

2021 Year 10 Assessment Handbook

SHINE WITH CHRIST'S GLORY



ST BEDE'S
CATHOLIC COLLEGE



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Dear Parents and Students,

In today's educational environment, 'assessment' cannot be separated from 'learning'. If assessment is appropriately connected to what we are learning then we can clearly understand if learning is really taking place and to what level of success. It is said by many educational leaders that 'assessment drives learning'. Knowing where students are at with their learning assists the class teacher in their planning.

This Assessment Handbook is a valuable resource for you throughout 2021. The Handbook should be used in conjunction with the Elective Subject Handbook (Stage 5) which gives detailed information about the courses, both mandatory and elective, offered in Stage 5 and the processes in selecting electives. The purpose of this document is to provide you with detailed information regarding assessment throughout the year, course expectations and policy. You are notified of the various assessment tasks and when they will go ahead. Additional specific course and assessment task requirements may be issued by individual teachers and the Leaders of Learning as deemed necessary due to the nature of each task.

It is each student's responsibility to become familiar with all the requirements for assessment and with the requirements of each course being undertaken. Successful learners are conscious of workloads and manage their time to ensure they complete all assessment tasks by the due date. A balanced approach to homework and study is vital to the wellbeing of all students.

Despite our best intentions in putting together this assessment program, changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the relevant students.

I wish all students every success over the course of the year.



Brett Donohoe
Assistant Principal

Introduction

This assessment handbook provides information to parents and students about the curriculum and a range of assessment and reporting matters such as:

- Subjects taught.
- The structure of classes.
- The scheduling and weighting of formal assessment tasks to be conducted in each subject in Year 10 over the duration of the 2021 school year.
- Standards-Referenced Assessment and how grades are determined.
- Rules and regulations regarding the completion of assessment tasks.
- Details of Reporting.
- Other relevant information about assessment and reporting.
- Record of School Achievement (RoSA) and eligibility requirements.
- HSC Minimum Standards testing.

Year 10 Curriculum 2021

Bell Times

Monday, Tuesday and Thursday

Session	Begins	Ends
Homeroom	8.45am	9.00am
Period 1	9.00am	10.05am
Period 2	10.05am	11.10am
Break 1	11.10am	11.50am
Period 3	11.50am	12.50pm
Period 4	12.50pm	1.50pm
Break 2	1.50pm	2.10pm
Period 5	2.10pm	3.10pm

Wednesday (Wellbeing/Assembly Day)

Session	Begins	Ends
Wellbeing/Assembly	8.45am	9.35am
Period 1	9.35am	10.25am
Period 2	10.25am	11.15am
Break 1	11.15am	11.55am
Period 3	11.55am	12.55pm
Period 4	12.55pm	1.55pm
Break 2	1.55pm	2.15pm
Period 5	2.15pm	3.10pm

Friday (Sport Day)

Session	Begins	Ends
Homeroom	8.45am	9.00am
Reflective Prayer	9.00am	9.05am
Period 1	9.05am	10.10am
Period 2	10.10am	11.15am
Break 1	11.15am	11.45am
Period 3	11.45am	12.50pm
Break 2	12.50pm	1.10pm
Sport	1.10pm	3.10pm

Subjects Taught Stage 5 (Years 9 and 10)

St Bede's Catholic College provides the opportunity for students to attempt TWO elective subjects to complement the mandatory core subjects for the Stage 5 component of their secondary education.

Core (mandatory) Subjects

- *Religious Studies*
- *English*
- *History*
- *Geography*
- *Mathematics*
- *Personal Development, Health and Physical Education*
- *Science*

Elective Subjects

- *Commerce*
- *Drama*
- *Food Technology*
- *Industrial Technology – Timber*
- *iSTEM*
- *Music*
- *Physical Activity & Sport Studies*
- *Visual Arts*

Each elective offered is a 200-hour course over two years (i.e. both Year 9 and 10). Students are not able to change electives mid-course as they will not meet the requirement hours and the course would thereby not qualify as completed for the Record of School Achievement (RoSA).

Students must follow and complete a set pattern of courses determined by the NSW Education Standards Authority (NESA). Students are also required to apply themselves to set tasks and experiences. The College provides the set tasks and experiences.

Completion requires a satisfactory record of application (effort) to the set tasks and experiences provided by the school in each of the subjects studied and attendance as deemed satisfactory by the Principal.

There will be no specific elective levies. A set resource fee will be charged to all parents for tuition expenses at the beginning of the academic year. There may be other additional costs associated with specific electives to cover upcoming excursions or camps.

Structure

The College operates on a fortnightly timetable (cycle). In each school term the odd weeks will be Week A, whilst the even weeks will be Week B in their timetable.

There are six Mathematics classes and six English classes in Year 10. These classes occur across seven periods each cycle. Mathematics and English classes are timetabled so that when half the year are learning Mathematics, the other half are learning English. The additional two teachers are timetabled in these subjects to create smaller class sizes for extension and support. English lessons are co-located (clustered) with three teachers and up to sixty students. Mathematics classes are in separate learning spaces as these classes are streamed according to the pathways offered.

There are six classes in both Science and HSIE and these classes occur across six periods each cycle. Similarly, these classes are timetabled so when half the year are learning Science, the other half of the year are learning HSIE. Some HSIE lessons are clustered with two teachers in order to provide differentiated learning experiences. Science classes are held in independent Science laboratories.

There will be four streams of up to 30 students in each of the classes in Religious Studies, PDHPE and Careers. Religious Studies has five periods every cycle, PDHPE have four periods per cycle and one period per cycle is allocated to Careers. Religious Studies classes are clustered with two teachers and up to sixty students. The PDHPE and Careers classes are timetabled as individual classes of up to 30 students. PDHPE practical lessons occur twice each cycle. Students will be notified which lessons will be practical at the beginning of the year.

There are four Homeroom classes of up to 30 students and each homeroom is associated with a given house. The Homeroom teacher is also the teacher of the fortnightly Wellbeing Session on Wednesdays.

Contemporary Learning Spaces

A variety of furniture types, including smaller round tables, rectangular tables and amphitheatre style seating, are in most learning spaces to cater for a variety of teaching and learning methods. Furniture is lightweight and easy to move to arrange classes into different configurations.

Teachers use the learning spaces to personalise learning and cater for the needs of the students. Teaching and learning approaches include:

- Specialised direct teacher instruction
- Cross-curricular learning
- Small group work

- Independent learning
- Project Based Learning
- Learning through technology
- Combinations of the above at one time
- Three tier Literacy Intervention Program

Learning Technology

- Students utilise Office 365 for education, with particular focus on Microsoft Teams and OneNote Classroom. They are supported by a range of other educational software and services such as Maths Pathway and Clickview.
- The College operates a specific BYOD scheme. The device nominated is a Lenovo hybrid 2-in-1 education device with active digital stylus.

Learning Preparation

Teachers often give assignments consisting of reading, problem solving or writing that the students must do after class—usually at home. The purpose of homework is to help reinforce what was taught in class.

Students in Year 9 may receive approximately 15-20 minutes (75 minutes a night) of learning preparation for subjects they have on any given day. Each evening they can expect to have approximately one hour of learning preparation.

Assessment and Reporting

All Assessment Tasks must be the students' own work and acts of malpractice and plagiarism are not tolerated at the College.

Students receive reports at the end of each semester. These reports are forwarded online to parents and carers via Compass.

Record of School Achievement (RoSA)

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA can be accessed online via the Students Online portal:

www.studentsonline.nesa.nsw.edu.au

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

Satisfactory Completion of a Course.

When students enter Stage 5, they are commencing a pattern of study that eventually will result in the student being eligible for a RoSA. Mandatory Curriculum requirements for the award of a RoSA at the end of Year 10 are at Appendix 5. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a) followed the course developed by the Board of Studies (NESA)
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all the course outcomes. Attendance at school is an important component for the satisfactory completion of a course.

As a guide, if a student's pattern of attendance does become an issue, the Principal may determine that, because of frequent absence, the above criteria may not be met. Absences will be regarded seriously by the Principal who will give the student early warning of the consequences if further absence from school continues.

Non-satisfactory Completion of Course ('N' Determination)

If students don't complete a course's requirements they will receive an 'N' determination. This decision is made by the principal at the end of the course,

under delegated authority from NESA, that a student has not satisfactorily completed a course.

If at any time you are at risk of not satisfactorily completing a course, you will receive an academic warning letter from the College. The letter will indicate the areas of concern and you will be given some time to show improvement.

You will receive an academic warning letter if you:

- do not follow a course developed or endorsed by the Board.
- do not apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- do not achieve some or all of the course outcomes.
- are frequently absent.
- are frequently late to class.
- frequently fail to complete homework.

Appeals Against a RoSA Grade

If a student wishes to appeal against the grade awarded by the College in a particular course, the student needs to submit a written appeal together with evidence to the Principal within 5 school days.

To review the grade:

- the College will establish a review panel consisting of the Principal, Assistant Principal(s) and relevant Leader of Learning.
- the review panel will meet to review the grade.
- the Principal will advise the student in writing of the result of the review.

Your application for an appeal should show that your grade in the course is not consistent with the feedback given to you throughout the year by the College.

HSC Minimum Standards

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students. The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework (ACSF). ACSF is a nationally agreed set of standards, endorsed by federal and state education ministers.

From 2020, students in NSW need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life in order to receive the HSC. It is a standard most students are expected to achieve by the end of Year 12 when they sit their HSC.

Provisions for the minimum standard tests are available for some students with disability. Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.

Students will have several opportunities to meet the HSC minimum standard. This includes four opportunities each year from Year 10 up to five years after starting their first HSC course. At least 30 calendar days are required before re-attempting a test in the same domain. Students must meet the HSC minimum standard in reading, writing and numeracy only once.

There are three 45-minute online tests:

- an adaptive, multiple choice reading test
- an adaptive, multiple choice numeracy test
- a test for writing based on a written or visual prompt

St Bede's will administer these online tests and help students decide when they are ready. Students do not need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement

Only students who meet the HSC minimum standard will receive a Higher School Certificate testamur.

For more information on the HSC Minimum Standards please visit <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard> or speak to Mr Brett Donohoe or Mrs Emma South.

Year 10 School Assessment Policy

Assessment and its Purpose

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. It is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally to

gather evidence about student achievement and to improve student learning.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- enables students to demonstrate what they know and can do.
- clarifies student understanding of concepts and promotes deeper understanding.
- provides evidence that current understanding is a suitable basis for future learning.

Responsibilities

It is the responsibility of the College to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding.
- develop quality assessment tasks and well-constructed marking guidelines aligned to the NESA common grade scale.
- provide ongoing regular effective feedback to students in relation to their strengths and areas for development.
- provide opportunity for students to reflect on their own work to identify their individual strengths and learning needs.
- develop an assessment schedule with weightings for tasks and when tasks are due for each subject.
- provide an assessment notification through Compass at the commencement of the unit prior to the assessment due date.
- provide an evenly balanced schedule of tasks across the year such that students do not have a concentrated assessment block in any given period.
- collate all evidence of learning from assessment tasks, both formal and informal, to make a sound judgement of where each student is at in their learning cycle.

It is the responsibility of each student to:

- be aware of their various assessment instruments (essays, presentations etc). This involves reading this booklet carefully and managing their own schedule.
- know the date that each assessment is due. Students will be supplied with an assessment schedule at the beginning of the course. Any

change in date will be communicated through the assessment notification.

- ensure that all work is submitted by the due date.
- understand if they are absent on the day the assessment task is given, they must collect a copy of the task from the teacher on return. Students cannot assume an automatic extension – application must be made.
- notify class teachers if other College commitments, such as debating or sport, clash with assessment dates.
- use feedback from teachers, or opportunities to self-assess, as the basis for developing skills, knowledge and understanding.

Absence and Misadventure

Students who are unable to sit or submit an assessment task on the scheduled day are required to complete and submit an 'Illness, Misadventure Form' with the relevant supporting documentation attached, upon return to school. The 'Illness, Misadventure Forms' are available on the College website in forms under the title 'Parent Information' and a copy is also found in Appendix 1 of this Handbook.

This form must be completed and sent to the class teacher. The teacher and Leader of Learning will sign this form with alternate arrangements and provide the completed documentation back to the student. It is up to the student to return the completed form back to Student Services so it may be processed and recorded.

The written explanation must be an acceptable reason. Parents must also contact the school office indicating absence on the day of the assessment.

The following are acceptable reasons:

1. Absent due to illness

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form
- the student is to see their class teacher at the beginning of the day of their return to provide their form with an attached parent/carer note explaining the circumstances. Arrangements will then be made with the class teacher for when they will complete the task.

2. Absent due to an acceptable unforeseen circumstance (e.g. funeral)

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form

- student is to submit this form to their class teacher on immediate return to the College so alternate arrangements can be made to complete the task.
3. Absent due to an acceptable school activity (e.g. representative sport, debating)

The Assistant Principal determines whether the activity warrants a change of circumstance for an approved College representation. In such circumstances the student is to advise their subject teacher prior to the assessment task so that suitable arrangements can be made to complete the task. Generally, the student will complete the task on the following school day and alternate arrangements will be communicated to parents through Compass.

4. Absent due to other acceptable reasons (e.g. granted leave)

Family holidays are strongly discouraged during school periods. Holidays should not be taken during scheduled assessment tasks. **Leave from the College during school periods must be applied for in advance, in accordance with the College Leave Policy.**

In exceptional circumstances where leave is granted during an assessment period, students and parents are required to complete the Illness and Misadventure form **one week prior to the leave period** and submit this form to Student Services. The assessment task is to be completed on the day of return to the College or as arranged by the Leader of Learning. The student must see their class teacher at the beginning of the school day on return. All leave forms and the Absence and Misadventure form are found on the College website in Parent Information. Leave forms are also found at Appendix 2 and 3.

Submission of Tasks

Assessment Notifications are provided by the subject teacher via Compass. These identify the due date and time for submission of a task.

Students must submit tasks in accordance with the instructions provided by their teacher.

Feedback for all formal Assessment Tasks is provided via Compass and made visible to parents and students. Parents and students will be able to view all notifications, task details and feedback via the respective Parent and Student Portal.

No responsibility will be taken by the College if a student gives their assessment to another student, teacher or office staff member.

Late or Non-Submission of Assessment Task

Failure to submit required work must be accompanied by an Illness/Misadventure Form as outlined above. **Poor organisation of time and/or social events are not considered acceptable reasons.**

Information Technology Issues

Students will need to be aware that it is their responsibility to ensure that IT related tasks are attempted and submitted by the due date.

Technical problems and malfunctions (hard drive failure, loss of internet provider, lost/corrupted email attachment, printing glitches, USB or software incompatibility) **are not an acceptable excuse** for the late submission of any IT related assessment tasks. All students should use OneDrive CSMN or Teams to store their work, thereby ensuring they have a backup.

Students that submit an assessment task late due to technical difficulties or malfunctions will be regarded as a late or non-submission of an assessment task and treated accordingly. The only exception to this rule is when the student can provide the relevant Leader of Learning with hard evidence (earlier draft copies) of the content and standard of the outstanding assessment task. This evidence will need to be presented to the Leader of Learning.

It is strongly recommended that when students are using technology to produce an assessment task, they should aim to complete the task ahead of time so that last minute technical problems/ malfunctions may be resolved.

Teacher Responsibilities

Teacher responsibilities each day the Learning Task is late include:

- Speak to the student and implement strategies to support the student in completing the task. This may include removing the student from the yard.
- Advise the Leader of Learning and possibly the Learning Support Coordinator (LSC)
- Enter a Late Submission of Task notification via Compass each day it is late.
- Deduct 20% of marks allocated to the task each day it is late. The final mark should be recorded in Compass. The Compass entry in the Learning Task should have a comment added to record the original mark.
- Continually monitor and keep the Leader of Learning updated.

Leader of Learning Responsibilities

- On the fifth day the Leader of Learning will enter a Non-Submission notification via Compass. This notice advises the parents the student will receive an E Grade for non-submission.
- Support the teacher to ensure that the task is completed
- Where the student doesn't comply it may be escalated to the Assistant Principal.
- Continually monitor and keep the Assistant Principal informed.
- Table students of concern at Leader of Learning meetings.

Leaders of Wellbeing and Engagement (LWE) and Assistant Principal Responsibilities

- Repeated pattern across subject areas requires the LWE, Assistant Principal and possibly LSC intervention
- Where pattern continues, or tasks are not completed the Assistant Principal may escalate the matter to the Principal for a question on the student's enrolment.

Academic Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Penalties for plagiarism will depend on the amount of plagiarised material contained within the task. For example, if an entire essay has been plagiarised then zero will be given for that task. If it's proven that half an essay has been plagiarised then the student will only be marked on the 50% that was not plagiarised.

Cheating during examination-type tasks will usually result in the cancellation of the paper in whole or part (and a zero mark awarded for the paper or part).

Such offences will be communicated to parents by the teacher via Compass and may result in the student's removal from opportunities, such as time in the yard to complete a reflection activity. Resubmission of the task may also be required.

Non-Serious Attempts

Where an assessment task is submitted and determined to be of an unacceptable standard, the class teacher will bring this to the attention of the relevant Leader of Learning. The student will be interviewed, and parents will be notified via Compass. The student may be removed from yard during breaks to resubmit the task or complete the task to an acceptable standard. Marks will be awarded based on the initial attempt or submission.

Extensions

All extensions for assessment tasks must be requested by completing the Illness, Misadventure and Request for Extension Form. Requests must be submitted to the class teacher prior to the due date of the assessment task. The outcome will be communicated to the student through this form.

Appeals Policy

Any disputes over an individual task must be resolved at the time the task is returned to the student. Where the matter cannot be resolved, the class teacher will consult with the relevant Leader of Learning to resolve the matter.

Standards-Referenced Assessment

All schools in NSW adopt a standards-referenced approach to assessment and reporting. Teachers collect assessment data and their professional judgement to decide which grades best match the standards that students have achieved.

Allocating Grades within a Standards-Referenced Framework

The Common Grade Scale describes performance at five levels. The scale lets teachers report student achievements in terms of clear, common standards. It summarises how well students achieve at each grade by describing the depth of knowledge and understanding and the range of skills which students at that standard typically demonstrate.

The 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.

Allocation of Grades

- Allocation of grades requires teachers to use their professional judgement in relation to standards.
- A professional judgement does not come from a single piece of work such as an end of semester task. Teachers weigh up the information collected for a student up to the time of compilation of the Semester Report. This information comes from formal assessments and informal observations and is accumulated over time.
- a 'C grade' indicates the student has achieved a sound understanding of the content.
- A grade does not label a student; it labels a standard.

Individual Course Details

At the end of each semester students will receive a report that contains outcomes taught in the semester, their achievement in the formally gazetted Learning Tasks and an overall grade.

The overall grade is an on-balance judgement by the teacher based on informal and formal assessment.



Year 10 2021 Religious Studies Assessment Schedule

Subject	Religious Studies
Teachers	Mrs F Duque, Mr A Slater
Leader of Learning	Fiona Duque

Overview

The Stage 5, Year 10, Religious Studies course aims to assist students to develop high levels of Catholic Religious Literacy through:

1. finding meaning and excitement in learning about the story, experiences, and teachings of the Catholic Christian tradition
2. enabling students to be more articulate and thoughtful about the Catholic Christian tradition and its place within the religious and cultural diversity of Australian society
3. encouraging informed participation of students in the Catholic Church community
4. enabling students to know, understand and integrate Gospel values such as compassion, forgiveness, hope and justice in daily life.

Areas of Study

The Story of the Australian Catholic Church
 Understanding Catholic Morality
 A Study of the Gospels
 Creating a Just World
 Commitment and Ministry

Semester 1

	Task 1	Task 2
Due Date	Week 9 Term 1	Week 6 Term 2
Nature of Task	Research	Analysis
Weight (%)	40	60
Outcomes	HB 5.2	JM 5.4, JM 5.5

Semester 2

	Task 1	Task 2
Due Date	Week 6 Term 3	Week 4 Term 4
Nature of Task	Dio RL Exam (Essay)	Oral
Weight (%)	60	40
Outcomes	JS 5.1, JS 5.3, JS 5.4	JS 5.1, JM 5.1, JM 5.2, JM 5.3



Year 10 2021 English Assessment Schedule

Subject	English
Teachers	Mrs T Powell, Mrs J Hutchinson, Ms E Martin, Ms K Bradley
Leader of Learning	Mrs T Powell

Overview
<p>During Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. Through close and wide engagement with texts students extend their imaginations and engage with real and imagined worlds. By critically evaluating texts, students identify strengths and weaknesses and can articulate coherent responses. Students are encouraged to read regularly.</p>

Areas of Study
<ul style="list-style-type: none"> Poetry Shakespearean Drama Narrative Film and Documentary Presenting ideas Literacy

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 9	Term 2, Week 6
Nature of Task	Poetry Multimodal Project (Integrated with History)*	Extended Response Task
Weight (%)	50	50
Outcomes	EN5-2A, EN4-4B, EN5-6C	EN5-1A, EN5-3B, EN5-8D

Semester 2		
	Task 1	Task 2
Due Date	Term 3, Week 6	Term 4, Week 4
Nature of Task	Speaking Task (Integrated with Mathematics)*	Writing Portfolio*
Weight (%)	40	60
Outcomes	EN5-2A, EN5-5C	EN5-3B, EN5-5C, EN5-9E

* Tasks that are an accumulation of work over the duration of a unit and are due in this given week.



Year 10 2021 History Assessment Schedule

Subject	History
Teachers	Mr Cornwall, Mrs Unicomb/Miss Horder, Mrs Nemeth, Mrs Shaw
Leader of Learning	Mr A Cornwall

Overview
In Stage 5, students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Areas of study
<ul style="list-style-type: none"> • Rights and Freedoms • The Environmental Movement

Semester 1		
	Task 1	Task 2
Due Date	Week 10, Term 1 (final component due)	Week 6, Term 2
Nature of Task	Rights and Freedoms: Portfolio task (Integrated with English)	Historical Investigation
Weight (%)	60	40
Outcomes	HT 5-3, HT5-4	HT5-1, HT5-7

Semester 2	
	Task 2
Due Date	Week 4, Term 4
Nature of Task	HSIE Examination
Weight (%)	100
Outcomes	Various



Year 10 2021 Geography Assessment Schedule

Subject	Geography
Teachers	Mr Cornwall, Mrs Unicomb/Miss Horder, Mrs Nemeth, Mrs Shaw
Leader of Learning	Mr A Cornwall

Overview
In Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Areas of study
<ul style="list-style-type: none"> • Environmental Change and Management • Human Wellbeing

Semester 2		
	Task 1	Task 2
Due Date	Term 3, Week 7 25 August 2021	Term 4, Week 4 Date TBC
Nature of Task	Environmental Report	HSIE Examination
Weight (%)	50	50
Outcomes	GE5-4, GE5-5	Various



Year 10 2021 Mathematics Assessment Schedule

Subject	Mathematics
Teachers	N Moroney, G Cugaly, L Menzies, S Young
Subject Coordinator	Mr N Moroney

Overview
<p>The Stage 5 Mathematics course aims to develop to students' knowledge, skills and understanding of the content strands Number and Algebra, Geometry and Measurement and Statistics and Probability. The Stage 5 curriculum is comprised of three connected pathways, 5.1, 5.2 and 5.3. Each pathway continues to develop on the concepts introduced in Stage 4 are designed to offer a continuum of learning in Years 9 and 10, with the more advanced content covered in the 5.3 outcomes. Students will be given the opportunity to develop an appreciation and understanding of the importance of Mathematics as an essential part of life and find links between mathematical ideas and other curriculum areas. Students develop skills in critical thinking, ability to communicate, reason and solve problems with and without the aid of digital technologies.</p>

Areas of Study		
<ul style="list-style-type: none"> Financial Mathematics Linear/Non-linear relationships Surface Area and Volume Algebraic Techniques 	<ul style="list-style-type: none"> Indices Coordinate Geometry Deductive Geometry Equations Probability 	<ul style="list-style-type: none"> Surds Logarithms (5.3) Polynomials (5.3) Trigonometry Statistics

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 8	Term 2, Week 6
Nature of Task	Forces in Sport (integrated with Science and PDHPE)	Examination
Weight (%)	30	70
Outcomes	MA5.2-9NA, MA5.3-8NA, MA5.1-7N, MA5.2-10NA, MA5.3-9NA	MA5.1-4NA, MA5.2-NA, MA5.2-9NA, MA5.3-8NA, MA5.1-7N, MA5.2-10NA, MA5.3-9NA, MA5.2-11MG, MA5.3-13MG, MA5.2-12MG, MA5.3-14MG, MA5.2-6NA, MA5.2-8NA, MA5.3-5NA, MA5.3-6NA, MA5.3-11NA

Semester 2		
	Task 1	Task 2
Due Date	Term 3 Week 6	Term 4, Week 4
Nature of Task	Probability Investigation	Examination
Weight (%)	30	70
Outcomes	MA5.2-17SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-8NA, MA5.3-7NA, MA5.2-17SP, MA5.1-10MG, MA5.2-13MG, MA5.3-15MG, MA5.1-12SP, MA5.2-15SP, MA5.2-16SP, MA5.2-14MG, MA5.3-5NA



Year 10 2021 PDHPE Assessment Schedule

Subject	PDHPE
Teachers	Miss K Proctor & Mr N Marsh
Subject Coordinator	Mrs S Millen

Overview
<p>Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. In Year 10, students will begin by focusing on the importance of eating well and living active, healthy and balanced lives, which includes reflecting on the importance of embracing a positive body image. They will then explore ways to foster inclusive, equal and respectful relationships in a variety of contexts. The students will then move on to focusing on opportunities and challenges they may face in the future, such as road safety, future employment opportunities and risk taking. They will also examine the importance of being accepting of different social and cultural backgrounds, as well as challenging stereotypes.</p> <p>In the practical component of PDHPE, students will be required to perform a variety of different movement sequences, across a variety of physical activity contexts. They will begin with a cross curricula task with Science and Maths, in which they will be required to examine the influence of force in a specified movement context. They will also be required to create and partake in their own training programs for a specified sport. Throughout the year, the students will be required to reflect on their skills, abilities and participation and will be provided with the opportunity to provide peer feedback and self-evaluations.</p>

Areas of Study	
PDH (Theory) <ul style="list-style-type: none"> • Eat Well, Live Well • Inclusive, Equal & Respectful Relationships • Focused on the Future • Equality for All 	PE (Practical) <ul style="list-style-type: none"> • Forces in Sport • Tactical Movements • Athletics • Setting Goals in Sport • Class Olympics • Training Programs • Fair Play

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 8	Term 2, Week 6
Nature of Task	Forces – Cross Curricular Task	Promoting Positive Relationships
Weight (%)	50	50
Outcomes	PD5-4, PD5-5, PD5-11	PD5-1, PD5-3, PD5-9, PD5-10

Semester 2		
	Task 1	Task 2
Due Date	Term 4, Week 10	Term 4, Week 4
Nature of Task	Practical – Training Programs	Yearly Examination
Weight (%)	40	60
Outcomes	PD5-4, PD5-5	All



Year 10 2021 Science Assessment Schedule

Subject	Science
Teachers	Ms A Bohatko, Mrs R Dawber, Mr N Kelly
Subject Coordinator	Mrs L Buckley

Overview

Students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically to increase their understanding of and about the world around them. Students will apply models, theories and laws to explain phenomena and situations involving force and motion. They will describe changing ideas about the origins of the universe and the diversity of life on the Earth. They describe situations where advances in scientific understanding may depend on developments in technology, and that technological advances are frequently linked to scientific discoveries. Students explore a variety of chemical reactions. They describe how different factors influence the rate of chemical reactions and the importance of a range of types of chemical reactions in the production of substances.

Areas of Study

- Chemical World
- Living World
- Physical World
- Earth and Space

Semester 1

	Task 1	Task 2
Due Date	Term 1, Week 9	Term 2, Week 6
Nature of Task	Cross-curricular Project Body Movements	Practical Examination
Weight (%)	50	50
Outcomes	SC5-10PW; SC5-9WS	SC5-17CW; SC5-4WS; SC5-5WS; SC5-6WS; SC5-7WS; SC5-8WS; SC5-9WS

Semester 2

	Task 1	Task 2
Due Date	Term 3, Week 8	Term 4, Week 4
Nature of Task	Independent Research Project	Yearly Examination
Weight (%)	40	60
Outcomes	SC5-4WS; SC5-5WS; SC5-6WS; SC5-7WS; SC5-8WS; SC5-9WS	SC5-10PW; SC5-5-16CW; SC5-15LW; SC5-12ES

Year 10 2021 Commerce Assessment Schedule

Subject	Commerce (Elective)
Teachers	Mrs Nemeth
Subject Coordinator	Mr A Cornwall

Overview
<p>Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.</p>

Areas of Study
<p>Areas of study</p> <ul style="list-style-type: none"> • Economics unit comprising an integrated study of: <ul style="list-style-type: none"> ○ Core 2: The Economic and Business Environment ○ Option 1: Our Economy ○ Option 2: Investing • Work unit comprising an integrated study of: <ul style="list-style-type: none"> ○ Core 3: Employment and Work Futures ○ Option 7: Towards Independence • Travel unit based on Option 6: Travel

Semester 1		
	Task 1	Task 2
Due Date	Week 10 Term 1	Week 6 Term 2
Nature of Task	Economics portfolio	Smart Money Task
Weight (%)	50%	50%
Outcomes	COM5-6; COM5-7	COM5-8; COM5-9

Semester 2		
	Task 1	Task 2
Due Date	Week 8 Term 3	Term 4, Week 7
Nature of Task	Employment Issues	End of Year Examination
Weight (%)		
Outcomes	COM5-1; COM5-2	Various

Year 10 2021 Drama Assessment Schedule

Subject	Drama (Elective)
Teachers	Ms E Martin
Subject Coordinator	Mrs Michelle Burgess

Overview

Students engage in the integrated practices of making, performing and appreciating drama. They manipulate the elements of drama and demonstrate performance and acting skills that allow them to imagine, create and integrate demanding aspects of characters and roles. Students develop skills in making drama through improvisation and playbuilding, and through interpreting, creating and enacting scripts and texts. They enter into the collaborative process of devising drama, using a range of dramatic devices and performance techniques to create and perform original and engaging work.

Students appreciate the function of drama and theatre in reflecting social and cultural aspects of human experience. They analyse and communicate the contemporary and historical contexts of drama. Students evaluate and interpret drama using appropriate drama terminology, with an awareness of the unique relationship which exists between performer and audience. They make meaning of their world and reflect and challenge audiences through devised and scripted works. Students develop collaborative skills at each stage of their work and appreciate the notion of the ensemble in drama.

Areas of Study

- Elements of Drama
- Shakespeare in Performance
- Improvisation
- Playbuilding
- Comedy
- Reflective writing

Semester 1

	Task 1	Task 2
Due Date	Week 8 Term 1	Week 7 Term 2
Nature of Task	Logbook and Solo Performance Task*	Performance Task*
Weight (%)	50	50
Outcomes	5.1.1, 5.1.3, 5.3.1, 5.3.3	5.1.3, 5.2.1, 5.2.3, 5.3.2

Semester 2

	Task 1	Task 2
Due Date	Week 9 Term 3	Week 6 Term 4
Nature of Task	Performance and Logbook Task*	Making and Appreciating Task*
Weight (%)	60	40
Outcomes	5.1.2, 5.1.4, 5.2.2, 5.3.1, 5.3.3	5.1.1, 5.1.2, 5.2.1, 5.3.2, 5.3.3

* Tasks that are an accumulation of work over the duration of a unit and are due in this given week.

Year 10 2021 Food Technology Assessment Schedule

Subject	Food Technology (Elective)
Teachers	Mrs T Borkowski & Mrs K Hanrahan
Subject Coordinator	Mrs T Borkowski

Overview
The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislations in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety foods adds to life.

Areas of Study
<ul style="list-style-type: none"> • Food Equity • Food Product Development • Food Service and Catering • Food For Special Needs

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 11	Term 2, Week 6
Nature of Task	Food Equity Theory & Practical	Food Product Development Theory & Practical
Weight (%)	50	50
Outcomes	FT5-7, FT5-8, FT5-3, FT5-11, FT5-12	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12

Semester 2		
	Task 1	Task 2
Due Date	Term 3, Week 10	Term 4, week 6
Nature of Task	Food Service & Catering Theory & Practical	Exam
Weight (%)	50	50
Outcomes	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	FT5-2, FT5-5, FT5-6, FT5-11, FT5-13



Year 10 2021 Industrial Technology – Timber Assessment Schedule

Subject	Industrial Technology – Timber (Elective)
Teachers	Mr M Redman
Subject Coordinator	Mrs T Borkowski

Overview
<p>This course covers the Stage 5 Industrial Technology - Timber syllabus. The syllabus consists of two core modules that are studied in Year 9 and in the Year 10. The second year of the course extends the students skills and knowledge in working with timber, joint construction, project assembly, wood machining, design, the timber industry and related technologies, which includes the use of new and emerging technologies (laser cutter).</p> <p>The Timber focus areas provide opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.</p> <p>Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies. These may include:</p> <ul style="list-style-type: none"> • Wood Show Challenge, screw tidy • Storage and display unit • Lathe turning, small bowls or turned items • Skills project, Joints construction task <p>Students will also continue to develop skills in, joint construction, a design modification, CAD, inlay, fitting of cabinet hardware and a portfolio.</p>

Areas of Study
Core Module: Timber 2

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 8	Term 2, Week 5
Nature of Task	Product and Portfolio (Wood Show Challenge)	Practical Test
Weight (%)	40 - 40	20
Outcomes	IND5-1, IND5-3, IND5-5, IND5- 6 & IND5-8	IND5-1, IND5-3, IND5-6 & IND5-7

Semester 2		
	Task 1	Task 2
Due Date	Term 4, Week 4	Term 4, Week 5
Nature of Task	Product and Portfolio (Medicine Cabinet)	Yearly Exam
Weight (%)	60 - 20	20
Outcomes	IND5-2, IND5-4, IND5-5, IND5-8 & IND5-9	IND5-7, IND5-8 & IND5-10

Year 10 2021 iSTEM Assessment Schedule

Subject	iSTEM (Elective)
Teachers	Mrs L Buckley
Subject Coordinator	Mrs L Buckley

Overview
<p>The STEM Fundamentals module develops an understanding of the basic principles Students will utilise inquiry-based learning strategies to design & develop solutions to problems associated with motion and combined mechanical and electrical systems. Students are to develop and realise a minor STEM related Project Based Learning Task. The project involves students utilising a project-based learning strategy to apply appropriate design, production and evaluation skills to a contemporary STEM based problem. Students will relate the techniques and technologies used in previous modules to those used in the development of the STEM project. During the Design for Space module, students design & develop solutions to problems associated with space.</p>

Areas of Study
<ul style="list-style-type: none"> • Motion • Mechatronics • Project Based Learning • Design for Space

Semester 1		
	Task 1	Task 2
Due Date	Week 9	Week 7
Nature of Task	Motion – Drone Project	Mechatronics-Robotic Arm
Weight (%)	50	50
Outcomes	5.3.2, 5.4.2, 5.6.2	5.2.1, 5.2.2, 5.6.1

Semester 2		
	Task 1	Task 2
Due Date	Week 9	Week 7
Nature of Task	Project Based Learning Task- Remote Control Boat	Design in Space – Lego EV3
Weight (%)	50	50
Outcomes	5.1.2, 5.3.1, 5.3.2, 5.4., 5.8.1	5.6.1, 5.6.2, 5.7.1

Year 10 2021 Music – Assessment Schedule

Subject	Music (Elective)
Teachers	Mrs Michelle Burgess Mr Russell Thornton
Subject Coordinator	Mrs M Burgess

Overview
Throughout the course students will develop and deepen their understanding and appreciation for Music - both as an artform and as an academic subject. They will experience music making through performance, composition and analysis of various musical genres.

Areas of Study
<ul style="list-style-type: none"> • Australian Music - "Great Southern land": Performance I • Music for Radio TV Film and Multimedia - Cross KLA "How Films are promoted?": Composition • "The Knowledge Project" • Jazz: - "You Gotta Get Hot to Play Cool": Performance (Core) and Elective

Semester 1		
	Task 1 – Performance I	Task 2 – Composition I
Due Date	Term 1 Week 6	Term 2 Week 7
Nature of Task	Performance I	Composition I
Weight (%)	50	50
Outcomes	5.1, 5.2, 5.3, 5.11, 5.12	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12

Semester 2		
	Task 1 - Aural Musicology	Task 2 – Performance II
Due Date	Term 3 Week 8	Term 4 Week 7
Nature of Task	Student design project	Performance (Core) and Elective I
Weight (%)	50	50
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12



Year 10 2021 PASS Assessment Schedule

Subject	Physical Activities and Sports Studies – PASS (Elective)
Teachers	Mr N Marsh & Mr M Eccleston
Subject Coordinator	Mrs S Millen

Overview
<p>Stage 5 Physical Activity and Sports Studies (PASS) develops a student's understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing. Students build on the experiences and understanding developed through the mandatory PDHPE course.</p> <p>In Year 10, 2021, students will develop fundamental movement skills, enabling them to confidently transfer movement skills to a variety of contexts. Students will also recognise the role practice and feedback plays in mastering fundamental movement skills.</p> <p>Students will examine issues of safety and risk management when planning and participating in physical activity. Students will also practically apply injury management situations to a variety of situations.</p> <p>Students will investigate the qualities of effective coaching and assess their own skills to become more effective coaches. Students will have the opportunity to practically apply their coaching skills in real-life situations.</p> <p>Students will analyse various issues in physical activity and sport and their impact. They will also examine ethical and legal implications to participants, spectators and the community.</p>

Areas of Study
<ul style="list-style-type: none"> Fundamentals of Movement Skill and Development Participating with safety Coaching Issues in Physical Activity and Sport

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 10	Term 2, Week 6
Nature of Task	Skill Acquisition – Juggling Project	Injury Management – In Class
Weight (%)	50	50
Outcomes	PASS5-1, PASS5-5, PASS5-7, PASS5-9, PASS5-10	PASS5-1, PASS5-7, PASS5-8, PASS5-9, PASS5-10

Semester 2		
	Task 1	Task 2
Due Date	Term 3, Week 8	Term 4, Week 4
Nature of Task	Coaching – Practical	Examination
Weight (%)	50	50
Outcomes	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9	PASS5-3, PASS5-4, PASS5-10



ST BEDE'S
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CHISHOLM

Year 10 2021 Visual Art Assessment Schedule

Subject	Visual Art (Elective)
Teachers	Mrs N Ross & Mrs A Pyne
Subject Coordinator	Mrs M Burgess

Overview
<p>The aim of the Year 10 Visual Arts course is to enable students to develop and enjoy practical and conceptual autonomy in their abilities to represent ideas in the visual arts and to understand and value the different beliefs that affect meaning and significance. In the elective course essential content refers to students engaging with practice, the conceptual framework and frames in making and interpreting art. Students make artworks that build a body of work, developed over time, using an extended range of materials and techniques and various investigations of the world. Students continue to use their visual arts diary, as they enhance or expand explorations of ideas and interests in the world, experiment with new ways to formulate ideas for artworks and become more practiced in selecting and utilising appropriate materials and techniques for making artworks. In critical and historical studies students utilise the conceptual framework and the four frames to understand the visual arts.</p>

Areas of Study
<p>Conceptual Framework (world/artist/audience/artwork) Frames (structural/postmodern/subjective/cultural) Artistic Practice 2D art – BOW development, Portraiture 3D art – Ceramic sculpture 4D art – Photography and Digital Media Students study Photography, Contemporary Art, Gothic Art, and many other art movements. Students will learn practical skills in painting, photography, drawing, sculpture, and many other artmaking techniques.</p>

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 10	Term 2, Week 5
Nature of Task	Practical Major Work: Music PP Video	Critical & Historical Study: Frames Case Study
Weight (%)	50	50
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6,	5.7, 5.8, 5.9, 5.10

Semester 2		
	Task 1	Task 2
Due Date	Term 3, Week 10	Term 4, Week 4
Nature of Task	Practical Major Work: 2D BOW	Critical & Historical Study: Examination
Weight (%)	50	50
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6,	5.7, 5.8, 5.9, 5.10



Year 10 Illness, Misadventure and Request for Extension

A new form is required for each subject task. Only one form is required for cross-curricular tasks where one assessment is provided – see note below*

Please tick the relevant box

Illness

Misadventure

Request for extension

Section 1: To be completed by student. Form must be handed in on return to school

NAME: _____ HOMEROOM _____

SUBJECT(S)*: _____ TEACHER(S)*: _____

TASK NUMBER: _____

NATURE OF TASK: _____ DUE DATE: _____

REASON FOR ABSENCE/REQUEST _____

STUDENT'S SIGNATURE

PARENT'S SIGNATURE

Date: _____

Date: _____

Section 2: To be completed by the class teacher

ACTION TAKEN: _____

TEACHER'S SIGNATURE

LEADER OF LEARNING'S SIGNATURE*

Date: _____

Date: _____

Comment: _____

Copy to be kept on student file and filed in the student chronicle on Compass

***For cross-curricular tasks ensure you write down all subjects and all teachers. A Leader of Learning responsible for the task must sign this form before you hand this to Student Services.**



ST BEDE'S CATHOLIC COLLEGE

CHISHOLM

APPLICATION FOR LEAVE UP TO TEN DAYS

This form is required to be completed in cases where leave of absence for a period of three or more school days is requested. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested.

Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

Part A

To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made

Student Details			
Family name:		Given name(s):	
Address:			Postcode:
Date of Birth:	Age:	Year:	Homeroom:

Application for Leave			
If consecutive dates: Dates exemption applied for:	From:	To:	Total number of school days:
If non-consecutive dates: Individual dates applied for:			

Reason for leave

Parent/Caregiver Details		
Family name:	Given name(s):	
Address:		Postcode:
Contact telephone:	Relationship to student:	

Declaration/Signature

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

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

Signature _____ Date _____

Privacy Statement

The information provided will be used to process the student's application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

The information will be stored securely. You may access or correct any personal information. If you have any concerns or complaints about the way your personal information has been collected, used or disclosed, please contact the school.

Part B***To be completed by student requesting exemption from attendance at school***

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

Subject	Teacher	Teacher signature	Assessment due during period of leave?

Leader of Wellbeing:	Signature:
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In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or coordinator. You must attach an Illness/Misadventure form for any absences.

Student Declaration		
	Signature	Date
I have attached an Illness/Misadventure form for any assessments during my period of absence.		
I do not have any assessments due during my period of absence?		

Once you have completed and signed the relevant section above please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

Assistant Principal's Recommendation		
Recommended <input type="checkbox"/>	Conditionally Recommended <input type="checkbox"/>	Not Recommended <input type="checkbox"/>
Comment:		
Signature:		Date:

Principal's Recommendation	
Approved <input type="checkbox"/>	Not Approved <input type="checkbox"/>
Comment:	
Signature:	Date:

APPLICATION FOR EXTENDED LEAVE – TEN DAYS or MORE

To be completed by parent/caregiver for leave of 10 or more days **for the purpose of travel** within Australia and/or overseas. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested.

Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

Part A

To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made

Student Details

Family name:		Given name(s):	
Address:			Postcode:
Date of Birth:	Age:	Year:	Homeroom:

Application for Leave

Dates leave applied for:	From:	To:	Total number of school days:
Reason for travel:			

Relevant travel documentation, such as an eTicket (in case of flight bound travel) or itinerary (in the case of non-flight bound travel within Australia only), must be attached to this application.

Are there any prior or current leave applications	Yes <input type="checkbox"/>	No <input type="checkbox"/>	(If yes, provide details below)
Dates of prior/current leave/exemption(s) applied for	From:	To:	No of school days:
Is a copy of prior/current Certificate of Exemption attached?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Parent/Caregiver Details (applicant)		
Family name:	Given name(s):	
Address:		Postcode:
Contact telephone:	Relationship to student:	

Declaration/Signature

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

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

Signature of applicant/s _____ Date _____

Privacy Statement

The information provided will be used to process the student's application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

The information will be stored securely. You may access or correct any personal information. If you have any concerns or complaints about the way your personal information has been collected, used or disclosed, please contact the school.

Part B - To be completed by student requesting exemption from attendance at school

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

Subject	Teacher	Teacher signature	Assessment due during period of leave?

Leader of Wellbeing:	Signature:
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In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or coordinator. You must attach an Illness/Misadventure form for any absences.

Student Declaration		
	Signature	Date
I have attached an Illness/Misadventure form for any assessments during my period of absence.		
I do not have any assessments due during my period of absence?		

Once you have completed and signed please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

Assistant Principal's Recommendation		
Recommended <input type="checkbox"/>	Conditionally Recommended <input type="checkbox"/>	Not Recommended <input type="checkbox"/>
Comment:		
Signature:		Date:

Principal's Recommendation	
Approved <input type="checkbox"/>	Not Approved <input type="checkbox"/>
Comment:	
Signature:	Date:

NESA mandatory curriculum requirements for the award of a RoSA

English	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	The Board Developed syllabuses are to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage.
Languages Other than English	100 hours to be completed in one Board Developed syllabus or Board Endorsed language course over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7-8.
Creative Arts	200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music. It is an expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board Developed mandatory 300-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7–10.
Religious Studies	The Board Endorsed syllabus to be studied substantially throughout each of Years 9–10. 200 hours to be completed by the end of Year 10.