



Covenant
Christian School
All knowledge through Christ

STUDENT INFORMATION GUIDE

STAGE 5 ASSESSMENTS
YEAR 10
2018

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GRADES

The school will report student achievement in courses taken in Stage 5 by awarding grades A to E to signify the student's level of attainment in each course. In all courses, grades will be awarded by relating student achievement to Course Performance Descriptors.

School-based grades

Issuing school-based grades involves gathering evidence and then making judgements about students' achievement of objectives at the end of Stage 5.

Teachers will allocate the final grades A, B, C, D, E or N. Their judgment will be based upon assessment information collated in relation to student performance in certain tasks which measure student achievement of the course objectives, and with reference to the Course Performance Descriptors.

In Mathematics, schools are responsible for awarding students a grade (A10, A9, B8, B7, C6, C5, D4, D3 or E2) to summarise the students' achievement in the course at the end of Stage 5.

Course Performance Descriptors

These descriptors are points of reference against which teachers match their professional judgement in determining students' final grades. They are expressed in positive terms to emphasise what students can, rather than cannot, do.

APPLYING THE COURSE PERFORMANCE DESCRIPTORS

The range of grades from A to E corresponds to the range of achievement levels as indicated generally below:

Where an A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements in:

- a) attendance (meeting the required number of hours)
- b) participation in the required learning experiences and assessment tasks
- c) effort and achievement
- d) reaching at least some of the goals

Grade	Description
A	Extensive
B	Thorough
C	Sound
D	Basic
E	Elementary
N	Where "N" appears in place of an A to E grade it indicates that the student has failed to meet one or more of the above requirements.

However, each subject has specific descriptors.

Note:

- The grade awarded provides the best overall description of the student's achievement.
- In awarding the above grades there is no preconceived distribution of grades.
- Teachers may recommend an N determination be used when a student has failed to meet one or more of the above requirements in the table.
- Grades are based on school assessment tasks such as: class tests, essays, projects, practical assignments, written and spoken presentations.
- Grades reflect achievement for the whole of Year 10 study in each course.
- Students will be advised of the nature, relative importance and specific timing of assessment tasks by individual subject teachers.
- The School's assessment program generally gives greater weight to those tasks scheduled towards the end of the course, i.e. Terms 3 and 4.

GENERAL SCHOOL POLICIES

- Students will receive feedback throughout the course in each subject as to their achievement. This could be via oral communication, written comments or marks.
- Assessment tasks submitted late will have 20% deducted from the awarded mark per day.
NB: The weekend counts as two days.
- Assessment tasks completed at home must be the student's own work.
- All classwork, as well as assessment tasks, are important. If an illness or misadventure occurs later in the year, recorded achievement in classwork will assist teachers in awarding a grade.
- Where a student fails to submit an assessment task due to illness or misadventure, or is absent on the day of an in-school task, they must submit a note from their parent/guardian along with the task to their teacher on their first day back at school. The usual 20% per day deduction will occur if a note and the task are not submitted on the first day back. The teacher will negotiate with the student a suitable time to re-sit or complete a substitute task if the student missed an in-class assessment task. It would be likely that the student would re-sit the task in the first lesson back for that subject. Teachers may use discretion in exceptional circumstances.

Submission of tasks

Assessment tasks should be submitted in one of the following ways:

1. Hard copy (on paper) to the teacher;
2. Electronically via email, the school learning management system, or other means as directed by the class teacher;
3. Practical tasks – as directed by the teacher.

Students should be aware that it is their responsibility to ensure that tasks submitted via electronic means have been received by the due date and time. Students are warned that there are risks associated with electronic submission of work and it is therefore recommended that the work which is submitted electronically be submitted at least two days prior to the due date. The school is not responsible for any technical problems that the student experiences.

In the case of illness/misadventure, students should submit their work electronically as proof that they have completed a task. They may still be required to submit a hard copy as soon as possible thereafter, which must not be different to the electronic version submitted earlier.

RESPONSIBILITIES OF YEAR 10 STUDENTS

Each student should aim to:

- work consistently in all relevant subject areas
- complete each assessment task to the best of their ability
- demonstrate through effort and achievement that they have met all the requirements of each course studied
- ensure that any questions relating to marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back by the teacher
- give equal attention to assessment tasks and classwork
- work to the end of the school year and so maximise their options for the future

AGRICULTURE

Assessment of student performance in Agriculture will involve a range of activities including hands-on practical tasks, written examinations and research assignments.

YEAR 10 ASSESSMENT GRID - AGRICULTURE

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Bushtucker Research Project	Agricultural Production Project	Agriculture Topic Test	Pot Trial Report	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	
Knowledge and understanding		20	20		40
Skills in planning and conducting investigations	20			10	30
Skills in problem solving & communicating	10	5		15	30
Mark	30	25	20	25	100

COMMERCE

Commerce equips students to develop the knowledge, understanding and skills to make biblically-informed and responsible decisions as individuals and as part of the community. Assessment involves four tasks, across a range of topics. The variety of tasks gives students the opportunity to demonstrate their acquisition of the course outcomes in different ways.

YEAR 10 ASSESSMENT GRID - COMMERCE

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Law Research Assignment	Mid-Term Assessment	Employment Video	End of Course Assessment	
	<i>Term 2</i>	<i>Term 2</i>	<i>Term 2</i>	<i>Term 4</i>	
Knowledge and understanding of Commerce concepts	*	*	*	*	
Skills	*	*	*	*	
Research and communication	*	*	*	*	
Values and attitudes	*	*	*	*	
Mark	20	30	20	30	100

DESIGN & TECHNOLOGY

The aim of Design & Technology is to engage students in technological innovation and the world of design. We acknowledge God as the perfect designer and encourage students to use their creative skills. Students will study sustainable living, complete research work, explore different cultural interior designs and will be given a chance to experiment and develop their own innovative solutions.

YEAR 10 ASSESSMENT GRID - DESIGN & TECHNOLOGY

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Shipping Container	Designer Report	Playground/ Skate Park	Designer Project and Portfolio	
	<i>Term 1 & 2</i>	<i>Term 2</i>	<i>Term 2 & 3</i>	<i>Term 3 & 4</i>	
Practical Element	10		20	20	50
Written Element	10	15	15	10	50
Mark	20	15	35	30	100

DRAMA

Students will develop their understanding of making, performing and appreciation through the study of topics such as realism, commedia dell'arte and Greek tragedy. Students will devise group and individual performances.

YEAR 10 ASSESSMENT GRID - DRAMA

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Realism Monologue	Commedia Dell 'Arte	Half-Yearly Exam	Political Theatre	Yearly Exam	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	<i>Term 4</i>	
Making	10	10		10		30
Performing	10	10		10		30
Appreciation			20		20	40
Mark	20	20	20	20	20	100

ENGLISH

Year 10 English is designed to enhance the skills that have already been formed in Years 7-9 in the modes of reading, writing, speaking, listening and visual representation. The course acts as a preparation for senior English, through analysis of sophisticated texts as well as modules which reflect those that are undertaken in both English Standard and English Advanced. Students produce a variety of written and spoken texts and work in both individual and group contexts.

YEAR 10 ASSESSMENT GRID - ENGLISH

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	AOS Assessment	Essay	Speech	Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	
Area of Study	25				25
Modern Myths & Legends		25			25
Shakespeare			20		20
Media & Communication				30	30
Mark	25	25	20	30	100

FOOD TECHNOLOGY

The aim of Food Technology is to engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the responsibility God has given us to look after our health. Students will study food trends, food for special occasions, food service and catering.

YEAR 10 ASSESSMENT GRID - FOOD TECHNOLOGY

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Cooking Practical	Food Trends Task	Food Service and Catering Assessment	Cooking Practical	Food for Special Occasions Assessment	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	<i>Term 4</i>	
Practical Element	20	5	5	20	5	55
Written Element		15	15		15	45
Mark	20	20	20	20	20	100

GEOGRAPHY

Geography enables students to develop knowledge and understanding about the unique characteristics of Australia's physical and human environments. Students will acquire skills, values and attitudes that help them make biblically-informed and responsible decisions. Four assessments give students the opportunity to demonstrate their acquisition of the course outcomes in different ways.

YEAR 10 ASSESSMENT GRID - GEOGRAPHY

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Threatened Species Video Task	Environmental Change Project Based Learning Task	Close the Gap Assessment Task	Human Wellbeing Task	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	
Knowledge and understanding of geographic patterns and processes	*	*	*	*	
Skills	*	*	*	*	
Research and communication	*	*	*	*	
(Expressions of) Values and attitudes	*	*	*	*	
Mark	20	30	30	20	100

HISTORY

The Year 10 History course covers the history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

YEAR 10 ASSESSMENT GRID - HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Research Essay	Oral	Source Analysis	History Exam	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	
Knowledge and understanding of course content			10	30	40
Source-based skills			20		20
Historical inquiry and research	10	10			20
Communication of historical understanding in appropriate forms	10	10			20
Mark	20	20	30	30	100

HISTORY ELECTIVE

The aim of History Elective is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as active, informed and responsible citizens.

YEAR 10 ASSESSMENT GRID – HISTORY ELECTIVE

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Speech	Essay	Representation	Essay	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	
Knowledge and understanding of course content	10	10	10	10	40
Source-based skills			10	10	20
Historical inquiry and research		10		10	20
Communication of historical understanding in appropriate forms	10		10		20
Mark	20	20	30	30	100

INDUSTRIAL TECHNOLOGY

Industrial Technology aims to develop students' knowledge, understanding, skills and values related to a range of timber technologies. We acknowledge God as the perfect designer and encourage students to devise solutions to practical problems. Students will complete a research assessment, segmented recycled timber bowl, portfolio and a major timber project of their own choice.

YEAR 10 ASSESSMENT GRID - INDUSTRIAL TECHNOLOGY

Component	Task 1	Task 2	Task 3	Weighting
	Research	Segmented Bowl	Major Design Project	
	<i>Term 2</i>	<i>Term 2</i>	<i>Term 4</i>	
Practical Element		20	60	80
Portfolio			10	10
Written Element	10			10
Mark	10	20	70	100

INFORMATION AND SOFTWARE TECHNOLOGY

As our environment changes to require highly-developed levels of information literacy, we need to respond in appropriate ways to these changes. The study of Information and Software Technology will help students develop the knowledge and understanding of how to solve problems with a Christian world-view, in real-life contexts.

YEAR 10 ASSESSMENT GRID - INFORMATION AND SOFTWARE TECHNOLOGY

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	McDonald's programming	Web Design project	Class test	Lego Robotics	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	
Fundamentals of computing	*	*	*	*	
Inter-relationships of hardware, software, data, applications and people	*	*	*		
Problem solving process	*	*	*	*	
Safe and appropriate use of computers		*	*		
Extension of computer use to wider societal context		*	*	*	
Mark	25	25	25	25	100

MATHEMATICS

Student performance in Mathematics will be assessed on their knowledge and application of the three key strands; number and algebra, measurement and geometry, statistics and probability. Students will complete four assessment tasks over the year, in which they will be required to show a deeper level of understanding of the key topic areas covered in class.

YEAR 10 ASSESSMENT GRID - MATHEMATICS

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Assessment Task 1	Half-Yearly Exam	Assessment Task 3	Yearly Exam	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	
Knowledge	*	*	*	*	
Skills Operations	*	*	*	*	
Communication	*	*	*	*	
Application	*	*	*	*	
Reasoning	*	*	*	*	
Mark	25	25	25	25	100

MUSIC

Students will develop performance, composition and listening skills this year through study in a number of topic areas, including jazz and music for film and television. Students will perform both in groups and individually.

YEAR 10 ASSESSMENT GRID - MUSIC

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Jazz Presentation	Listening Task 1	Composition	Performance	Listening Task 2	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	
Composition			30			30
Performance	15			15		30
Listening	5	15			20	40
Mark	20	15	30	15	20	100

PDHPE

Students will study topics that challenge our thoughts about stereotypes, prejudice, discrimination and diversity; Career choices: Managing Risk – Drug use, alcohol and sexual health; and road safety. Students will also participate in a range of practical activities including dance, team games and a range of court sports.

YEAR 10 ASSESSMENT GRID - PDHPE

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Group Presentation	Resume Task	Reflection and Analysis Task	Movement Task	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>ongoing</i>	
Communicating		*	*	*	
Decision making		*	*	*	
Interacting	*	*	*	*	
Moving	*	*		*	
Planning			*	*	
Problem solving	*	*	*		
Mark	20	15	15	50	100

PHOTOGRAPHY

Students will be completing photographic and digital media artworks, further developing camera technical skills, experimenting with software editing in preparation for the development of the body of work. Students will learn more about their camera, how to edit in Lightroom and Photoshop, explore the photography practice of creating a brief and planning a body of work to present on a website they will create towards the end of unit. Websites and the work of current successful photographers will be explored as well as tutorials on editing photo images and other relevant material to further refine their digital photograph knowledge and skills.

YEAR 10 ASSESSMENT GRID - PHOTOGRAPHY

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	How well do you know your camera? <i>Submit short answers, images and camera settings used</i>	Plan a photo shoot <i>Submit a photography brief</i>	Body of work <i>Video or Still</i>	Create a website	
	Term 1	Term 2	Term 3	Term 4	
Making	10		30	10	50
Critical Historical	20	20		10	50
Mark	30	20	30	20	100

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)

The content of this course is organised into modules from the following three areas of study:

1. Foundations of physical activity;
2. Physical activity and sport in society;
3. Enhancing participation and performance.

Learning is completed predominantly in a movement-focused environment (practical learning experiences).

YEAR 10 ASSESSMENT GRID - PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Research & Report	Research & Performance	Coaching	Report	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	
Communicating	*	*	*	*	
Decision making	*	*	*	*	
Interacting		*	*	*	
Moving		*	*		
Planning		*	*	*	
Problem solving	*		*	*	
Mark	25	25	25	25	100

SCIENCE

Assessment of student performance in Science will involve a range of activities including hands-on practical tasks, written examinations and research assignments.

YEAR 10 ASSESSMENT GRID - SCIENCE

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting
	Student Research Project	Genetics Test	Forensic Test	Motion Mid Topic Test	Motion Practical Task	Origins Mid Topic Test	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	<i>Term 4</i>	
Knowledge and understanding		10	10	10		10	40
Skills in planning and conducting investigations	20				10		30
Skills in problem solving and communicating	5	5	5		10	5	30
Mark	25	15	15	10	20	15	100

TEXTILES TECHNOLOGY

The aim of Textiles Technology is to engage students to learn about fabric properties, the impact of the industry, and promote discussions about considering issues and ethics to do with textiles through a Christian lens. Students will also have opportunities to extend their design skills, practical sewing skills and knowledge through two major projects.

YEAR 10 ASSESSMENT GRID - TEXTILES TECHNOLOGY

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	World is a Stage A	World is a Stage B	Fashion Forecast A	Fashion Forecast B	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>	
Practical element		20	60		80
Portfolio	10		5	5	20
Mark	10	20	65	5	100

VISUAL ARTS

Students will be completing artworks exploring portraiture, developing drawing skills and experimenting with a variety of media, in preparation for the Bald Covie, Covenant's portrait exhibition. They will learn about sculpture and abstraction in the making of three dimensional forms with clay and explore photography. Written work explores the 'selfie', portraiture, and a range of artists practice. Students develop skills to write an essay about artworks. An excursion to the Archibald Prize will occur.

YEAR 10 ASSESSMENT GRID - VISUAL ARTS

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Short Answer Responses	Portraits – BOW	In-class Assessment	Body of Work	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	
Making		25		25	50
Critical Historical	20		30		50
Mark	20	25	30	25	100



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