

Course Information

Booklet



Year 10

Semester One
2019

Introduction – The Purpose of Assessment

Stage 5 courses are studied over two years in Years 9 and 10. The aim of this booklet is to allow Year 9 students to become familiar with the assessment procedures set down by the NESA and the College. This booklet also outlines their 100 Hour elective Assessment schedule which they will complete in Year 9.

Through the assessment scheduled students received credit for progressive efforts throughout Year 9.

Section One aims to show details of how St Pauls will implement the assessment program for all Years 9 and 10 courses offered at the College. In order to receive credit towards their Years 9 and 10 Grades, students are required to complete specified pieces of work, called “assessment tasks”, in each of their courses. These tasks may include formal examinations, essays, assignment work, practical work, excursion reports or oral presentations. The number and nature of the tasks will vary for each course.

Section Two contains subject-specific assessment policies and schedules.

Section Three outlines the rules and procedures for examinations.

SECTION ONE

YEAR 9 & 10 ASSESSMENT POLICY

The following policy relates to Assessment Tasks in all Year 9 courses conducted at St Pauls Catholic College, Greystanes.

Formal Assessment Task results contribute to the overall grade achieved by a student and subsequently contribute to his school-based Grade submitted to the NSW Education Standards Authority (NESA) at the end of Year 10. Grades submitted to the NESA will be stored in the event that a student leaves school before completing his Higher School Certificate and requests a Record of School Achievement (ROSA).

SATISFACTORY COMPLETION OF A COURSE

To have satisfactorily completed a course, students will have -

- *followed the course;*
- *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- *achieved some or all of the course outcomes.” [ACE 11.4]*

ATTENDANCE



At St Pauls Catholic College, attendance is considered critical in a student's education; generally 85% would be considered a minimum level of attendance.

- ANY prior known period of absence requires submission of an "Application for Exemption from Attendance at School" form. This form must be submitted to the College Principal for approval. These forms are available from the Year Coordinator. A letter from parents can no longer legally be accepted when applying for exemption from attendance at school.
- Where practical, this form must be submitted **FOUR WEEKS** prior to the student commencing his known period of absence.
 - The Principal will then complete a "Certificate for Exemption from Attendance at School" form that is kept on record and available to education authorities or the police.

When exemption is sought for fewer than 50 days the Principal is able to grant this, but if more than 50 days, the College must forward the application onto the Catholic Education Office.

- There are to be no unexplained absences.
- Attendance deemed unsatisfactory will proceed to a review process.

PARTICIPATION



- PARTICIPATION A GENUINE ATTEMPT must be made concerning the learning and teaching activities of a course.
- Participating in a course involves completing assignments, homework and set task It is up to the teacher's professional judgment to determine what constitutes genuine participation.
- Those deemed unsatisfactory will be referred to a review process.

COMPLETION OF ASSESSMENT TASKS



A student must make A GENUINE ATTEMPT at all Assessment Tasks in each course in which he is entered.

- Any student who fail to complete Assessment Tasks worth in excess of 50% of the available marks will be issued with an official NESA 'N' (Non-Completion notice, which will disqualify him from this particular course.
- This may in turn disqualify him from receiving the HSC and possibly an ATAR.
- Warnings are sent to parents in writing if this eventuality appears likely.

UNSATISFACTORY COMPLETION OF A COURSE

- Step 1** ➡ **NOTIFICATION** Parents will be notified by letter when students are reviewed for their performance in a course. This formal WARNING is called an '**N-Warning**'.
- The appropriate Studies Coordinator and Curriculum Coordinator are responsible for notifying parents at all stages of a review of student's performance in a course.
- Step 2** ➡ Students are given **OPPORTUNITY TO RECTIFY THEIR SITUATION**.
- **ATTENDANCE** may involve students being placed on an attendance contract to meet requirements
 - **PARTICIPATION** may involve students being placed on a **CLASS** contract to meet requirements.
 - **COMPLETION OF ASSESSMENT** requires students to complete the assessment task within a two week period.
- Step 3** ➡ **SECOND N-WARNING LETTER SENT** - Students are given a **second** opportunity to rectify their situation.
- Step 4** ➡ **UNSATISFACTORY DETERMINATION (N-AWARD)** An unsatisfactory result in a course will be determined by the Principal, in conjunction with the Curriculum Coordinator.
- This will occur after an Assessment Appeals Process has been completed.
 - The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results.

Schedule of Tasks

- Step 1** ➡ **NOTIFICATION OF TASKS** - The Schedule of Tasks (Section 2) indicates specific dates for the year.
- For hand-in assessment tasks, written notice will also be given outlining details and marking criteria at least two weeks prior to the task date. Teachers should use their professional judgment to ensure students have adequate time to prepare for each task.
 - For in-class tasks and examinations, written notice may be given outlining details prior to the task date, however, students should use the schedule of tasks for task dates, weightings and outcomes assessed.
 - Notification of change will be given in writing at least two weeks prior to the task date.
- Step 2** ➡ **WRITE IN STUDENT DIARY AND FAMILY CALENDAR** - It is the student's responsibility to know and understand the expectations, tasks and timing for each of their courses.

Reporting and Task Feedback

All students will receive meaningful feedback on their performance in each Assessment Task.

Timing



Feedback will normally be provided within **7 school days** of the task date as a raw mark, and/or ranked position within the course cohort.

- If it is a major task and undertaken by a large group, feedback will normally be within **10 school days**.

Appeal



Appeals against the ranking may be made within **3 school days** of receiving it and should be directed through the Curriculum Coordinator. **SEE APPEALS PROCESS**

- The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them.

Relationship to ROSA.



Assessment tasks contribute to **THE GRADE THAT IS SUBMITTED TO NESA.**

Submission of Tasks

HAND IN TASKS



All tasks submitted must be **PERSONALLY HANDED** to the student's OWN TEACHER for that subject. If the student's teacher is absent, the task must be submitted to the relevant Studies Coordinator. The College accepts no responsibility for a student's work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.

- Students are to submit **HARD COPIES** of their work.
- Students must not depend on the College printing assignments from storage devices, eg. USB.
- Storage devices cannot be submitted for a task.
- **COMPUTER OR PRINTER MALFUNCTION cannot be used as a reason for handing in a task late.**
- **To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.**

ELECTRONIC



All **ELECTRONICALLY** should be submitted as instructed by the Task Sheet.

- ALL students are to submit tasks **ON TIME** regardless of illness on the day.
- Storage devices cannot be submitted for a task.
- **COMPUTER MALFUNCTION cannot be used as a reason for submitting a task late.**
- Under **SOME** circumstances, teachers may request a **HARD COPY** of a task to be submitted.

HARD COPY



- IN THIS CASE, tasks submitted must be PERSONALLY HANDED to the student's OWN CLASS TEACHER.
- If the student's teacher is absent, the task must be submitted to the relevant Studies Coordinator.

GROUP WORK



The EXPECTATIONS of the TASK will be made clear in WRITING relating to what is required of each individual within that group, as distinct from what is expected of the group as a whole.

- The group work may require each student to submit his own report. In this case, the task may be based on shared research and analysis. However, the final presentation will be the work of each individual student. Where a group submission is to be made, the teacher will generally award the group mark to each individual student. However, where there is evidence to support the suggestion that there has been an inequitable distribution of work, or a group member has failed to make satisfactory contribution to the group presentation, the teacher has the right to vary the marks in order to reflect this. Normally a logbook or other electronic means of tracking student contribution is a co-requisite of such tasks.

LATE SUBMISSION



Students who are late submitting a task on the due date **Must** hand in the task the next day they attend school to their Class Teacher or the appropriate Studies Coordinator *even if there is NO scheduled lesson on that day.*

EXTENSIONS




Under EXCEPTIONAL CIRCUMSTANCES the Curriculum Coordinator may grant an extension.


- In this case, parents should contact the Curriculum Coordinator, either in writing or by telephone, to request an extension.
- Medical or other documentation supporting the request may be required.
- Extensions may only be requested with a minimum of **THREE DAYS PRIOR** to the due date of the submitted task.

The College accepts no responsibility for a students work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.

PROCEDURES FOR STUDENT ABSENCE FROM AN ASSESSMENT TASK


UNFORESEEABLE ABSENCE

Step 1  **NOTIFY** Student Services before 8.30am on the morning of the task or task due-by date.
(Tel: 88683700; Fax: 88683799)

Step 2  **OBTAIN** documentation

- ☐ Illness – a Doctor's Medical Certificate will be required covering the absence.
- ☐ Funeral – evidence such as the funeral booklet or formal notice will be required.

Other documentation such as police reports in the case of accidents, hospital documents for family illness or other equivalent professional (objective) documents may be considered. Letters from family members or friends are rarely acceptable.


Step 3  **SUBMIT** documentation to TLC Coordinator of that subject. This must be done before the commencement of the student's first period on the day of his return to the College. A student must:

- ☐ Complete all details on the absence form.
- ☐ Attach documentation to form.
- ☐ Place form in locked box outside Curriculum Coordinator's Office


Documentation provided must cover all days absent from the College up to and including the task date OR from the task date until the day before returning to College. Undocumented absence beyond this/these dates may result in a zero determination.

FORESEEABLE ABSENCE – LEAVE

A student requiring Leave must obtain written permission from the Principal before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

Step 1  **OBTAIN** approval from the Principal.

- Parent/Guardian to write letter to the Principal requesting leave **at least two weeks prior to the leave.**
- Student to deliver letter to College Office, **not Homeroom Teacher.**
- Principal will respond in writing.

Step 2  **RESCHEDULE** task(s) with Curriculum Coordinator **PRIOR** to leave

- ☐ Student must discuss with Curriculum Coordinator details of task(s) that will be missed during absence.
- ☐ Arrangements will then be made regarding submission of missed task(s).

FORESEEABLE ABSENCE – PRIOR APPOINTMENTS

An appointment made for the date or submission of an Assessment Task is not an acceptable reason, unless there is an emergency as evidenced by acceptable documentation. Such documentation would need to be presented before the appointment (if it was known), or immediately upon return. If it is not possible to present documentation before the task date, the student or his parent/guardian must telephone/fax the Curriculum Coordinator on the day of the appointment to inform her of the circumstances. Failure to comply may result in a zero determination for the Assessment Task.

Step 1



SCHEDULING APPOINTMENTS

- Check appointments and task dates at beginning of the year.
- Reschedule appointments, where possible, and ensure further clashes are avoided.

Step 2



NOTIFY Curriculum Coordinator of absence BEFORE task date.
(Tel: 02 9968 3700 Fax: 02 8868 3799)

Step 3



RESCHEDULE task with Curriculum Coordinator BEFORE task date.

- ☐ Student must discuss with Curriculum Coordinator details of task(s) that will be missed during absence.
- ☐ Arrangements will then be made regarding submission of missed task(s).

Step 4



SUBMIT documentation to Curriculum Coordinator.
(Refer to Step 3 Instructions on previous page.)

If a student complies with these requirements, then he may:

- i) sit the task or a substitute task; or
- ii) be provided with an *estimate*.

WHEN IS A DOCTOR'S CERTIFICATE REQUIRED?

A Doctor's Certificate is required if a student is:

- Absent on the day the schedule assessment task is due
- Partially absent on the day the schedule assessment task is due
- Absent from NAPLAN exams

A Doctor's Certificate is also required for all missed Assessment Tasks as outlined above.

PENALTIES APPLIED FOR STUDENTS NOT MEETING REQUIREMENTS

PENALTIES FOR LATE SUBMISSION WITHOUT SUPPORTING DOCUMENTATION

The following penalties will apply in the case of an Assessment Task not being submitted on time and where there is no acceptable supporting documentation.

Not submitted on due date



zero awarded

- In this case, the task must still be submitted.
- This will be marked and returned to the student with feedback.
- The mark, however, may not contribute to the aggregated assessment mark in that subject or course.
- *Failure to submit the task may lead to an "N" determination.*

LATE SUBMISSION



For assessments that CANNOT BE SUBMITTED ELECTRONICALLY, students who are late submitting a task on a given day **MUST** hand in the task the next day they attend school to their Class Teacher or the appropriate TLC Coordinator *even if there is NO scheduled lesson on that day.*

- There is NO EXCUSE for submitting a RESEARCH TASK LATE as these are submitted electronically.

PENALTIES FOR NON-AUTHENTIC WORK OR OTHER MALPRACTICE

All work submitted, whether as part of an assignment or test, must be solely completed by the student.

All research assignments MUST include a reference list. Criteria for referencing can be found in student's diaries. If references are NOT provided, students will be required to provide evidence that the work is their own.

What is Malpractice?



Malpractice is any activity that allows you 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 your own.
Using material directly from books, journals, CDs 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 your 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 acknowledgment.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student (either intentionally or unintentionally) to engage in malpractice, eg passing on an assignment to another student in any form.

How to Avoid Malpractice



All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own.

- Use numerous, relevant, short/concise quotes rather than a few long quotes.
- These quotes are used as relevant proof of ideas in answer to the question.
- Avoid long quotes that are added as padding and take up more than one quarter of a page.
- Develop an awareness of academic writing skills and conventions.

A range of workshops and online resources related to referencing and using evidence can be found on the University of Wollongong website. <http://www.library.uow.edu.au/index.html>

Penalties



RESEARCH TASKS – a zero determination for the section or sections affected, or for the entire task

Appeal



If doubt arises regarding the authenticity and originality of the submitted work, the Curriculum Coordinator will be asked to consider the matter.

- A student long may be required in the case of some Research Tasks, Major Works or projects and must be present upon request.
- Drafts, proofs and rough copies of assignments should be kept to support the authenticity of the assignment.
- The student may appeal this decision **WITHIN 3 DAYS** of written notification of the zero being given.
-

MALPRACTICE IN EXAMINATIONS AND EXAMINATION-TYPE TASKS

All Assessment Tasks are conducted under conditions set by the College, and are based on HSC Examination Rules and Procedures as specified by NESA. Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

For details of expectations during examination-type tasks, refer to the Appendix pages 20 – 23 “Rules and Procedures for Examinations/Tests”.

Two main breaches are outlined below:

Notes



If a student is found to have notes, texts or summaries of the subject being examined with him during an examination (whether he uses them or not) it will be assumed that it was for the purpose of using it during the examination and he may be awarded a zero determination for that task.

- Students who accidentally take notes, texts etc into an examination-type task must report this to the supervising teacher immediately they become aware of the fact.
- Supervising teachers will take the material from the student, make a note of the incident on your paper and report it to the subject Coordinator. However, no action will be taken provided no evidence exists that shows the material was used during the examination.

Mobile Phones



Students are NOT permitted to take mobile phones into an examination.

- Any student who is found to have taken a mobile phone into an examination will be penalised.

Penalties



EXAMINATIONS – a zero determination for the whole paper.

FORESEEABLE ABSENCE – LEAVE

A student requiring Leave must obtain written permission from the Principal before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

Step 1



OBTAIN approval from the Principal.

- Parent/Guardian to write letter to the Principal requesting leave **at least two weeks prior to the leave.**
- Student to deliver letter to College Office, **not Homeroom Teacher.**
- Principal will respond in writing.

Step 2



RESCHEDULE task(s) with Curriculum Coordinator **PRIOR** to leave

- ☐ Student must discuss with Curriculum Coordinator details of task(s) that will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).

APPEALS PROCESS

ZERO OR N-WARNINGS

The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results. If a student has a zero determination or 'n-warning' made against him, he has the *right of* appeal.

Step 1



LODGE APPEAL with the **Curriculum Coordinator**.

- Must be lodged within 3 school days of receiving the zero or 'n-warning' notice.
- See the Curriculum Coordinator for the appropriate paper work.

Step 2



SUBMITTED to the College Assessment Appeals Committee.

- This committee will consider the procedures surrounding the determination and evaluate them against the College's Assessment Policy and the requirements of NESA.
- This committee is made up of the Curriculum Coordinator, the relevant Studies Coordinator, the Assistant Principal and where necessary a Year 12 Leader.

APPEAL AGAINST MARKS OR RANKS AWARDED

Step 1



NOTIFY TEACHER at the time assessment task is handed back.

- The task **MUST NOT** go home if an appeal is to be lodged.
- Hand back the task to the Class Teacher with reasons for the appeal outlined on the front of the task.

Step 2



REMARKING OF TASK - The task may be remarked by a different teacher OR reviewed by the teacher who initially marked the task.

- Marks may change at this stage or further explanation as to why marks were not awarded given.

Step 3



SPEAK TO the appropriate Studies Coordinator about the reasons for the appeal of marks or rank.

- Marks may change at this stage or further explanation as to why marks were not awarded given.

Step 4



LODGE APPEAL with the **CURRICULUM COORDINATOR**.

- **MARKS** – May only be lodged if the assessment task or exam paper has **not been taken home**.
- **RANKS** – Must be lodged within 3 school days of receiving the RANKS notice.
- **STEP TWO** procedure followed.




SECTION TWO

SUBJECT ASSESSMENT SCHEDULES



SECTION THREE

RULES AND PROCEDURES FOR EXAMINATIONS/TESTS








Examination Dates and Times

-  The College publishes the examination/test timetable and distributes copies to students. It is your responsibility to make sure you receive a timetable and read it carefully.
-  If you miss an examination simply because you have misread the timetable you will receive a mark of zero in that examination/test.
-  You must be at the examination/test location at least 10 minutes before the start of each examination/test.

Examination Attendance Rules

-  You must sit for all examinations/tests/tasks unless prevented by illness or misadventure. If you cannot attend an examination/test because of illness or misadventure, notify the Curriculum Co-ordinator immediately.
-  If illness occurs before the examination and you are still able to attend, notify the Teacher-in-charge of the examination/test when entering the venue.

Equipment for the Examination/Test

-  It is your responsibility to make sure that you know and possess the correct equipment.
-  Before the examination/test begins, staff supervising will inspect any equipment brought into the venue. It is recommended that you place all equipment into an A4 plastic sleeve.
-  Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an appeal on the grounds that your examination equipment did not work correctly.
-  You may only use those calculator models that appear on the NESA list of approved calculators. Before the examination, you should verify with your teachers that your calculator is an approved model.
-  Where students are permitted to take dictionaries into a Languages examination, dictionaries cannot be annotated in any way, including using stickers to mark a particular place.
-  You are not permitted to borrow equipment during examinations/tests.
-  Supervisors will not be responsible for the safekeeping of any unauthorised material and equipment, including mobile telephones.

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BASIC ACADEMIC STANDARDS

The College outlines for its students “Academic Standards” that need to be met if they are to do well in their studies:

- * Be on time for class.
- * Regularly complete set homework.
- * Set aside time for regular independent study.
- * Attend all lessons. Catch up on any work missed.
- * Submit all assignments on time.
- * Bring texts and required equipment to class.
- * Be a co-operative member of the class.
- * Participate actively in class.
- * Behave courteously towards teachers and peers.
- * Make a diligent and sustained effort throughout the Semester.
- * Work to the best of your ability.

ASSESSMENT POLICY

Assessments guidelines for Year 10 are contained in the College’s *School Certificate Student Assessment Guidelines 2012* booklet issued separately.

Assessment Timetable

Term	Week	Study Area
1	6	10RELG Mary and the Saints Task
1	6	10HIST (Elective) Source Task
1	6	10ITE Control System Presentation
1	7	10COM Unemployment Research Report
1	8	10FTEC Written & Practical
1	8	10ENG Task 1 Representing Task
1	8	10MATH5.2 One strand – statistics & probability
1	8	10PASS Team Design
1	9	10MUSC Jazz (Composition)
1	9	10MATH5.3/5.2 Two strands – Number, Algebra, Measurement & Geometry
1	9	10HIST Source Analysis
1	10	10VART Written response
1	10	10PDH Sexual Health
1	10	10SCI Student Research Project
1	11	10IST Database Project
1	11	10iSTEM Motion Task
1	11	10GT Architectural Unit
2	2	10MUSC Performance (Jazz)
2	3	10RELG The Eucharist Task
2	3	10HIST (Elective) Research Task
2	3	10ITE Jousting
2	4-5	10SCI Semester 1 Exam
2	5	10ENG Task 2 Reading / Writing Task
2	5	10COM Semester 1 Exam
2	5	10HIST Semester One Exam
2	5-6	10FTEC Written & Practical
2	5	10ITT Trinket Box Portfolio
2	5	10ITT Trinket Box Practical
2	6	10MUSC Aural – In Class
2	6	10IST Multimedia Portfolio
2	6	10ITT Semester Exam
2	6	10ITT Practical Exam
2	5	10PASS Fitness Testing
2	7	10VART Body of Work
2	10	10GT Product Illustration
2	10	10iSTEM Mechatronics
2	EB	10MATH5.2 Two strands – Number & Algebra, Measurement & Geometry
2	EB	10MATH5.3/5.2 One strand – Number & Algebra

- The following overview is a guide to the assessment tasks that will be used by teachers to make a professional judgment for a student's Semester One Report.
- Some assessment tasks will have in class time allocated to complete. Others will require submission.
- Please note that the timing of tasks may be varied or subject to change but you will be informed.
- Students should highlight their own subjects on this list.

Australian History (Mandatory)

Areas of Study

1. Overview: The Modern World & Australia
2. Rights & Freedoms
3. The Cold War & Vietnam
4. Decade Study

Outcomes to be Assessed

The student:

- 5.2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.
- 5.3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.
- 5.6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.
- 5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- 5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past.
- 5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

Reporting Descriptors

- 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.
- 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.
- 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.
- 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
- A The student demonstrates an extensive knowledge and understanding of 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.

Assessment

Scheduled Assessment (60%)

- Source Analysis
- Semester One Exam

Ongoing Assessment (40%)

- Teacher observation
- Quality of contribution and class discussion.
- Source-based group work.
- Conferencing, peer assessment, journal.
- Bookwork
- Quizzes, Cloze Passages, Crosswords
- Literary Tasks

Assessment dates

Term	Week	Study area	Weighting
1	9	10HIST Source Analysis – In Class	20%
2	5	10HIST Exam	40%
1 & 2	1-10	10HIST Informal Assessment	40%

Commerce

Areas of Study

1. Our Economy
2. Political Involvement

Outcomes to be Assessed

The student:

- 5.2 analyses rights and responsibilities of individuals in a range of consumer, financial, legal, business and employment contexts;
- 5.3 examines the role of law in society;
- 5.4 analyses the key factors affecting commercial and legal decisions;
- 5.5 evaluates options for solving commercial and legal problems and issues;
- 5.6 monitors and modifies implementation of plans designed to solve commercial and legal problems and issues;
- 5.7 researches and assesses commercial and legal information using a variety of sources;
- 5.8 explains commercial and legal information using a variety of forms;
- 5.9 works independently and in groups to meet individual and group goals within specified timeframe.

Reporting Descriptors

- E The student demonstrates an elementary knowledge and understanding of political and economic matters; and a very limited competence in the areas of decision-making, problem solving, research, communication, and working independently in groups.
- D The student demonstrates a basic knowledge and understanding of political and economic matters; and a limited level of competence in the areas of decision-making, problem-solving, research, communication, and working independently in groups.
- C The student demonstrates a sound knowledge and understanding of political and economic matters; and an adequate level of competence in the areas of decision-making, problem-solving, research, communication, and working independently in groups.
- B The student demonstrates a thorough knowledge and understanding of political and economic matters; and a high level of competence in the areas of decision-making, problem-solving, research, communication, and working independently in groups.
- A The student demonstrates an extensive knowledge and understanding of political and economic matters; and a very high level of competence in the areas of decision-making, problem-solving, research, communication, and working independently in groups.

Assessment

Scheduled Assessment (60%)

- Research report on unemployment
- Semester 1 Exam

Ongoing Assessment (40%)

- Quality of contribution to class discussion
- Teacher observation
- Literacy Tasks

Assessment dates

Term	Week	Study area	Weighting
1	7	10COM Unemployment Research Report	20%
2	5	10COM Semester 1 Exam	40%
1 & 2	1-10	10COM Informal Assessment	40%

English

Areas of Study

- Unit 1: Film as Text
Unit 2: Fiction – Close Study of Text
Unit 3: Australian Poetry

Outcomes to be Assessed

The student:

- EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure.
EN5-2A effectively uses and critically assess a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
EN5-3B selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning.
EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
EN5-6C investigates the relationships between and among texts.
EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D questions challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Reporting Descriptors

- E The student has an elementary knowledge and understanding in few areas of the content, and has achieved very limited competence in demonstrating understanding of the ways texts reflect cultural beliefs in personal and public worlds.
D The student has a basic knowledge and understanding of the content, and has achieved limited competence in demonstrating understanding of the ways texts reflect cultural beliefs in personal and public worlds.
C The student has a sound knowledge and understanding in the main areas of content, and has achieved an adequate level of competence in demonstrating understanding of the ways texts reflect cultural beliefs in personal and public worlds.
B The student has a thorough knowledge and understanding of the content. and is able to apply this knowledge to most situations. In addition, the student has achieved a high level of competence in demonstrating understanding of the ways texts reflect cultural beliefs in personal and public worlds.
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 demonstrating understanding of the ways texts reflect cultural beliefs in personal and public worlds.

Assessment

Scheduled Assessment (70%)

- Task 1 Viewing Task
- Task 2 Reading / Writing Task
(Semester 1 Exam)

Ongoing Assessment (30%)

- Bookwork
- Classwork
- Class tests/assignments

Assessment dates

Term	Week	Study area	Weighting
1	8	10ENG Task 1 Representing Task	35%
2	5	10ENG Task 2 Reading / Writing Task	35%
1 & 2	Ongoing	10ENG Informal Assessment	30%

Food Technology

Areas of Study

Food plays an important role in the health of every individual. In this unit students examine a range of special needs of individuals and how these effect food selection. The core areas of Food, Preparation and. Processing, and Nutrition and Consumption will also be addressed.

Students will also examine the history of food in Australia, beginning with traditional bush foods prepared by Aborigines, the influence of early European settlers together with contemporary Australian eating patterns. Students will plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine.

Outcomes to be Assessed

The student:

- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes

Reporting Descriptors

- E The student has an elementary understanding of the properties of food and the relationship between food consumption, the nutritional value of foods and the health of individuals and communities. With guidance, the student can justify food choices, and identify appropriate techniques and equipment for a variety of food-specific purposes.
- D The student has a basic knowledge of the properties of food and the relationship between food consumption, the nutritional value of foods and the health of individuals and communities. The student has a limited understanding of food choices, and of appropriate techniques and equipment used for a variety of food-specific purposes.
- C The student has a sound knowledge and understanding of the properties of food, and of the relationship between food consumption, its nutritional value, and the health of individuals and communities. The student can justify food choices and choose appropriate techniques and equipment for a variety of food-specific purposes.
- B The student has a through knowledge and understanding of the properties of food, and of the relationship between food consumption, its nutritional value, and the health of individuals and communities. The student can competently justify food choices and choose appropriate techniques and equipment for food-specific purposes.
- A The student has an extensive knowledge and understanding of food properties, and of the relationship between its consumption, the nutritional value of foods and the health of individuals and communities. The student can independently analyse and justify food choices, and demonstrate appropriate techniques and equipment for a variety of food-specific purposes.

Assessment

Scheduled Assessment (80%)

Student achievement of the targeted unit outcomes via the successful completion of the following tasks:

- Menu Planning Task
- Recipe card development
- Plan / Prepare a dish that meets the needs of specific groups
- Special food needs task
- Nutrition Plan
- Recipe Adaption

Ongoing Assessment (20%)

- Ongoing periodical assessment of the folio and the completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

Term	Week	Study area	Weighting
1	8	10FTEC Written & Practical – Hand In	40%
2	5-6	10FTEC Written & Practical – Hand In	40%
1 & 2	On-going	10FTEC Informal	20%

Graphics Technology

Areas of Study

The Engineering Drawing module extends students' knowledge, understanding and skills of graphics technology with a particular emphasis on the standards and presentation methods used in engineering.

The Product Illustration module extends students' knowledge, understanding and skills of graphics technology with a particular emphasis on the standards and presentation methods used to illustrate a range and variety of products.

Projects undertaken in these modules promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Outcomes to be Assessed

The student:

- 5.1.1 communicates ideas graphically using freehand sketching and accurate drafting techniques;
- 5.1.2 analyses the nature of information and intended audience to select and develop appropriate presentations;
- 5.2.1 designs and produces a range of graphical presentations;
- 5.2.2 evaluates the effectiveness of different modes of graphical communications for a variety of purposes;
- 5.3.1 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications;
- 5.3.2 manages the development of graphical presentations to meet project briefs and specifications;
- 5.4.1 manipulates and produces images using computer-based drafting and presentation technologies;
- 5.4.2 designs, produces and evaluates multimedia presentations;
- 5.5.1 identifies, assesses and manages relevant OHS factors to minimise risks in the work environment;
- 5.5.2 demonstrates responsible and safe work practices for self and others;
- 5.6.1 demonstrates the application of graphics to a range of industrial, commercial and personal settings;
- 5.6.2 evaluates the impact of graphics on society, industry and the environment.

Reporting Descriptors

- E The student demonstrates elementary knowledge of graphics standards, procedures and conventions and, with guidance, uses these in the production of graphical presentations. In addition the student, with assistance, demonstrates very limited technical skill in producing simple manual and computer-based graphical presentations.
- D The student demonstrates basic knowledge of graphics standards, procedures and conventions and incorporates these into the production of graphical presentations. In addition the student, with guidance, demonstrates limited technical skill in producing manual and computer-based graphical presentations.
- C The student demonstrates sound knowledge of graphics standards, procedures and conventions and incorporates these into the production of graphical presentations. In addition the student, with minimal guidance, demonstrates adequate technical skill in producing manual and computer-based graphical presentations.
- B The student demonstrates thorough knowledge of graphics standards, procedures and conventions and independently incorporates these into the production of graphical presentations. In addition, the student demonstrates high technical skill in interpreting and producing a range of quality manual and computer-based graphical presentations.
- A The student demonstrates extensive knowledge of graphics standards, procedures and conventions and independently incorporates these into the production of a range of graphical presentations. In addition, the student demonstrates exemplary technical skill in interpreting and producing a range of high quality manual and computer-based graphical presentations.

Assessment

Scheduled Assessment (90%)

Student achievement of the targeted unit outcomes via the successful completion of the following tasks:

- Students will produce a project for each unit which will consist of a folio of drawings representing an article of their choice.
- Students will also submit a folio of drawing which will be made up of class-based drawing tasks.

Informal Assessment (10%)

- Ongoing periodical assessment of the drawing folio and the completion of related class-based tasks will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

Term	Week	Study area	Weighting
1	11	10GT Architectural Unit – Hand In	45%
2	10	10GT Product Illustration	45%
1&2	Ongoing	Informal	10%

History (Elective)

Areas of Study

Topics covered include:

1. Genocide
2. Medieval Medicine

Outcomes to be Assessed

The student:

- E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry.
- E5.2 examines the ways in which historical meanings can be constructed through a range of media.
- E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation.
- E5.4 explains the importance of key features of past societies or periods, including groups and personalities.
- E5.5 evaluates the contribution of cultural groups, sites, and/or family to our shared heritage.
- E5.6 identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry.
- E5.7 explains different contexts, perspectives and interpretations of the past.
- E5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry.
- E5.9 uses historical terms and concepts in appropriate contexts.
- E5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.

Reporting Descriptors

- E A student demonstrates elementary knowledge and understanding of the nature of genocide in the modern world; and very limited competence in the areas of research, historical inquiry and communication.
- D A student demonstrates basic knowledge and understanding of the nature of genocide in the modern world; and limited competence in the areas of research, historical inquiry and communication.
- C A student demonstrates sound knowledge and understanding of the nature of genocide in the modern world; and an adequate level of competence in the areas of research, historical inquiry and communication.
- B A student demonstrates thorough knowledge and understanding of the nature of genocide in the modern world; and a high level of competence in the areas of research, historical inquiry and communication.
- A A student demonstrates extensive knowledge and understanding of the nature of genocide in the modern world; and a very high level of competence in the areas of research, historical inquiry and communication.

Assessment

Scheduled Assessment (60%)

- Source Task - Terrorism
- Research Task – Oral Presentation

Ongoing Assessment (40%)

- Quality of contribution to class discussion
- Teacher observation
- Self assessment
- Bookwork, Quizzes, Crosswords

Assessment dates

Term	Week	Study area	Weighting
1	6	10HIST (Elective) Source Task	30%
2	3	10HIST (Elective) Research Task	30%
1 & 2	Ongoing	10HIST (Elective) Informal Assessment	40%

iSTEM

Areas of Study

Students will select and use a range of components and hardware in the development and production of a practical project related to motion. Following this they will then be using the electrical, mechanical and coding applications to complete the design and development of an electrical/mechanical system.

Outcomes to be Assessed

The student:

- 5.1.1 develops ideas and explores solutions to STEM based problems
- 5.1.2 demonstrates initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
- 5.2.2 applies and transfers acquired scientific and mechanical knowledge to subsequent learning experiences in a variety of contexts
- 5.3.2 identifies and uses a range of technologies in the development of solutions to engineering problems
- 5.4.1 uses mathematical, scientific and graphical methods related to technology and engineering
- 5.4.2 develops skills in using mathematical, scientific and graphical methods whilst working as a team
- 5.6.2 will work individually or in teams to solve problems in STEM contexts

Reporting Descriptors

- E The student has demonstrated an elementary knowledge and understanding of the solutions to STEM based problems and has produced a solution with assistance. In addition, the student has demonstrated a very limited level of competence in the work practices relevant to the task.
- D The student has demonstrated a basic knowledge and understanding of solutions to STEM based problems and has produced a solution with guidance. In addition, the student has demonstrated a limited level of competence in the work practices relevant to the task.
- C The student has demonstrated a sound knowledge and understanding of solutions to STEM based problems and has produced a solution with minimal guidance. In addition, the student has demonstrated an adequate level of competence in the work practices relevant to the task.
- B The student has demonstrated a thorough knowledge and understanding of solutions to STEM based problems and has applied this in the production of a quality solution. In addition, the student has achieved a high level of competence in the work practices relevant to the task and has worked independently.
- A The student has demonstrated an extensive knowledge and understanding of solutions to STEM based problems and has applied this in the production of a high-quality solution. In addition, the student has achieved a very high level of competence in the work practices relevant to the task and has worked consistently and independently.

Assessment

Scheduled Assessment (90%)

- Motion Task (practical) – Students will develop an– 35%
- Coding/Techstarter Task (practical and folio) – Students will design a physical application to complete a predetermined task and submit an accompanying design folio. – 35%
- Record of Work (Electronic submission) – Students keep a record of all tasks, activities and observations in an electronic journal – 20%

Ongoing Assessment (10%)

- Ongoing periodical assessment of the folio and the completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during these lessons.

Assessment dates

Term	Week	Study Area	Weighting	
1	11	Motion Task	35%	
2	10	Mechatronics	35%	
1 & 2	Ongoing	Record of Work	20%	
1 & 2	Ongoing	Informal	10%	

Industrial Technology – Engineering

Areas of Study

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms.

Practical projects will reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include small structures and small vehicles.

Outcomes to be Assessed

The student:

- 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes;
- 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes;
- 5.2.1 applies design principles in the modification, development and production of projects;
- 5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects;
- 5.3.1 justifies the use of a range of relevant and associated materials;
- 5.3.2 selects and uses appropriate materials for specific applications;
- 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects;
- 5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects;
- 5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction;
- 5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

Reporting Descriptors

- E The student has demonstrated an elementary knowledge and understanding of industry related technologies and has applied this with assistance in the production of a practical project. In addition, the student has displayed a very limited level of competence in applying design principles, technical skills and relevant industrial work practices.
- D The student has demonstrated a basic knowledge and understanding of industry related technologies and has applied this with guidance in the production of a practical project. In addition, the student has displayed a basic level of competence in applying design principles, technical skills and relevant industrial work practices.
- C The student has demonstrated a sound knowledge and understanding of industry related technologies and has applied this with minimal guidance in the production of a quality practical project. In addition, the student has displayed an adequate level of competence in applying design principles, technical skills and relevant industrial work practices
- B The student has demonstrated a thorough knowledge and understanding of industry related technologies and has applied this independently in the production of a quality practical project. In addition, the student has displayed a high level of competence in applying design principles, technical skills and relevant industrial work practices.
- A The student has demonstrated an extensive knowledge and understanding of industry related technologies and has applied this independently and consistently in the production of a high quality practical project. In addition, the student has displayed an advanced level of competence in applying design principles, technical skills and relevant industrial work practices

Assessment

Scheduled Assessment (80%)

Student achievement of the targeted unit outcomes via the successful completion of the following tasks:

- Students will *design* and *submit* a model car utilising the CREO software package.
- Students will *design* and *construct* an Jouser utilising electronics and control technology.
- Students will use their understanding of the design process to create and submit a design folio their Jouser.

Ongoing Assessment (20%)

Ongoing periodical assessment of the folio and the completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

Term	Week	Study area	Weighting
1	6	10ITE Control System Presentation	40%
2	3	10ITE Jouser – Hand In	40%
1 & 2	Ongoing	10ITE Informal	20%

Industrial Technology - Timber

Areas of Study

This unit of work involves the design development and production of a Trinket Box. The Trinket Box is produced from a single timber blank with the option presented for students to use more unusual or exotic timbers for the project. The design development of the project will consider the aesthetic appeal of the timber, attempting to utilise interesting grain to compliment the final product. The unit will involve students presenting a design folio in conjunction with the finished product as part of the assessment.

Outcomes to be Assessed

The student:

- 5.1.1 identifies, assesses and manages the risks and OH&S issues associated with the use of a range of materials, hand tools, machine tools and processes;
- 5.1.2 applies OH&S practices to hand tools, machine tools, equipment and processes;
- 5.2.1 applies design principles in the modification, development and production of projects;
- 5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects;
- 5.3.1 justifies the use of a range of relevant and associated materials;
- 5.3.2 selects and uses appropriate materials for specific applications;
- 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects;
- 5.4.2 works cooperatively with others in the achievement of common goals;
- 5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects;
- 5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction;
- 5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

Reporting Descriptors

- E The student has demonstrated an elementary knowledge and understanding of industry related technologies, and has applied this, with assistance, in the production of a practical project. In addition, the student has displayed a very limited level of competence in applying design principles, technical skills and relevant industrial work practices.
- D The student has demonstrated a basic knowledge and understanding of industry related technologies, and has applied this with guidance in the production of a practical project. In addition, the student has displayed a basic level of competence in applying design principles, technical skills and relevant industrial work practices.
- C The student has demonstrated a sound knowledge and understanding of industry related technologies, and has applied this with minimal guidance in the production of a quality practical project. In addition, the student has displayed an adequate level of competence in applying design principles, technical skills and relevant industrial work practices.
- B The student has demonstrated a thorough knowledge and understanding of industry related technologies, and has applied this independently in the production of a quality practical project. In addition, the student has displayed a high-level of competence in applying design principles, technical skills and relevant industrial work practices.
- A The student has demonstrated an extensive knowledge and understanding of industry related technologies, and has applied this independently and consistently in the production of a high quality practical project. In addition, the student has displayed an advanced level of competence in applying design principles, technical skills and relevant industrial work practices.

Assessment

Scheduled Assessment (90%)

Student achievement of the targeted unit outcomes via the successful completion of the following tasks:

- Students will *design* and *construct* a Trinket Box.
- Students will use their understanding of the design process to create and submit a design folio.

Ongoing Assessment (10%)

- Ongoing periodical assessment of the folio and the completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

Term	Week	Study area	Weighting
2	5	10ITT Trinket Box Portfolio	30%
2	5	10ITT Trinket Box Practical	45%
2	6	10ITT Semester Exam	10%
2	6	10ITT Practical Exam	5%
1 & 2	Ongoing	10ITT Informal	10%

Information and Software Technology

Areas of Study

The first unit of work is an individual project based on a design brief. It involves the collection of data and populating a Database Management System. The unit involves the development of skills and knowledge in working with data in all forms and sufficient time must be allocated to allow students to gain experience and skills in data collection and manipulation in DBMS software. This project requires the development of a DBMS of at least 15 entries. The data must be stored and manipulated in Microsoft Access DBMS software.

The second unit of work is multimedia portfolio based around flash. It involves the collection of multiple data types and editing them for use in a flash presentation. The unit involves the development of skills and knowledge in working with graphics, video, text, audio and animations.

Outcomes to be Assessed

The student:

- 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks;
- 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks;
- 5.2.1 describes and applies problem-solving processes when creating solutions;
- 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems;
- 5.2.3 critically analyses decision making processes in a range of information and software solutions;
- 5.3.1 justifies responsible practices and ethical use of information and software technology;
- 5.3.2 a student acquires and manipulates data and information in an ethical manner;
- 5.5.2 communicates ideas, processes and solutions to a targeted audience;
- 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology.

Reporting Descriptors

- E The student, with guidance, can apply an elementary level of competence in problem-solving and, with support, can communicate limited ideas to an audience. With guidance, he can recognise responsible and ethical practices when acquiring and manipulating data and information.
- D The student can apply a basic level of competence in problem-solving skills to produce a solution, and can communicate ideas to an audience. The student can recall responsible and ethical practices when acquiring and manipulating data and information.
- C The student can apply problem-solving skills to produce and evaluate a solution and can communicate complex ideas to a variety of audiences. The student can apply responsible and ethical practices when acquiring and manipulating data and information.
- B The student can confidently apply problem-solving skills when producing and evaluating solutions, and can coherently communicate complex ideas to a variety of audiences. The student can justify and apply responsible and ethical practices when acquiring and manipulating data and information.
- A The student can be critical and creative in problem-solving for a wide range of situations. The student can logically communicate complex ideas to a variety of audiences, and justify and apply responsible practices when acquiring and manipulating data and information.

Assessment

Scheduled Assessment (60%)

- Database Project

This project is based around the use of a Data Base Management System of at least 15 entries. The data must be stored and manipulated in Microsoft Access DBMS software.

This project is based around the use or development of Information Technologies using Flash Animation that will run for a minimum of 30 seconds or contain multiple interactive elements. The information presented must be on a principle of IST.

Informal Assessment (40%)

- Ongoing periodical assessment of the design folio and the completion of related class-based tasks will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.
- Multimedia Portfolio Students will develop elements and productions using Flash Presentation Software.

Assessment dates

Term	Week	Study area	Weighting
1	11	10IST Database Project	60%
2	6	10IST Multimedia Portfolio - Informal	30%
1 & 2	Ongoing	10IST Folio Informal	10%

Mathematics Stage 10.5.2/5.1

Areas of Study

- ◆ Probability
- ◆ Single and Bivariate Statistics
- ◆ Geometrical figures
- ◆ Algebraic expressions and Indices
- ◆ Linear Relationships

Outcomes to be Assessed

The student:

MA4-21SP represents probabilities of simple and compound events

MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

MA4-19SP collects, represents and interprets single sets of data, using appropriate statistical displays

MA4-20SP analyses single sets of data using measures of location, and range

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data

MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time

MA5.2-17SP describes & calculates probabilities in multi-step chance experiments

MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles

MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines

MA5.1-11MG describes and applies the properties of similar figures and scale drawings

MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

MA4-8NA generalises number properties to operate with algebraic expressions

MA4-9NA operates with positive-integer and zero indices of numerical bases

MA5.1-9MG uses scientific notation, and rounds to significant figures

MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5.2-6NA simplifies algebraic fractions

MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices

Reporting Descriptors

- E The student can demonstrate, with assistance, elementary knowledge and understanding in a few areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. The student has achieved very limited competence in some of the processes and skills.
- D The student can demonstrate, with assistance, a basic knowledge and understanding in the areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. The student can solve simple familiar problems and has achieved a limited level of competence in the processes and skills.
- C The student can demonstrate a sound knowledge and understanding in most areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. The student can solve familiar problems and use some appropriate mathematical arguments to achieve an adequate level of competence.
- B The student can demonstrate a thorough knowledge and understanding of Number and Algebra, Measurement and Geometry, Statistics and Probability. The student can work independently to solve familiar and some unfamiliar problems at a high level by selecting appropriate strategies and mathematical arguments.
- A The student can demonstrate consistently an extensive knowledge and understanding of Number and Algebra, Measurement and Geometry, Statistics and Probability. The student can work independently to accurately solve unfamiliar multi-step problems by selecting efficient strategies or by presenting clear and concise mathematical arguments.

Assessment

Scheduled Assessment (80%)

Ongoing Assessment (20%)

Assessment dates

Term	Week	Study area	Weighting
1	8	Probability, single and Bivariate Statistics - Exam	40%
2	Sem 1 Exam Period	Geometrical Figures, Algebraic Expressions and Indices - Exam	40%
1&2	Ongoing	Portfolio	20%

Mathematics Stage 10.5.3/5.2

Areas of Study

- ◆ Measurement
- ◆ Indices and Surds
- ◆ Expressions and Equations
- ◆ Linear Relationships
- ◆ Trigonometry

Outcomes to be Assessed

The student:

MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles

MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume

MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

MA5.1-9MG interprets very small and very large units of measurement uses scientific notation, and rounds to significant figures

MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids

MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids

MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids

MA4-9NA operates with positive-integer and zero indices of numerical bases

MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices

MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions

MA5.3-6NA performs operations with surds and indices

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane

MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.2-5NA recognises direct proportion, and solves problems involving direct proportion

MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships

MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line

Reporting Descriptors

- E The student can demonstrate, with assistance, elementary knowledge and understanding in a few areas of Number and Algebra, Measurement and Geometry. The student has achieved very limited competence in some of the processes and skills.
- D The student can demonstrate, with assistance, a basic knowledge and understanding in the areas of Number and Algebra, Measurement and Geometry. The student can solve simple familiar problems and has achieved a limited level of competence in the processes and skills.
- C The student can demonstrate a sound knowledge and understanding in most areas of Number and Algebra, Measurement and Geometry. The student can solve familiar problems and use some appropriate mathematical arguments to achieve an adequate level of competence.
- B The student can demonstrate a thorough knowledge and understanding of Number and Algebra, Measurement and Geometry. The student can work independently to solve familiar and some unfamiliar problems at a high level by selecting appropriate strategies and mathematical arguments.
- A The student can demonstrate consistently an extensive knowledge and understanding of Number and Algebra, Measurement and Geometry. The student can work independently to accurately solve unfamiliar multi-step problems by selecting efficient strategies or by presenting clear and concise mathematical arguments.

Assessment

Scheduled Assessment (80%)

Ongoing Assessment (20%)

Assessment dates

Term	Week	Study area	Weighting
1	9	Measurement, Indices & Surds - Exam	40%
2	Sem 1 Exam Period	Expressions & Equations, Linear Relationships - Exam	40%
1 & 2	Ongoing	Portfolio	20%

Music

Areas of Study

- ♦ *Jazz* encourages the exploration of various genres of jazz music. Students develop their theoretical understanding of jazz simultaneously focusing on skills in composing and improvising on their chosen instrument.
- ♦ *Music's Classic Hits* examines some of the “classic hits” of Western Art Music that have been evolving over a thousand years through several periods.
- ♦ Throughout the semester, development of music concepts is continued.

Outcomes to be Assessed

These units of work will enable a student to:

- 5.1 Perform repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 Perform repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
- 5.3 Perform music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.4 Demonstrate an understanding of the musical concepts through improvising, arranging and composing in the styles selected.
- 5.5 Notate own compositions, applying forms of notation appropriate to the music selected for study.
- 5.7 Demonstrate an understanding of musical concepts through the analysis, comparison and critical discussion of the music from different stylistic, social, cultural and historical contexts.
- 5.8 Demonstrate understanding of musical concepts through aural identification, discrimination, memorization and notation in the music selected for study.
- 5.9 Demonstrate an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study.
- 5.10 Demonstrate an understanding of the influence and impact of technology on music.

Reporting Descriptors

- E The student has an elementary musical knowledge and understanding in a few areas of the Course content, and has achieved very limited competence in musical skills involving performance, composition and listening activities.
- D The student has a basic musical knowledge and understanding of the Course content, and has achieved a limited level of competence in musical skills involving performance, composition and listening activities.
- C The student has a sound musical knowledge and understanding of the predominant areas of the Course content, and has achieved an adequate level of competence in musical skills involving performance, composition and listening activities.
- B The student has a thorough musical knowledge and understanding of the Course content, and has achieved a high level of competence in practical skills. In addition, the student is able to apply this knowledge and these practical skills to most performance, composition and listening activities.
- A The student has an extensive musical knowledge and understanding of the Course content, and can readily apply this to activities in performance, composition and listening. In addition, the student has achieved a very high level of competence in practical skills and can apply these skills to performance and composition.

Assessment

Formal Assessment 100%

- Practical performance
- Composition and WISE task
- Aural Exam

Assessment dates

Term	Week	Study area	Weighting
1	9	10MUSC Jazz (Composition) – Hand In	30%
2	2	10MUSC Performance (Jazz) – In Class	40%
2	6	10MUSC Aural – In Class	30%

Personal Development, Health and Physical Education

Areas of Study

1. Sexual Health
2. Gridiron, Gaelic Football & Team Games
3. Body Image & Mental Health
4. Careers

Outcomes to be Assessed

The student:

- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
- 5.4 adopts, transfers and improvises movement skills and concepts to improve performance.
- 5.5 composes, performs and appraises movement in a variety of challenging contexts.
- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health decision making and develops strategies to promote health and safety behaviours
- 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity.
- 5.10 a student adopts roles to enhance their own and others enjoyment of physical activity
- 5.11 adapts and evaluates communication skills and strategies to justify opinion, ideas and feelings in increasingly complex situations
- 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
- 5.14 confidently uses movement to satisfy personal needs and interests
- 5.16 predicts potential problems and develops, justifies and evaluates solutions

Reporting Descriptors

- E The student has an elementary knowledge and understanding in areas related to relationships and road safety. He has achieved a limited level of competence in skill development, performance and movement composition.
- D The student has a basic knowledge and understanding in areas related to relationships and road safety. He has achieved a basic level of competence in skill development, performance and movement composition.
- C The student has an adequate knowledge and understanding in areas related to relationships and road safety. He has achieved an adequate level of competence in skill development, performance and movement composition.
- B The student has a thorough knowledge and understanding in areas related to relationships and road safety. He has achieved a high level of competence in skill development, performance and movement composition. In addition, he is able to apply this knowledge and these skills to most situations.
- A The student has an extensive knowledge and understanding in areas related to relationships and road safety. He has achieved a very high level of competence in skill development, performance and movement composition, and is able to apply this knowledge and the skills to new situations.

Assessment

Scheduled Assessment (70%)

- Sexual Health
- Gridiron
- Practical – Gridiron, Gaelic Football and Team Games

Ongoing Assessment (30%)

- Effort & engagement in lessons
- Quality of completed work
- Communication and interactions
- Demonstrated level of understanding

Assessment dates

Term	Week	Study area	Weighting
1	10	10PDH Sexual Health – Hand In	30%
1 & 2	1-10	10PDH Ongoing Practical Assessment	40%
1 & 2	1-10	10PDH Ongoing Informal Assessment	30%

Physical Activity and Sport Studies

Areas of Study

1. Sport Administration
2. Physical Fitness

Outcomes to be Assessed

The student:

- 1.1 discusses factors that limit and enhance the capacity to move and perform.
- 1.2 Analyses the benefits of participation and performance in physical activity and sport
- 2.1 Analyses physical activity and sport from personal, social and cultural perspectives
- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance.
- 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity.
- 4.1 Works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 displays management and planning skills to achieve personal and group goals.
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Reporting Descriptors

- E The student has an elementary knowledge and understanding in areas related to sports administration and the anatomy and physiology of the human body. He has achieved a limited level of competence in some of the processes and skills.
- D The student has a basic knowledge and understanding in areas related to sports administration and the anatomy and physiology of the human body. He has achieved a basic level of competence in some of the processes and skills.
- C The student has an adequate knowledge and understanding in areas related to sports administration and the anatomy and physiology of the human body. He has achieved an adequate level of competence in some of the processes and skills.
- B The student has a thorough knowledge and understanding in areas related to sports administration and the anatomy and physiology of the human body. He has achieved a high level of competence in some of the processes and skills. In addition, he is able to apply this knowledge and these skills to most situations.
- A The student has an extensive knowledge and understanding in areas related to relationships sports administration and the anatomy and physiology of the human body; and he can readily apply this knowledge. He has achieved a very high level of competence in some of the processes and skills and is able to apply this knowledge and skills to new situations.

Assessment

Scheduled Assessment (70%)

- Team Design
- Fitness Testing

Ongoing Assessment (30%)

- Effort and engagement in lessons
- Quality of completed work
- Communication and interactions
- Demonstrated level of Understanding

Assessment dates

Term	Week	Study area	Weighting
1	8	10PASS Team Design – Written Hand In	35%
2	5	10PASS Ongoing Practical & Written Hand in Task	35%
1&2	1-10	10PASS Ongoing Informal Assessment	30%

Religious Education

Areas of Study

Mary and the Saints - This unit focuses on Mary and the saints in relation to the common features of God's call to, and the response of, a range of Old and New Testament saints; the role and contribution of Mary and the saints in the life and teachings of the Church, with reference to Scripture and the process of canonisation of saints; artistic expressions and devotional practices linked to Mary and the saints, selected from art, popular customs, or devotional practices; and participation in a Marian devotion such as the Rosary or Angelus.

The Eucharist - This unit focuses on the Catholic Eucharist with reference to – ways in which selected individuals and organisations reach out to Australians on the fringe of society; ways in which the Eucharist challenges Catholics to reach out to others, with reference to key rituals and prayers from the Mass; ways in which Jesus reached out to others during his ministry, with reference to key passages; and ways in which students can reach out to those on the fringe in their everyday lives

Outcomes to be Assessed

- C5.5 examines ways in which the sacraments are actions of Christ and the Church which reconcile, renew and build up the Christian community
- C 5.7 explains ways in which prayer and spirituality are faith responses central to the life and mission of the Church
- C5.9 gathers and analyses information about religion, independently and in teams
- C5.10 communicates information, ideas and issues in appropriate forms to different audiences and in different contexts
- C5.11 uses appropriate terminology related to religion and belief systems
- C5.12 names, reflects on and integrates life experience, within a response to the Christian story and vision

Reporting Descriptors

- E The student has an elementary knowledge and understanding of the role and purpose of Mary and the saints. In addition, this student has demonstrated the ability to identify stories in scripture.
- D The student has a basic knowledge and understanding of the role and purpose of Mary and the saints. In addition, this student has demonstrated the ability to identify stories from the life of Jesus and key rituals of the Catholic mass.
- C The student has a sound knowledge and understanding of the role and purpose of Mary and the saints. In addition, this student has demonstrated the ability to describe the ways the Eucharist reconciles, renews and builds up the Christian community.
- B The student has a thorough knowledge and understanding of the role and purpose of Mary and the saints. In addition, this student has demonstrated the ability to examine ways the Eucharist reconciles, renews and builds up the Christian community.
- A The student has an extensive knowledge and understanding of the role and purpose of Mary and the saints. In addition, this student has demonstrated the ability to examine ways the Eucharist reconciles, renews and builds up the Christian community.

Assessment

Scheduled Assessment (60%)

Ongoing Assessment (40%)

Assessment dates

Term	Week	Study area	Weighting
1	6	10RELG Mary and the Saints Task	30%
2	3	10RELG The Eucharist Task	30%
1&2	1-10	10RELG Informal	40%

Science

Areas of Study

◆ Chemical Reactions

◆ Genetics

◆ Evolution

Outcomes to be Assessed

The student:

- SC5-4WS develops questions or hypotheses to be investigated scientifically
- SC5-5WS collaboratively and individually produces a plan to investigate questions and problems
- SC5-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC5-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- SC5-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC5-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC5-14LW analyses interactions between components and processes within biological systems
- SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological development and the needs of society
- SC5-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Reporting Descriptors

- E The student has an elementary understanding of chemical reactions, genetics and evolution. With guidance, he can carry out simple first-hand investigations. In addition, he can communicate basic ideas with assistance.
- D The student has a basic understanding of chemical reactions, genetics and evolution. He has demonstrated the ability to plan and perform simple first-hand investigations. In addition, he can communicate basic ideas.
- C The student has a sound understanding of chemical reactions, genetics and evolution. He has demonstrated the ability to plan, perform and report upon first-hand investigations.
- B The student has a thorough understanding of chemical reactions, genetics and evolution. He has demonstrated the ability to plan, perform and report upon first-hand investigations, and can apply these skills to new situations.
- A The student has an extensive knowledge and understanding of chemical reactions, genetics and evolution. He has demonstrated a high level of competence in planning, organising, performing and reporting upon first-hand investigations. In addition he can process information and clearly communicate his ideas at a high level.

Assessment

Scheduled Assessment (80%)

Ongoing Assessment (20%)

- Practical Task
- Semester One Exam
 1. Knowledge & Understanding
 2. Processing & Presenting Information
 3. Extracting Information and Communicating Ideas

Assessment dates

Term	Week	Study area	Weighting
1	10	10SCI Student Research Project	40%
2	4-5	10SCI Semester 1 Exam (a. knowledge & understanding 15%, b. processing & presenting 15%, c. extracting Information 10%)	40%
1 & 2	Ongoing	10SCI Informal	20%

Visual Arts

Areas of Study

- ♦ Desolate and Inhabited Spaces: An investigation into abandoned spaces and places and interiors with particular reference to the work of Howard Arkley John Brack, Grace Cossington-Smith

Outcomes to be Assessed

The student:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings

Reporting Descriptors

- E The student has an elementary knowledge and understanding of artist practice and the conceptual framework, and applies this knowledge to art criticism and art history in a very limited manner. In addition, the student has achieved a minimal level of competence in the processes and techniques in artmaking, and applies some of these skills in his artworks.
- D The student has a basic knowledge and understanding of artist practice and the conceptual framework, and applies this knowledge to art criticism and art history in a limited manner. In addition, the student has achieved a basic level of competence in the processes and techniques in artmaking, and has applied some of these skills in his artworks.
- C The student has a sound knowledge and understanding of artist practice and the conceptual framework, and can apply this knowledge to art criticism and art history. In addition, the student has achieved an adequate level of competence in the processes and techniques in artmaking, and has applied some of these skills in his artworks.
- B The student has a thorough knowledge and understanding of artist practice and the conceptual framework, and can apply this knowledge to art criticism and art history. In addition, the student has achieved a high level of competence in the processes and techniques in artmaking, and has applied many of these skills in his artworks.
- A The student has an extensive knowledge and understanding of artist practice and the conceptual framework, and can readily apply this knowledge to art criticism and art history. In addition, the student has achieved a very high level of competence in the processes and techniques in artmaking, and has applied these skills in his artworks.

Assessment

Scheduled Assessment (100%)

- Written response
- Body of Work (Painting, Drawing, Printmaking)

Assessment dates

Term	Week	Study area	Weighting
1	10	10VART Written response – Hand In	40%
2	7	10VART body of Work – In Class	60%