



**Kingsgrove High School**

# **RoSA Course 2018 Assessment Handbook**

This document may be downloaded and relevant forms printed from the school website

[www.kingsgrove-h.schools.nsw.edu](http://www.kingsgrove-h.schools.nsw.edu)

# YEAR 10 ASSESSMENT POLICY 2018

## SECTION 1

### Information for Students and Parents

The assessment policy at Kingsgrove High School reflects the values and beliefs of our school. Students are expected to reflect these values in their course work at all times.

### Why do we need a school Assessment Policy?

- The school Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.
- Assessment at Kingsgrove High School encourages progressive development of skills and knowledge while ensuring:
  - consistency across courses and faculties
  - fairness in marking and reporting
  - coordination of the assessment program to ease the load on students

### What you need to know

To qualify for the award of the NSW Record of School Achievement (RoSA), a student must:

- Satisfactorily attend school until the final day of the school year as determined by the Department of Education and Communities.
- Complete Year 10.
- Make a serious attempt at all tasks.
- Satisfactorily complete the mandatory curriculum requirements of the NSW Educational Standard Authority (NESA). These are listed below:
  - English
  - Mathematics
  - Science
  - History and Geography in Years 7 and 8 (Stage 4).
  - Australian History Civics and Citizenship in Years 9 and 10 (Stage 5).
  - Australian Geography Civics and Citizenship in Years 9 and 10 (Stage 5).
  - Language, at least one over a 12 month period in Year 7 and/or Year 8.
  - Technology and Applied Science.
  - Technology: mandatory syllabus in Years 7 and 8.
  - Creative Arts: mandatory courses in Years 7 and 8.
  - PD/H/PE: mandatory integrated course in Years 7 – 10.

Kingsgrove High School provides a wide range of additional (elective) courses that, if completed in accordance with the NESA Developed or NESA Endorsed syllabuses and indicative time requirements will be credentialed for the Record of School Achievement (RoSA).

### Satisfactory completion of a course

A student will be considered to have satisfactorily completed a course if they have:

- followed the course developed or endorsed by the 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

### **Attendance in relation to the satisfactory completion of a course**

Where a student's attendance pattern may jeopardise the satisfactory completion of a course, the reason for absence and its likely effect on the student's course progress should be established.

The Principal will consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

When leave is granted by the principal, such leave should not, of itself, jeopardise the student's eligibility for the Record of School Achievement (RoSA).

### **Absence through illness and/or physical injury**

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence. In many instances, school work may be undertaken while at home or in hospital. In this way, the principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

### **A student affected by long-term illness may elect to accumulate the Record of School Achievement (RoSA).**

#### **Absence on holidays**

It may be possible for compensatory assignments to be negotiated, completed and posted back to school by students who are absent on holidays. This may be sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

Some students may be judged able to catch up missed work upon return, in order to meet course requirements and achieve the outcomes of the course.

#### **Absences without satisfactory explanation**

Any unsatisfactorily explained absence, or series of unexplained absences, if the length or pattern is extensive, may result in a course(s) not being satisfactorily completed. In such a case warning letters to the student/parent/caregiver would indicate how the absence could result in non-completion of course requirements and set out the steps necessary for the student to satisfactorily complete the course(s).

#### **Absence prior to the final date for Year 10**

It is a requirement for the award of the Record of School Achievement (RoSA) that students **attend until the final day of Year 10 as determined by the DEC.**

#### **Granting of leave**

Granting of leave is a matter for the individual school principal. The principal has discretion in granting leave for legitimate purposes up to 50 days. Absences in excess of 50 days must be approved by the School Education Director.

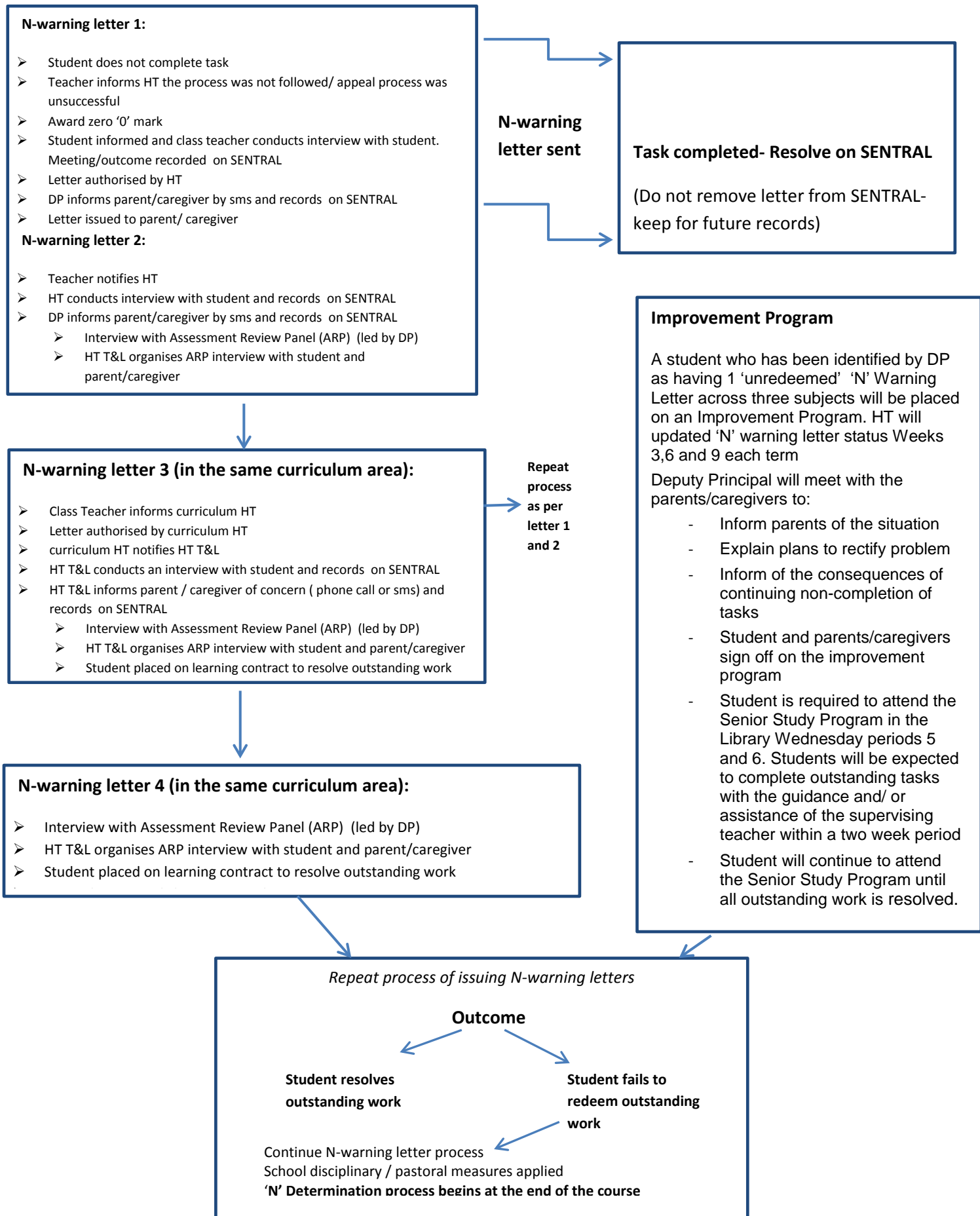
Where the period of leave requested **exceeds one term**, the school and the parent/caregiver will determine the best educational pattern to meet the course requirements and the student's needs. Students/Families who wish to apply for extended approved leave must seek approval from the Principal prior to making any arrangements.

#### **'N' Determinations**

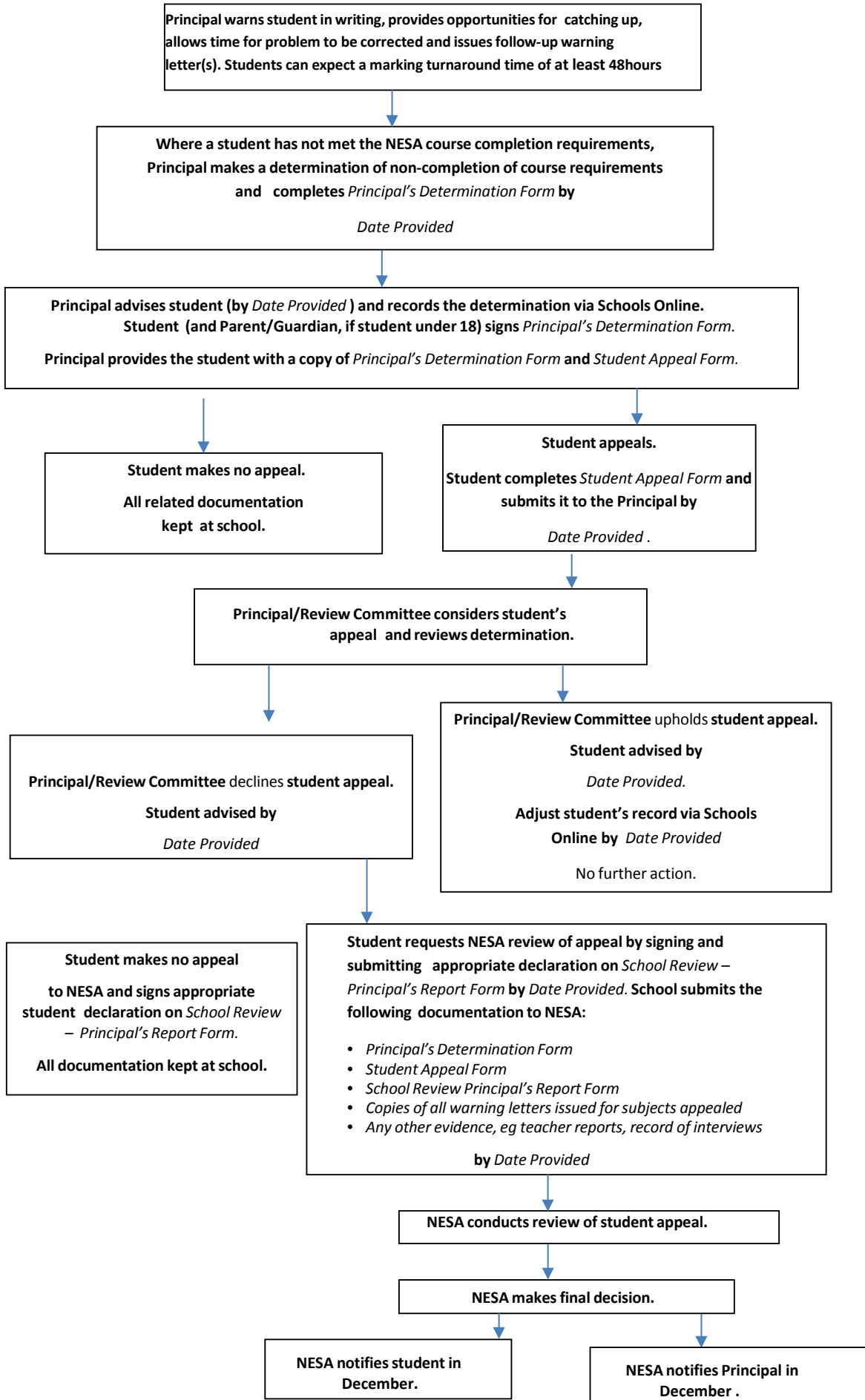
Students who fail to achieve satisfactorily the course outcomes may be subject to an 'N' determination and be prohibited from getting the Record of School Achievement (RoSA). Students and parents/caregivers will be advised in writing and an opportunity will be given for students to redeem themselves from their current circumstance. The following flowchart outlines the 'N' determination process at Kingsgrove High School.

# Kingsgrove High School

## Process for determining 'N' Warnings for Stage 5 and Stage 6 Courses



## Kingsgrove High School - RoSACourse Determinations of Non-completion of Course Requirements



## Assessment of Student Achievement at the Completion of the Course

**Course Performance Descriptors** have been specifically developed for Years 7-10 syllabuses. They describe the main features of typical student performance at each grade measured against the syllabus objectives and outcomes for the course.

**Assessing** student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

**Grading** student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

The Record of School Achievement grading system is intended to describe the student's achievement at the end of each course in Stage 5. The final judgement of the grade deserved will be based on available assessment information and reference to the Course Performance Descriptors.

### Credentialing

The Record of School Achievement shows the student's name and school and is awarded only on satisfactory completion of all mandatory courses. The Record of School Achievement is a cumulative record of all Stage 5 courses completed in the form of grades awarded by the school.

**The NSW Record of School Achievement (RoSA) will only be issued when the student leaves school, so not necessarily at the end of Year 10.**

### Non-award of the Record of School Achievement (RoSA)

The Board will make a determination on appropriate action if a student:

- a) did not meet all mandatory curriculum requirements;
- b) left school before the final date for Year 10.
- c) did not comply with other Board requirements.

### Excursions

Some subjects require students to undertake compulsory field study while some tasks may well be linked to excursions and performances. In the case of an unavoidable absence from such activities, illness and misadventure procedures must be followed.

### Illness/Misadventure

Consideration is given to students who suffer illness/misadventure at the time of a task or whose performance is impaired by circumstances beyond their control. The following policy will be applied at this school to ensure that no student gains an unfair advantage over other students.

If a student is absent due to illness/misadventure on the day of an in-school assessment task or the day an assessment task is due to be submitted:

- the student must complete an application for illness/misadventure the first day of returning to school. The application is to be collected from the HT Teaching & Learning. This form, once it has been completed by all relevant parties must be returned to HT T&L within 2 days from returning to school.
- the Head Teacher will assess if the student's case is valid and decide which of the following is most appropriate:
  - an extension of time
  - sit an alternative task
  - mark pending
  - zero award

Students must be aware that **each case will be assessed on its merits**. Alternative arrangements of any kind will not automatically be made on request. If the case is not deemed valid, a zero mark will be awarded.

**Note:**

Tasks must be submitted at the required time as a hard copy and not on a computer disk, CD or USB flash drive, unless the latter is specifically requested as part of the task. Technology problems are NOT a valid excuse for late submission.

Failure to submit tasks on time without valid documentation will result in a zero mark and a warning letter indicating to the student the work that needs to be completed in order to achieve the course outcomes.

Malpractice and breaches of rules in relation to School assessment tasks. Malpractice is an activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- Copying someone else's work and presenting it as their own.
- Plagiarism or using material directly from books, journals, CDs, or the Internet without reference to the source.
- Borrowing or stealing another person's work and presenting it as their own.
- Offering false documentation or explanations in support of an appeal.
- Non-serious attempt in an exam or assessment task, where work presented contains frivolous or objectionable material.
- Assisting another student to engage in malpractice.

Work submitted for assessment tasks must be the student's own work. Malpractice in any assessment task will render a 'zero' mark and parent/caregiver will be informed by the Head Teacher of the course in writing.

The booklet 'Guide to the Record of School Achievement' (RoSA) issued by the BOSTES to students, gives a full description of requirements and correct avenues for appeal.

**Notification of Formal Assessment Tasks**

Written and/or electronic notification of formal assessment tasks will be issued at least **TWO weeks** prior to assessment tasks as per assessment schedules published in this handbook.

**Feedback on School Assessment Tasks**

Students will be given meaningful feedback following each assessment task:

- A mark/grade and information on the outcomes achieved as indicated by the marking criteria.
- Information, which assists students to improve on their performance in future tasks.

**Disability Provisions for the school assessments/examinations**

The Disability provisions program is an arrangement designed to help students by granting justified provisions related to a physical or medical condition.

**Applying for Disability Provisions**

Students who wish to apply for Disability Provisions should see the Head Teacher, Teacher & Learning or School Counsellor. They will be asked to provide evidence to support their application.

***If all the necessary information is not provided, some requested provisions may be declined due to insufficient evidence.***

**A note to parents**

*If you are concerned about whether special examination provisions apply for your child, you should contact the school Year Adviser or Head Teacher Teaching & Learning.*

# PROCEDURES FOR CONSIDERATION FOR RoSA Course ILLNESS/MISADVENTURE

Students missing an assessment task and wishing to make application for Illness/Misadventure must follow the procedure outlined below:

## **Step One: Contact the Head Teacher Teaching & Learning on the day of the task**

Student/Parent/Caregiver is requested to inform the school and **make contact with the Head Teacher Teaching & Learning via phone or email** of the absence

## **Step Two: On first day of return**

It is the student's responsibility to:

1. Report to the Head Teacher Teaching & Learning.
2. Complete Preliminary Course Illness/Misadventure Application (Attachment A) and attach documentation (such as a doctor's certificate), ensure the Parent/Carer and Student comments and signatures are completed, and pass to the Head Teacher for comment and signature.
3. Submit completed application form to the Head Teacher Teaching & Learning within **two (2) days** of their return.

## **Step Three: Resolution and Feedback**

1. The Head Teacher Teaching & Learning reviews documentation.
2. The Head Teacher Teaching & Learning takes advice from the Head Teacher, supplied on the form.
3. Resolution and feedback is given to Head Teacher, Student and Parent/Caregiver (by way of the student copy of the form). Original is kept on the student's file and a scanned copy is sent to the Head Teacher Teaching & Learning.
4. Mark pending or zero '0' award recorded on the application, plus the 'N' warning letter issued.

## **Step Four: Appeal**

If the student chooses to appeal the decision of the Head Teacher Teaching & Learning, with regard to the request for consideration, then it is the student's responsibility to:

1. Complete Preliminary Course Illness/Misadventure Appeal (Attachment C) and supply to the Head Teacher Teaching & Learning with any supporting information within **two** days of Step 3.
2. The Head Teacher Teaching & Learning convenes the Assessment Review Panel (ARP). The ARP consists of the Head Teacher Teaching & Learning plus two Head Teachers who meet to consider application.
3. ARP makes a decision. The matter is resolved, and feedback is given to Head Teacher and Student and Parent/Caregiver (by way of the student copy of the form).  
Or
4. The ARP defers a decision to the Principal who makes a final decision. The matter is resolved, and feedback is given to Head Teacher, Student and Parent/Caregiver (by way of the student copy of the form).



## Completing an Assessment Task

**Assessment task notification issued (by email or hardcopy), containing date, weighting, type of task and marking rubric**

Minimum 2 weeks

Receipt of notification (email) to be stored by HT/ Course Coordinator

**Task submitted or completed on due date**

Student absent they follow the Illness/ Misadventure application

Receive acknowledgement of submission from teacher

Student given **mark** and **rank** in task and **indicative cumulative rank** as part of feedback

Tasks marked and returned (Samples kept as per BOSTES requirements).

**Task returned with marking criteria and suggestions for improvement**

**Discrepancies resolved by classroom teacher/marker in class or referred to HT for resolution**

Discrepancies must be discussed with teacher at time of task being returned

All unresolved matters to ARP

**Final mark for task**

**Note: All written work must be in blue or black pen**

**Kingsgrove High School**  
**Assessment Task Cover Sheet**

Student name:	Roll Class:
Assessment Task Title:	Date submitted:
Course:	Teacher:

**Academic Integrity Statement**

I \_\_\_\_\_  
 (Your name in block letters)

Declare that this work is my own and that any quotes, information or works have been properly acknowledged and cited in the bibliography.

Student signature: \_\_\_\_\_

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

**Warning**

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

----- cut here -----

**Assessment Receipt  
 Student copy**

Name of student: \_\_\_\_\_ Year: \_\_\_\_\_ Course: \_\_\_\_\_

Task Title: \_\_\_\_\_ Class Teacher: \_\_\_\_\_ Date Due: \_\_\_\_\_

This task was submitted to \_\_\_\_\_ on \_\_\_\_\_  
 Teacher's name date

You need to complete and attach this cover sheet to every assessment task that you submit.

Students need to complete and attach this cover sheet to every Assessment Task that they submit.

**Attachment A:**

**Kingsgrove High School (Request for Consideration)  
RoSA Course Illness/Misadventure Application  
(Please supply to the HT Teaching & Learning)**

Student Name: \_\_\_\_\_ Course \_\_\_\_\_ Teacher: \_\_\_\_\_

Name of Task: \_\_\_\_\_ Date Task Given: \_\_\_\_\_

Date Task Due: \_\_\_\_\_ Weighting (%) \_\_\_\_\_

**Tick as appropriate**

- Medical Certificate attached
- Other verification (please specify) \_\_\_\_\_

**Student's comment**

(Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Caregiver's support comment:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher/Nominee Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Application submitted on)

**Tick as appropriate**

- Task/Alternative task was completed/submitted on \_\_\_\_\_ Date: \_\_\_\_\_
- Task/Alternative task to be completed on \_\_\_\_\_ Date: \_\_\_\_\_
- Mark Pending
- Zero Mark

**Head Teacher's Recommendation**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Head Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

To be completed by HT Teaching & Learning: Name: \_\_\_\_\_  
Outcome:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

HT Teaching & Learning signature: \_\_\_\_\_

Date Stamp Application received by the HT Teacher & Learning

- Copy to:**
- Student/Parent/Carer copy
  - Student file
  - Relevant HT/CT/DP/YA emailed
  - Recorded in Excel
  - Scanned in folder

**Attachment B:**

**Kingsgrove High School (Request for Consideration)  
RoSA Course Group Performance Illness/Misadventure Application  
(Please supply to the HT Teacher & Learning)**

Section A:  
(To be completed by Class Teacher.)

**Teacher:** \_\_\_\_\_ **Course:** \_\_\_\_\_

List of students affected (attach list of names)

**Name of Task:** \_\_\_\_\_ **Date Task Given:** \_\_\_\_\_

**Date Task Due:** \_\_\_\_\_ **Weighting: (%)** \_\_\_\_\_

Outline reasons for this application.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Attention: If an individual student's illness/misadventure is responsible for this group illness/misadventure application the individual student **MUST** also complete an individual illness/misadventure form (Attachment A) otherwise they may be awarded a mark of zero '0'.

\_\_\_\_\_

Section B:  
(To be completed by the Head Teacher and forwarded to the HT Teaching & Learning).

**Head Teacher:** \_\_\_\_\_ **Faculty:** \_\_\_\_\_

**Course:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Receipt date of Group Illness/Misadventure form: \_\_\_\_\_

Task submitted/completed?  Yes  No

If No, date of rescheduled task: \_\_\_\_\_ Date completed: \_\_\_\_\_

Comment: (explain the circumstances that affected the students' performance and how the faculty will support the students.)

\_\_\_\_\_  
\_\_\_\_\_

Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Section C:  
(To be completed by the HT Teaching & Learning)

ARP members' signatures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Date: \_\_\_\_\_

Outcome: \_\_\_\_\_

**Copy to:**  Student/Parent/Carer copy  Student file  Relevant HT/CT/DP/YA emailed  
 Recorded in Excel

**Attachment C: STUDENT FORM**

**RoSA Assessment Task Appeal**

**To be submitted to the HT Teacher & Learning**

Students Name: \_\_\_\_\_ Roll Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_ Due date of Assessment Task: \_\_\_\_\_

Title of the affected Assessment Task: \_\_\_\_\_ Date of this application: \_\_\_\_\_

**Reason for appeal**

- the marks awarded with reference to the published marking criteria or rubric.
- the administration of the task. Such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension.
- whether the task conforms to the school's assessment policy as described in this assessment handbook. Such as, failing to notify that a task is assessable or not including a notified task in the assessment marks.

**Please explain your reasons for the appeal:**

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**Response from your Class Teacher/Head Teacher about your claim. Name:**

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**Appeal Result**

Assessment Review Panel: \_\_\_\_\_

Decision and reason: \_\_\_\_\_

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Panel members' signatures: \_\_\_\_\_

- Copy to:**
- Student emailed
  - Recorded in Excel
  - (Original) Student file
  - Copies to ARP/HTA, HTE, YA
  - Relevant CRT/HT/DP/YA emailed
  - Scanned in folder
  - AC sign

**Attachment C: ARP FORM**

**Kingsgrove High School (Request for Consideration)**

**RoSA Course Illness/Misadventure Appeal**

A student will need to complete this form if they wish to appeal against an illness/misadventure decision. This form must be submitted with all necessary documentation to the HT Teaching & Learning.

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Name of Task: \_\_\_\_\_ Date Task Given: \_\_\_\_\_

Date Task Due: \_\_\_\_\_ Weighting (%): \_\_\_\_\_

Tick as appropriate (Additional documentation supplied)

Yes (please specify) \_\_\_\_\_

No

Outline reasons for this application and attach all relevant documentation

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Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Parent/Caregiver signature: \_\_\_\_\_

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**Assessment Review Team**

ARP Members: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ Date: \_\_\_\_\_

Issue discussed:

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Decision reached:

Refer to the Principal:

Resolution: \_\_\_\_\_

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ARP members' signatures: \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

**Copy to:**

Student/Parent/Carer copy  
 AC emailed

(Original) Student file  
 Recorded in Excel

Relevant HT/CT/DP/YA emailed  
 ARP/HTA/THE/YA emailed

**Attachment D:**

**Kingsgrove High School (Request for Consideration)**

**Approved Leave or Excursions, Fieldwork, or School Business**

Teacher making the request: \_\_\_\_\_ Faculty: \_\_\_\_\_

Reason for the request: \_\_\_\_\_

Educational outcome: \_\_\_\_\_

Head Teacher Approved (tick one)     Yes                       No                      Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Year/Roll: \_\_\_\_\_

First day of leave: \_\_\_\_\_ Date: \_\_\_\_\_

Last day of leave: \_\_\_\_\_ Date: \_\_\_\_\_

Approval given by Principal (tick one)     Yes                       No                      Date: \_\_\_\_\_

Upon Principal's approval the student must ensure an **alternative assessment time** has been negotiated with the class teacher and faculty Head Teacher.

Once the form below is completed forward copies to: student/parent/caregiver, faculty Head Teacher, student file.

Course(s)	Assessment Task	Due Date	New Due Date	Class Teacher	Signature	Head Teacher	Signature

**Note:** This approval is to be used for educational experiences that needed urgent approval by the Principal (e.g. SRC, Prefects Dance, Drama, Speakers etc.)

**Attachment E:**

**Kingsgrove High School (Request for Consideration)**

**Application for Leave/Approved Leave**

Student Name: \_\_\_\_\_

Reason for the request: \_\_\_\_\_

First day of leave: \_\_\_\_\_ Date: \_\_\_\_\_

Last day of leave: \_\_\_\_\_ Date: \_\_\_\_\_

Documentation (please specify): \_\_\_\_\_

Student's comment (Describe in detail the request for leave and why you will be unable to complete or submit an assessment task on the due date).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Caregiver's support comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date request received: \_\_\_\_\_ Approval given by Principal/Assessment Co-ordinator

(tick one):  Yes  No

Head Teacher/Nominee Name: \_\_\_\_\_ Application noted on (date): \_\_\_\_\_

Task to be completed/submitted on \_\_\_\_\_ (Date)

Comment

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Head Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

HT Teaching & Learning: \_\_\_\_\_ Date Stamp:

**Copy to:**

Student emailed  
 A/C emailed

(Original) Student file  
 Recorded in Excel

Relevant HT/CT/DP/YA emailed



## Section 2: Year 10 Assessment Schedules 2018

2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Child Studies						
Task		Task 1	Task 2	Task 3	Task4	
<b>Course Component</b>		Research Assignment on "The Toddler"	In-Class test on The Pre-schooler	Written Task on "Entertaining Children"	Research Task on "Play"	
<b>Due Date</b>		Term 1  Week 7	Term 2  Week 6	Term 3  Week 6	Term 4  Week 1	
<b>Assessment Component</b>	<b>Weighting</b>					
Knowledge and understanding of course content	<b>65</b>	10	15	20	20	
Inquiry and research	<b>35</b>	15	10	5	5	
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	

## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Commerce

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Stimulus Based Test	Half Yearly Examination	Research Assignment	Yearly Examination
<b>Due Date</b>		Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Exam Period
<b>Outcomes Assessed</b>		5.1, 5.2, 5.4, 5.8	5.1, 5.2, 5.3, 5.5, 5.8	5.4, 5.7, 5.8	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8
Assessment Component	Weighting				
Knowledge and understanding	40%	10	10		20
Interpreting data	10%	5			5
Investigating and research	20%		5	15	
Problem solving	10%		5		5
Communicating	20%	5	5	5	5
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>20%</b>	<b>35%</b>

<b>2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Electronics</b>					
<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Course Component</b>		Practical Project 1 & Report	Half Yearly Exam	Practical Project 2 & Report	Yearly Examination
<b>Due Date</b>		Term 1 Week 10	Term 2 Week 7	Term 4 Week 5	Term 4 Week 3
<b>Outcomes Assessed</b>		5.2.1,5.2.2,5.3.1,6.3.2, 5.4.1	5.1.1,5.3.1,5.4.1,5.5.1, 5.6.1,5.7.1,5.7.2	5.2.1,5.2.2,5.3.1,6.3.2, 5.4.1	5.1.1,5.3.1,5.4.1, 5.5.1,5.6.1,5.7.1, 5.7.2
<b>Assessment Component</b>					
	<b>Weighting</b>				
Practical experiences	<b>40%</b>	20		20	
Research Projects	<b>10%</b>	5		5	
Written reports	<b>20%</b>	10		10	
Written & Practical tests	<b>30%</b>		15		15
Weighting	<b>100%</b>	<b>35%</b>	<b>15%</b>	<b>35%</b>	<b>15%</b>

2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for English						
Task		Task 1	Task 2	Task 3	Task 4	Task 5
Course Component		Reading	Composing	Viewing	Listening	Reading
Due Date		Term 1 2018	Term 1 2018	Term 2 2018	Term 3 2018	Term 4 2018
Outcomes Assessed		EN5-1A; EN5-2A, EN5-3B	EN5-5C; EN5-8D	EN5-1A; EN5-2A; EN5- 3B; EN5-4B; EN5-5C	EN5-1A; EN5-2A, EN5- 3B, EN5-4B,EN5-5C,EN5- 6C,EN5-7D	EN5-1A; EN5-2A, EN5- 3B EN5-3B
Assessment Component	Weighting					
Area of Study: <b>Challenges</b>	<b>40%</b>	20	20			
Experience Through Language: <b>Telling Stories</b>	<b>20%</b>			20		
<b>Poetry through the Ages</b>	<b>20%</b>				20	
Yearly Examination	<b>20%</b>					20
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Food Technology

Task		Task 1	Task 2	Task 4	Task 5
<b>Course Component</b>		<b>Design Activity (Assignment)</b>  Food Service and Catering	<b>Half Yearly Exam</b>  Food Service and Catering Food Preservation	<b>Yearly Exam</b>  Food for Special Needs Food Service & Catering Food for Special Occasions	<b>Practical Activities</b> Food for Special Needs Food Service & Catering Food for Special Occasions Food Preservation
<b>Due Date</b>		Term 1/2	Term 2	Term 3/4	Terms 1-4
<b>Outcomes Assessed</b>		5.3.2, 5.3.2, 5.5.2, 5.6.1, 5.6.2	5.3.1, 5.3.2, 5.5.2	5.3.1, 5.3.2, 5.5.2	5.1.1, 5.1.2, 5.2.2, 5.2.3, 5.5.1, 5.5.2
<b>Assessment Component</b>	<b>Weighting</b>				
Food properties and preparation	<b>25%</b>		5	10	10
Food, nutrition and society	<b>20%</b>		5	5	10
Food hygiene and safety.	<b>20%</b>	5	5		10
Researching and communicating	<b>20%</b>	5	5	10	
Designing, producing and evaluating	<b>15%</b>	5			10
<b>Weighting</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>25%</b>	<b>40%</b>

## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Geography

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Literacy Task	Half Yearly Examination	Research Task	Yearly Examination
<b>Due Date</b>		Term 1 Week 8	Term 2 Week 4/5	Term 3 Week 7	Term 4 Week 2
<b>Outcomes Assessed</b>		GE5-2, 3,4	GE5-3, 7, 8	GE5-6,7,8	GE5-1, 2, 7, 8
Assessment Component	Weighting				
Knowledge and Understanding	35%	5	10	5	15
Interpreting data	20%		5	5	10
Investigating and research	15%	10		5	
Problem Solving	15%		5	5	5
Communicating	15%	5	5		5
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>20%</b>	<b>35%</b>

## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule - Graphics Technology

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Focus Module 1: Architectural and Landscape Drawing	Half Yearly Exam	Focus Module 2 Elective Unit	Yearly Exam
<b>Due Date</b>		Term 2	Exam Period	Term 4	Exam Period
<b>Outcomes Assessed</b>		5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.2, 5.6.1	5.1.1, 5.3.1, 5.5.1, 5.6.1, 5.6.2,	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.2, 5.6.1	5.1.1, 5.3.1, 5.5.1, 5.6.1, 5.6.2
<b>Assessment Component</b>	<b>Weighting</b>				
Graphics principles and techniques	<b>35%</b>	10	10	5	10
Design, planning and construction	<b>15%</b>	10		5	
Graphics technology, industry and society	<b>10%</b>		5		5
Presentation and communication	<b>25%</b>	10	5	5	5
Computer – based drafting technologies	<b>15%</b>	10		5	
<b>Weighting</b>	<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for History

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Knowledge and Skills Test	Individual Research and ICT Project	Oral Presentation	Yearly Exam
<b>Due Date</b>		Term 1 Week 7	Term 2 Week 1	Term 3 Week 9	Term 4 Week 3
<b>Outcomes Assessed</b>		HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10
<b>Assessment Component</b>	<b>Weighting</b>				
World War II	20%	20			
Rights and Freedoms	35%		35		
Vietnam War	20%			20	
All Topics	25%				25
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>35%</b>	<b>20%</b>	<b>25%</b>



## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for History Elective

Task		Task 1	Task 2	Task 3	Task 4	Task 5
<b>Course Component</b>		Knowledge and Skills	Report	Research	History Project	Source Analysis
<b>Due Date</b>		Term 1 Week 8	Term 2 Week 4	Term 3 Week 3	Term 3 Week 8	Term 4 Week 2
<b>Outcomes Assessed</b>		E5.4, E5.6, E5.9	E5.4, E5.10	E5, E5.2, E5.3, E5.4, E5, E5.6, E5.9	E5.1, E5.3, E5.6, E5.8, E5.10	E5.5, E5.6, E5.7
Assessment Component	Weighting					
Dirty Deeds Done Dirt Cheap	20%	20				
Hitler and the Nazis	20%		20			
Jack the Ripper	15%			15		
History Project	30%				30	
9/11	15%					15
	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>15%</b>	<b>30%</b>	<b>15%</b>

## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Industrial Technology - Metal

Task		Task 1 Book Mark	Task 2 Practical Project and Project Report	Task 3 Examination	Task 4 Examination	Task 5 Practical Project and Project Report
<b>Course Component</b>		Homework Assignments	Cluster of 3 small Projects  Cluster of 3 small Project Reports	Half Yearly Examination	Yearly Examination	MAJOR PROJECT & PROJECT REPORT
<b>Due Date</b>		Progressive	TERM 1 Project 1 - wk. 4 Project 2 - wk. 7 Project 3 - wk. 11	TERM 2 TBA	TERM 3 Week 10	TERM 4 Week 4
<b>Outcomes Assessed</b>		5.1.1, 5.1.2, 5.4.2	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.6.1	5.5.1, 5.7.1, 5.7.2	5.5.1, 5.7.1, 5.7.2	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.6.1
Assessment Component	Weight					
Practical Experiences	40		20			20
Research Projects	20	10	5			5
Written Reports	10		5			5
Written and Practical Tests	30			10	10	10
<b>Weighting</b>	<b>100</b>	<b>10%</b>	<b>30%</b>	<b>10%</b>	<b>10%</b>	<b>40%</b>

## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Industrial Technology - Timber

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		<b>Practical Project &amp; Report 1</b>	<b>Half Yearly Examination</b>	<b>Practical Project &amp; Report 2</b>	<b>Yearly Examination</b>
<b>Due Date</b>		TERM 1	TERM 2	TERM 3	TERM 4
<b>Outcomes Assessed</b>		5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1 5.6.1, 5.7.1	5.5.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1	5.5.1, 5.7.1, 5.7.2
<b>Assessment Component</b>	<b>Weight</b>				
WHS and Risk Management	<b>20</b>	5	5	5	5
Properties and Applications of Materials.	<b>20</b>	5	5	5	5
Industrial Technology and Society	<b>20</b>	5	5	5	5
Designing, Communicating and Evaluation	<b>30</b>	15		15	
Producing Quality Projects	<b>10</b>	5		5	
<b>Weighting</b>	<b>100%</b>	<b>35%</b>	<b>15%</b>	<b>35%</b>	<b>15%</b>

## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Information and Software Technology

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Half Yearly Exam	Group Project	Practical Activity Bookwork/literacy	Yearly Exam
<b>Due Date</b>		Term 2 Exam Period	Term 3 Week 9	Term 3 Week 9	Term 4 Exam Period
<b>Outcomes Assessed</b>		5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.4.1	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1
Assessment Component	Weighting				
Computer software and hardware	<b>20</b>	5		10	5
Information and software technologies and society	<b>20</b>	10			10
Designing and developing software solutions	<b>15</b>		5	5	5
Communication and collaborative practices	<b>25</b>	5	10	5	5
Responsible and ethical practices	<b>20</b>	5	10	5	
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Marine Studies

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Reading Task	Research and Report	Promotional Campaign	Yearly Exam
Due Date		Term 1 Week 7	Term 2 Week 4	Term 3 Week 6	Term 4 Week 5
Outcomes Assessed		E4.1 E4.10	E4.3 E4.8 E4.9	E4.4 E4.7	E4.2 E4.5 E4.6
Assessment Component	Weighting				
Knowledge and Understanding	<b>25%</b>	25			
Skills and Understanding (Whole Course)	<b>25%</b>				25
Investigating and research (Coastal Tourism)	<b>25%</b>			25	
Communicating (Saving the Sea)	<b>25%</b>			25	
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Mathematics

### SEMESTER 1 - COURSE: Pathways 5.1, 5.2 and 5.3

#### OUTCOMES:

1. Solves financial problems involving compound interest. (5.2)
2. Converts between metric units for very small and very large units of measurements, including digital information and calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms. (5.1)
3. Calculates the surface areas and volumes of right prisms, cylinders and related composite solids. (5.2)
4. Applies formulas to find the surface areas and volumes of right pyramids, right cones, spheres and related composite solids. (5.3)
5. Simplifies algebraic fractions. (5.2)
6. Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases. (5.1)
7. Applies index laws to operate with algebraic expressions involving integer indices. (5.2)
8. Performs operations with surds and indices. (5.3)
9. Calculates relative frequencies to estimate probabilities of simple and compound events. (5.1)
10. Describes and calculates probabilities in multi-step chance experiments. (5.2)

OUTCOMES REPORTED ON	ASSESS. INSTRUMENTS	WHEN	HOW CONSISTENCY OF JUDGEMENT IS ESTABLISHED	MARKS
5.1 - 2 and 6 5.2 – 1,3 and 7 5.3 – 4 and 8	Across-cohort pen and paper test.	Term 1 Week 8	Common marking scale used, each teacher marks a section. Performance against band descriptors (A-E) interpreted by marking scale.	Term 1 25%
5.1 – 9 5.2 – 5 and 10 5.3 – 5 and 10	Across-cohort pen and paper test.	Term 2 Week 2 (Exam Period)	Common marking scale used, each teacher marks a section. Performance against band descriptors (A-E) interpreted by marking scale.	Term 2 25%

**Note: Students will also complete a computing skills competency based task in class during the year. There will be no marks allocated – but the results will be recorded as *outcomes achieved or not achieved*.**

**SEMESTER 2 - COURSE:** Pathways 5.1, 5.2 and 5.3

**OUTCOMES:**

1. Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media. (5.1)
2. Uses quartiles and box plots to compare sets of data, evaluates sources of data, and investigates relationships between two statistical variables, including their relationship over time. (5.2)
3. Uses standard deviation to analyse data, investigates the relationship between numerical variables using lines of best fit and explores how data is used to inform decision-making processes. (5.3)
4. Determines the midpoint, gradient and length of an interval, and graphs linear relationships. (5.1)
5. Uses the gradient-intercept form to interpret and graph linear relationships, and recognises direct proportion, and solves problems involving direct proportion. (5.2)
6. Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line. (5.3)
7. Describes and applies the properties of similar figures and scale drawings. (5.1)
8. Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar. (5.2)
9. Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals. (5.3)
10. Applies deductive reasoning to prove circle theorems and to solve related problems. (5.3)
11. Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression. (5.1)
12. Applies trigonometry to solve problems, including problems involving bearings. (5.2)
13. Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions. (5.3)

OUTCOMES REPORTED ON	ASSESS. INSTRUMENTS	WHEN	HOW CONSISTENCY OF JUDGEMENT IS ESTABLISHED	MARKS
(5.1) 1,4 and 7 (5.2) 2, 5, and 8 (5.3) 3, 6, 9 and 10	Across-cohort pen and paper test	T3 Wk 5	Common marking scale used, each teacher marks a section. Performance against band descriptors (A-E) interpreted by marking scale.	25%
(5.1) 1,4, 7 and 11 (5.2) 2, 5, 8 and 12 (5.3) 3, 6, 9, 10, 13	Yearly Exams	T4 Wks 2	Common marking scale used, each teacher marks a section. Performance against band descriptors (A-E) interpreted by marking scale.	25%

**Note: Students will also complete a computing skills competency based task in class during the year. There will be no marks allocated – but the results will be recorded as *outcomes achieved or not achieved*.**

## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Music

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		<b>Performance</b> Group performance	<b>Half Yearly</b> Aural Exam	<b>Composition</b> Using Notation software	<b>Yearly</b> Aural exam
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 3	Term 3 Week 5	Term 4 Yearly Exam Period
<b>Outcomes Assessed</b>		5.1, 5.2, 5.3	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10
Assessment	Weighting				
Performance	<b>40%</b>	15%			25%
Composition	<b>30%</b>		10%	20%	
Aural	<b>30%</b>		15%		15%
<b>Weighting</b>	<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>20%</b>	<b>40%</b>



## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for PDHPE

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Research Task on Celebrating Diversity	Practical Task	Research Task on Road Safety	Practical Task
<b>Due Date</b>		Term 1 Week 10	Ongoing	Term 3 Week 9	On going
<b>Outcomes Assessed</b>		5.3, 5.6, 5.7, 5.13, 5.15	5.4, 5.5, 5.9, 5.10, 5.14	5.6, 5.7, 5.11, 5.12, 5.15, 5.16	5.4, 5.5, 5.9, 5.10, 5.14
<b>Assessment Component</b>	<b>Weighting</b>				
Knowledge and Understanding	35%	20		15	
Critical inquiry	15%	5		10	
Movement Skill	50%		25		25
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Physical Activity and Sports Studies

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Research task on Physical Fitness	Fundamental Movement Skills In class task	Fundamental Movement Skills In class task	Designing and conducting a training session In class task
<b>Due Date</b>		Term1 Week 10	Term 1 Week 5	Term 2 Week 10	Term 3 Week 4 - 8
<b>Outcomes Assessed</b>		1.1, 1.2, 3.1, 3.2	2.1, 2.2, 4.4	3.1, 4.3	1.1, 3.1, 3.2, 4.1, 4.2
Assessment Component	Weighting				
Knowledge and understanding of course content	<b>30%</b>	10	10	10	
Inquiry and research	<b>20%</b>	10	10		
Movement skills	<b>50%</b>	10	10	10	20
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>

## 2018 RoSA Stage 5 (Year 10) Course Assessment Schedule for Textiles Technology

<b>Task</b>	<b>Task 1 Apparel and Costumes</b>		<b>Task 2 Furnishings and Textile Arts</b>	<b>Task 3 All Units</b>	<b>Task 4 Practical Activity</b>
<b>Course Component</b>	<b>Assignment</b> Costume- lycra		<b>Research Task</b> Furnishings and creative applications	<b>Yearly Exam</b>	
<b>Due Date</b>	Term 1		Term 3	Term 4 (Exam Period)	Terms 1-4
<b>Outcomes Assessed</b>	5.1.1, 5.1.2, 5.3.2, 5.5.1, 5.5.2, 5.6.1		5.1.1, 5.2.3,	5.1.1, 5.1.2, 5.2.1, 5.3.2, 5.6.1	5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
<b>Assessment Component</b>	<b>Weighting</b>				
Knowledge, understanding and appreciation of properties and performance of textiles, significant roles of textiles for the individual consumer and for society.	<b>25%</b>	5	5	10	5
Skills in the creative documentation, communication and presentation of design ideas.	<b>20%</b>		5	5	10
Skills in the selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items.	<b>30%</b>	10			20
Knowledge and skills to evaluate quality in the design and construction of textile items.	<b>25%</b>	5	5		15
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>	<b>50%</b>

## 2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Science

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Knowledge and Skills Test	Individual Research Project	Problem Solving Task	Yearly Examination
<b>Due Date</b>		Term 1 Week 8	Term 2 Week 3	Term 3 Week 7	Term 4 Week 4
<b>Outcomes Assessed</b>		LW2, LW3, LW4, WS4 b; WS7.2 e; WS9 e	CW3, CW4, WS5.1 d; WS5.2 c, d; WS5.3 b, c; WS7.2 a, c	PW2, PW4, WS5.1 a; WS5.2 a; WS6 e; WS7.1 b; WS7.2 d; WS9 d, e	LW2, LW3, LW4, CW3, CW4, PW2, PW4, ES1, ES3
<b>Assessment Component</b>	<b>Weighting</b>				
Knowledge and Understanding	<b>50%</b>	10	10	10	20
Interpreting Data	<b>15%</b>		5	5	5
Investigating and Research	<b>10%</b>		10		
Problem Solving	<b>10%</b>			5	5
Communicating	<b>15%</b>	5	5		5
<b>Weighting</b>	<b>100%</b>	<b>15%</b>	<b>30%</b>	<b>20%</b>	<b>35%</b>

**2018 RoSA Stage 5 (Year 10) Course Assessment Task Schedule for Visual Arts**

Task		Task 1	Task 2	Task 3	Task 4	Task 5
<b>Course Component</b>		<b>Art Criticism and History Research Task</b>	<b>Body of Work 1</b>	<b>Body of Work 2</b>	<b>Art Critic and Art History Research Task</b>	<b>Body of Work 3 Yearly Exam</b> A. Body of Work 3 and Development B. Art Criticism and Art History exam
<b>Due Date</b>		Term 1 Week 10	Term 2 Week 2	Term 3 Week 1	Term 3 Week 2	Term 4 A. Body of Work 3 Week 4 B. Art Criticism and Art History exam paper Week 4
<b>Outcomes Assessed</b>		5.7,5.8,5.9,5.10	5.1,5.2,5.3,5.4, 5.5,5.6	5.8,5.9,5.10	5.1,5.2,5.5.4,5.5,5.6	5.1 - 5.10
<b>Assessment Component</b>	<b>Weighting</b>					
Art Making	<b>60%</b>		20%	20%		20%
Art Criticism and Art History	<b>40%</b>	10%			15%	15%
<b>Weighting</b>	<b>100%</b>	<b>10%</b>	<b>20%</b>	<b>20%</b>	<b>15%</b>	<b>35%</b>