4,5,6 ,7,8,9	Practical and Theory Examination	Term 1 Week 10 10SCI (3,5,6,) - 3/4/24 10SCI(1,2,4,7,8)- 4/4/24
2	Chemistry/G enetics	C5-14LW(LW 3,4) SC5-16CW, SC5-17CW (CW3, CW4)	Half Yearly exam	Term 2 Weeks 5-6
3	Physics/Evol ution	SC5-10PW, SC5-11PW (PW 2) , SC5-WS 5,6,7,8,9	Theory exam- knowledge and understanding and working scientifically	Term 3 Week 8 13/9/24
4	Global Systems	SC5-12ES, SC5-13ES (ES1) SC5-WS 4,5,6,7,8,9	Global Systems Research Task and in-class test	Term 4 week 3 1/11/24

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
SCIENCE**

SCIENCE (Life Skills)

Task 1	Task 2	Task 3	Task 4
Term 1 2024 Weeks 5-9	Term 2 2024 Weeks 3-6	Term 3 2024 Weeks 3-5	Term 4 2024 Weeks 1-4
Task: Formative Assessment Topic – Chemical Reactions	Task: Formative Assessment Topic – Genetics and DNA	Task: Formative Assessment Topic – Energy and Motion	Task: Formative Assessment Topic – Evolution.
Outcomes to be assessed: SCLS-6WS Participates in an investigation by following a sequence	Outcomes to be assessed: SCLS-6WS Recognises features of living things	Outcomes to be assessed: SCLS-6WS Work individually and/or collaboratively to participate in an investigation	Outcomes to be assessed: SCLS-20LW Explores the interactions of living things with each other and the environment

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

Students only need to meet one outcome each semester

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
HSIE**

SEMESTER 1 HISTORY/SEMESTER 2 GEOGRAPHY

Task No.	Course Component	Outcomes	Task	Date
1	Changing Rights and Freedoms	HT5-3, HT5-6, HT5-8, HT5-10	Source Analysis & Extended Response	2024 Term 1 Week 8 Fri 22 Mar
2	Changing Rights and Freedoms/The Vietnam War	HT5-2, HT5-3, HT5-9, HT5-10	Half Yearly (1.5 hour exam)	Term 2 Weeks 5-6
3	Human Wellbeing/Environmental Change and Management	GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	Multi Modal - Human Wellbeing	Term 4 Week 1 16/10 for classes 10HSI3-8 and Week 1 17/10 for classes 10HSI1-2

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
HSIE**

HISTORY/GEOGRAPHY (Life Skills)

Class teachers will use their professional discretion regarding the tasks that Life Skills students complete, therefore tasks will be tailored to suit the learning needs of students on an individual basis.

Task 1	Task 2
Term 1 Week 8	Term 4 Week 2
Changing Rights and Freedoms - mini project	Human Wellbeing - mini project
HTLS-1, HTLS-2	GELS-2, GELS-4

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
HSIE**

COMMERCE

Task No.	Course Component	Outcomes	Task	Date
1	Travel	COM5-5 COM5-6 COM5-7	Part A: Travel Website Itinerary Part B: Travel Visual Display	Term 1 Week 9 Part A Day 6 Mon 25 Mar Part B Day 8 Wed 27 Mar
2	Travel/The Economic and Business Environment	COM5-1 COM5-4 COM5-8	Half-yearly examination	Term 2 Week 5-6
3	Law, Society and Political Involvement	COM5-2 COM5-3 COM5-9	Investigative Study/Research Task	Term 4 Week 1 Day 3 Wed 16 Oct

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
HSIE**

WORLD HISTORY

Task No.	Course Component	Outcomes	Task	Date
1	Genocide	HTE5.1, HTE5.2, HTE5.6, HTE5.8, HTE5.9 HTE5.10	Research Task/ Extended Response	Term 1 Week 8 Day 1 Mon 18 Mar
2	Genocide and Ancient Greece (inc. Greek Mythology)	HTE5.1, HTE5.3, HTE5.5, HTE5.6 HTE5.9	Half Yearly	Term 2 Week 5/6
3	Ancient, Medieval and Early Modern Societies: History and the Supernatural	HTE5.1, HTE5.5, HTE5.6, HTE5.8, HTE5.9, HTE5.10	SourceAnalysis/ Extended Response	Term 3 Week 7 Day 3 Wed 4 Sep

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES**

TECHNOLOGY AND APPLIED STUDIES

INDUSTRIAL TECHNOLOGY - TIMBER

Task No.	Course Component	Outcomes	Task	Date
1	Measure Twice, Cut Once	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	Design Task and Folio	Term 2 Week 3 15/5/24
2	Half Yearly Exam	IND5-1, IND5-3, IND5-4, IND5-8, IND5-9, IND5-10	Half-Yearly Exam	Term 2 Weeks 5-6
3	Links to Industry	IND5-1, IND5-4, IND5-8, IND5-9, IND5-10	Design Task and Folio	Term 3 Week 5 21/8/24
4	PBL Task	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Design Task and Folio	Term 4 Week 3 30/10/24

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
TECHNOLOGY AND APPLIED STUDIES**

FOOD TECHNOLOGY

Task No.	Course Component	Outcomes	Task	Date
1	Food Service and Catering/ Food Trends	FT5-2, FT5-3, FT5-4, FT5-5, FT5-9, FT5-10, FT5-13,	Development of a Food Truck Design Task Theory and Practical	10FOD1 Term 2 Week 2 10/5/24 10FOD2 Term2 Week 3 13/5/24
2	Theory	FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-12, FT5-13	Half Yearly Examination	Term 2 Weeks 5-6
3	Food Product Development	FT5-1, FT5-5, FT5-8, FT5-9, FT5-11, FT5-13	Development of a Food Product Design Task Theory and Practical	10FOD1 Term 3 Week 8 13/9/24 10FOD2 Term 3 Week 9 16/9/24
4	Food for Special Occasions	FT5-5, FT5-7, FT5-8, FT5-9, FT5-12,	Food as a Celebration Theory	Term 4 Week 4 10FOD1 & 10FOD2 6/11/24

**GILROY CATHOLIC COLLEGE
YEAR 10 ASSESSMENT SCHEDULES
TECHNOLOGY AND APPLIED STUDIES**

DESIGN AND TECHNOLOGY

Task No.	Course Component	Outcomes	Task	Date
1	Food Photography	DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	Design Task and Folio	Term 2 Week 4 22/5/24
2	Half Yearly Exam	DT5-1, DT5-2,DT5-3, DT5-4	Half Yearly Exam	Term 2 Weeks 5-6
3	Engineering	DT5-2, DT5-3, DT5-6, DT5-7, DT5-8, DT5-10	Design Task and Folio	Term 3 Week 6 30/8/24
4	Sustainability	DT5-1,DT5-2 DT5-5, DT5-7, DT5-8	Design Proposal	Term 4 Week 4 6/11/24

GILROY CATHOLIC COLLEGE YEAR 10 ASSESSMENT SCHEDULES VET

Active Volunteering

Competency Assessment Schedule 2024

Qualification: CHC24015 Certificate II in Active Volunteering

Task	Module	Unit of Competency		Task Type	Studied	Task Due
1	Safety	HLTWHS001	Participate in workplace health and safety	<ul style="list-style-type: none"> ● Questions ● Observation ● Structured activities ● Third Party Report 	Term 1 2024	<p>Components of the task will be due throughout the course. All components of this task must be completed by Week 7, Term 3, 5th Sept 2024.</p> <p>Students undertaking early commencement (Year 10 students) must have all components completed by the Week 1, Term 4 18 Oct, 2024.</p>
		BSBCMM201	Communicate in the workplace			
		FSKRDG10	Read & respond to routine workplace information			
	Volunteering	CHCVOL001	Be an effective volunteer		Term 2 2024	
		FSKOCM07	Interact effectively with others at work			
	Diversity	CHCDIV001	Work with diverse people		Term 2 & 3 2024	
	Aboriginal & Torres Strait Islanders	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety		Term 3 2024	

Please note:

- Students must participate in a minimum of 20 hours of volunteer work as part of their work placement for this course.

GILROY CATHOLIC COLLEGE
VET
Stage 6 Sport Coaching
Competency Assessment Schedule 2024
Qualification: SIS30521 Certificate III in Sport Coaching

Task	Module	Unit of Competency		Task Type	Task Due
4	Participant Needs	SISSS OF003	Meet participant coaching needs	<ul style="list-style-type: none"> ● Questions ● Observation ● Structured activities 	Components of the task will be due throughout Term 4, 2023 and Term 1 2024. All components of this task must be completed by Week 7, Term 1 2024.
		BSBOP S403	Apply business risk management processes		
5	Intermediate Coaching	SISXC AI009	Instruct strength and conditioning techniques	<ul style="list-style-type: none"> ● Questions ● Observation ● Structured activities 	Components of the task will be due throughout Terms 1, 2 & 3 2024. All components of this task must be completed by Friday, Week 5, Term 3 2024.
		SISSS CO012	Coach sport participants up to an intermediate level		
External Provider	First Aid	HLTAID 011	Provide first aid	<ul style="list-style-type: none"> ● Questions ● Observation 	Students will be informed in Term 1 when the First Aid course is delivered.

Please note:

- Students who are absent from the First Aid course or are deemed *not achieved*, will need to undertake the course in their own time and at their own expense. Evidence of completion must be provided to the Sport Coaching teacher.

Students must complete a minimum of 35 hours of work placement.