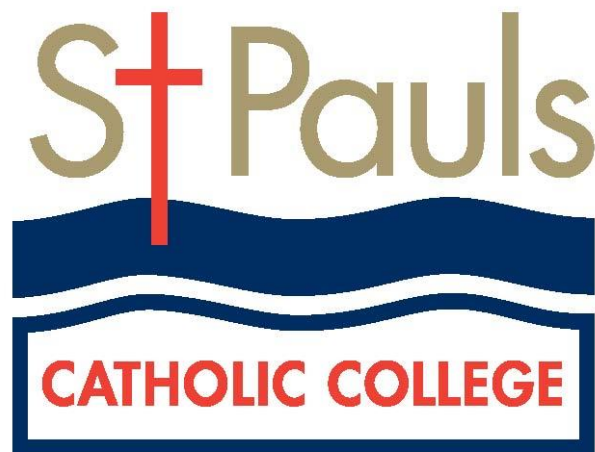


Course Information

Booklet



Year 10

Semester Two
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.

How You Are Assessed

Ongoing

Class-Based Assessment

Examples

- Quizzes
- Class work
- Observations
- Class discussion
- Group work
- Comprehension activities

These occur on a continual basis in class throughout the semester



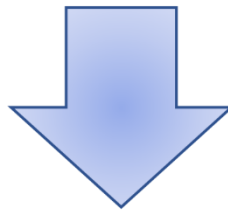
Scheduled

Assessment Events

Examples

- Examination
- Hand-in Projects
- Research tasks
- Performance-based
- Portfolio
- Practical projects

These are scheduled events for which students are given formal criteria and due dates



Semester Report

Descriptor Grade

A - E

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:

- sit the task or a substitute task; or
- 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 NESAs.
- 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.

Activating your Students Online account

Students Online features a private account area where you can view your personal details as held by the NSW Education Standards Authority (NESA). All NSW high school students in Years 10, 11 and 12 are eligible for an account.

Your account will be created at the end of Term One in Year 10.

You are able to activate your account now if your school has provided an email address for you to NESA.

<https://studentsonline.nesa.nsw.edu.au/go/access/>

To be emailed an account activation link, you will need to enter your:

- given name(s)
- family name
- school
- date of birth.

The activation link will be sent to the email address your school has supplied to NESA. You must enter your given names EXACTLY as you are formally known by your school and which they have provided to NESA. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s) to the Board as 'Maxwell Anthony', 'Maxwell', or even, possibly, 'Max'.

If you have issues activating your account, contact your school to check your email address has been provided, or how your details, particularly your given name and email address, are officially recorded.

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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
Term	Week	Study Area
3	2	10IST Assessment Task 3– Principal of 1 st animation
3	2	10RELG Morality, Justice & Peace Task
3	6	10SCI Design & Analysis Task
3	7	10GTEC Assessment Task 3 Engineering Drawing Report
3	7	10MATH5.1/5.2 Assessment Task
3	7	10COM Assignment
3	7	10MUSC Assessment Task 4 (Viva voce)
3	7	10ITE Skylap Plane - Practical
3	7	10ITE Skylap Plane – Booklet
3	8	10ENG Non-Fiction Task
3	8	10MATH5.2/5.3 Assessment Task
3	8	10FTEC Assessment Task 4 (Food Service and Catering, Report and Practical)
3	9	10HISTE Research Project - Terrorism
3	10	10GEO Environmental Change Action Plan
3	10	10PASS Human Body Exam
3	10	10VART Examination
3 & 4	1-10	10ISTEM Record of Work
3 & 4	1-10	10PDHPE Cultural and Recreational Pursuits
4	2	10RELG Reverence for Life Task
4	2	10IST Assessment Task 3 Progressive E-Folio Mark
4	2	10MUSC Musicology Examination
4	4	10ENG Drama Task
4	4	10IST Assessment Task 4 (Authoring and Multimedia Systems, Major Project)
4	5	10ITT Assessment Task 5 (Major Project Folio, Folio Presentation)
4	5	10ENG Semester 2 Exam Task
4	5	10VART Body of Work
4	5	10HISTE Examination
4	5	10GEO Examination
4	5	10COM Examination
4	5	10FTEC In Class Examination
4	5	10ITT Assessment Task 6 (Major Project, Practical)
4	5	10SCI Semester Two Exam
4	1-5	10PASS Outdoor Recreation
4	Exam Block	10PDHPE Road Safety/Party Safe
4	6	10ISTEM Research Project
4	6	10MATH5.1/5.2 Assessment Task
4	6	10MATH5.2/5.3 Assessment Task
4	7	10ITE Solar Car Practical
4	7	10ITE Solar Car Folio
4	7	10GTEC Assessment Task 4 (Student Negotiated Project, Practical)

- 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 Geography (Mandatory)

Areas of Study

Over two courses of study, students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. As well as examining the nature of, and differences in, human wellbeing and development that exist within and between countries.

- Environmental Change and Management
- Human Wellbeing

Outcomes to be Assessed

The student:

- GE5.1 explains the diverse features and characteristics of a range of places and environments
- GE5.2 explains processes and influences that form and transform places and environments
- GE5.3 analyses the effect of interactions and connections between people, places and environments
- GE5.4 accounts for perspectives of people and organisations on a range of geographical issues
- GE5.5 assesses management strategies for places and environments for their sustainability
- GE5.6 analyses differences in human wellbeing and ways to improve human wellbeing
- GE5.7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5.8 communicates geographical information to a range of audiences using a variety of strategies

Reporting Descriptors

- E A student demonstrates an elementary knowledge and understanding of functioning of environments and the scale of human induced environmental change. A student can identify different worldviews and management approaches to environmental issues. The student is able to identify global indicators and benchmarks for human wellbeing and investigate, with limited competence, the reasons and consequences of special variations in human wellbeing in Australia and other nations.
- D A student demonstrates a basic knowledge and understanding of functioning of environments and the scale of human induced environmental change. The student can identify and outline different worldviews and management approaches to environmental issues. A student is able to identify and outline global indicators and benchmarks for human wellbeing and competently investigate the reasons and consequences of special variations in human wellbeing in Australia and other nations.
- C A student demonstrates a sound knowledge and understanding of functioning of environments and the scale of human induced environmental change. The student can outline and explain different worldviews and management approaches to environmental issues. A student is able to outline global indicators and benchmarks for human wellbeing to a sound level and explain the reasons and consequences of special variations in human wellbeing in Australia and other nations.
- B A student demonstrates a thorough knowledge and understanding of functioning of environments and the scale of human induced environmental change. The student can explain and evaluate different worldviews and management approaches to environmental issues. A student is able to describe global indicators and benchmarks for human wellbeing to a high level and explain the reasons and consequences of special variations in human wellbeing in Australia and other nations.
- A A student demonstrates an extensive knowledge and understanding of functioning of environments and the scale of human induced environmental change. The student can thoroughly explain different worldviews and management approaches to environmental issues. A student is able to evaluate the validity of global indicators and benchmarks for human wellbeing to a very high level and explain and justify the reasons and consequences of special variations in human wellbeing in Australia and other nations.

Assessment

Scheduled Assessment (60%)

Ongoing Assessment (40%)

Assessment dates

Term	Week	Study area	Weighting
3	10	10HIST Environmental Change Action Plan – Hand In	30%
4	Exam Block	10HIST Exam	30%

Commerce

Areas of Study

In Semester Two students will be studying the following topics;

- Law and Society
- Employment Issues

Outcomes to be Assessed

The student:

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts.
- 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%)

Ongoing Assessment (40%)

Assessment dates

Term	Week	Study area	Weighting
3	7	10COM Assignment (Changing the Law)	30%
4	5	10COM Exam	30%

English

Areas of Study

This is a mandatory course involving learning experiences in reading/writing, listening/speaking and viewing/representing. The Topics studied in Semester Two are:

- Memoirs and Memories
- Drama - 'The Fatal Flaw'
- Satire - Documentary Study

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 experimenting with ways of transforming experience, information and ideas into written responses, as well as investigating the relationships between and among texts.
- D The student has a basic knowledge and understanding of the content and has achieved limited competence in experimenting with ways of transforming experience, information and ideas into written responses, as well as investigating the relationships between and among texts.
- C The student has a sound knowledge and understanding in the main areas of content and has achieved an adequate level of competence in experimenting with ways of transforming experience, information and ideas into written responses, as well as investigating the relationships between and among texts.
- 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 experimenting with ways of transforming experience, information and ideas into written responses, as well as investigating the relationships between and among texts.
- 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 experimenting with ways of transforming experience, information and ideas into written responses, as well as investigating the relationships between and among texts.

Assessment

Scheduled Assessment (70%)

Ongoing Assessment (30%)

Assessment dates

Term	Week	Study area	Weighting
3	8	10ENG Non Fiction Task – Hand In	35%
4	4	10ENG Drama Task – In Class Prepared	35%
3 & 4	Ongoing	10ENG Ongoing Informal Assessment – In Class or Prepared	30%

Food Technology

Areas of Study

In this unit students explore the many factors to consider when preparing food for a catering operation. Students will plan and prepare foods which can be served by a catering operation.

Outcomes to be Assessed

The student:

- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 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 thorough 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%)

Ongoing Assessment (20%)

Assessment dates

Term	Week	Study area	Weighting
3	8	10FTEC Assessment Task 4 (Food Service and Catering, Report and Practical) – In Class & Hand In	40%
4	5	10FTEC Exam – In Class	40%

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. Students then choose to undertake a Student Negotiated Project as one of the four options required. In this project they may choose to revisit an option for further investigation, undertake projects that combine aspects of a number of option modules, or pursue an area of graphics with local or personal significance.

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 and identifies some environmental and/or societal impacts of graphics technologies.
- 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 and recognises environmental, societal and industrial impacts of selected graphics technologies.
- 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 and compares and contrasts environmental, societal and industrial impacts of selected graphics technologies.
- 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 and analyses environmental, societal and industrial impacts of a range of graphics technologies.
- 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 and critically analyses environmental, societal and industrial impacts of a range of graphics technologies.

Assessment

Scheduled Assessment (85%)

Informal Assessment (15%)

Assessment dates

Term	Week	Study area	Weighting
3	7	10GTEC Assessment Task 3 (Engineering Drawing Report) – In Class	50%
4	7	10GTEC Assessment Task 4 (Student Negotiated Project, Practical) – In Class	50%

History (Elective)

Areas of Study

In History Elective Year 10 students will gain an 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. Topics studied in Semester Two include;

- Terrorism
- Slavery

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 history, heritage and archaeology; and very limited competence in the areas of research, historical inquiry and communication and source analysis.
- D A student demonstrates basic knowledge and understanding of the nature of history, heritage and archaeology; and limited competence in the areas of research, historical inquiry and communication and source analysis.
- C A student demonstrates sound knowledge and understanding of the nature of history, heritage and archaeology; and an adequate level of competence in the areas of research, historical inquiry and communication and source analysis.
- B A student demonstrates thorough knowledge and understanding of history, heritage and archaeology; and a high level of competence in the areas of research, historical inquiry and communication and source analysis .
- A A student demonstrates extensive knowledge and understanding of the nature of history, heritage and archaeology; and a very high level of competence in the areas of research, historical inquiry and communication and source analysis.

Assessment

Scheduled Assessment (60%)

Ongoing Assessment (40%)

Assessment dates

Term	Week	Study area	Weighting
3	9	10HISTE Research Project - Terrorism	30%
4	5	10HISTE Yearly Exam	30%

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.

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. Engineering projects will include SkyLap Place accompanied with the SkyLap work booklet and a Solar Car accompanied with a Design Portfolio.

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 (90%)

Ongoing Assessment (10%)

Assessment dates

Term	Week	Study area	Weighting
3	7	10ITE Skylap Plane – Practical – In Class	35%
3	7	10ITE Skylap Plane - Booklet – Hand In	20%
4	7	10ITE Solar Car Practical – In Class	20%
4	7	10ITE Solar Car Folio – Hand In	15%

Industrial Technology - Timber

Areas of Study

This unit of work involves the development and production of a Major Design Project. As a guide students are to stay within a given budget amount. Students are to include fittings such as handles, hinges, drawer runners and glass tops etc. The following would be accepted as a suitable Major Design Project: Coffee Table, Hallway Stand, Wall Mirror, Bedside Table, Lamp Stand and Foot Stool. The Major Design Project is to include the use of a variety of hand tool and power tool techniques.

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 (85%)

Ongoing Assessment (15%)

Assessment dates

Term	Week	Study area	Weighting
4	5	10ITT Assessment Task 5 (Major Project Folio) – In Class	15%
4	5	10ITT Assessment Task 6 (Major Project Practical) – In Class	70%

Information and Software Technology

Areas of Study

The tasks involve the development of skills and knowledge in working with graphics, video, text, audio and animations. Students produce a major project in multimedia at the end of the course.

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;
- 5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society;
- 5.5.1 applies collaborative work practices to complete tasks;
- 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 identify the effect of information technologies on individuals and society. He can apply an elementary level of competence in problem-solving and, with support, can communicate limited ideas to an audience.
- D The student can outline the effect of information technologies on individuals and society. He 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 describe the effect of information technologies on individuals and society. He 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 analyse the effect of information technologies on individuals and society. He 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 perceptively analyse the effect of information technologies on individuals and society. He 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 (100%)

Assessment dates

Term	Week	Study area	Weighting
3	2	10IST Assessment Task 3 – Principal of 1st animation – In Class	20%
4	2	10IST Assessment Task 3 Progressive E-Folio Mark – In Class	20%
4	4	10IST Assessment Task 4 (Authoring and Multimedia Systems, Major Project) – In Class	60%

iSTEM

Areas of Study

In this module students are to develop and realise a major scientific research project. The project involves students utilising inquiry based learning strategies to apply appropriate design, production and evaluation skills to a contemporary scientific or technological based problem.

Outcomes to be Assessed

The student:

- 5.1.1 develops ideas and explores solutions to technological and engineering based problems
- 5.1.2 designs and investigates different approaches in the development of engineered solutions
- 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
- 5.5.1 applies a range of communication techniques in the presentation of research and design solutions
- 5.5.2 critically evaluates innovative, enterprising and creative solutions
- 5.6.1 selects and uses appropriate problem-solving techniques in a range of technological and engineering contexts
- 5.6.2 will work individually or in teams to solve problems in technological and engineering 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%)

- Research Project 70%

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
3 & 4	1-10	Record of Work	20%
4	6	Research Project	70%
3 & 4	Ongoing	Informal	10%

Mathematics Stage 10.5.2/5.1

Areas of Study

1. Trigonometry
2. Financial Mathematics
3. Measurement
4. Equations, Formulas and Inequalities
5. Quadratic expressions and equations and Non-linear relationships

Outcomes to be Assessed

The student:

Trigonometry

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings

Financial Mathematics

MA4-5NA operates with fractions, decimals and percentages

MA4-6NA solves financial problems involving purchasing goods

MA5.1-4NA solves financial problems involving earning, spending and investing money

MA5.2-4NA solves financial problems involving compound interest

Measurement

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

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

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

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

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

Equations, Formulas and Inequalities

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

Quadratic expressions and equations and Non-linear relationships

MA5.2-6NA expands and factorises quadratic expressions

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
3	7	10MAT Assessment Task – In Class	40%
4	6	10MAT Assessment Task – In Class	40%

Mathematics Stage 10.5.3/5.2

Areas of Study

1. Trigonometry
2. Probability
3. Simple and bivariate statistics
4. Quadratic expressions and quadratic equations
5. Non linear relationships, functions & graphs
6. Geometrical figures and circle geometry

Outcomes to be Assessed

Trigonometry

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings

MA3.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions

Probability

MA4-21SP represents probabilities of simple and compound events

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

Single and Bivariate Statistics Measurement

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 and calculates probabilities in multi-step chance experiments

MA5.3-18SP uses standard deviation to analyse data

MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Quadratic expressions and quadratic equations

MA5.2-6NA expands and factorises quadratic expressions

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

Non-linear relationships, functions and their graphs

MA5.1-7NA graphs simple non-linear relationships

MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships

MA5.3-9NA sketches and interprets a variety of non-linear relationships

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

MA5.3-4NA draws, interprets and analyses graphs of physical phenomena

MA5.3-12NA uses function notation to describe and sketch functions

Geometrical figures and circle geometry

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

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

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

MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals

MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems

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
3	8	10MAT Assessment Task – In Class	40%
4	6	10MAT Assessment Task – In Class	40%

Music

Areas of Study

This is an elective board developed course that provides students with experiences in performance, composition and listening. The topic areas studied in this course are;

- The Musical
- Australian Art Music

Outcomes to be Assessed

The student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of the music selected for study.
- 5.6 uses different forms of technology in the composition process.
- 5.7 demonstrates an understanding of the musical concepts through the analysis, comparison and critical discussion of the music from different stylistic, social, cultural and historical contexts.
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorization and notation in the music selected for study.
- 5.9 demonstrates 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 demonstrates 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 can 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

Scheduled Assessment 100%

Assessment dates

Term	Week	Study area	Type	Weighting
3	7	10MUSC Assessment Task 4 (Viva voce)	Ongoing Practical	40%
4	2	10MUSC Musicology Examination	In Class Exam	60%

Personal Development, Health and Physical Education

Areas of Study

In Semester Two students will be studying the following topics;

- Cultural and Recreational Pursuits
- Party Safe
- Road safety

Outcomes to be Assessed

The student:

- 5.2 evaluates their capacity to reflect on and respond positively to challenges
- 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
- 5.16 predicts potential problems and develops, justifies and evaluates solutions

Reporting Descriptors

- E The student has an elementary knowledge and understanding in areas related to road safety, risk and protective behaviours, physical activity and relationships. He has demonstrated a very limited competence in movement skills, skill development and composition.
- D The student has a basic knowledge and understanding in areas related to road safety, risk and protective behaviours, physical activity and relationships. He has demonstrated a limited level of competence in movement skills, skill development and composition.
- C The student has a sound knowledge and understanding in areas related to road safety, risk and protective behaviours, physical activity and relationships. He has demonstrated an adequate level of competence in movement skills, skill development and composition.
- B The student has a thorough knowledge and understanding in areas related to road safety, risk and protective behaviours, physical activity and relationships. He has demonstrated a high level of competence in movement skills, skill development and 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 road safety, risk and protective behaviours, physical activity and relationships and can readily apply this knowledge. He has demonstrated a very high level of competence in movement skills, skill development and composition. He is able to apply this knowledge and skills to new situations.

Assessment

Scheduled Assessment (70%)

Ongoing Assessment 30%

Assessment dates

Term	Week	Study area	Weighting
3 & 4	Ongoing	10PDH Cultural and Recreational Pursuits – Ongoing Practical	40%
4	Exam Block	10PDH – Road Safety/Party Safe	30%

Physical Activity and Sport Studies

Areas of Study

In Semester Two students will be studying the following topics;

1. Human Body
2. Outdoor Recreation

Outcomes to be Assessed

The student:

- 1.1 discusses factors that limit and enhance the capacity to move and perform.
- 2.2 Analyses physical activity and sport from personal, social and cultural perspectives
- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skillful performance.
- 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.
- 4.4 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 anatomy and basic physiology and outdoor recreation activities. He has demonstrated a very limited level of competence in group based physical activities.
- D The student has a basic knowledge and understanding in areas related to anatomy and basic physiology and outdoor recreation activities. He has demonstrated a limited level of competence in group based physical activities.
- C The student has a sound knowledge and understanding in areas related to anatomy and basic physiology and outdoor recreation activities. He has demonstrated an adequate level of competence in group based physical activities.
- B The student has a thorough knowledge and understanding in areas related to anatomy and basic physiology and outdoor recreation activities. He has demonstrated a high level of competence in group based physical activities. In addition, he can apply this knowledge and these skills to most situations.
- A The student has an extensive knowledge and understanding in areas related to anatomy and basic physiology and outdoor recreation activities and can readily apply this knowledge. He has demonstrated a very high level of competence in group based physical activities and is able to apply this knowledge and skills to new situations.

Assessment

Scheduled Assessment (100%)

Assessment dates

Term	Week	Study area	Weighting
3	10	10PASS Human Body Exam	50%
4	1-5	10PASS Outdoor Recreation – Ongoing Group Activities	50%

Religious Education

Areas of Study

Throughout the semester, students will be studying two units: Morality, Justice and Peace and Reverence for Life. Areas of study include:

- The application of the principles of Christian moral decision making, including a properly informed conscience, Scripture and Church teaching.
- Theories of moral development and examples of exemplary moral integrity.
- A range of issues linked to reverence for life, including the dignity of the human person, key scripture passages and Catholic moral principles.
- The work of a Catholic individual organisation that promotes the dignity of human life.

Outcomes to be Assessed

C5.1 explains ways in which God is revealed in the world

C5.6 explains links between Christian life, fidelity to Church teaching, conscience, and inspiring people of faith

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 ways God and His message is revealed and applied in the world. In addition, this student has demonstrated the ability to identify a church teaching and the importance of conscience in everyday life.
- D The student has a basic knowledge and understanding of the ways God and His message is revealed and applied in the world. In addition, this student has demonstrated the ability to identify church teachings and make simple applications to everyday life.
- C The student has a sound knowledge and understanding of the ways God and His message is revealed and applied in the world. In addition, this student has demonstrated the ability to describe the connection between Church teachings, inspiring people and the moral decision-making process.
- B The student has a thorough knowledge and understanding of the ways God and His message is revealed and applied in the world. In addition, this student has demonstrated the ability to explain the connection between Church teachings, inspiring people and the moral decision-making process.
- A The student has an extensive knowledge and understanding of the ways God and His message is revealed and applied in the world. In addition, this student has demonstrated the ability to examine the connection between Church teachings, inspiring people and the moral decision-making process.

Assessment

Scheduled Assessment (60%)

Ongoing Assessment 40%

Assessment dates

Term	Week	Study area	Task	Weighting
3	2	10RELG Morality Justice & Peace Task – In Class	In Class	30%
4	2	10RELG Reverence for Life Task – In Class	Submission	30%
3 & 4	1-10	10RELG Ongoing Informal Assessment	Submission	40%

Science

Areas of Study

In Semester Two students will be studying the following topics;

- Evolution
- Motion
- Nuclear Science

Outcomes to be Assessed

The student:

- SC5-4WS develops questions or hypotheses to be investigated scientifically
- 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
- SC5-10PW applies models, theories and laws to explain situation involving energy, force and motion
- SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- 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
- SC5-16CW explains how model, theories and laws about matter have been refined as a new scientific evidence becomes available

Reporting Descriptors

- E The student has an elementary knowledge and understanding in few areas of the content (motion, evolution, nuclear science) 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 (motion, evolution, nuclear science) 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 (motion, evolution, nuclear science) 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 (motion, evolution, nuclear science) 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 has an extensive knowledge and understanding of the content (motion, evolution, nuclear science) 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 (80%)

Ongoing Assessment (20%)

Assessment dates

Term	Week	Study area	Weighting
3	6	10SCI Design & Analysis Task	30%
4	5	10SCI Semester 2 Examination	
4	5	a) Knowledge & Understanding	20%
4	5	b) Processing & Presenting Information	20%
4	5	c) Extracting Information	10%

Visual Arts

Areas of Study

This is an elective board developed course that provides students with experiences in understanding artmaking practices through the experimentation and application of various techniques. Students will as well undertake study of a variety of art movements and relevant artists.

The topic areas studied in this course are;

- Surrealism and Fantasy
- Funpark

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 & 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%)

Assessment dates

Term	Week	Study area	Weighting
3	10	10VART Examination	60%
4	5	10VART Body of Work – In Class	40%