

Prairiewood High School



Year 10 School Certificate Assessment Manual

2011

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PRAIRIEWOOD HIGH SCHOOL

SCHOOL CERTIFICATE ASSESSMENT POLICY

YEAR 10

PREAMBLE:

The School Certificate Assessment Policy is consistent with the guidelines provided by the Board of Studies. This policy is designed to measure the achievements of each student in the various Key Learning Areas. A variety of compulsory assessment tasks will be completed in each Key Learning Area and the results will be used to determine the grades for the awarding of the School Certificate.

Part 1 STUDENT RESPONSIBILITIES

It is the responsibility of each student to ensure that:

- I all submitted tasks are his/her own work
- I all tasks are completed/submitted on time – or to negotiate with the teacher
- I all work is submitted in an appropriate form and according to an acceptable standard
- I all set tasks are completed and not only those set for S.C. Assessment
- I s/he does not interfere with the progress of other students (e.g. in group work or in the use of resources)
- I s/he knows which tasks are to be assessed, and the due date for each task.

Part 2 GENERAL INFORMATION FOR STUDENTS, PARENTS AND TEACHERS

The award of a School Certificate is dependent upon:

1. Pattern of Courses

Students must undertake a program of studies determined by the Board of Studies. The curriculum pattern of courses at Prairiewood High School meets these requirements.

2. Satisfactory Attendance

- Students whose attendance falls below a certain level (usually 85% of a school's programmed lesson time for a course) may be deemed as not having satisfactorily met course completion criteria, which may result in the student being ineligible for the award of the School Certificate (A.C.E. Manual 5.3.2).
- The Principal will review those students whose attendance is causing concern in either Years 9 or 10.
- Students must attend up until the specified last day in Year 10.
- The school will issue attendance warning letters (example on page 10).

3. Satisfactory Completion and Application

- Students must be satisfactory in ALL SUBJECTS and must apply themselves with diligence and sustained effort to the set tasks and experiences provided in each course by the school (A.C.E. Manual 5.3).
- Students whose overall application is unsatisfactory will receive neither a School Certificate nor a Record of Achievement (A.C.A. Manual 5.1.1).
- It is the student's responsibility to adequately cover Year 10 Course work. In some cases, the Principal will judge that a student has not satisfactorily completed the course and will submit an 'N' recommendation for that course. This will result in the deletion of the course from the student's Record of Achievement. It may also mean that the student is not eligible for the award of the School Certificate.
- Students must attend the compulsory State-wide Tests in English, Mathematics, Science and Geography/History. Students who do not attend must supply a Medical Certificate. Only students who comply will be eligible for a School Certificate.
- A School Certificate will not be awarded to a student who has been found guilty of malpractice (ie. cheating) during the State-wide Tests.

In an effort to clarify for all students the school policy on satisfactory application, PART 11 will contain statements from each faculty indicating the assessment strategies used to measure students' achievements in Year 10.

Students must clearly understand that completion and achievement in assessment tasks are essential and effort in class will be considered by the Principal in determining whether to apply the 'N' recommendation.

Students should be aware that once they are over fifteen years of age they are subject to the provisions set down in the ***Procedures for the Suspension and Expulsion of School Students (October, 1998)***.

This relates to non-serious students of post-compulsory age (attendance, performance, discipline).

The relevant warning letters are included in this booklet on pages 15 and 16.

4. Examination Rules

In Part 10, on page 17, the Examination Rules and Procedures are printed. It is essential that students read and understand these rules. Failure to follow correct rules and procedures may result in the cancellation of the examination paper.

Part 3 SCHOOL PROCEDURES

1. Where a student's application is unsatisfactory, the Head Teacher will send home a letter to parents listing the areas of concern. A sample of this letter is on page 9. Parents may wish to contact the Head Teacher to discuss the situation. An interview may be required.
2. Where application is unsatisfactory in a number of areas, the Principal's Review Committee will consider the progress of the student. Samples of these letters are on pages 10 -14.
3. If the student's application continues to be unsatisfactory, an 'N' award will apply.
4. The school will issue 'N' award warning letters. Samples of these letters are on pages 9 -14.
5. If the students' progress and application further continues to be unsatisfactory, the Principal will issue a "Warning of Unsatisfactory Participation in Learning" letter, (page 15), which will be followed by "Expulsion " (page 16) if no improvement occurs.

Part 4 DETERMINATION OF ASSESSMENTS

Every Head Teacher, in consultation with teaching staff will decide upon the method of arriving at assessment. These will vary from faculty to faculty and assessment tasks are indicated for each faculty in PART 11.

For all faculty assessment policies the following will apply:

1. Any malpractice in assessment tasks will render the task a non-attempt and a zero mark will be recorded.
2. Students absent from any task must follow the procedures set down by each faculty and arrange with the Head Teacher on the first day of return to sit for an alternate task.
3. Assignments handed in after the due date will incur a penalty loss of marks at the discretion of the Head Teacher. Students who fail to submit an assessment task within one week of the due date will be deemed to have unsatisfactory application to that task.

Part 5 THE GRADING SYSTEM

All courses will be reported by using five grades, A to E. In addition, the N award will be used for cases of "non-satisfactory completion".

ENGLISH, MATHEMATICS, SCIENCE & AUSTRALIAN HISTORY, GEOGRAPHY, CIVICS AND CITIZENSHIP

Students will sit for State-wide Tests in these subjects in 2011. The results of these tests will be shown on their School Certificate Record of Achievement. Students will also be awarded grades for all of their subjects, on the basis of the internal assessment program of the school, where the student's performance is assessed against the specific course descriptors.

OTHER BOARD COURSES

General performance descriptors shown on page 8 will be based on the school's assessment of a student's performance against specific performance descriptors in each particular course.

SCHOOL COURSES

School courses, which are those courses developed by individual schools and approved by the Board, will be reported with grades as for the Board Courses. The general performance descriptors will be used by schools as a basis for determination by the schools of specific performance descriptors for their school courses.

PART 6 NON-AWARD OF THE SCHOOL CERTIFICATE

In the following cases, a School Certificate will not be awarded:

- a) the student has not satisfactorily completed the minimum pattern of courses in all Key Learning Areas;
- b) the student has not satisfactorily completed the requisite pattern of courses;
- c) the student has been unsatisfactory in overall attendance, thus not meeting the requirements of the course criteria;
- d) the student left school before the last day of Year 10 without exemption or approved leave;
- e) the student has been unsatisfactory in overall application;
- f) the student did not attempt a State-wide Test because of unauthorised absence and without approval of the School Principal;
- g) the student did not make a serious attempt at a State-wide Test;
- h) the student was found to have engaged in malpractice during State-wide Tests;
- i) the student did not comply with other Board requirements.

Students who do not qualify for the award of the School Certificate may be issued with a Record of Achievement on which will be shown subjects which were satisfactorily completed.

Part 7 SCHOOL PROCEDURES FOR STUDENT APPEALS

1. APPEALS AGAINST NON-AWARDS

Current procedures related to 'N' awards will continue to apply (See A.C.E. Manual Section 8.3).

2. APPEALS AGAINST GRADES AWARDED

- Students must ensure that any questions they have about the marks awarded for a task are resolved at the time the work is handed back.
- Students may appeal only on the grounds that the grade awarded was not consistent with the progressive reporting relative to the areas for assessment received from the school (See school appeal form on page 7).
- The marks or grades awarded for individual tasks will not be subject to review as part of this appeal process.
- An appeals committee, consisting of the Deputy Principal, Head Teacher Administration and the subject Head Teacher will attempt to resolve the appeal as simply and informally as possible.
- A discussion with the Principal may be held.
- Where the appeal cannot be resolved the student can appeal to the Board of Studies (See ACE manual Section 8.4).

PRAIRIEWOOD HIGH SCHOOL

LEAVE/ILLNESS/ACCIDENT OR MISADVENTURE APPEAL

Name of Student: _____ Date: _____

Subject: _____ Class: _____

Assessment Task: _____ Due Date: _____

Reason(s) for failure to meet Requirements: Give details that support your case to present or complete the task at a later date or be offered a substitute task.

Request to Appeal Committee:

Medical Certificate? [] No [] Yes Doctor's Name: _____

Signature of Student

Signature of Parent

Head Teacher Comment: Is discussion with the Committee required? [] No [] Yes

Signature of Head of Department: _____ Date: _____

Assessment and Appeals Committee Recommendations:

Signature of Principal: _____ Date: _____

N.B.: Where possible, a copy of this form should be submitted to the Head Teacher **before** the assessment task is due.

BOARD OF STUDIES YEAR 10 GENERAL PERFORMANCE DESCRIPTORS

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	A grade indicating excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	A grade indicating a high level of achievement in the course. The student has a thorough knowledge of the understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.
C	A grade indicating substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	A grade indicating satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	A grade indicating elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.
N	<p>Where A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements:</p> <ul style="list-style-type: none"> a) attendance – meeting the required number of hours b) participation in the required learning experiences and assessment tasks c) meeting requirements in terms of diligent and sustained effort and achievement d) achieving some or all of the course outcomes. <p>Where 'N' appears in place of an A to E grade this indicates the student has failed to meet one or more of the above requirements.</p>

Prairiewood High School

Prairie Vale Road, Wetherill Park, NSW Principal: Mr J.Pickering, B.A., J.P.
 Postal Address: Locked Bag 46, Wetherill Park BC NSW 2164 ABN : 94313031254
 Telephone: (02) 9725 5444 Fax: (02) 9604 6127 email: info@prairiewoodhigh.com.au
"A Local Comprehensive and Partially Selective High School"



Date: _____

Dear _____
 (Parent/Guardian)

Re: Official Warning – Non Completion of a School Certificate Course

I am writing to advise that your son/daughter _____ is in danger of not meeting the Course
 (Student Name)

Completion Criteria for the School Certificate in _____ (course).

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Please regard this letter as the _____ (eg. 1st, 4th) **official warning** we have issued concerning _____
 (course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive an 'N' determination in a mandatory course are not eligible for the award of the School Certificate.

_____ o is a mandatory course o is not a mandatory course
 (course)

To date, _____ has not satisfactorily met _____ of the Course Completion Criteria*.
 (student name) (indicate a, b or c)

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not

been made. In order for _____ (student name) to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed:

Task Name/Course Requirement/s	Date/s Task/s Course Requirement/s Initially Due (if applicable)	Action Required by Student	Date to be completed by (if applicable)

Please discuss this matter with _____ and contact the school if further information or clarification is needed.
 (student name)

Yours sincerely,

 Class Teacher/Head Teacher

 Principal

" please detach this section and return to the school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A SCHOOL CERTIFICATE COURSE

I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed _____ (course name).

I am aware that this course may appear on his/her Record of Achievement Part A with 'Not Complete' indicated.

I am also aware that the 'N' determination may make him/her ineligible for the award of the School Certificate.

Parent/Guardian Signature: _____

Date: _____

Student's Signature: _____

Date: _____

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Date: _____

SCHOOL CERTIFICATE WARNING WARNING IN TERMS OF A.C.E. REGULATION 5.3

Dear Mr /Mrs _____

Regulation 5.3 states that students who have a pattern of attendance causing their failure to satisfactorily meet course completion criteria, and which in the Principal's judgement warrants the withholding of the School Certificate will have to prove to the Principal that an award is justified.

I have to advise you that at this stage your son/daughter _____ of Roll Class _____ maybe/is ineligible for the award of the School Certificate in terms of Regulation 5.3 because, to date he/she has

The school has a legal obligation as detailed in Regulation 8.3.2. (Assessment Certification Manual) to inform parents in writing when it appears that the award of the School Certificate is in jeopardy in terms of this regulation. This has been done.

J. Pickering
PRINCIPAL

M Rodic
SCHOOL CERTIFICATE COORDINATOR

.....
I, _____ acknowledge receipt of warning in terms of Regulation 5.3.2, concerning my child _____.

Signed: _____
(Parent/Guardian)

Date: _____

Prairiewood High School



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Date: _____

I have to advise you that in terms of the Board of Studies Document (Assessment, Certification and Examination Manual) regulation 5.3, your son/daughter _____ of Roll Class _____ may be/is ineligible for the award of the School Certificate.

Regulation 5.3 states: Students must apply "themselves with diligence and sustained effort to the set tasks and experience provided in the courses by the school" otherwise students will be deemed unsatisfactory and "will not receive a School Certificate or a Record of Achievement".

Your son/daughter is causing serious concern in the following way:

- _____
- _____
- _____

If this situation is not remedied immediately the school may apply an "N-Award" in the subject/s of:

This could place the School Certificate at risk.

J. Pickering
Principal

M Rodic, Head Teacher Administration

Please sign this note and have your child return the acknowledgement slip to the Head Teacher.
.....

I hereby acknowledge that I have read the attached letter concerning my son/daughter's progress at school.

Comment: _____

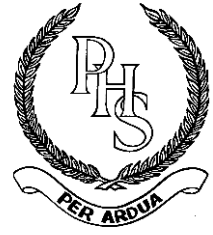
Signed: _____
(Parent/Guardian)

Date: _____

Student Name: _____ Roll Class: _____

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Date: _____

REVIEW COMMITTEE SCHOOL CERTIFICATE WARNING

Dear Mr & Mrs _____

I have to advise you that in terms of the Board of Studies Document (Assessment, Certification and Examination Manual) regulation 5.3, you son/daughter _____ of Roll Class _____, may not be eligible for the award of the School Certificate.

Regulation 5.3 states: Students must apply "themselves with diligence and sustained effort to the set tasks and experience provided in the courses by the school" otherwise students will be deemed unsatisfactory and "will not receive a School Certificate or a Record of Achievement".

Your son/daughter is causing serious concern in the following way:

- _____
- _____
- _____

This failure to satisfactorily complete schoolwork is affecting your son/daughter's assessment and school performance. We are anxious to do everything possible to remedy the situation.

Any help and encouragement you can give in this matter would be greatly appreciated.

J. Pickering
Principal

M Rodic, Head Teacher Administration

Please sign this note and have you child return the acknowledgement slip to the Head Teacher.
.....

I hereby acknowledge that I have read the attached letter concerning my son/daughter's progress at school.

Comment:

Signed: _____

Date: _____

Student Name: _____

Roll Class: _____

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Date: _____

REVIEW COMMITTEE SCHOOL CERTIFICATE WARNING

Dear Mr & Mrs _____

I have to advise you that in terms of the Board of Studies Document (Assessment, Certification and Examination Manual) regulation 5.3, your son/daughter _____ of Roll Class _____ may be/is ineligible for the award of the School Certificate.

Regulation 5.3 states: Students must apply "themselves with diligence and sustained effort to the set tasks and experience provided in the courses by the school" otherwise students will be deemed unsatisfactory, and "will not receive a School Certificate or a Record of Achievement".

Your son/daughter is causing serious concern in the following way:

- _____
- _____
- _____

If this situation is not remedied immediately the school may apply an "N-Award" in the subject/s of: _____

This could place the School Certificate at risk.

J. Pickering
Principal

M Rodic, Head Teacher Administration

I hereby acknowledge that I have read the attached letter concerning my son/daughter's progress at school.

Comment:

Signed: _____
(Parent/Guardian)

Date: _____

Student Name: _____ Roll Class: _____

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Date: _____

REVIEW COMMITTEE FINAL SCHOOL CERTIFICATE ADVICE

Dear Mr & Mrs _____

The school has to again advise you that in terms of the Board of Studies Document (Assessment, Certification and Examination Manual) regulation 5.3, you son/daughter _____ of Roll Class _____, may not be eligible for the award of the School Certificate.

Regulation 5.3 states: Students must apply "themselves with diligence and sustained effort to the set tasks and experience provided in the courses by the school" otherwise students will be deemed unsatisfactory, and "will not receive a School Certificate or a Record of Achievement".

Our letter of / / , concerning your son/daughter gave warning that _____ is at risk of not receiving the School Certificate.

Unfortunately, there has been no improvement in the subject of _____, and the school advises you that your son/daughter is deemed unsatisfactory at this stage. He/she is unlikely to receive the School Certificate.

J. Pickering
Principal

M Rodic, Head Teacher Administration

Please sign this note and have your child return the acknowledgement slip to the Head Teacher.

.....
I hereby acknowledge that I have read the attached letter concerning my son/daughter's progress at school.

Comment: _____

Signed: _____
(Parent/Guardian)

Date: _____

Student Name: _____ Roll Class: _____

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Date: _____

Formal Warning of Unsatisfactory Participation in Learning by a Student of Post-Compulsory Age

Dear _____,

This is to inform you of my concern that your son/daughter, _____ is not meeting requirements for Senior Studies and at this time is considered a non-serious candidate for the School Certificate/Higher School Certificate. Should this situation continue, I may take steps to expel your son/daughter from Prairiewood Languages High School, according to the procedures of the Department of Education and Training for suspension and expulsion from a particular school. The reasons for this are as follows:

- Failure to complete classwork/homework/assigned tasks
- Excessive absences from school/lateness to school/fractional truancy
- Non-attendance/non-participation in one or more courses
- Failure to submit/non-serious attempt at one or more assessment tasks

Subject areas/courses causing concern:

Please contact the school office staff on 9725 5444 to arrange a suitable interview time when we can meet to discuss his/her unsatisfactory progress and the implementation of a program of improvement for him/her. I attach for your information a copy of the Department's procedure document on suspension and expulsion. These procedures include a section on expulsion from a particular school.

I seek your assistance in resolving this matter.

Yours sincerely,

J. Pickering
PRINCIPAL

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Date: _____

Mr & Mrs _____

EXPULSION FROM PRAIRIEWOOD HIGH SCHOOL FOR UNSATISFACTORY PARTICIPATION

Dear Mr & Mrs _____

This is to inform you that today I have decided to expel your daughter/son _____, from this school. This decision has been taken, consistent with the procedures of the Department of Education and Training for suspension and expulsion from a particular school and this school's discipline code.

_____ will be expelled from this school only. Should you wish to enrol him/her in another school, it is your responsibility to arrange that enrolment.

The decision to expel _____ from this school has been made after consideration of the information provided in my letter of _____, the documentation provided to you and your response to me.

You are responsible for the care and safety of your son/daughter pending the arrangement of an alternative educational setting. The school expects that he/she will continue with his/her studies while arrangements are being made.

I have previously provided a copy of the school Student Welfare Policy and the Department's procedures document on suspension and expulsion.

If you consider that correct procedures have not been followed in this case or an unfair decision has been made, you may appeal in accordance with the procedures. You may wish to contact the district office on 9793 4900 to discuss the appeal procedures. If you need an interpreter, please advise the district office.

Yours sincerely,

**J. Pickering
PRINCIPAL**

Part 10 EXAMINATION RULES AND PROCEDURES

Examinations are held under controlled and supervised conditions. In addition to the general school policies and rules which apply to examination and testing activities, the following general rules apply to all candidates who sit for any examinations or tests in any school course:

1. Year 10 students should be present at the time specified by teaching staff for the examination.
2. Mobile phones are banned from school and therefore all exam rooms.
3. Students must bring all necessary equipment to satisfactorily complete the examination. No equipment will be loaned to students and under no circumstances will students be permitted to borrow other students' equipment during the examination. No paper or unauthorised examination aids taken in by a student are permitted in the exam venue.
4. Students must cooperate with, and follow the directions and instructions of, any supervising staff. No rudeness, impolite, discourteous or any other form of unsatisfactory behaviour will be tolerated under any circumstances.
5. Students must attempt all examinations/tests in full school uniform. Normal uniform monitoring procedures will apply.
6. There will be no chewing of gum, smoking, eating or drinking during any exam.
7. There is to be absolutely no talking once the exam venue or room has been entered and until students have left the exam room or building. No communication of any kind between students during the examination is permitted. Questions to exam supervisors may be asked by raising a hand and speaking quietly to a supervisor.
8. Students must quickly and quietly enter the exam room (as directed) and remain in their appointed seat for the duration of their exam and until they are dismissed by their supervising teacher, at which time, they will leave the exam room in a quiet and orderly manner without causing any disturbance to others who may be still doing exams.
9. It is each student's responsibility to ensure that all necessary papers are handed to the exam supervisor at the conclusion of the exam.
10. No student will be permitted to leave the exam room or venue during an exam or until after the scheduled completion time of the exam. Toilet breaks may be permitted during exams only in extreme circumstances.
11. Students must not cheat or copy in any way during an examination.
12. Misbehaviour during exams may lead to suspension.
13. If a student is absent for a scheduled exam, it is his/her responsibility to:
 - (a) Inform the school by telephone on the morning of the exam and inform the Head Teacher of the faculty concerned.
 - (b) Contact the appropriate Head Teacher and organise an alternate exam time and task to be scheduled and completed during the examination period.
 - (c) Immediately upon return to school students must provide a Doctor's Certificate for the day of the absence (to the appropriate Head Teacher) and /or an explanatory note from their parents (to the appropriate Head Teacher).

Any breach or violation of these rules and procedures will be considered as a non-serious attempt and appropriate action will be taken by the Head Teacher concerned. This action will involve parent notification and may result in the award of zero marks for the exam. Students may appeal any such action in accordance with school policies and procedures. These rules apply to any school examination.

Exam Coordination Committee

Part 11 DETAILED ASSESSMENT COMPONENTS FOR FACULTIES

- 11-1 English**
- 11-2 Mathematics**
- 11-3 Science (and Agriculture)**
- 11-4 Human Society and Its Environment**
[History, Studies in Society, Geography, Commerce, Work Education]
- 11-5 Creative Arts – Visual Arts**
- 11-6 Performing Arts – Music, Drama, Dance**
- 11-7 Technology and Applied Studies**
Design and Technology, Food Technology, Textiles & Design, Technics, Technical Drawing]
- 11-8 Languages**
[Italian, French, German, Spanish]
- 11-9 Physical Education/Health Studies/Personal Development**
(Personal Development, Health and Physical Education, Physical Studies)

**Year 10 Assessment Schedule 2011
Terms 1 & 2**

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Unit One	Term 1 Viewing/Representing 5% (Class Task)					
Across Form Task		Term 1 Writing 10% (Across Form Task)				
Unit Two or Three			Term 1 Writing 5% (Class Task)	Term 2 Writing 5% (Class Task)		
Across Form Task					Term 2 Half Yearly Exam 20% (Across Form Task)	Term 2 Reading 10% (Multiple choice) (Across Form Task)

Terms 3 & 4

	Task 7	Task 8	Task 9	Task 10
Across Form Task	Term 3 Oral Task 10% (Across Form Task)			
Unit Four or Five		Term 3 Listening Task 5% (Class Task)		
Across Form Task			Term 3 Trial School Certificate 20% (Across Form Task)	
Unit Six				Early Term 4 Writing Task 5% (Class Task)

- For terms 1 & 2 the mark out of 55 will be converted into a mark out of 100 for the Half Yearly Reports. For the Yearly Reports the 11 tasks will be added together for the mark out of 100.
- **Class Tasks** are determined by each teacher.
- **Class Marks** for the Half Yearly Report – Tasks 1, 3 and 4.
- **Class Marks** for the Yearly Report – All Class Tasks.
- **Across Form Tasks** are whole year common tasks and take place in the same lesson wherever possible.

ENGLISH

Course Performance Descriptors

Areas for Assessment: Reading, listening, viewing, Writing, speaking, representing
 Communicating and context Analysing language
 Interpretive, imaginative and critical thinking
 Expressing views

GRADE E	GRADE D	GRADE C	GRADE B	GRADE A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates some evidence of the ability to respond to a limited range of texts with teacher support, discusses the context and perspective of texts and the relationships between and among them. with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts responds in a rudimentary way to verbal and visual imagery. with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates some ability to respond to a range of texts. discusses the context and perspective of texts and the relationships between and among them. discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. responds to verbal and visual imagery. composes written, oral and visual texts using various technologies for different purposes, audiences and contexts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> through close and wide study, responds to a range of imaginative, factual and critical texts. investigates the context and perspective of texts and the relationships between and among them analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts. responds imaginatively to verbal and visual imagery. displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> through close and wide study, responds to demanding, imaginative, factual and critical texts. investigates with some insight the context and perspective of texts and the relationships between and among them. closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms and features and structures of those texts. responds imaginatively and critically in an effective way to verbal and visual imagery. displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts. perceptively investigates the context and perspective of texts and the relationships between and among them. constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts. responds imaginatively and critically in a highly effective way to verbal and visual imagery. displays a distinct personal style, composes with confidence written, oral and visual texts, using various technologies for a wide variety of purposes, audience and contexts.

ENGLISH

Course Performance Descriptors

GRADE E	GRADE D	GRADE C	GRADE B	GRADE A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • is able to generalise at times from engaging with texts to present a limited view of the world. • with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts. • is able to identify some obvious expectations of an audience. • with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • is able to generalise at times from engaging with texts to present some differing views of the world. • with guidance, is developing a personal style and understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and applying ideas to new contexts. • is able to identify and discuss some obvious preconceptions and expectations of an audience. • with guidance, is able to reflect on their individual and collaborative skills for learning. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • is able to generalise from engaging with texts to present differing views of the world. • demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts. • conforms to or challenges an audience's preconceptions and expectations. • with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • is able to generalise from engaging with texts to present a range of views of the world. • clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts. • with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations. • independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • is able to generalise confidently from engaging with texts to present a wide variety of views of the world. • consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts. • with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations. • independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

MATHEMATICS

As part of Stage 5 Mathematics, the Year 10 courses cater for a full range of learners using three specific endpoints and pathways. (5.1, 5.2 and 5.3 have been identified for Stage 5). Stage 5.3 includes the knowledge and skills from Stage 5.2, and Stage 5.2 includes the knowledge and skills from Stage 5.1.

Assessment of student achievement leading to the award of the school certificate is in relation to knowledge, understanding and skills in the following strands:

- * Working Mathematically
- * Space and Geometry
- * Number
- * Measurement
- * Data
- * Patterns and Algebra

The School Certificate Assessment is made up of:

Awarding a grade of A10, A9, B8, B7, C6, C5, D4, D3 or E2. These grades are allocated in mathematics based on school based assessment of a student's achievement using the Course Performance Descriptors.

The Mathematics External Exam. The exam is based on the outcomes related to the objectives of Stage 5, in particular, the objective '**Working Mathematically**'. The purpose of this test is to assess the knowledge, understanding and skills which are valued in Mathematics across the designated content areas and beyond those related to specific content.

The course grades derived by the school assessment procedure using the Course Performance Descriptors and the marks awarded in the external exam are separate measures of students' achievements.

The **School Based Assessment** is made up of:

SEMESTER 1			SEMESTER 2		
TASK	WEIGHTINGS	TIME	TASK	WEIGHTINGS	TIME
Common Test 1	20%	Term 1 Week 7	Common Test 3	20%	Term 3 Week 2
Common Test 2	25%	Term 2 Week 2	Common Test 4	20%	Term 3 Week 7
Half Yearly Exam	50%	Term 2	Semester 1 Assessment	20%	
Homework / Bookmark	5%		Yearly Exam	40%	Term 3
TOTAL	100%		TOTAL	100%	

STAGE 5 MATHEMATICS

5.1

Students who have achieved Stage 5.1 outcomes explain and verify mathematical relationships, ask and explore questions which can be solved using mathematics, and link mathematical ideas to existing knowledge and understanding. They use mathematical language and notation to explain mathematical ideas, and interpret tables, diagrams and text in mathematical situations.

Students apply their knowledge of percentages, fractions and decimals to problems involving consumer situations related to earning and spending money, and simple and compound interest. They simplify and evaluate arithmetic expressions using index laws and express numbers in scientific notation using both positive and negative powers of ten. Students determine relative frequency and theoretical probability.

Students apply the index laws to simplify algebraic expressions. They determine the midpoint, length and gradient of intervals on the number plane and draw graphs of linear and simple non-linear relationships.

Their statistical skills are extended to include grouping data into class intervals and constructing and interpreting cumulative frequency tables, histograms and polygons.

Skills in measurement are further developed to include the use of formulae when calculating the area and perimeter of composite figures. Students apply right-angled triangle trigonometry to practical situations including those involving angles of elevation and depression.

5.2

Students who have achieved the syllabus outcomes, up to and including Stage 5.2 outcomes, ask questions that can be explored using mathematics, and use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies which include selecting and organising key information and they extend their inquiries by identifying and working on related problems.

Students apply their knowledge of percentages, fractions and decimals to problems involving conversion of rates and consumer situations related to compound interest, depreciation and successive discounts. They express recurring decimals as fractions, and round numbers to a specified number of significant figures.

Students solve non-routine problems in algebra and apply the index laws to simplify, expand and factorise algebraic expressions. They solve linear equations and simple quadratic equations, inequalities and simultaneous equations. On the number plane they draw and interpret graphs of straight lines, simple parabolas, hyperbolas and graphs of physical phenomena. Formulae are used to find distance, gradient and midpoint.

Statistical skills are extended to include descriptions of distributions and the construction of box-and-whisker plots. Student analysis of data includes determining upper and lower quartiles and standard deviation.

Students extend their skills in measurement to calculations of the area and perimeter of complex composite figures, the volume of pyramids, cones, spheres and composite solids, and the surface area of cylinders and composite solids. In geometry, they use deductive reasoning in numerical and non-numerical problems drawing on their knowledge of the properties of similar and congruent triangles, the angle properties of polygons and the properties of quadrilaterals, including diagonal properties.

5.3

Students who have achieved the syllabus outcomes, up to and including Stage 5.3 outcomes, use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across topics.

Students calculate the probability of compound events, operate with irrational numbers and extend their knowledge of the number system to include all real numbers. They apply algebra to analysing and describing physical phenomena and rates of change. Algebraic skills are extended to expanding binomial products, factorising quadratic expressions, and solving literal equations, inequalities, quadratic and simultaneous equations. They generate, describe and graph equations of straight lines, parabolas, cubics, hyperbolas, circles and exponential functions, and are able to graph regions determined by inequalities.

Students calculate the surface areas of pyramids, cones, and spheres and explore and use similarity relationships for area and volume. They determine exact trigonometric ratios for 30° , 45° and 60° , extend trigonometric ratios to obtuse angles and sketch sine and cosine curves. Students apply the sine and cosine rules for finding unknown angles and/or sides in non-right-angled triangles.

Their knowledge of a wide range of geometrical facts and relationships is used to prove general statements in geometry, extending the concepts of similarity and congruence to a more generalised application. Students prove Pythagoras' theorem and the properties of triangles and quadrilaterals.

Mathematics Course Performance Descriptors

Areas for Assessment

Knowledge, skills and understanding:
Working mathematically
Number
Patterns and algebra
Data
Measurement
Space and geometry

- developed through inquiry, application of problem-solving strategies, communication, reasoning and reflection
- in mental and written computation and numerical reasoning
- in patterning, generalisation and algebraic reasoning
- in collecting, representing, analysing and evaluating information
- in identifying and quantifying attributes of shapes and objects and applying measurement strategies
- in spatial visualisation and geometric reasoning.

Grade E2	Grade D3	Grade D4	Grade C5	Grade C6
<p>A student performing at this grade uses, with guidance, standard procedures to solve simple familiar problems; identifies simple mathematical relationships.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • uses given diagrams, graphs and formulae to solve simple problems involving perimeter, area and volume, and coordinate geometry • simplifies and substitutes into simple algebraic expressions and solves simple linear equations • determines properties of triangles and quadrilaterals • uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees • constructs frequency tables for ungrouped data. 	<p>A student performing at this grade uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language; may identify the strength/weakness of a particular strategy.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • solves simple consumer arithmetic problems involving earning and spending money and, given the formula, calculates simple interest • completes a table of values to graph simple linear relationships • applies geometrical properties to solve simple numerical problems • expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side and a given side • simplifies arithmetic and simple algebraic expressions involving positive integral indices. 	<p>A student performing at this grade selects and uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language, notations and diagrams; explains and verifies simple mathematical relationships.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • uses diagrams to solve simple coordinate geometry problems • graphs simple linear and non-linear relationships by constructing a table of values and using an appropriate scale • calculates probabilities for simple events using the formula • finds the perimeter and area of simple composite figures and, given diagrams, uses trigonometry to find sides and angles in right-angled triangles • constructs tables and graphs for grouped data. 	<p>A student performing at this grade uses appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; explains mathematical ideas using mathematical language, notations and diagrams; uses some mathematical arguments to reach conclusions.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • uses given formulae to find midpoint, distance and gradient and uses given graphs to solve simple linear simultaneous equations • draws and interprets simple graphs of physical phenomena • calculates compound interest using repetition of the formula for simple interest • applies results related to the angle sum for polygons to solve simple numerical problems • solves simple word problems in trigonometry. 	<p>A student performing at this grade uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language, notations and diagrams; uses some appropriate mathematical arguments to reach and justify conclusions.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • simplifies algebraic expressions involving fractions and indices • expands and factorises simple algebraic expressions and solves simple quadratic equations • uses formulae to calculate the volume of pyramids, cones and spheres, and the surface area of cylinders • uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent • determines the upper and lower quartiles of a set of scores and uses a calculator to find the standard deviation of a set of scores.

Grade B7	Grade B8	Grade A9	Grade A10
<p>A student performing at this grade selects and uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language and notations in written, oral and/or graphical form; uses appropriate mathematical arguments to reach and justify conclusions; often requires guidance to determine the most efficient methods.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • applies compound interest and depreciation formulae to consumer situations, and calculates the result of successive discounts • draws and interprets graphs including simple parabolas and hyperbolas • calculates surface area and volume of simple composite solids, and solves trigonometry problems involving bearings and angles measured in degrees and minutes • solves linear inequalities and simple simultaneous linear equations using an analytical method • analyses data using the interquartile range and standard deviation. 	<p>A student performing at this grade selects and uses appropriate strategies to solve familiar and some unfamiliar multi-step problems; uses formal definitions when explaining solutions; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • solves simple probability problems involving two-stage events • calculates surface area of pyramids, cones and spheres • constructs geometrical arguments to prove a general geometrical result, giving reasons • graphs simple regions, draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems • expands binomial products and factorises quadratic expressions. 	<p>A student performing at this grade selects and uses efficient strategies to solve unfamiliar multi-step problems; uses formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting mathematical arguments and formal proofs.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • performs operations with both surds and indices in numerical and algebraic contexts • uses trigonometry to solve practical problems involving non-right-angled triangles • analyses and describes graphs of physical phenomena • constructs geometrical arguments and formal proofs of geometrical relationships • uses analytical methods to solve linear, quadratic and simultaneous equations, including simultaneous equations involving a first degree equation and a second degree equation. 	<p>A student performing at this grade consistently selects efficient strategies and uses them accurately to solve unfamiliar multi-step problems; uses and interprets formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.</p> <p>The student typically:</p> <ul style="list-style-type: none"> • interprets and solves probability problems involving compound events • solves problems involving surface area of pyramids, cones and spheres, and applies similarity relationships for area and volume • uses analytical and graphical techniques to solve problems involving quadratic equations, simultaneous equations or inequalities • manipulates algebraic expressions, equations and inequalities, with consideration given to restrictions on the values of variables • applies relevant theorems and properties to deduce further geometrical relationships involving triangles and quadrilaterals.

The assessment policy in Science is designed to establish the degree to which students have made progress towards attaining the objective of the Science Program.

Assessment of student performance for the School Certificate occurs in the following four broad areas:

- * knowledge of scientific concepts,
- * practical and investigating skills
- * ability to apply information and solve problems,
- * expression and communication.

Assessments occur in class (40%) and via formal exams (60%). Class assessments are by individual teacher set tasks (10%) and via common tasks (30%).

A summary of the assessment for Year 10 Science is contained in the grid below which provides the pattern of assessment tasks for each semester in Year 10.

		INDIVIDUAL TEACHER	COMMON TASKS (4 Assessment Tasks)	FORMAL EXAM	TOTALS
	KNOWLEDGE	10		20	30%
SYLLABUS	PRACTICAL		9	21	30%
	APPLY INFORMATION AND SOLVE PROBLEMS		10	10	20%
AREA	EXPRESSION AND COMMUNICATION		11	9	20%
		10%	30%	60%	100%

The final rank order of merit used to allocate grades is a combination of the Semester 1 total (40%) and Semester 2 (60%) marks.

SCIENCE

Course Performance Descriptors

AREAS FOR ASSESSMENT: Knowledge, Practical, Applying information and solving problems, Expression and communication

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> recalls some examples of the impact of scientific research on science, society, technology and the environment. identifies some scientific models, theories and laws, and recalls some processes that can be used to test them. identifies some systems and structures of the living and non-living world. with guidance, individually and in teams, plans and undertakes elementary first-hand investigations and draws simple conclusions from selected data. with guidance, locates information from provided resources to identify simple trends, patterns and relationships. with guidance, communicates information to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> outlines some impacts of scientific research on science, society, technology and the environment. recalls scientific models, theories and laws to outline scientific phenomena, and identifies the processes that are used to test them. recalls some interactions within systems and structures of the living and non-living world. individually and in teams, develops elementary plans, and undertakes first-hand investigations and, with guidance, draws relevant conclusions from selected data. locates and extracts information from provided resources to outline trends, patterns and relationships. communicates their scientific understanding to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> describes the impact of scientific research on science, society, technology and the environment. relates models, theories and laws to scientific phenomena, and outlines the processes that are used to test and validate them. outlines interactions within and between systems and structures of the living and non-living world. independently and in teams, uses identified strategies and problem-solving skills to plan and conduct first-hand investigations and draw relevant conclusions from the data collected. independently locates and summarises information from a variety of sources to describe trends, patterns and relationships. selects a suitable way to communicate their scientific understanding to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> explains the impact of scientific research on science, society, technology and the environment. describes scientific phenomena using models, theories and laws, and outlines the processes that are used to test and validate them. describes interactions within and between systems and structures of the living and non-living world. independently and in teams, selects strategies and problem-solving skills to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions. independently locates and processes information from a variety of sources to explain trends, patterns and relationships. selects suitable ways to communicate their scientific understanding to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> evaluates the impact of scientific research on science, society, technology and the environment. explains scientific phenomena using models, theories and laws, and describes the processes that are used to test and validate them. explains interactions within and between systems and structures of the living and non-living world. engages, independently and in teams, in creative problem-solving processes to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions. independently locates and processes information from a wide variety of sources to explain trends, patterns and relationships. communicates their scientific findings, understanding and viewpoints in a variety of ways to an audience.

Grades in Agriculture will be awarded according to each student's achievements. These grades are related to Course Performance Descriptors which have been set by the Board of Studies.

The assessment of student achievement will be based on a number of assessment tasks – including participation in class activities.

COURSE PERFORMANCE DESCRIPTOR	Plant Collection	Grazing Industry Research	Half Yearly Exam	Talk/ Presentation	Yearly Exam	In-class Assessment
	Late Term 2	Late Term 1	Term 2	Early Term 3	Term 3/4	Throughout Year
Differences between plant & animal production systems	#		#		#	
Physiology & anatomy	#		#		#	
Factors affecting production		#	#		#	
Knowledge of historical and socio-economic importance of Agriculture		#		#	#	
Agricultural ecosystems and their effect on the environment				#	#	
Experiments and observations						#
Collect and record data and draw conclusions					#	#
Communication				#		#
Plant and animal husbandry					#	#
Management skills to optimise output in a production system					#	#
TOTAL = 100%	15%	15%	15%	10%	25%	20%

AGRICULTURE

Course Performance Descriptors

AREAS FOR ASSESSMENT **Agricultural enterprises and systems, Interaction of agriculture and society, Production and Marketing, Safe, ethical and sustainable practices, Problem-solving and communicating**

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates an elementary knowledge of this interactions within and between agricultural enterprises and systems, outlining some reasons for the use of identified species and breeds in Australian agriculture. • identifies some local and global interactions within and between the agricultural sector and the Australian economy, culture and society. • with guidance, displays elementary knowledge of, and very limited skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines. • identifies some impacts of ethical management and marketing practices on productive, profitable and sustainable agriculture. • displays very limited research skills and, with guidance, uses communication technologies to investigate, collect, interpret and present simple agricultural data. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates basic knowledge of the interactions within and between agricultural enterprises and systems, outlining the reasons for the use of identified species and breeds in Australian agriculture. ▪ outlines local and global interactions within and between the agricultural sector and the Australian economy, culture and society. ▪ displays basic knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines. ▪ outlines the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture. ▪ displays basic research skills and uses communication technologies to investigate, collect, interpret and present simple agricultural data. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates sound knowledge of the interactions within and between agricultural enterprises and systems, explaining the reasons for the use of identified species and breeds in Australian agriculture. ▪ describes the local and global interactions within and between the agricultural sector and the Australian economy, culture and society. ▪ displays sound knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines. ▪ discusses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture. ▪ displays sound research skills and uses a variety of communication technologies to investigate, collect, analyse and present agricultural data. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates thorough knowledge of agriculture and the interactions within and between agricultural enterprises and systems, analysing the reasons for the use of identified species and breeds in Australian agriculture. ▪ analyses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society. ▪ displays thorough knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practise and animal welfare guidelines. ▪ analyses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture. ▪ displays well-developed research skills and uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates extensive knowledge of agriculture and the interactions within and between agricultural enterprises and systems, evaluating the reasons for the use of identified species and breeds in Australian agriculture. • assesses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society. • displays extensive knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practises and animal welfare guidelines. • evaluates the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture. • displays highly developed research skills and independently uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.

RATIONALE FOR ASSESSMENT

Information to Students

Assessment activities are used to measure a student’s achievement relative to other students in the course over a wide range of syllabus objectives. The History faculty will use formal examinations and common tasks to determine a student’s grade in History.

ASSESSMENT TASKS

Our common assessment tasks will be designed to provide information about a student’s achievement of specific knowledge and skills objectives of the syllabus. These include:

- sequencing and recalling
- investigating and research
- explaining and communicating historical ideas and concepts in oral and written form
- using and analysing evident
- empathetic understanding

Students need to realise that class marks are also considered when deciding on a final assessment grade for each student. This means that all workbooks should be up to date and all class tasks submitted for marking.

<u>Semester I</u>		
Task 1 - Written Task	Term 1 Week 5A	10%
Task 2 - Source Task	Term 1 Week 9A	10%
Task 3 - Half Yearly Exam		20%
<u>Semester II</u>		
Task 4 - Written Task	Term 2 Week 7B	10%
Task 5 - Source Task	Term 3 Week 4B	20%
Task 6 - Core Exam		30%
TOTAL		100%

HISTORY

Course Performance Descriptors

AREAS FOR ASSESSMENT Historical knowledge, Changing rights and freedoms
Research and historical inquiry skills, Communication

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of some significant events in 20th century Australian history and, with teacher support, describes some impacts of these events on Australian life. • demonstrates elementary knowledge and understanding of some changing rights and freedoms of Aboriginal peoples and other groups in Australia. • recounts some historical events in chronological order. • recognises different perspectives within historical accounts, with guidance. • locates limited information from sources to answer historical questions, with guidance. • communicates their understanding of history by creating basic accounts of events and issues, in a range of limited forms. • uses simple historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of some significant developments in 20th century Australian history and explains their impact on Australian life. • demonstrates basic knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia. • sequences some events and identifies factors contributing to continuity and change. • recalls different perspectives and interpretations of the past. • locates, selects and organises relevant information from sources and summarises the main ideas to answer historical questions. • communicates their understanding of history by describing historical events and issues, in a range of oral, written and other forms. • uses a limited range of historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of significant developments in 20th century Australian history and makes a simple evaluation of their impact on Australian life. • demonstrates sound knowledge and understanding of the changing right and freedoms of Aboriginal peoples and other groups in Australia. • sequences events and explains factors contributing to continuity and change. • describes different perspectives and interpretations of the past • locates, selects and organises relevant information from a number of sources to undertake historical inquiry. • communicates their understanding of history by creating explanations and arguments about historical events and issues, in a range of oral, written and other forms. • uses appropriate historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life. • demonstrates thorough knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia. • sequences events and explains factors contributing to continuity, change and causation. • explains different perspectives and interpretations of the past. • selects and interprets a range of sources and draws conclusions about their usefulness in an historical inquiry. • communicates their understanding of history by constructing explanations and coherent arguments about historical events and issues for different audiences, in a variety of oral, written and other forms. • appropriately uses a range of historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life. • demonstrates extensive knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia. • draws historical conclusions based on an understanding of continuity, change and causation. • assesses different perspectives and interpretations of the past. • evaluates a range of sources and synthesises information from them that is relevant to an historical inquiry. • communicates their understanding of historical events and issues by constructing sustained arguments for different audiences, using a variety of oral, written and other forms. • displays a sophisticated use of historical terms and concepts.

Four assessment tasks, approximately one each term will be used. Year 9 and Year 10

The Half Yearly and Yearly Exams will be two of the assessment tasks.

The weighting of tasks will be:

Term 1 Task (Research Assignment)	25%
Term 2 Task (Exam – Half Yearly)	15%
Term 3 Task (Research Assignment)	30% (e.g. Overseas Country/International Agencies)
Term 3, 4 Task (Core Exam)	30%
Total	100%

Year 9: 20%

Year 10: 80%

This weighting ensures greater accuracy in assessing student achievement at the end of Year 10.

- Student feedback on achievement for each task will be in the form of a mark and rank in course.

AREAS FOR ASSESSMENT IN GEOGRAPHY

1. Knowledge of
 - spatial patterns
 - changing nature of environments and communities in Australia and the world
 - a variety of environments.
1. Understanding the Geographic Process and Concepts which produce patterns.
2. Application of Knowledge and Concepts.
3. Skills in Gaining and Using Data for Decision Making.

*Students must make a diligent and sustained effort throughout the course and in all tasks. They are required to achieve all or most of the course outcomes.

GEOGRAPHY Course Performance Descriptors – Geography (Elective)

Areas for Assessment

Communication Geographical tools and skills Geographical knowledge

Grade E	Grade D	Grade E	Grade D	Grade E
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms. • exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia. • demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them. • recognises some different perspectives of geographical issues. • demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • displays basic skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms. • exhibits some skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of Australia. • demonstrates a basic sense of place of Australian environments and some understanding of the geographical processes that form and transform them. • outlines different perspectives of Australian geographical issues. • demonstrates basic knowledge and understanding of Australian environments and communities, a range of interactions of people with the environment and a range of factors that shape communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms. • exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia. • demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them. • recognises some different perspectives of geographical issues. • demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • displays basic skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms. • exhibits some skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of Australia. • demonstrates a basic sense of place of Australian environments and some understanding of the geographical processes that form and transform them. • outlines different perspectives of Australian geographical issues. • demonstrates basic knowledge and understanding of Australian environments and communities, a range of interactions of people with the environment and a range of factors that shape communities. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms. • exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia. • demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them. • recognises some different perspectives of geographical issues. • demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities.

COMMERCE ASSESSMENT PROCEDURES

Four assessment tasks – 1 each term

The Half Yearly and Core exams will be two of the assessment tasks.

The weighting of tasks will be:

Term 1 Task (Research Assignment)	25% (e.g. Investing, E-Commerce)
Term 2 Task (Exam – Half Yearly)	15%
Term 2/3 Task (Research Assignment)	30% (e.g. Law and Society, Employment Issues)
Term 3 / 4 Task (Exam)	30%

This weighting ensures greater accuracy in assessing student achievement at the end of Year 10. Students will receive an assessment mark and course rank for each task.

AREAS FOR ASSESSMENT IN COMMERCE

1. Knowledge and understanding of commercial activities involving the inter-relationships of individual, business, labour, government in a changing commercial environment.
2. Skills in inquiring, interpreting, decision making and communicating.

ASSESSMENT TASKS

TERM 1	(25%)	Research Assignment to assess knowledge and understanding of concepts developed in this unit of work as well as research skills.
TERM 2	(15%)	HALF YEARLY EXAM One hour. Will contain four sections including multiple choice, free response answers based on stimulus material, short answers and short essay. Test will assess knowledge and understanding based on Year 10 course content and skills mastery.
TERM 3	(30%)	Research Assignment, *analysing information, *gathering information, *expressing informed commercial decision.
TERM 3 / 4	(30%)	CORE EXAM (YEARLY) One hour formal exam. Contains several sections each with graded questions to ensure a measure of success for all students.

Uses a variety of assessment techniques including:

- multiple choice questions
- matching terms
- short written answers
- calculations – based on stimuli material
- short essay

The exam is set to assess

- knowledge and understanding
- skills

- Students must make a diligent and sustained effort throughout the course and in all tasks. They are required to achieve most or all of the course outcomes. An “N” Award may be awarded to a student if he or she fails to meet minimum course requirements.

COMMERCE Course Performance Descriptors

Areas for Assessment

Knowledge of commerce

Knowledge and understanding of consumer, financial, business, legal and employment matters

Skills in commerce

Skills in decision-making, problem-solving, research, communication and working independently and collaboratively

collaboratively

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of aspects of consumer, financial, business, legal and employment concepts and issues. • identifies some rights and responsibilities of consumers in some commercial and legal contexts. • with guidance applies simple decision-making and problem-solving skills in commercial and legal contexts. • undertakes limited research and recalls some basic commercial and legal information. • communicates simple commercial and legal ideas and concepts using a limited range of oral and written forms. • demonstrates very limited planning and organising skills when working independently and/or collaboratively. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of some consumer, financial, business, legal and employment concepts and issues. • describes some rights and responsibilities of consumers in commercial and legal contexts. • applies some decision-making and problem-solving skills in some commercial and legal contexts. • undertakes some research and interpretation of basic commercial and legal information using a limited range of sources. • displays limited skills to communicate simple commercial and legal ideas and concepts using a range of oral and written forms. • demonstrates some planning and organising skills when working independently and/or collaboratively. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of consumer, financial, business, legal and employment concepts and issues. • explains the rights and responsibilities of consumers in a range of commercial and legal contexts. • applies decision-making and problem-solving skills in commercial and legal contexts. • undertakes research, and interprets commercial and legal information using a variety of sources. • displays sound skills to communicate commercial and legal ideas and concepts using a range of oral and written forms. • demonstrates competent planning and organising skills when working independently and/or collaboratively. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of consumer, financial, business, legal and employment concepts and issues. • discusses the rights and responsibilities of consumers in a broad range of commercial and legal contexts. • applies well-developed decision-making and problem-solving skills in commercial and legal contexts. • competently researches and assesses commercial and legal information using a variety of sources. • displays proficient skills to communicate commercial and legal ideas and concepts using a wide range of oral and written forms. • demonstrates well-developed planning and organising skills when working independently and/or collaboratively. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding of a range of consumer, financial, business, legal and employment concepts and issues. • analyses the rights and responsibilities of consumers in an extensive range of commercial and legal contexts. • independently applies outstanding decision-making and problem-solving skills in a range of commercial and legal contexts. • capably researches and evaluates complex commercial and legal information using a wide variety of sources. • displays effective skills to communicate complex commercial and legal ideas and concepts using an extensive range of oral and written forms. • demonstrates highly developed planning and organising skills when working independently and/or collaboratively.

Assessment in dance will be ongoing throughout Year 10.

A variety of strategies will be used so that individual strengths are identified and contribute to the greatest weighting to the final mark.

Students will complete a mandatory core and choose a major study on a dance style of their choice as an individual project.

All students will continually develop a log book which will contain their critical and personal reflections on all aspects of their dance course.

Assessment Weightings Total = 100%

Term 1	Term 2	Term 3	Term 4
Performance work 5%	During ½ Yearly Exam Examination 20% (Theory/Practical)	Performance work 5%	During Yearly Exam Examination 20% (Theory/Practical)
Assessment task (research/practical) 5%		Major assessment <i>Performance</i> 15%	
Logbook 5%		+ <i>Research assignment</i>	
	Performance work 5%		Logbook 10%
	Critical analysis 10%		

SAMPLE TASKS FOR MAJOR STUDY AREAS:

Performance Tasks

Including solo performances and ensemble performances in a variety of cultural and historical styles and in different contexts.

Composition Tasks

Designing steps using original ideas for solo and ensemble performances.

Appreciation Tasks

Including the purpose and type of dance in different cultural communities, in classical ballet, in contemporary videos, ballroom, jazz and in diverse historical periods.

TOPICS

- { Traditional dance from another culture
- { Aboriginal dance
- { Telling a story through dance
- Ballet
- { Creating a dance video
- { Dance production
- Post-Modern Dance
- General performance skills – singing, acting
- Safe Dance practices

DANCE Course Performance Descriptors

Areas for Assessment

Performing, Composing, Appreciation

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates elementary appreciation of dance as an artform through limited engagement in the practices of performing, composing and appreciating dance. performs dances with an elementary dance technique and with some evidence of safe dance practice and performance quality. with guidance, applies aspects of the elements of dance to perform a limited range of dance styles. with guidance, uses the elements of dance to create simple dance compositions that communicate ideas. describes their own and others' dances, through some aspects of the elements of dance. identifies some characteristics of dance styles, performance quality and interpretation. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates some appreciation of dance as an artform through their engagement in the interrelated practices of performing, composing and appreciating dance. performs dances with a basic dance technique and the application of safe dance practice and performance quality. applies aspects of the elements of dance as they perform dance styles. uses some elements of dance to structure movement to create basic dance compositions that communicate ideas. describes their own and others' dances, through the elements of dance. identifies characteristics of dance styles, performance quality and interpretation. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance. performs dances with a sound dance technique and the application of safe dance practice and performance quality. applies the elements of dance as they perform a variety of dance styles. manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas. discusses their own and others' dances, through the elements of dance. describes the characteristics of dance styles, performance quality and interpretation. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> clearly communicates an appreciation of dance as an artform through their high level of engagement in the interrelated practices of performing, composing and appreciating dance. performs dances with a proficient dance technique and a proficient application of safe dance practice and performance quality. combines and applies the elements of dance to competently interpret a variety of dance styles. structures appropriate movement to create dance compositions that communicate ideas. analyses their own and others' dances, through the elements of dance. discusses the characteristics of dance styles, performance quality and interpretation. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> clearly and perceptively communicates an appreciation of dance as an artform through their very high level of engagement in the interrelated practices of performing, composing and appreciating dance. capably performs dances with an accomplished dance technique and a sustained application of safe dance practice and performance quality. effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence. consistently structures complex movement to create dance compositions that communicate ideas. critically analyses their own and others' dances, through the elements of dance. critically discusses the characteristics of dance styles, performance quality and interpretation.
<ul style="list-style-type: none"> with teacher support, participates in the practical and theoretical aspects of dance and makes elementary connections between the making and performing of the movement and the appreciation of its meaning. 	<ul style="list-style-type: none"> participates in the practical and theoretical aspects of dance and makes some connections between the making and performing of the movement and the appreciation of its meaning. 	<ul style="list-style-type: none"> engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement and the appreciation of its meaning. 	<ul style="list-style-type: none"> perceptively engages in the practical and theoretical aspects of dance and makes informed connections between the making and performing of the movement and the appreciation of its meaning. 	<ul style="list-style-type: none"> insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptive connections between the making and performing of the movement and the appreciation of its meaning.

Assessment in music will be ongoing throughout Year 10.

A variety of strategies will be used so that individual strengths are identified and contribute to the greatest weighting to the final mark.

All students will continually develop a listening log which will contain their developing aural perceptions and their critical reflections on pieces listened to from a variety of different musical styles.

All students will complete a mandatory core of aural, composition, research and performance skills which will comprise 100% of the total mark. In semester 2, they must perform two performance pieces – 1 solo piece, 1 group piece.

Assessment Weightings Total: 100%

Semester 1

Research Task	Performance Tasks	Listening Log	Aural Exam	Composition Tasks	Written Exam
10%	5%	10%	5%	10%	10%

Semester 2

	Research Task	Performance Tasks	Listening Log	Aural Exam	Composition Task	Written Exam
Performance Emphasis	10%	a.solo 10% b.group 10% Total 15%	5%	5%	5%	10%
Composition Emphasis	10%	Group 5%	5%	5%	Core 5% Extended Composition 10% Total 15%	10%

ASSESSMENT STRATEGIES:

The following assessment methods may be employed:

Performing: solo, ensemble, improvisation, class exercises, pieces in class; performing in concert environment and in formal examination

Composing: original work, arrangements, improvisation, process diary, class exercises using compositional techniques, transcription

Listening: short written responses, analysis, viva voces, cloze passages, log book, discussion, written reviews, multiple choice testing, graphic notation, formal notation

Musicology: viva voces, projects, summaries, group reports, debates, interviews.

MUSIC Course Performance Descriptors

Areas for Assessment

Performing, Composing, Listening

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates elementary understanding of music as an artform in a limited range of styles, periods and genres. • with support, engages in some musical experiences demonstrating an elementary understanding of the concepts of music. • with assistance, is able to perform a limited range of repertoire and engage in group music-making. • with support, constructs limited musical compositions. • with support, explores the capabilities of some instruments. • with support, uses limited notational forms in their own work. • describes aspects of style, demonstrating a limited awareness of the social, cultural and historical contexts of the music studied. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates a basic understanding of music as an artform in a range of styles, periods and genres and with guidance, makes some connections across a range of music. • engages in a range of musical experiences demonstrating a basic understanding of the concepts of music. • engages in group music-making and may perform some solo repertoire. • with support, explores, improvises, and constructs basic musical compositions. • with guidance, explores the capabilities of some instruments to create effects. • with support, notates their own work demonstrating some understanding of notational conventions. • describes aspects of style, demonstrating some awareness of the social, cultural and historical contexts of the music studied. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of music. • engages in a range of musical experiences demonstrating a sound understanding of the concepts of music. • performs a range of repertoire in solo and group situations. • explores, improvises, and constructs musical compositions. • explores the capabilities of some instruments and how musical concepts can be manipulated for various effects. • notates their own work, demonstrating understanding of notational conventions. • discusses style and interpretation, demonstrating some awareness of the social, cultural and historical contexts of the music studied. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • clearly communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of repertoire. • confidently engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire. • performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances. • explores, improvises, and constructs coherent musical works. • explores the capabilities of a range of instruments and how musical concepts can be manipulated for a range of effects. • notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored. • critically discusses style and interpretation, demonstrating an awareness of the social, cultural and historical contexts of the music studied. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • clearly and perceptively communicates an understanding of music as an artform in a comprehensive range of styles, periods and genres and is able to make connections across a range of repertoire. • confidently engages in a range of sophisticated musical experiences demonstrating a perceptive understanding of the concepts of music within a broad range of repertoire. • confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances. • explores, improvises, and constructs coherent and stylistic musical works. • explores the capabilities of a range of instruments and understands how musical concepts can be manipulated for a range of effects. • confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored. • analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.

Assessment in drama will be ongoing throughout Year 10.

A variety of strategies will be used so that individual strengths are identified and contribute to the greatest weighting to the final mark.

Students will complete a mandatory core and choose a major study from either Performance, Scriptwriting or Production Aspects of Theatre.

All students will continually develop a log book which will contain their critical and personal reflections on all aspects of their drama course. This is worth 15% of the total mark.

Assessment Weightings

Total = 100%

TERM 1	TERM 2	TERM 3	TERM 4
Performance work 5%	Critical analysis 10%	Performance work 5%	Logbook 10%
Assessment task 5% [research/practical]	Examination 20% [Theory/Practical]	Major assessment 15% <i>Performance</i> + <i>Scriptwriting</i> <i>or</i> <i>T.A. - Design</i>	Examination 20% [Theory/Practical]
Logbook 5%	Performance work 5%		

SAMPLE TASKS FOR MAJOR STUDY AREAS:

Performance Tasks

may include solo performance (monologue), duologues, ensemble performances in one or a variety of dramatic settings and styles.

Scriptwriting Tasks

building full scripts from original ideas for solo and ensemble performances.

Technical Aspects of Theatre Tasks

may include set design, costume design and sound/lighting design for school and class performances or preparation of models.

DRAMA Course Performance Descriptors

Areas for Assessment

Making, Performing, Appreciating

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> participates, with teacher support, in the practices of making, performing and appreciating drama. has an elementary understanding of some elements of drama and performance skills required to create drama for an audience. demonstrates very limited skills in improvisation, playbuilding and other dramatic forms. uses some aspects of performance spaces and elements of production. with guidance, conducts basic research. recognises the contribution of some groups and individuals. recognises aspects of the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates a basic understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and some other dramatic contexts. develops their work using basic dramatic forms and performance techniques to create drama for an audience. demonstrates limited skills in improvisation, playbuilding and other dramatic forms. uses aspects of performance spaces, technologies and elements of production. conducts basic research and describes some contexts of drama. recognises the contribution of groups and individuals, using limited drama terminology. recognises the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates a sound understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and other dramatic contexts. develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create engaging works with an intended meaning for an audience. improvises, playbuilds, and enacts scripts, texts and other dramatic forms and performance styles. uses performance spaces, technologies and elements of production to communicate a dramatic intention. researches and describes the contemporary and historical contexts of drama. describes the contribution of groups and individuals using drama terminology. describes the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates a thorough understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts. capably develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create effective and engaging works with an intended meaning for an audience. competently improvises, playbuilds, enacts and interprets scripts, texts and other dramatic forms and performance styles. confidently uses performance spaces, technologies and elements of production to communicate dramatic intentions. researches and analyses the contemporary and historical contexts of drama. assesses the contributions of groups and individuals using appropriate drama terminology. analyses drama with an awareness of the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> communicates a sophisticated understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts. perceptively develops and refines their work, individually and collaboratively, using a range of dramatic forms, structures, devices, acting and performance techniques to create dynamic and engaging works with an intended meaning for an audience. demonstrates excellence in improvisation, playbuilding, the enactment and interpretation of scripts, texts and other dramatic forms and performance styles. selects and manipulates performance spaces, technologies and elements of production to communicate different dramatic intentions. researches and critically assesses the contemporary and historical contexts of drama. evaluates the contribution of groups and individuals, using appropriate drama terminology. analyses and synthesises drama with a sophisticated awareness of the unique relationship between performer and audience.

INDUSTRIAL TECHNOLOGY

Assessment of student performance, achievement and progress for the award of a School Certificate depends on satisfying the course requirements. Student performance in terms of attitude, effort, application and commitment will be monitored throughout the year. Students must make a sustained and diligent effort consistently throughout the course.

Grades will be awarded in accordance with performance bands issued by the Board of Studies. An N award may be issued to any student who fails to meet minimum course requirements for their particular course. Grades will be determined by teaching staff, with reference to the course Performance Bands, on the basis of the satisfactory completion of the assessment tasks listed below for any Industrial Arts courses.

Progressive, ongoing assessment throughout the year will be used to determine student performance in all courses. All set tasks must be completed and submitted.

All work submitted for assessment must be completed and fully functional when submitted. Unfinished or non functional work that is not presented in accordance with task requirements will not be accepted for assessment.

Penalties for lateness: Work submitted for assessment after the scheduled date will be penalized at the rate of 10% per day late up to a maximum of five (5) days late. Any work submitted after five (5) days late will achieve a maximum mark of 50%. The final date for the submission of outstanding work up to that date will be 26 October, 2010.

Students who fail to submit practical project work or other tasks on time may receive a School Certificate Warning Letter for that task. Failure to apply diligent and sustained effort to all coursework can result in an N-Award for that course.

The assessment task schedule that follows outlines the tasks for particular INDUSTRIAL ARTS courses that have candidates for 2010.

All tasks must be submitted for assessment.

INDUSTRIAL and GRAPHICS TECHNOLOGIES (WOOD, METAL, ELECTRONICS, GRAPHICS and MULTIMEDIA) ASSESSMENT SCHEDULE, 2010

WHEN		TASK	TASK DESCRIPTION	TASK VALUE
Term 1	Week 8	1	Practical Projects Work and Assignments	15
Term 2	Week 4	2	Half Yearly Exam	10
Term 2	Week 8	3	Practical Projects Work and Assignments	20
Term 3	Week 10	4	Practical Projects Work and Assignments	20
Term 4	Week 1	5	Yearly Examination	10
Term 4	Week 8	6	Practical Projects Work and Assignments	25

INDUSTRIAL TECHNOLOGY Course Performance Descriptors

Areas for Assessment

OHS and risk management
 Properties and applications of materials
 Industrial Technology and society
 Designing, communicating and evaluating
 Producing quality projects

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:
<ul style="list-style-type: none"> • demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies. • with guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects. • identifies some properties of materials that make them suitable for specific applications, and identifies some aspects of products and commercial products. • produces elementary sketches related to practical projects, and uses simple terms to describe production processes. • with assistance, applies elementary skills and design principles to the production or modification of projects. 	<ul style="list-style-type: none"> • demonstrates basic knowledge of technologies in their field of study, and outlines social, cultural and environmental impacts of these technologies. • displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects, identifying and managing some risks, and applying safe work practices. • outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and economic aspects of products and commercial products. • produces simple drawings for practical projects, and uses general terms to describe production processes to an audience. • applies basic skills and design principles to the development and production or modification of projects. 	<ul style="list-style-type: none"> • demonstrates sound knowledge of traditional, current, new and emerging technologies in their field of study, and explains the social, cultural and environmental impacts of these technologies. • displays technical skills in identifying and using appropriate materials and hand and machine tools, to produce practical projects of sound quality, identifying and managing risks and applying safe work practices. • describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products. • produces competent drawings to illustrate practical projects, and uses accurate technical terms to describe production processes to a range of audiences. • applies skills and design principles to the development and production or modification of projects. 	<ul style="list-style-type: none"> • demonstrates thorough knowledge of traditional, current, new and emerging technologies in their field of study, and analyses the social, cultural and environmental impacts of these technologies. • displays high-level technical skills in identifying and using appropriate materials and hand and machine tools to produce high quality practical projects, assessing and managing risks and applying safe work practices. • analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products. • uses a range of media to illustrate practical projects, and uses technical terminology to discuss production processes with a range of audiences. • consistently applies skills and design principles to the development and production of new projects. 	<ul style="list-style-type: none"> • demonstrates extensive knowledge of traditional, current, new and emerging technologies in their field of study, and evaluates the social, cultural and environmental impacts of these technologies. • displays advanced technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality, independently assessing and managing risks and consistently applying safe work practices. • evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products. • independently selects and uses a range of media to illustrate practical projects, and confidently uses technical terminology to discuss production processes with a range of audiences. • independently and consistently applies skills and design principles to the development and production of new projects.

GRAPHICS TECHNOLOGY Course Performance Descriptors

Areas for Assessment

Graphics principles and techniques
Graphics Technology, industry and society
Computer-based drafting technologies

Design, planning and construction
Presentation and communication

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates elementary knowledge of graphics standards, procedures and conventions and, with guidance, uses these in the production of graphical presentations. produces presentations that demonstrate elementary knowledge and understanding of the features of effective graphical presentations. demonstrates very limited technical skill in producing simple manual and computer-based graphical presentations. with assistance, selects and uses some presentation techniques. identifies some environmental and/or societal impacts of graphics technologies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates basic knowledge of graphics standards, procedures and conventions, and incorporates these into the production of graphical presentations. produces presentations that demonstrate basic knowledge and understanding of the features of effective graphical presentations. demonstrates limited technical skill in producing manual and computer-based graphical presentations. with assistance, uses the elementary features of CAD applications. selects and develops appropriate graphical presentations for the intended audience. recognises environmental, societal and industrial impacts of selected graphics technologies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates sound knowledge of graphics standards, procedures and conventions, and incorporates these into the production of graphical presentations. produces presentations that demonstrate sound knowledge and understanding of the features of effective graphical presentations. demonstrates adequate technical skill in producing manual and computer-based graphical presentations. uses the elementary features of CAD and multimedia applications. interprets the nature of information and intended audience to select and develop appropriate graphical presentations. compares and contrasts environmental, societal and industrial impacts of selected graphics technologies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates thorough knowledge of graphics standards, procedures and conventions, and independently incorporates these into the production of a range of graphical presentations. produces quality presentations that demonstrate comprehensive knowledge and understanding of the features of effective graphical presentations. demonstrates high technical skill in interpreting and producing a range of quality manual and computer-based graphical presentations. uses a variety of CAD and multimedia applications. analyses the nature of information and intended audience to confidently select and develop appropriate graphical presentations. analyses environmental, societal and industrial impacts of a range of graphics technologies and outlines some actions to minimise negative impacts. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates extensive knowledge and graphics standards, procedures and conventions, and independently incorporates these into the production of a range of graphical presentations. produces high quality presentations that demonstrate extensive knowledge and understanding of the features of effective graphical presentations. demonstrates exemplary technical skill in interpreting and producing a range of high quality manual and computer-based graphical presentations. displays confidence and competence in using a range of CAD and multimedia applications. critically analyses the nature of information and intended audience to confidently select and develop a range of appropriate graphical presentations. critically analyses environmental, societal and industrial impacts of a range of graphics technologies and proposes actions to minimise negative impacts.

GRAPHICS TECHNOLOGY Course Performance Descriptors (cont.)

Areas for Assessment

Graphics principles and techniques
 Graphics Technology, industry and society
 Computer-based drafting technologies

Design, planning and construction
 Presentation and communication

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • uses very limited management techniques to meet predetermined briefs and specifications. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • uses some management techniques to meet predetermined briefs and specifications. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • identifies and uses management techniques to meet predetermined briefs and specifications. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • independently identifies and comprehensively uses management techniques to meet predetermined briefs and specifications. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • independently identifies and extensively uses management techniques to meet predetermined briefs and specifications.

FOOD TECHNOLOGY

Year 10 Food Technology – Scope and Sequence

Unit	Unit Name	Suggested Length	Suggested Timing
1	What's on the menu?	10 weeks (5 weeks in 2011)	Half of Term 4 Yr 9 and half of Term 1 Yr 10
2	New Food	20 weeks	Half of Term 1, Term 2 and half of Term 3 of Yr 10
3	Food for life	15 weeks	Half of Term 3 and Term 4 of Yr 10

Assessment in Food Technology will be on-going and accumulative. Students will be assessed on the performance of certain skills from a variety of assessment tasks, which will be used to measure student achievement so that Course Performance Descriptors can be used to determine student standards. Failure to complete and submit assessment tasks on time could result in the student receiving an "N" award in this subject.

Unit 1: What's on the menu? (Continued from Yr9)	Unit Mark
Classwork: Back of house/Front of House activity and Consumer Rights and responsibilities Questions	10%
Unit Exam: What's on the menu?	25%
Assignment: Design your own catering company	25%
Practicals: At least 4 practical lessons will be marked, each prac is marked /50 (as per mark sheets)	40%
Total	100%

Unit 2: What's New?	Unit Mark
Classwork: Design a quick meal activity	10%
Unit Exam: What's new?	20%
Assignment: Developing a new filled pasta product	20%
Assignment Practical: New filled pasta idea	10%
Practicals: at least 4 practical lessons will be marked, each prac is marked /50 (as per mark sheets)	40%
Total	100%

Unit 3: Food for life	Unit Mark
Classwork: Research task	10%
Assignment: Special Dietary Needs	25%
Assignment Practical: Special dietary needs	25%
Practicals: at least 4 practical lessons will be marked, each prac is marked /50 (as per mark sheets)	40%
Total	100%

School Certificate Grade

Marks will be awarded in each activity and combined to obtain a total mark for each student. On the basis of these marks an order of merit for the group will be determined. Course performance descriptors will be referred to, to determine the grade awarded. Professional judgement may be used to adjust the order of merit after consideration of student's achievement. Each student's grade will be reviewed to ensure that no anomaly occurred.

Yr 10 Term 1

Assignment: Designing your own catering company	10%
Unit Exam: What's on the menu?	15%

Yr 10 Term 2

Assignment: Developing a new filled pasta product	20%
Assignment Practical: New filled pasta idea	10%
Unit Exam: What's new?	15%

Yr 10 Term 3

Assignment: Special dietary needs	20%
Assignment Practical: Special dietary needs	10%

Failure to complete and submit assessment tasks on time could result in the student receiving an "N" award in the subject

FOOD TECHNOLOGY Course Performance Descriptors

Areas for Assessment

Food properties and preparation, Food, nutrition and society, Food hygiene and safety, **Researching and communicating, Designing, producing and evaluating**

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage. • with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes. • with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes. • identifies some ways that food-related activities impact on the individual, society or the environment, and some influences that technology has had on food supply. • identifies a limited number of factors that influence food choices and eating habits, and relates some aspects of consumption and the nutritional value of foods to health. • displays very limited research skills and, with guidance, communicates simple information using a limited range of media. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • outlines a number of chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage. • identifies and uses basic techniques and equipment for a number of food-specific purposes, identifying and managing some risks associated with the safe and hygienic preparation of food. • demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes. • outlines the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply. • identifies factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health. • displays basic research skills, and communicates information using a limited range of media. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage. • identifies and uses appropriate techniques and equipment for a variety of food-specific purposes, identifying and managing risks associated with the safe and hygienic preparation of food. • demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes. • describes the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply. • discusses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health. • displays sound research skills, and communicates information using a range of media. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage. • identifies and uses advanced techniques and equipment for a variety of food-specific purposes, assessing and managing risks associated with the safe and hygienic preparation of food. • demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes. • analyses the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply. • analyses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health. • displays well-developed research skills, and communicates complex information using a range of media. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage. • independently identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes, independently assessing and managing risks associated with safe and hygienic preparation of food. • demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes. • evaluates the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply. • analyses a wide range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health. • displays highly developed research skills, and communicates complex information effectively using a range of media.

TEXTILESTECHNOLOGY

Year 9/10 Textiles Technology – Scope and Sequence

Unit	Unit Name	Suggested Length	Suggested Timing
1	Costume - Masks	8 weeks	Yr9 – Term 1
2	Apparel – Pyjamas	10 weeks	Yr9 – Term2
3	Costume – Sevillanas	10 weeks	Yr9 – Term 3
4	Non Apparel – Small product	8 weeks	Yr9 – Term 4
5	Textile Art – My Place	16 weeks	Yr10 Term 1 & 2
6	Apparel – Outfit	16 weeks	Yr10 Term 3&4

Assessment in textile technology will be based on practical (50%) and theory tasks (50%). Students will be assessed on the performance of skills in practical projects and their ability to demonstrate their learning in accompanying portfolios.

Failure to complete and submit assessment tasks on time could result in the student receiving an “N” (non attempt) award in the subject.

Unit 5: Textile Art: My Place

Unit Mark

Classwork: Cultural perspectives of textiles, methods of decoration and colouration, fibre yarn fabric, Aboriginal cultural expression in art and textiles

10%

Unit Exam: Textiles as art, fibre yarn fabric

20%

Assignment: Cultural expression of textiles in a chosen culture

20%

Practical assignment: Textile art outfit and portfolio

50%

Total 100%

Unit 6: Apparel Outfit

Unit Mark

Classwork: Textiles innovations, textiles industry, using and adjusting patterns, properties and performance

10%

Unit Exam: Textile industry

20%

Assignment: Innovative designers

20%

Practical assignment: Textile art outfit and portfolio

50%

Total 100%

School Certificate Grade

Marks will be awarded in each activity and combined to obtain a total mark for each student. On the basis of these marks an order of merit for the group will be determined. Course performance descriptors will be referred to, to determine the grade awarded. Professional judgement may be used to adjust the order of merit after consideration of student's achievement. Each student's grade will be reviewed to ensure that no anomaly occurred.

Yr 10 Term 1

Assignment: Cultural expression of textiles in a chosen culture

10%

Yr 10 Term 2

Assignment: Textiles as art, fibre yarn fabric

15%

Assignment Practical: Textile outfit and portfolio

25%

Yr 10 Term 3

Assignment: Innovative designers

10%

Unit Exam: Textiles industry

15%

Yr 10 Term 4

Practical assignment: textile outfit and portfolio

25%

Failure to complete and submit assessment tasks on time could result in the student receiving an “N” award in the subject

FRENCH and ITALIAN

INTRODUCTION

The Board of Studies will report student achievement in courses taken in Year 10 by awarding grades A to E to signify the student's level of achievement in that course. These grades will be reported on the Year 10 Record of Achievement. The grades will be awarded by relating student achievement to Performance Descriptors. A copy of these Performance Descriptors has been provided.

Areas for Assessment

The area for assessment to be used for reporting student achievement will be derived from the course objectives and linked to the course outcomes.

Assessment tasks and weightings		Using language...				Making linguistic connections	Moving between cultures
		<i>Reading</i>	<i>Writing</i>	<i>Listening</i>	<i>Speaking</i>		
		<i>eg. Cloze, comprehension, multiple choice</i>	<i>Eg. Dialogue, power point, letter, postcard</i>	<i>Eg Grid completion, comprehension, visual stimulus response</i>	<i>Eg Role play, survey, monologue, interviews</i>	<i>Eg Cloze, multiple choice, grammatical manipulations</i>	<i>Eg. Comparison of lifestyles, internet survey, cooking show segment</i>
Half Yearly	10%	√	√	√		√	√
Yearly	10%	√	√	√		√	√
Unit tests	30%	√	√	√	√	√	√
Research	10%		√				√
Reading	10%	√					
Speaking	10%				√	√	√
Class Work	20%	√	√	√	√	√	
100%							

An N award will be awarded to a student who has failed to meet one or more of the following requirements:

- Completion of class work and assessment tasks
- Effort and achievement
- Satisfactory progress

Stage 5 Course Performance Descriptors - Italian

Areas for Assessment: **Using language**
Making linguistic connections
Moving between cultures

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • communicates, orally and in writing, using only simple phrases or words in some familiar contexts. • responds/writes hesitantly, with some inaccuracies in grammatical and linguistic structures that impede communication. • Conducts simple, short conversations and, with prompting, is able to express own ideas using simple vocabulary and linguistic structures. • with guidance, selects information from a limited range of spoken and written texts. • with guidance, demonstrates very limited understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates an elementary understanding of the culture of Italian-speaking communities. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • communicates, orally in writing, in simple, coherent sentences in a range of familiar contexts. • responds/writes using appropriate vocabulary with some variations in linguistic structures and features, giving some details, There may be some inaccuracies. • initiates and maintains short conversations and expresses own ideas using some relevant vocabulary and linguistic structures. • selects information from a range of spoken and written texts. • demonstrates basic understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates basic understanding of the culture of Italian-speaking communities. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • communicates, orally and in writing, across a range of contexts, purposes and audiences. • responds/writes using appropriate vocabulary and linguistic structures and features, giving some detailed information. • initiates and maintains communication and expresses own ideas using relevant vocabulary and linguistic structures. • selects and summarises information from a range of spoken and written texts. • demonstrates sound understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates sound knowledge and understanding of the culture of Italian-speaking communities. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • is competent in communicating, orally and in writing, across a range of contexts, purposes and audiences. • responds/writes fluently, drawing on a range of appropriate vocabulary, linguistic structures and features and giving detailed information. • initiates and maintains communication and expresses own ideas clearly and effectively. • is proficient in selecting, summarising and analysing information from a range of spoken and written texts. • demonstrates thorough understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates thorough knowledge and understanding of the culture of Italian-speaking communities. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • is highly competent in communicating, orally and in writing, across a range of contexts, purposes and audiences. • responds/writes fluently and spontaneously, drawing on a wide range of appropriate vocabulary, linguistic structures and features, and giving detailed information. • initiates and maintains communication fluently, confidently and effectively, and expresses own ideas coherently and creatively. • is highly proficient in selecting, summarising and analysing information from a range of spoken and written texts. • demonstrates perceptive understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates extensive knowledge and understanding of the culture of Italian-speaking communities.

Stage 5 Course Performance Descriptors - French

Areas for Assessment: **Using language**
 Making linguistic connections
 Moving between cultures

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • communicates, orally and in writing, using only simple phrases or words in some familiar contexts. • responds/writes hesitantly, with some inaccuracies in grammatical and linguistic structures that impede communication. • Conducts simple, short conversations and, with prompting, is able to express own ideas using simple vocabulary and linguistic structures. • with guidance, selects information from a limited range of spoken and written texts. • with guidance, demonstrates very limited understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates an elementary understanding of the culture of French-speaking communities. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • communicates, orally in writing, in simple, coherent sentences in a range of familiar contexts. • responds/writes using appropriate vocabulary with some variations in linguistic structures and features, giving some details, There may be some inaccuracies. • initiates and maintains short conversations and expresses own ideas using some relevant vocabulary and linguistic structures. • selects information from a range of spoken and written texts. • demonstrates basic understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates basic understanding of the culture of French-speaking communities. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • communicates, orally and in writing, across a range of contexts, purposes and audiences. • responds/writes using appropriate vocabulary and linguistic structures and features, giving some detailed information. • initiates and maintains communication and expresses own ideas using relevant vocabulary and linguistic structures. • selects and summarises information from a range of spoken and written texts. • demonstrates sound understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates sound knowledge and understanding of the culture of French-speaking communities. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • is competent in communicating, orally and in writing, across a range of contexts, purposes and audiences. • responds/writes fluently, drawing on a range of appropriate vocabulary, linguistic structures and features and giving detailed information. • initiates and maintains communication and expresses own ideas clearly and effectively. • is proficient in selecting, summarising and analysing information from a range of spoken and written texts. • demonstrates thorough understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates thorough knowledge and understanding of the culture of French-speaking communities. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • is highly competent in communicating, orally and in writing, across a range of contexts, purposes and audiences. • responds/writes fluently and spontaneously, drawing on a wide range of appropriate vocabulary, linguistic structures and features, and giving detailed information. • initiates and maintains communication fluently, confidently and effectively, and expresses own ideas coherently and creatively. • is highly proficient in selecting, summarising and analysing information from a range of spoken and written texts. • demonstrates perceptive understanding of ways in which languages work as systems and of the interdependence of language and culture. • demonstrates extensive knowledge and understanding of the culture of French-speaking communities.

PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION

Students will be required to undertake the following assessment tasks.

1.	Term 1	Practical Task - Fitness	25%
2.	Term 2	Theoretical Task – Project	25%
3.	Term 3	Practical Task – Fundamental Movement Skills	25%
4.	Term 3	Theoretical Task – Driver Ed. Exam	25%
		TOTAL	100%

A committee of teachers will consider the PD/H/PE Performance Descriptors in determining the suitable grade for each student.

K = Knowledge S = Skills U = Understanding

Grade A = Extensive K S V in relation to Stage 5 content

B = Thorough K S V in relation to Stage 5 content

C = Sound K S V in relation to Stage 5 content

D = Basic K S V in relation to Stage 5 content

E = Elementary K S V in relation to Stage 5 content

N = Stage 5 content not satisfactorily completed

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course Performance Descriptors

AREAS FOR ASSESSMENT:

Self and Relationships

Individual and community health

Movement skill and performance

Lifelong physical activity

GRADE E	GRADE D	GRADE C	GRADE B	GRADE A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
<ul style="list-style-type: none"> shows elementary knowledge, skills and understanding in relation to Stage 5 content. identifies actions that enhance well-being and their capacity to respond positively to challenges. identifies some factors and behaviours that contribute to positive, safe and inclusive relationships. recognises some of the various influences on health decision-making and predicts some consequences. identifies some appropriate strategies, information, products and services to promote health and safety. identifies some influences and barriers to engaging in physical activity and selects strategies to enhance participation and enjoyment. demonstrates some movement skills and concepts to improve performance in predictable movement situations. identifies some elements and features of composition when composing, performing and appraising movement. 	<ul style="list-style-type: none"> shows basic knowledge, skills and understanding in relation to Stage 5 content. describes actions that enhance wellbeing and their capacity to respond positively to challenges. describes factors and behaviours that contribute to positive, safe and inclusive relationships. describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them. describes appropriate strategies and access information, products and services to promote health and safety. describes influences and barriers to engaging in physical activity and identifies strategies to enhance participation and enjoyment. demonstrates movement skills and concepts to improve performance in a choice of movement situations. displays a basic understanding of the elements and features of composition when composing, performing and appraising movement. 	<ul style="list-style-type: none"> shows sound knowledge, skills and understanding in relation to Stage 5 content. explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges. explains factors and behaviours that contribute to positive, safe and inclusive relationships. explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them. explains appropriate strategies and accesses information, products and services to promote health and safety. explains influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment. demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations. displays a sound understanding of the elements and features of composition when composing, performing and appraising movement. 	<ul style="list-style-type: none"> shows thorough knowledge, skills and understanding in relation to Stage 5 content. analyses actions that enhance wellbeing and formulates plans that promote their capacity to respond positively to challenges. analyses factors and behaviours that contribute to positive, safe and inclusive relationships. analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them. analyses strategies and accesses and prioritises information, products and services to promote health and safety. analyses influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment. demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations. displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement. 	<ul style="list-style-type: none"> shows extensive knowledge, skills and understanding in relation to Stage 5 content. evaluates actions that enhance wellbeing and evaluates plans that promote their capacity to respond positively to challenges. evaluates factors and behaviours that contribute to positive, safe and inclusive relationships. evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them. evaluates strategies and accesses and appraises information, products and services to promote health and safety. evaluates influences and barriers to engaging in physical activity and applies effective strategies to enhance participation and enjoyment. demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations. displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.

PHYSICAL ACTIVITY & SPORT STUDIES (PASS)

Students will be required to undertake the following assessment tasks:

1.	Sports Injuries and First Aid Exam	Term I Week 6	15%
2.	Half Yearly Exam	Term II Week 5	25%
3.	Coaching – Class Presentation	Term II Week 11	15%
4.	Assignment – Drugs in Sport	Term III Week 10	15%
5.	Yearly Exam	Term IV Week 2	30%
		TOTAL	100%

A committee of teachers will consider the General Performance Descriptors in determining the suitable grade for each student.

K = Knowledge

S = Skills

U = Understanding

Grade A = Extensive K S V in relation to Stage 5 content

B = Thorough K S V in relation to Stage 5 content

C = Sound K S V in relation to Stage 5 content

D = Basic K S V in relation to Stage 5 content

E = Elementary K S V in relation to Stage 5 content

N = Stage 5 content not satisfactorily completed

PHYSICAL ACTIVITY AND SPORT STUDIES

Course Performance Descriptors

The Common Grade Scale is to be used to assign School Certificate grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as Physical Activity and Sports Studies and Marine and Aquaculture Technology.

the Common Grade Scale describes performance at each of five grade levels.

GRADE E	GRADE D	GRADE C	GRADE B	GRADE A
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

Stage 5 Visual Arts (School Certificate) Assessment Policy

Components	Weighting	Task 1	Task 2	Task3	Task 4	Task 5	Task 6
		VAPD - Exploring - Developing	RESEARCH ASSIGNMENT - Critical - Historical	HALF YEARLY EXAMINATION - Body of Work - Written Exam	VAPD - Exploring - Developing	RESEARCH ASSIGNMENT - Critical - Historical	HALF YEARLY EXAMINATION - Body of Work - Written Exam
Making	60%	20%		10%	20%		10%
Critical/Historical Study	40%		10%	10%		10%	10%
TOTAL MARKS	100%						

VISUAL ARTS

Course Performance Descriptors

Areas for Assessment

Artmaking
Critical and Historical Studies

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • makes simple artworks with an elementary understanding of the frames and the conceptual framework. • recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment. • makes simple interpretations about art, with some reference to practice, the frames and conceptual framework. • with teachers support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> ▪ makes artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world. ▪ represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment. ▪ makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames. ▪ recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> ▪ makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. ▪ demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions. ▪ interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames. ▪ demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> ▪ makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. ▪ demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks. ▪ interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames. ▪ demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> ▪ makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world. ▪ demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks. ▪ synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art. ▪ demonstrates a perceptive understanding of the function of an relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.