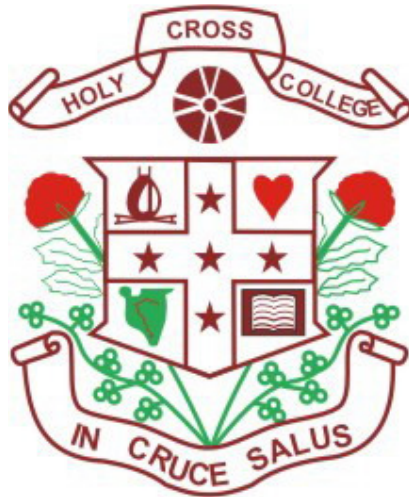


Holy Cross College, Ryde



**School Certificate
Course Assessment Manual
2010
YEAR 10**

Founded 1891 in the Tradition of the Patrician Brothers

TABLE OF CONTENTS

Item	Page
Assessment Policies and Procedures	
Introduction	3
Rationale	4
Rights & Responsibilities of Senior Students in Relation to Assessment Tasks	5
Frequency & Scheduling of Formal Assessment Tasks	6
Procedures for Illness, Late or Non-submission & Dishonesty	7
Assessment Task Absence/Extension Form	9
Assessment Task Procedure	10
Subject Assessment Task Programs	11
Roles in Areas of Special Responsibility in Relation to Assessment	12
- Subject Co-ordinator	
- Year Co-ordinator	
- Teachers	
- Curriculum Co-ordinator	
Reasons for withholding School Certificate	13
PDHPE; RE and Elective Subjects Performance Descriptors	15
Plagiarism	16
Subject Co-ordinators	17
BOS Glossary of Keywords	18
Referencing	19
Assessment Task Schedules	
Religious Education	23
Commerce	24
English	25
Food Technology (100hrs)	26
Food Technology (200hrs)	27
Geography	28
History	29
History - Elective	30
Industrial Technology Timber (100hrs)	31
Industrial Technology Timber (200hrs)	32
Information Software Technology (100hrs)	33
Information Software Technology (200hrs)	34
Mathematics Stage 5.3	35
Mathematics Stage 5.2	36
Mathematics Stage 5.1	37
Music	38
Personal Development Health and Physical Education	39
Physical Activity and Sport Studies	40
Photographic and Digital Media	41
Science	42
Visual Arts	43
Work Education	44

INTRODUCTION

The aim of the handbook is to express in detail how the Assessment Task Programme for Year 10 is organised at Holy Cross College. It contains an explanation of procedures for assessment tasks in courses provided by the College.

It is important that students know for all subjects:-

- what is to be assessed
- how it is to be assessed
- when it will be assessed

These assessment procedures should reward diligent students, while inadequate effort will be penalised by poor results. The failure to complete sufficient assessment tasks could jeopardise a candidate's School Certificate eligibility.

The College's assessment programme demands consistent and effective work patterns, a commitment to meeting deadlines and a determination to present work of the highest standard. Indeed, these will be the hallmarks of the successful student.

Through their sons, and by contact with the College, parents are urged to familiarise themselves with the assessment programme. Parents can help and encourage their sons to manage these tasks in order to plan and organise an effective study programme which will assist them in achieving their academic potential.

This handbook includes:-

- The School Assessment Task Policy and the general procedures which are followed by all subjects.
- The Subject Assessment Task schedules showing the tasks, timing and relative weightings.

Staff members are always available to assist students with the requirements of the Year 10 Assessment Programme. If any student experiences difficulties in meeting the demands of the assessment programme, he should speak to his classroom teacher, KLA Coordinator or Year Coordinator to develop strategies to address the difficulties.

Despite our best intentions, it is possible as with any large assessment programme that changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the boys involved.

Thanks to the staff members who have contributed to the development of the Year 10 Assessment Programme.

Success in the School Certificate will be the reward for those who are committed to doing their personal best through consistent effort and study.

Mr Mark Compton
Curriculum Coordinator

RATIONALE

The College Assessment Task procedures in Year 10 are based on the guidelines set down by the Board of Studies in Syllabi, Subject Handbooks and on the beliefs stated in the College Vision Statement.

In particular:-

- 1.1 to commit ourselves to the values of the Gospel and to translate them into the curriculum.
- 1.2 to create a community where people care for each other and value each other's emotions and feelings.
- 1.3 to ensure each person feels valued for their talents, is encouraged to give what they are able and is enabled to develop those talents.
- 1.4 to encourage, recognise and value successes achieved by a genuine commitment to excellence.
- 1.5 to provide support networks especially for those most in need of support.
- 1.6 to encourage appropriate standards of behaviour to the capacity of the developmental stage of each person.
- 1.7 to maintain a climate conducive to quality teaching and learning.
- 1.8 to provide a wide range of opportunities and experiences which enable creativity and diversity and enhance living skills.
- 1.9 to provide an education that is appropriate for each individual's needs.

RIGHTS AND RESPONSIBILITIES OF STUDENTS IN RELATION TO ASSESSMENT TASKS

RIGHTS

Each student has the right to:-

- 2.1 Accurate information about the official Board and School Policies as well as those concerning each subject undertaken.
- 2.2 A schedule of assessment tasks that is not unreasonably demanding in terms of work load.
- 2.3 Details about the Assessment Task Program for each subject which includes information about the nature of each task and their weights, timing, and value.
- 2.4 Clear and accurate information about the criteria on which each task will be assessed and adequate warning about completion dates.
- 2.5 Discuss marks/grades with teachers or subject co-ordinators when there is concern about initial awards.
- 2.6 Have his personal assessment task mark kept private from other students.
- 2.7 Request a school review if he believes his final position in a subject is invalid or inaccurate.

RESPONSIBILITIES

Each student has the responsibility to:-

- 2.8 Become fully aware of the Board of Studies requirements, the school policy and the individual subject programs, in relation to Assessment Tasks.
- 2.9 Note carefully the schedule of assessment tasks and negotiate with teachers if the workload seems unmanageable.
- 2.10 Complete set assessment tasks to the best of his ability, to present them on time and to conduct himself honestly.
- 2.11 Maintain a balance between the time and effort devoted to formal assessment tasks and other work.
- 2.12 Keep a file of all marked assessment tasks and results.
- 2.13 Provide written evidence of reasons for absence from or late submission of formal assessment tasks.

FREQUENCY AND SCHEDULING OF FORMAL ASSESSMENT TASKS

- 3.1 Tasks used to determine the final assessment mark are known as assessment tasks. An assessment task may include examinations, tests, assignments and projects.
- 3.2 The date for submission of assessment tasks will be clearly made known to students. No task will be given unless two weeks notice has been given.
- 3.3 Formal assessment activities begin once the School Certificate course has been started.
- 3.4 Formal assessment tasks should be derived from the normal assessment activities associated with the conduct of the course.
- 3.5 The dangers of over-assessment should be avoided. The upper limit on the number of tasks will vary depending on the nature of the subject.
- 3.6 In circumstances where an assessment task needs to be rescheduled, students are given notice in writing.

PROCEDURES FOR ILLNESS, LATE OR NON-SUBMISSION AND DISHONESTY

Student's responsibilities when absent:-

- 4.1 If there is an unforeseen illness or misadventure on the day which has prevented the submission of the task, the student will complete the application for extension based on misadventure/illness on the **first** day back at school. He must submit the task on his return to school and he will be informed of the result of his application when it has been processed.
- 4.2 If a student **knows about an absence prior to the due date** then he needs to have already applied for an extension. If it has been granted, the task is able to be submitted on the new due date without penalty. Students will collect a form and apply for determination / extension, in same basic manner outlined below, as soon as possible **before the original due date of the task.**
- 4.3 Acceptable reasons for failing to present/undertake a formal assessment task are unforeseen events which occur immediately before or on the day and prevent a student from performing a task on or by the scheduled time. Such events include significant illness, accidents or misadventures and must be supported by a Doctor's Certificate or some formal documentation for other absences. Exceptions cannot be given for trivial reasons such as headcolds, doctor's appointments, sporting commitments etc.
Documentation must cover the day of the task and every day until student returns to school or lateness penalty applies.
- 4.4 A Subject Co-Ordinator may accept late submissions of assignment type tasks without penalty if:-
(I) The student is absent from school with an acceptable reason on the submission date.
(ii) The task is submitted on the first day back or an agreed to later date with documentation.
- 4.5 Late submission of an assignment type task with an unacceptable reason will incur a penalty of 1 day late – 50%; 2 days late – 0 marks awarded. If task is not submitted on the due date penalties apply.
- 4.6 If a student is aware that he will be absent for an examination or in class task, he must submit an application for extension/estimate (depending on the KLA and type of task) using the illness/misadventure process.
- 4.7 If a student misses an examination or in class task because of illness/misadventure, he must apply for consideration on the **first** day back at school. The KLA will inform student of new test or estimate depending on task. Failure to submit the form on the first day back will incur the penalties outlined above
- 4.8 Absence from a test/examination type task with an acceptable reason will incur no penalty. In these circumstances, the student will be given a task on the first day back at school.

- 4.9 If circumstances prevent the administering of a substitute task the Subject Co-ordinator may give approval for an estimate mark to be given.
- 4.10 A student will be deemed to have made no submission on an assessment if he:-
- (i) has not submitted the task within two school days of the due date
 - (ii) is found to have cheated or aided another student to cheat
 - (iii) is absent from a task with no valid excuse
 - (iv) does not make a serious attempt to answer the question or complete the task. Non-serious attempts will be viewed as those that are frivolous, use inappropriate language or attempt to demean particular individuals or groups.
- 4.11 The Subject Co-ordinator will award zero marks on a task where the student is deemed to have made no submission. The Subject Co-ordinator will inform the student and parent(s) in writing of the zero award.
- 4.12 Failure to submit assessment tasks totalling 50% or more of the final course assessment will require the Principal to certify that the course has not been studied satisfactorily. This will mean that neither the assessment nor the examination mark will be reported on the SC.

Process to apply for extension due to illness/misadventure

- i) Go to Year Coordinator to collect Extension/ Misadventure form in triplicate before homeroom.
- ii) Fill in form, and attach document(s)
- iii) Take form and document(s) immediately to Subject Coordinator for determination, on form, in writing. The student will be informed of the result of his application as soon as possible.
- iv) Submit any hand-in task to Subject Co-ordinator at that time.

Subject Co-ordinator will forward form and document(s) to Curriculum Co-ordinator for recording.

(one copy for Year Coordinator's file, one for Subject Co-ordinator's file and one copy for student)

HOLY CROSS COLLEGE, RYDE
ASSESSMENT TASK ABSENCE/EXTENSION FORM

For Years 9, 10, 11 and 12 Assessment Tasks

STUDENT'S NAME: _____ YEAR _____

SUBJECT: _____

TEACHER: _____

DATE OF SUBMISSION OF FORM: _____

TASK YOU ARE SEEKING CONSIDERATION FOR: _____

DATE TASK IS DUE: _____

YOU ARE SEEKING CONSIDERATION FOR: (Tick)

(A) ILLNESS (B) MISADVENTURE (C) GENUINE REASON FOR
EXTENSION

Attach all necessary Medical and other Certificates

PROVIDE HERE DETAILS AND REASONS FOR YOUR REQUESTS:

SIGNATURE: _____

TAKE TO THE SUBJECT CO-ORDINATOR

Office Use Only - Copy to Subject Co-ordinator: Teacher involved.

SUBJECT CO-ORDINATOR'S RECOMMENDATION:

SUBJECT CO-ORDINATOR'S SIGNATURE:.....

RETURN IMMEDIATELY TO CURRICULUM CO-ORDINATOR.

DECISION: _____

CURRICULUM CO-ORDINATOR: _____

HOLY CROSS COLLEGE

ASSESSMENT TASK PROCEDURE

NAME: _____ ROLL CLASS: _____

SUBJECT: _____ TEACHER: _____

DATE OF SUBMISSION OF ASSIGNMENT

DATE OF TEST (cross out one that does not apply) _____

NAME OF TASK/TEST:

MARK/GRADE AWARDED: _____

COMMENTS: _____

STUDENT RECORD: *Keep this as a record of task submitted or test attended.
It must be signed and dated by the Subject Teacher.*

TASK/TEST _____

SIGNED: _____
(Subject Teacher)

DATE: _____

SUBJECT ASSESSMENT TASK PROGRAMS

The Assessment Task requirements for each subject are shown in the following section. They include:-

- 5.1 The components and their weights as specified in the Subject Handbook.
- 5.2 The number of tasks that make up the assessment program.
- 5.3 An indication of when the various assessment tasks will take place. In addition there must be provision for adequate notice of the precise timing of each task.
- 5.4 The mark value of each task in relation to the total number of marks for the course.
- 5.5 The nature of each assessment task, eg, assignment, test, project.
- 5.6 Details of any additional administrative arrangements associated with each task.

ROLES IN AREAS OF SPECIAL RESPONSIBILITY IN RELATION TO ASSESSMENT

Responsibilities:

School

6.1 The whole school, under the guidance of the Principal, will be responsible for:-

- establishing policies and procedures across the school which ensure a consistent approach to such things as advice to students, appraisal, recording and reporting practices
- ensuring that staff are fully aware of school assessment policies and procedures.
- ensuring the valid distribution of grades in different subjects
- ensuring that students and their parents are fully aware of the scheme, including their rights and responsibilities
- setting up procedures for dealing with appeals

Subject Co-Ordinators

6.2 The Subject Co-Ordinators will be responsible for:-

- ensuring that the teachers are fully aware of the assessment requirements of the Board and the School
- establishing consistent practices within the subject(s)
- determining how comparability between different classes will be achieved
- ensuring that students are informed of their responsibilities and the details of the assessment program
- establishing the method of recording assessment data
- monitoring individual teachers' grading determinations

Teachers

6.3 Teachers will responsible for:-

- setting assessment tasks related to the course objectives
- informing students as to what is expected of them
- measuring the degree of student achievement
- recording observations using marks, grades or comments
- providing appropriate feedback to students on each task
- making a judgement of each student's level of achievement by choosing the most appropriate overall description in the Course Performance Descriptions
- allocating a grade

Curriculum Co-ordinator

6.4 The curriculum co-ordinator is responsible for:-

- Knowledge of the policies of the Board, the school and tertiary institutions.
- Monitor emerging policy from the Board, tertiary institutions and CEO so as to ensure that:-
 - staff, students and parents have up to date information
 - the school's internal policies and practices remain compatible.
- Publish annually the Assessment Handbook for staff and students/parents, which provides relevant extracts from school and subject policies.
- Co-ordinate and facilitate the development and implementation of the subject assessment policies by:-
 - informing and advising Subject Co-ordinators
 - checking to ensure that guidelines and weightings are observed.
 - keeping the school assessment calendar and by monitoring the schedule of formal assessment tasks.
 - acting as an intermediary between the Subject Co-ordinators and the Principal concerning estimation of formal assessment marks
 - storing back-up copies of formal assessment marks.
- Monitor the implementation and impact of the school policy/practices on students and staff.
- Manage the periodic review, redevelopment and publication of the school assessment policy and procedures.
- Keep a copy of all final Assessment task marks with weights and tasks clearly indicated.
- Keep a copy of SC Grades from each subject

REASONS FOR WITHHOLDING THE SCHOOL CERTIFICATE

A School Certificate is not automatically granted to students at the end of the year. You must comply with regulations set down by the Board of Studies. The following factors may lead to a student not gaining his School Certificate or Record of Achievement.

7.1 Attendance

- (a) Where he has attended less than 85% of school days. Where this stage is reached no School Certificate will be issued.
- (b) There is a pattern of absenteeism which is not adequately explained.
- (c) If attendance in Year 9 was poor, consideration must be given as to whether there has been a significant improvement in Year 10.
- (d) Prolonged absence where work is not possible could lead to non-award if Assessment Tasks not carried out.
- (e) Absence on holidays - if the absence is to exceed 15% the student must ensure course requirements are met, eg, assignments posted back to school.

7.2 N-Awards - Not Satisfactorily Completed

- (a) Applies to individual subjects.
- (b) There must be sufficient evidence that the student has by effort and achievement, indicated that he has followed the course laid down by the Board of Studies.
- (c) It is NOT satisfactory if a student “does no more than attend regularly and try hard”.
- (d) Account must be taken of both effort and achievement.
- (e) If a student engages in virtually none of the tasks set or reaches virtually no goals of the course, then he has not satisfactorily completed the course and will be given an N-Award. The subject will not be listed on the student’s School Certificate.
- (f) If a student receives an N-Award in English, Mathematics or Science, no School Certificate is issued.
- (g) If a student receives an N-Award in more than one elective subject, no School Certificate will be issued.

P.D.H.P.E, R.E. and ELECTIVE SUBJECTS

There is no external test for these subjects. Students will be awarded a Grade A - E on the basis of the assessment program shown in this booklet only. They are awarded on the basis of Performance Descriptions for each subject.

These course Performance Descriptions have been developed by the Board of Studies for each subject and are based on the knowledge and skills required by a student in order to be awarded a particular grade. The assessment programs for elective subjects will be used to establish which one of the grades shown in the performance descriptions is most appropriate for a student.

There are no set proportions in each grade and as long as students meet the requirements set out in the performance descriptions they can be awarded that grade. A copy of the General Performance Descriptions is shown below. Ask your teacher about the course performance descriptions for your subjects if you are interested in seeing them.

Grade	General Performance Descriptions
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 and 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 effort and achievement (d) reaching at least some of the course goals <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>

PLAGIARISM

What is plagiarism?

Plagiarism is using the work, words and ideas of others without acknowledging their authorship or giving them credit for their original work.

It is dishonest and may also be fraud if you are gaining a benefit from stealing another's work and passing it off as your own.

How can work be plagiarised?

- by copying the writer's exact words without using quotation marks or giving the source
- by using the writer's ideas but writing them in your own words and presenting the ideas as your own
- by buying or borrowing someone else's assignment and copying it
- by cutting and pasting work from several different sources
- by quoting a small part of the original and presenting the remainder as your own

How do I know if I am plagiarising work?

Ask yourself these questions:

- Have I read information or books on this subject?
- Am I using any of this information?
- Am I looking up information as I am working on this assignment?
- If your answer is 'yes' to any of these questions then the books and information you have consulted should be acknowledged in quotations marks, footnotes or your bibliography.

How do I guard against plagiarism?

- Take careful notes and when you use exact words from the source, enclose those words in quotation marks.
- Be clear about which parts you have quoted, which parts you have rewritten in your own words (paraphrased), which parts you have summarised, which parts are your own thoughts and ideas that have occurred to you as you have been reading. If necessary, colour-code each section of notes.
- Write down the details of all the sources you use including web pages. It is a good idea to print out the first page of a web resource so you have a record of the source.
- Keep all your notes and sources until your assignment is marked.
- Acknowledge sources in the main body of the text using brackets or footnotes, and in your bibliography at the end of your assignment.
- If you cannot trace the source but know the words or ideas are not your own, let your reader know this.
- Use your own words and ideas as much as possible. Your teachers know how you normally write and express your ideas so it is usually foolish to try to deceive them.
- Discuss the issue with your teachers so you are clear about their expectations.

What are the penalties for plagiarism?

- You will lose your marks and may fail.
- You may be found guilty of cheating and face disciplinary action.
- You may be sued by the owner of the work you copied.
- You will have missed the chance to improve and deepen your learning.

Declaration of Originality

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person or myself, nor material which to a substantial extent has been accepted for the award of any other unit, degree or diploma of a university or any other institute of higher learning, except where due acknowledgment is made in the text.

Signature:

SUBJECT COORDIANATORS 2010

<i>Department</i>	<i>Co-ordinator</i>	<i>Subjects</i>
<i>Creative Arts</i>	<i>Ms Jennifer Tighe</i>	Visual Arts Music Photographic and Digital Media
<i>English</i>	<i>Ms Rhonda Huntley</i>	English
<i>HSIE</i>	<i>Mr Michael Croucher</i>	Geography History History Elective Commerce Work Education
<i>Mathematics</i>	<i>Mr Paul Hajjar</i>	Mathematics – Level 5.3 Mathematics – Level 5.2 Mathematics – Level 5.1
<i>PD/PE/Health</i>	<i>Mr Damian Chase</i>	PD/H/PE Physical Activity and Sport Studies
<i>Religious Education</i>	<i>Mrs Belinda Jreige</i>	Religious Education
<i>Science</i>	<i>Mrs Joelle Camps-Vazquez</i>	Science
<i>TAS</i>	<i>Ms Vanessa Bain</i>	Industrial Technology Information Software Technology Graphics Technology Food Technology

BOS GLOSSARY OF KEY TERMS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for state reasons for, report on. Give an account of narrate a series of events or transactions
Analyse	Identify components and the relationship between them, draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make, build, put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from, to note differences between
Evaluate	Make a judgement based on criteria, determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident, provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms, indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion for consideration or action)
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

REFERENCING

Provided below are some examples of how all data collected from outside sources e.g. books should be referenced in all assignment work. Students should refer to the College diary for information on using the Harvard system of referencing the accepted method by the College and Universities.

1. Vladimir Nabokov, *Look at the Harlequins!* (London: Weidenfeld and Nicholson, 1975).
2. Philippa Foot (ed.), *Theories of Ethics* (London: OUP, 1967), pp.20-32.
3. W.C. Sellar & R.J. Yeatman, *1066 and all that* (Harmondsworth: Penguin, 1960)
4. Sir Ernest Gowers, *The Complete Plain Words* (2nd ed., rev. Sir Bruce Fraser, London: HMSO, 1973), ch.4.
5. David Lewis, *We, the Navigators: The Ancient Art of Landfinding in the Pacific* (Canberra: ANUP, 1973), plate xii.

First References: Articles

For articles and papers in periodicals, newspapers, books, reports of proceedings etc., the information required is set out in the following order:

author's initial(s) or given name(s) and surname

title of the article (in inverted commas)

name of the periodical, newspaper or book (italics or underlined)

title of series, if any

volume and year (if a periodical) and if possible, number and month of issue as well

date of issue (if a newspaper)

publisher (if a book)

place and date of publication (if a book)

page numbers or section reference

Note: Use double or single inverted commas consistently. For a quotation within a quotation, use whichever you are not using normally.

Later References

The second and subsequent references to a source need not be as complete as the first, but should still give the reader a clear indication of the place where the fact, opinion or quoted words are to be found. There are two main ways of achieving this.

(A) Short Title Method

The simplest method of giving a later reference to a book is to use an abbreviated form of the first citation. Suppose, for example, that the first reference reads:

1. C.H. Currey, *The Irish at Eureka* (Sydney: Angus & Robertson, 1954), p. 99.

then, if no other work by Currey is referred to, a later reference could read simply:

5. Currey, p. 102.

But if two or more works by the same author are referred to in the one essay, later references may differentiate between them by using a short title of each work, as well as the author's name. Thus a series of footnotes could appear as follows:

1. Weston Bate, *Lucky City: the First Generation at Ballarat* (Melbourne: M.U.P., 1978), p. 96.
2. John Molony, *Eureka* (Ringwood, Vic.: Penguin, 1989), p. 128.
3. Bate, p. 116.
4. John Molony, *I am Ned Kelly* (Melbourne: Allen Lane, 1980), p. 63.
5. Molony, *Eureka*, p. 156.

Similarly, second and subsequent references to an article may be abbreviated forms of the first citation, for example the following reference:

1. B.C. Newling, "The Gold Diggers", *Journal of the Royal Australian Historical Society*, II, 5 (1925), p. 263.

could appear later as:

4. Newling, "Gold Diggers", p. 265.

(B) Abbreviation Method

- (a) If reference is made to a different page of source supplied immediately above it is possible to use the term *ibid.*

Example

1. Elizabeth Prince, *Green Politics Today* (London: Routledge, 1994), pp. 158-63.
2. *ibid.*, p. 247.

- (b) If reference is made to the same page of the same work as an earlier but not immediately preceding reference, the last name of the author and the phrase *loc cit.* are used.

Example

5. Smith, *loc cit.*
- (c) If reference is made to a different page of the same work as an earlier, but not immediately preceding, reference, then op. cit. precedes page reference but follow author's name.
7. Jones, *op. cit.*, p.138.

References to Unpublished Sources

These can be given in similar fashion to articles or books, with author's name (if known), title (*not* underlined or in italics in this case), followed by other details such as date, archival location etc. Use your common sense.

Examples

8. W. Parmenter, Hisotry of Fort Apache, 1870-1900, M.A. Thesis, Santa Fe College, 1968, p. 121.
9. I.M.A. Looker, Letter to A.B. See, 21 April 1902, See Papers, Mitchell Library, Sydney.
10. J.J. Giltinan, It's My Game, lecture, Rugby League House, Sydney, 1 April 1998.
11. B. Simpson, interview with author, 2 April 1997.

References to Electronic Sources

Use of CD-Roms and the Internet has raised problems for referencing. Again, these references can be given in similar fashion to articles or books, with author's name (if known), title (do use invented commas and italics in these cases), followed by other details like publisher, date, website URL etc. Use your common sense.

Examples

13. M. Jackson, "American Pop Music and its Influence on Australian Marriage Customs 1960-96," *The Electronic Journal of Australian and New Zealand History*, X, 2 (1998),
URL <http://www.jcu.edu.au/aff/history/> 25 May, 1998.
14. S.K. Warne, "How not to do it," *Cricket CD-Rom*, Melbourne: A.C.B., 1995.

Problems of Footnoting

With quotations within quotations or quotations of other sources within your sources, use a form of words such as the following:

7. Cicero (ancient writer), quoted by J. Smith, *How to be friendly with Foreigners* (Baghdad: Hussain University Press, 1998), p. 26.
8. A. Brown, *The Wit and Wisdom of Tariq Aziz*, p. 31, quoted by Smith, p. 27.

Or simply say in the text, "as Cicero wrote, ..." and give only *your* source in the footnote.

If you have problems with unusual sources etc., ask your KLA OR Year Co-ordinator.

Religious Education

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 5	<ul style="list-style-type: none"> Appreciate the need for personal moral convictions Identify ways in which individuals develop personal responsibility and moral maturity Analyse situations which require moral decision making 	Brochure/ Presentation	Personal Moral Responsibilities	20%
2	Term 1 Week 10	<ul style="list-style-type: none"> Be open to the meaning and significance of the Eucharist Describe the development, structure and significance of the Eucharist Analyse elements of the Eucharist and its place as the central focus of worship for Catholics 	In Class Test	Eucharist	20%
3	Term 2 Week 6	<ul style="list-style-type: none"> Appreciate the relevance of the teachings of Jesus to their lives Identify the main elements of one synoptic Gospel's portrayal of Jesus Apply Gospel themes to a variety of modern day situations 	In Class Test	A Synoptic Gospel	20%
4	Term 3 Week 4	<ul style="list-style-type: none"> Value their potential to be involved in promoting justice Critique the value systems in contemporary Australian society, the reality of oppression, and the Christian call to work for justice in the world Investigate contemporary examples of individuals and movements working for justice 	Poster	Working for Justice in Australia	20%
5	Term 3 Week 9	<ul style="list-style-type: none"> Appreciate the need to know their own tradition in order to address their own religious tradition Understand the different beliefs and practices in the major Christian denominations Compare the beliefs and practices of various Christian denominations 	Research/ PP Presentation	Major Christian Denominations	20%
Total					100%

Commerce

Assessment Schedule

Task No	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 9	5.2 5.3 5.7 5.9	Research Task	<i>Law and Society and Law in Action</i>	20%
2	Term 2 Week 11	5.2 5.3 5.7 5.9	Research Task and Presentation	<i>Employment Issues</i>	20%
3	Term 3 Week 9	5.1 5.5 5.6 5.9	Group Presentation	<i>Towards Independence and Our Economy</i>	30%
4	Term 4 Week 5/6	5.2 5.4 5.5 5.8	Yearly Examination	<i>All Topics</i>	30%
				Total	100%

English

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Wk 5	1,2,4,5, 6, 11	<i>Short Stories</i> (Class test)	Reading Writing	10%
2	Term 2 Wk 4	3, 10, 8,	<i>Poetry</i> (In class presentation)	Visual representation Speaking	15%
3	Term 2 Wk 6	1,2,4,5,7, 8,10	<i>Deadly Unna? R&J</i> (Examination)	Reading Writing	20%
4	Term 3 Wk 6	1,2,4,6,7	<i>Context Study</i> <i>Alibrandi</i> (In class task)	Listening	15%
5	Term 3 Wk 9	1,2,4,5, 6, 9,10	Writing Folder (Hand in task)	Writing	20%
6	Term 4 Wk 1	1,2,4,5,6,10	Trial S.C. Exam	Reading Writing	20%
*	Term 4 Wk 4	5, 6,8,10	<i>The Heroic Quest</i> (In class task)	Speaking (non- BOS)	20 % (non BOS)
					100% (BOS)

Food Technology 100hrs

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term1 Week 10	5.3.1, 5.3.2, 5.4.1, 5.4.2	Research	Food for Special Needs	20%
3	Term 2 Week 3	5.3.2, 5.5.1	Folio and Practical	Food for Special Occasions	40%
3	Term 4 Week 3	5.1.2, 5.5.2, 5.6.1	Research	Food Service and Catering	20%
4	Exam Block Term 4	All Outcomes	Exam	All topics	20%
				Total	100%

Food Technology 200 hrs

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term1 Week 10	5.3.1, 5.3.2, 5.4.1, 5.4.2	Research	Food for Special Needs	20%
3	Term 2 Week 3	5.3.2, 5.5.1	Folio and Practical	Food for Special Occasions	40%
3	Term 4 Week 3	5.1.2, 5.5.2, 5.6.1	Research	Food Service and Catering	20%
4	Exam Block Term 4	All Outcomes	Exam	All topics	20%
				Total	100%

Geography

Assessment Schedule

Task No	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 2 Week 5	5.1 5.2 5.4 5.5	Research Task	<i>Issues in Australian Environments</i>	30%
2	Term 3 Week 8	5.3 5.4 5.7 5.9	Research Task	<i>Australia in Its Regional and Global Links</i>	30%
3	Term 4 Week 1	5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9 5.10	Trial School Certificate Examination	<i>All Topics</i>	40%
				Total	100%

History

Assessment Schedule

Task No	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 2 Week 3	5.1 5.3 5.7 5.10	Research Task	<i>Australia in the Vietnam War Era & Changing Rights and Freedoms</i>	30%
2	Term 3 Week 7	5.2 5.5 5.8 5.10	Research Task	<i>People Power and Politics & Australia's Social and Cultural History in the Post-war Period</i>	30%
3	Term 4 Week 1	5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9 5.10	Trial School Certificate Examination	<i>All Topics</i>	40%
Total					100%

History - Elective

Assessment Schedule

Task No	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	E5.1 E5.2 E5.6 E5.7	Research Task	<i>Constructing History</i>	30%
2	Term 3 Week 3	E5.3 E5.4 E5.8 E5.10	Research Task and Presentation	<i>Ancient Medieval and Early Modern Societies</i>	30%
3	Term 4 Week 3	E5.1 E5.3 E5.5 E5.9	Yearly Examination	<i>All Topics</i>	40%
				Total	100%

Industrial Technology Timber 100 hrs

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	5.1.1, 5.1.2	Project 1 and Management Folio	General Wood	15%
2	Term 2 Week 4	5.7.1, 5.7.2	Research and Written Report	General Wood	10%
3	Term 2 Wk 10	5.2.2, 5.5.1,	Project 2 and Management Folio	General Wood	20%
4	Term 3 Week 10	5.1.1, 5.1.2, 5.2.1, 5.2.2 5.5.1	Project 3 and Management Folio	General Wood	35%
5	Term 4 Exam Block	All outcomes	Exam	All Units	20%
				Total	100%

Industrial Technology Timber 200hrs

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 9	5.1.1, 5.2.2, 5.4.1, 5.4.2, 5.6.1	Practical Project 1	Cabinet Work	25%
2	Term 1 Week 10	5.3.1,5.5.1	Research & Investigation Report	Cabinet Work	10%
3	Term 2 Week 11	5.7.1, 5.7.2	Written Report	Cabinet Work	10%
4	Term 3 Week 10	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.4.1	Major Project	Cabinet Work	40%
5	Term 4	All outcomes	Exam	All Units	15%
				Total	100%

Information and Software Technology 100hrs

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 8	5.5.1, 5.2.1, 5.2.2, 5.5.1, 5.5.2	Project	Digital Media 1	15%
2	Term 2 Week 7 & Term 3 Week 5	5.2.2, 5.2.3, 5.5.2	E-portfolio	Internet and Website Development	30%
3	Term 3 Week 7	5.5.1, 5.2.1, 5.2.2, 5.5.2	Project	Digital Media 2	20%
4	Term 4 Week 4	5.1.1, 5.2.1, 5.2.2, 5.5.2	Project	Software Development and Design	15%
5	Term 4 Exam Block	All outcomes	Examination	All topics	20%
				Total	100%

Information and Software Technology 200hrs

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	5.1.1, 5.2.1, 5.2.2, 5.5.2	Project	Authoring and Multimedia	20%
2	Term 2 Week 11	5.1.1., 5.2.1, 5.2.2, 5.5.1, 5.5.2	Project	Digital Media	25%
3	Term 3 Week 10	5.2.1, 5.2.2, 5.3.1, 5.5.3	Project	Database Design	20%
4	Term 4 Week 2	5.4.1, 5.5.3	Written Report	Core	15%
5	Term 4 Exam Block	All outcomes	Examination	All topics	20%
				Total	100%

Mathematics Stage 5.3

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Report Weighting	School Certificate Weight
1	Term 1 Week 7		Written Task	Quadratic Equations, Probability	40%	15%
2	Term 2 Week 7		Half Yearly Examination	Consumer Arithmetic, Number Plane Graphs, Surface Area & Volume	60%	25%
Total Semester 1					100%	
3	Term 3 Week 4		Assignment	Statistics	40%	25%
4	Term 3 Week 10		Examination	Similarity Further Trigonometry, Further Algebra	60%	35%
Total Semester 2					100%	100%

Mathematics Stage 5.2

Assessment Schedule

Task No.	Timing	Outcomes	Asses't Type	Topic / Component	Report Weight	School Certificate weight
1	Term 1 Week 7	MS5.1.2 MS5.2.3 SGS5.2.2	Written Task	Trigonometry Congruent Triangles,	40%	20%
2	Term 2 Week 7	NS5.1.3 PAS5.2.2 NS5.1.2 NS5.2.2	Half Yearly Examination	Probability, Simultaneous Equations, Consumer Arithmetic	60%	30%
Total Semester 1					100%	
3	Term 2 Week 10	DS4.2, DS5.1.1, DS5.2.1	Assignment	Statistics	40%	10%
4	Term 3 Week 10	PAS5.1.2 5.2.3, 5.2.4 MS4.2, 5.2.2 SGS4.4, 5.2.2	Yearly Examination	Number Plane Graphs, Volume, Similar Triangles	60%	40%
Total Semester 2					100%	100%

Mathematics Stage 5.1

Assessment Schedule

Task No.	Timing	Outcomes	Assess't Type	Topic / Component	Report Weighting	School Cert. Weighting
1	Term 1 Week 8	MS 5.1.2, NS5.1.1, PAS5.1.1	Written Task	Using Trigonometry, Indices	40%	20%
2	Term 2 Week 7	MS5.1.1, PAS4.3, SGS4.4	Half Yearly Examination	Perimeter & Area, Algebraic Techniques, Properties of Geometrical Figures1	60%	30%
Total Semester 1					100%	
3	Term 2 Week 10	DS5.1.1	Assignment	Data Representation & Analysis	40%	10%
4	Term 3 Week 10	NS 5.1.3 DS5.1.1 SGS4.4 PAS5.1.2	Yearly Examination	Probability, Coordinate Geometry 1 & 2, Properties of Geometrical Figures2	60%	40%
Total Semester 2					100%	100%

Music

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	T1 WK9	55	Performance	Australian Rock Music	15%
2	T1 WK10	57	Listening	Australian Rock Music	15%
3	T2 WK10	55, 58	Composition Listening Exam	Classics of Music	30%
4	T2 WK9	54	Composition	Latin American Music	20%
5	T3 WK10	53	Performance Exam	Latin American Music	20%
				Total	100%

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 6-10	5.4, 5.5, 5.9, 5.10	Practical	Kicking Skills	25%
2	Half Yearly Examination Block	5.9, 5.10, 5.13, 5.14, 5.3, 5.6, 5.7, 5.11, 5.12, 5.15, 5.16	Examination	Chapters 1 and 2 of student workbook	25%
3	Term 3 Week 1-6	5.4, 5.5, 5.10, 5.9	Practical	Target Skills	25%
4	Term 3 Week 10	5.3, 5.6, 5.7, 5.12, 5.15, 5.11, 5.2, 5.3, 5.6, 5.7, 5.11, 5.13	Examination	All Topics	25%
				Total	100%

As classes complete the Practical topics they will be given a skills test. Classes are rostered on at the same time, therefore, we cannot have two classes doing the same sport at the same time. One class will do Australian Rules as Topic 1 and the other class will do Australian Rules as Topic 2. As classes complete the practical topics they will be assessed on them.

Physical Activity and Sports Studies

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 6,7,8	3.1, 3.2, 4.1, 4.2, 4.3,4.4	Practical	Racquet Skills Table Tennis	25%
2	Term 2 Week 6 Exam Block	1.1, 1.2, 4.1, 4.2, 4.3,4.4	Examination	Participating with Safety	25%
3	Term 3 Weeks 1- 8	2.1, 2.2, 4.1, 4.2, 4.3, 4.4	Coaching lesson/plan	Coaching	25%
4	Term 3 Week 10	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	Examination	All Topics	25%
				Total	100%

Photographic and Digital Media

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	T1 WK6	5.7, 5.10	Making	Making Street Life	20%
2	T2 Wk 10	5.1 5.2 5.7 5.10	Newsreel	Making	25%
3	T3 Wk 9 T 4 Wk 6	5.1 – 5.10	Major Work	Making	25%
4	T3 Wk 6 T4 Wk 5	5.1-5.10	Major Work	Written and Portfolio	20%
5	T4 Wk 5	5.1-5.10	Test	Practical	10%
				Total	100%

Science

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	5.3, 5.4 5.17 – 5.20 5.13 -5.21	Independent Research Project		20%
2	Term 2 Week 6	5.3, 5.4 5.17 – 5.20	Topic Test	Safe Driving/ Origins of the Universe	15%
3	Term 2 Week 11	5.7.1, 5.7.3, 5.8.2, 5.8.3, 5.8.4 5.13 – 5.18	Biotechnology Research	Codes of Life	20%
4	Term 3 Week 6	5.8.3, 5.9.1, 5.9.3	Practical Exam	Reactions in Action/ Safe Driving/ Origins of the Universe/Codes of Life	20%
5	Term 4 Week 1 Trial School Certificate Exam	5.1- 5.5 5.6.1 – 5.12 5.13.1 – 5.21	Written Test	All topics included	25%
Total					100%

Visual Arts

Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	5.1-5.6 5.8	Large Practical Work	Utopia	20%
2	Term 2 Week 9	5.1-5.6	Practical Critical Historical	Decline	20%
3	Term 3 Week 7	5.6-5.10	Written	Off the Wall	15%
4	Term 4 Week 2/3	5.1-5.6	Test	Body of Work	10%
5	Term 4 Week 4	5.1-5.6	Practical	Body of Work	35%
				Total	100%

Work Education

Assessment Schedule

Task No	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 8/9	5.1 5.6 5.7 5.9	Portfolio Research Task	<i>Preparing Futures</i>	20%
2	Term 2 Week 10	5.2 5.3 5.4 5.5	Work Experience	<i>Using Technology in the Workplace</i>	20%
3	Term 3 Week 9	5.2 5.8 5.10 5.11	Group Research and Presentation	<i>Workplace Communication</i>	30%
4	Term 4 Week 5/6	5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9 5.10 5.11	Yearly Examination	<i>All Topics</i>	30%
Total					100%