

Course Information

Booklet



Year 9

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.

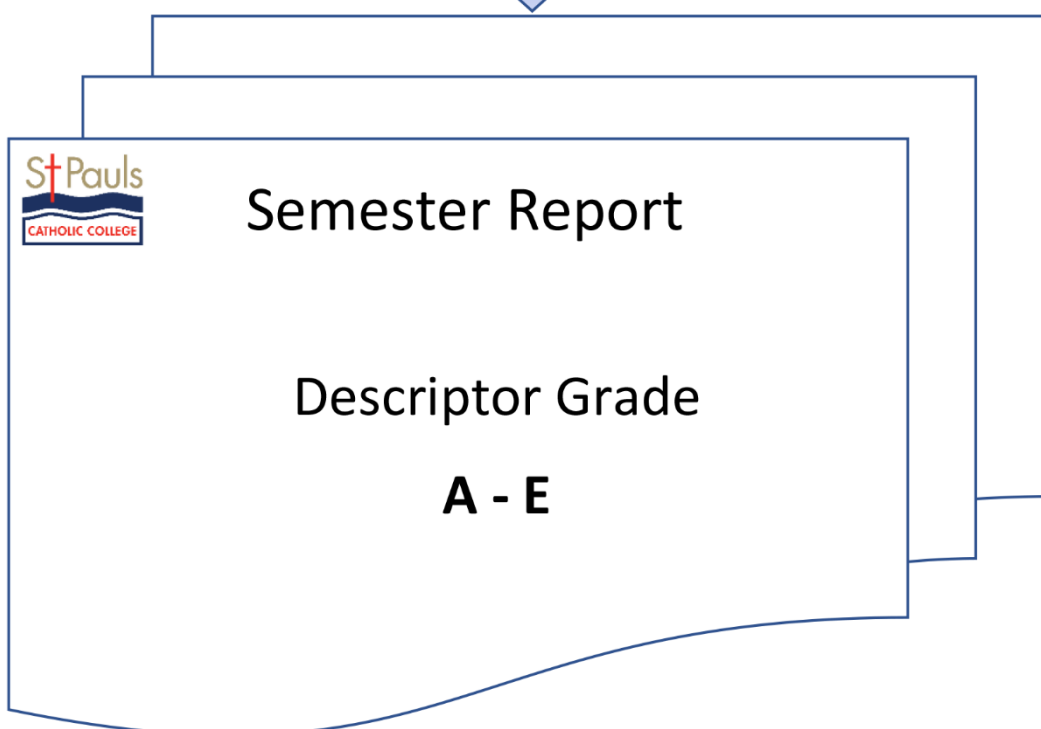
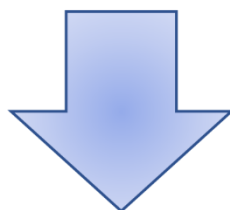
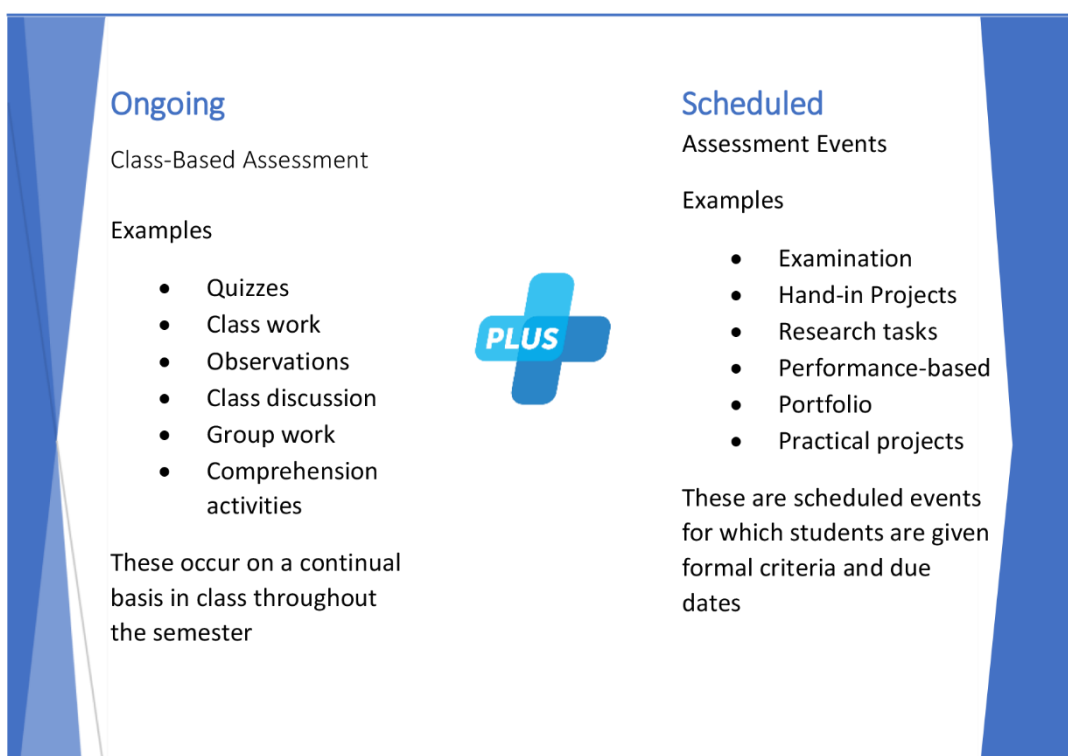
Through the assessment scheduled students received credit for progressive efforts throughout Year 9.

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



SECTION ONE

YEAR 9 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 NESAs. 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 Timetable

Term	Week	Study Area
3	5	9MATH5.1 & 5.2 Assessment Task
3	5	9MATH5.2. & 5.3 Assessment Task
3	6	9IST Promo Video
3	7	9ITT BreadBox Project, Folio
3	7	9ITT BreadBox Project, Practical
3	7	9ENG Poetry Task
3	7	9VART Frames Essay
3	7	9ITE Trebuchet Design Folio
3	7	9ITE Trebuchet
3	8	9HISTE Research Task & Presentation
3	8	9COM Group Report
3	8	9FTEC Product Development
3	9	9REL A Call to Unity
3	9	9GEOG Excursion Report
3	9	9MUSC Performance
3	9	9PASS Nutrition and Physical Activity Report
3	9	9MUSC Performance
3	10	9VART Body of Work - Drawing
3	10	9SCI Ecology Excursion Task
3	10	9ISTEM CAD/CAM Task 1
3	10	9PDHPE Health for all Australians
3	10	9GTEC Desk Lamp Project, Practical
3 & 4	1 - 10	9PDHPE Kicking Games
3 & 4	1 - 10	9ISTEM – Record of Work
4	2	9MUSC Aural and Written Examination
4	2	9REL The New Testament
4	2	9MUSC Aural & Written Examination
4	4	9IST Networking Presentation
4	5	9ENG Drama Task
4	5	9FTEC Practical Task – Food Equity
4	5	9GEOG Group Research Task
4	5	9SCI Semester 2 Exam
4	5	9HISTE Semester 2 Exam
4	5 & 6	9COM Semester Exam
4	6	9ISTEM CAD/CAM Task 2
4	6	9PASS Lifestyle, Leisure and Recreation – Ongoing Practical
4	6	9MATH5.1 & 5.2 Assessment Task
4	6	9MATH5.2. & 5.3 Assessment Task
4	6	9ITT Kitchen Handy Folio
4	6	9ITT Kitchen Handy Practical
4	7	9ITE Helicar Design Booklet
4	7	9GTEC Mountain Bike Project, Practical
4	7	9ITE Helicar
4	7	9VART Body of Work – Drawing & Painting

- 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

In Semester Two students will be studying the following topics;

1. Changing Places
2. Sustainable Biomes

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
- GE5.5 assesses management strategies for places and environments for their sustainability
- 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 elementary knowledge and understanding of strategies to improve Australian environments and communities and very limited competence in selecting, gathering, organising and communicating of geographical information.
- D A student demonstrates basic knowledge and understanding of strategies to improve Australian environments and communities and limited competence in selecting, gathering, organising and communicating of geographical information.
- C A student demonstrates sound knowledge and understanding of strategies to improve Australian environments and communities and an adequate level of competence in selecting, gathering, organising and communicating of geographical information.
- B A student demonstrates thorough knowledge and understanding of strategies to improve Australian environments and communities and a high level of competence in selecting, gathering, organising and communicating of geographical information.
- A A student demonstrates extensive knowledge and understanding of strategies to improve Australian environments and communities and a very high level of competence in selecting, gathering, organising and communicating of geographical information.

Assessment

Scheduled Assessment (60%)

Ongoing Assessment (40%)

Assessment dates

Term	Week	Study area	Weighting
3	8	9HIST Excursion Report	30%
4	5	9HIST Group Presentation	30%

Commerce

Areas of Study

In Semester Two students will be studying the following topics;

1. Running a Business
2. Global Links

Outcomes to be Assessed

The student:

- 5.1 applies consumer, financial, legal, business and employment concepts in a range 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 A student demonstrates an elementary knowledge and understanding of consumer, business, financial, legal and employment matters and very limited competence in the areas of decision-making, problem-solving, research, communication and working independently and in groups.
- D A student demonstrates a basic knowledge and understanding of consumer, business, financial, legal and employment matters and limited competence in the areas of decision-making, problem-solving, research, communication and working independently and in groups.
- C A student demonstrates a sound knowledge and understanding of consumer, business, financial, legal and employment matters and an adequate level of competence in the areas of decision-making, problem-solving, research, communication and working independently and in groups.
- B A student demonstrates a thorough knowledge and understanding of consumer, business, financial, legal and employment matters and a high level of competence in the areas of decision-making, problem-solving, research, communication and working independently and in groups.
- A A student demonstrates an extensive knowledge and understanding of consumer, business, financial, legal and employment matters and a very high level of competence in the areas of decision-making, problem-solving, research, communication and working independently and in groups.

Assessment

Scheduled Assessment (60%)

Ongoing Assessment (40%)

Assessment dates

Term	Week	Study Area	Weighting
3	8	9COM Group Report	30%
4	5&6	9COM 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:

- War Poetry – Theme Study
- Shakespeare's Macbeth
- Television Comedy

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 transferring an understanding of language into different contexts and explaining how different technologies shape meaning.
- D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in transferring an understanding of language into different contexts and explaining how different technologies shape meaning.
- C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence transferring an understanding of language into different contexts and explaining how different technologies shape meaning.
- B The student has a thorough knowledge and understanding of the content and can apply this knowledge to most situations. In addition, the student has achieved a high level of competence in transferring an understanding of language into different contexts and explaining how different technologies shape meaning.
- 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 transferring an understanding of language into different contexts and explaining how different technologies shape meaning.

Assessment

Scheduled Assessment (70%)

Ongoing Assessment (30%)

Assessment dates

Term	Week	Study Area	Weighting
3	7	9ENG Poetry Task – In class Prepared	35%
4	5	9ENG Drama Task – In class Prepared	35%
3 & 4	Ongoing	9ENG Ongoing Informal Assessment – In Class or Prepared	30%

Food Technology

Areas of Study

Everyday new products are appearing on our supermarket shelves. Throughout this unit we will look at why companies develop new food products and the processes food companies undergo when producing new food products.

Outcomes to be Assessed

The student:

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 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 demonstrates very limited ability to produce a safe, hygienic and appealing product in the practical component of the Course. The student identifies, with guidance, the physical and chemical properties of food, its nutritional value and the factors that influence food selection.
- D The student demonstrates a basic understanding of how to produce a safe, hygienic and appealing product in the practical component of the Course. The student identifies a limited understanding of the physical and chemical properties of food, its nutritional value and the factors that influence food selection.
- C The student demonstrates an adequate understanding of how to produce a safe, hygienic and appealing product in the practical component of the Course. The student can competently identify the physical and chemical properties of food, its nutritional value and the factors that influence food selection.
- B The student demonstrates a sound understanding of how to produce a safe, hygienic and appealing product in the practical component of the Course. The student has a thorough knowledge of physical and chemical properties of food, its nutritional value and the factors that influence food selection.
- A The student demonstrates highly developed skills in the production of a safe, hygienic and appealing product in the practical component of the Course. The student independently identifies and understands the physical and chemical properties of food, its nutritional value and the factors that influence food selection.

Assessment

Scheduled Assessment (80%)

Ongoing Assessment (20%)

Assessment dates

Term	Week	Study Area	Weighting
3	8	9FTEC Product Development	40%
4	5	9FTEC Practical Task – Food Equity	40%

Graphics Technology

Areas of Study

Throughout these units students will be introduced to Product Design & Illustration: Desk Lamp:

- produce concept, idea, and design sketches
- prototype freehand sketches
- orthogonal drawings
- produce assembly exploded and sectioned views
- produce prototype drawings CAD -rendered layered
- investigate role in industry of industrial designer
- class presentation of project.

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.
- 5.5.2 demonstrates responsible and safe work practices for self and others.
- 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 (80%)

Ongoing Assessment (20%)

Assessment dates

Term	Week	Study Area	Weighting
3	10	9GTEC Desk Lamp Project - Practical	40%
4	7	9GTEC Mountain Bike Project - Practical	40%

History (Elective)

Areas of Study

In Semester Two students will be studying the following topics;

- The Medieval World
- Egypt and Archaeology

Outcomes to be Assessed

The student:

- 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.
- E5.6 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.

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, 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, 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, communication and source analysis.
- B A student demonstrates thorough knowledge and understanding of the nature of history, heritage and archaeology; and a high level of competence in the areas of research, historical inquiry, 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, communication and source analysis.

Assessment

Formal Assessment 60%

Informal Assessment 40%

Assessment dates

Term	Week	Study area	Weighting
3	8	9HISTE Research Task & Presentation	30%
2	5	9HISTE Examination	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. These may include structures and (mechanisms) 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 (85%)

Ongoing Assessment (15%)

Assessment dates

Term	Week	Study Area	Weighting
3	7	9ITE Trebuchet – In Class	25%
3	7	9ITE Trebuchet Design Folio – Hand In	10%
4	7	9ITE Helicar Design Booklet – Hand In	15%
4	7	9ITE Helicar – In Class	35%

Industrial Technology - Timber

Areas of Study

This unit of work involves the development and production of a Bread Box and a Kitchen Handy. Students will be given the opportunity to explore a range of hand tools, machines, equipment, materials and techniques relevant to the timber industries. Students, through the development of this project, will be introduced to the fundamentals of design and workplace communication.

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.
- 5.4.2 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.
- 5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications.
- 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 (95%)

Ongoing Assessment (5%)

Assessment dates

Term	Week	Study Area	Weighting
3	7	9ITT Breadbox Project, Folio - Hand In	15%
3	7	9ITT Breadbox Project, Practical – In Class	40%
4	6	9ITT Kitchen Handy Folio – Hand In	15%
4	6	9ITT Kitchen Handy Practical – Inc Class	25%

iSTEM

Areas of Study

In this module students will develop an understanding of the basic principles associated with integrated STEM. This unit of work utilises aspects on STEM Fundamentals 1 and 2, Aerodynamics and CAD/CAM1. Students will complete a wide range of STEM based problem solving activities in order to learn how to operate in an iSTEM classroom. Individual and group work activities are to be utilised during this unit of work in the development of practical solutions to real problems.

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
5.4.1	plans and manages projects using an iterative and collaborative design process
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
5.8.1	understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

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%)

- CAD/CAM Task 1 – Students to develop a solution to a given brief – Simple Mechanics -40%
- CAD/CAM Task 2 – Students are to develop their own brief / solution to an Aeronautically – based situation - 30%
- 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
3	10	CAD/CAM Task 1	40%
4	6	CAD/CAM Task 2	35%
3 & 4	Ongoing	Record of Work	20%
3 & 4	Ongoing	Informal	10%

Information and Software Technology

Areas of Study

The first project will be the creation of a promotional video based on a theme.

Students will use three different forms of media in their presentation and the tools necessary to manipulate and combine these media into the final presentation.

The second project involves the collection of data types and the creation of a web-based presentation based upon a specific concept. The unit involves the development of skills and knowledge in relation to both networks and Dreamweaver.

Outcomes to be Assessed

The student:

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
5.3.3.	justifies responsible practices and ethical use of information and software technology
5.3.4	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
5.5.2	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 software and 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. With guidance, the student can recognise responsible and ethical practices when acquiring and manipulating data and information.
- 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 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 in acquiring and manipulating data and information.
- B The student can analyses 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 to a variety of audiences. The student can justify and apply responsible and ethical practices in acquiring and manipulating data and information.
- A The student can perceptively analyse the effect of information technologies on individuals and society. He 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 (70%)

Ongoing Assessment (30%)

Assessment dates

Term	Week	Study Area	Weighting
3	6	9IST Promo Video – In Class	35%
4	4	9IST Networking Presentation – In Class	35%

Mathematics

Areas of Study

- Linear Relationships
- Area and Surface Area of Prisms
- Indices and Applications
- Interpreting Data
- Right Angled Triangles
- Algebraic techniques with Quadratics & Fractions
- Volume of Prisms
- Data Calculations

Outcomes to be Assessed

The student:

Area & Surface Area

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

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

Data Calculations

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

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

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

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

Linear Relationships

MA4-11NA creates and displays number patterns; graphs and analyses linear relationships

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

MA.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

Indices & Applications

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

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

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

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

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

Right Angles

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

MA3-15MG applies Pythagoras' theorem and trigonometric relationships to solve problems involving three dimensions

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

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

MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions

MA5.2-8NA solves simple quadratic equations using analytical and graphical techniques

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

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

MA5.3-7NA solves quadratic equations

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

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

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

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

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

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 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	5	9MATH In Class Assessment Task - Exam	40%
4	6	9MATH In Class Assessment Task - Exam	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 studies in this course are;

- The Pioneers of Rock
- The Suite

Outcomes to be Assessed

A 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 and composing.
- 5.6 Uses different forms of technology in the composition process.
- 5.8 Demonstrates understanding of musical concepts through aural identification and notation in the music studied.
- 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 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 to performance and composition.

Assessment

Formal Assessment 100%

Assessment dates

Term	Week	Study Area	Weighting
3	9	9MUSC Performance – In Class	50%
4	2	9MUSC Aural & Written Exam – In Class	50%

Personal Development, Health and Physical Education

Areas of Study

In Semester Two students will be studying the following topics;

- Health for All Australians
- Kicking Games
- Healthy, Wealthy and Wise

Outcomes to be Assessed

The student:

- PD5-2 researches and appraises the effectiveness of health information and support services available in the community
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Reporting Descriptors

- E The student has an elementary knowledge and understanding in areas related to the health status of young Australians, Indigenous health and health promotion initiatives. He has demonstrated a very limited level of competence in skill development, performance and movement composition.
- D The student has a basic knowledge and understanding in areas related to the health status of young Australians, Indigenous health and health promotion initiatives. He has demonstrated a limited level of competence in skill development, performance and movement composition.
- C The student has a sound knowledge and understanding in areas related to the health status of young Australians, Indigenous health and health promotion initiatives. He has demonstrated 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 the health status of young Australians, Indigenous health and health promotion initiatives. He has demonstrated 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 the health status of young Australians, Indigenous health and health promotion initiatives and can readily apply this knowledge. He has demonstrated a very high level of competence in skill development, performance and movement composition and is able to apply this knowledge and skills to new situations.

Assessment

Scheduled Assessment (70%)

Ongoing Assessment 30%

Assessment dates

Term	Week	Study Area	Type	Weighting
3	10	9PDHPE - Health for All Australians	Written Hand In	30%
3 & 4	Ongoing	9PDHPE - Kicking Games	Ongoing Practical	40%

Physical Activity and Sport Studies

Areas of Study

In Semester Two students will be studying the following topics;

1. Nutrition, Supplementation
2. Outdoor Recreation & Physical Activity

Outcomes to be Assessed

The student:

- 1.1 discusses factors that limit and enhance the capacity of move & perform
- 1.2 analyses the benefits of participation and performance in physical activity and sport.
- 2.1 analyses physical activity and sport for personal, social and cultural perspectives.
- 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 skilful performance.
- 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 lifestyle, leisure, recreation and physical fitness. He has achieved a very limited level of competence in some of the processes and skills.
- D The student has a basic knowledge and understanding in areas related to lifestyle, leisure, recreation and physical fitness. He has achieved a limited level of competence in some of the processes and skills.
- C The student has a sound knowledge and understanding in areas related to lifestyle, leisure, recreation and physical fitness. 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 lifestyle, leisure, recreation and physical fitness. 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 lifestyle, leisure, recreation and physical fitness and 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 (100%)

Assessment dates

Term	Week	Study Area	Weighting
3	9	9PASS Nutrition & Physical Activity Exam	50%
4	6	9PASS Lifestyle, Leisure & Recreation – Ongoing In Class Practical	50%

Religious Education

Areas of Study

Throughout the semester, students will be studying two units: A Call to Unity and The New Testament. Areas of study include:

- Examples of conflict, dialogue and cooperation in the lives of the students own lives and communities.
- Examples of conflict, dialogue and cooperation in the history of the European and Australian Church.
- Key Christian biblical writings that have influenced students lives.
- The implications for living according to Christian values based on New Testament writings.

Outcomes to be Assessed

The student:

- C5.3 explains how the Scriptures are central to the teaching and life of the Church
- C5.4 explains ways in which the Church is a communion of saints called to holiness through faith, prayer, worship and mission
- 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 work towards Christian unity. In addition, this student has demonstrated the ability to make general comments about the way the Holy Scriptures influence and support the life of a Christian.
- D The student has a basic knowledge and understanding of the work towards Christian unity. In addition, this student has demonstrated the ability to identify the way the Holy Scriptures influence and support the life of a Christian.
- C The student has a sound knowledge and understanding of the work towards Christian unity. In addition, this student has demonstrated the ability to outline the way the Holy Scriptures influence and support the life of a Christian.
- B The student has a thorough knowledge and understanding of the work towards Christian unity. In addition, this student has demonstrated the ability to describe the way the Holy Scriptures influence and support the life of a Christian.
- A The student has an extensive knowledge and understanding of the work towards Christian unity. In addition, this student has demonstrated the ability to thoroughly explore the way the Holy Scriptures influence and support the life of a Christian.

Assessment

Scheduled Assessment 60%

Ongoing Assessment 40%

Assessment dates

Term	Week	Study Area	Task	Weighting
3	9	9RELG A Call to Unity	Submission	30%
4	2	9RELG The New Testament	Submission	30%
3 & 4	1-10	9RELG Ongoing Informal Assessment	Submission	40%

Science

Areas of Study

In Semester Two students will be studying the following topics;

- Atomic Structure & Periodic Table
- Waves
- Environmental Science
- Restless Earth

Outcomes to be Assessed

The student:

- SC5-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC5-10PW applies models, theories and laws to explain situations 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
- SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- SC5-14LW analyses interactions between components and processes within biological systems
- SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

Reporting Descriptors

- E The student has an elementary knowledge and understanding in few areas of the content (chemistry, earth science, environmental science, waves) 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 (chemistry, earth science, environmental science, waves) 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 (chemistry, earth science, environmental science, waves) and has achieved an adequate level of competence in the processes and skills.
- B The student has a thorough knowledge and understanding of the (chemistry, earth science, environmental science, waves) 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 (chemistry, earth science, environmental science, waves) 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	10	9SCI Ecology Excurion Task	30%
4	5	9SCI Semester Two Exam	
4	5	a) Knowledge and Understanding	20%
4	5	b) Processing and 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 the making of Art, Art History and Criticism. The topic areas of study this Semester are;

- Still Life
- Creatures of Flight

Outcomes to be Assessed

The student:

- 5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
- 5.3 Makes artworks informed by an understanding of the function 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 an understanding of aspects of practice to 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 frames and applies this knowledge in 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 frames and applies this knowledge in 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 frames and can apply this knowledge in 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 frames and can apply this knowledge in 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 frames and can readily apply this knowledge in 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

Formal Assessment 100%

Assessment dates

Term	Week	Study Area	Weighting
3	7	9VART Frames Essay - In Class	40%
3	10	9VART Body of Work – Drawing – In Class	40%
4	7	9VART Body of Work – Drawing & Painting – In Class	20%