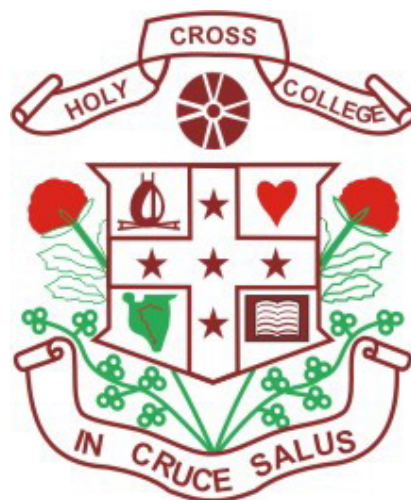


Holy Cross College, Ryde



Stage 4 Course Assessment Manual 2010

YEAR 8

Founded 1891 in the Tradition of the Patrician Brothers

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INTRODUCTION

The aim of the handbook is to express in detail how the Assessment Task Programme for Year 8 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.

Today'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 Policies and Programmes showing the tasks, timing and relative weightings.

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 8 Assessment Programme.

Achieving one's best will be the reward for those whose study habits are firmly established in the early years of secondary schooling.

Mr Mark Compton
Curriculum Coordinator

ASSESSMENT GUIDELINES

1. Rationale for Assessment

The College assessment procedures will:-

- 1.1 reflect principles of justice, tolerance and accountability in keeping with the Catholic nature of the College community and the College Mission Statement.
- 1.2 contribute rather than detract from, the quality of learning.
- 1.3 enhance the individual student's total development including the achievement of self-esteem, self-discipline and positive attitudes towards learning.

In implementing its assessment procedures, the school has an obligation to:

- 1.4 observe the regulations laid down by the Board of Studies.
- 1.5 inform and consult parents, students and teachers regarding the purposes, processes and outcomes of the School's assessment program.
- 1.6 respond to the need for academic and pastoral support for all students particularly those who are atypical, unsuccessful, underachieving or experiencing some other forms of distress.

2. The Purpose of Assessment

Assessment tasks are designed to measure achievements in a wider range of syllabus objectives than can be measured in an examination. They measure performance in the whole course.

3. 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 submissions of Assessment Tasks will be clearly made known to students. No task will be given unless reasonable notice has been given.

The time required for reasonable notice will vary depending on the nature of the task and subject. An absolute minimum of Two weeks notice is required for any Assessment Task. Teachers in charge have the right to vary an assessment schedule if circumstances require it.

- 3.3 Formal Assessment Tasks should be derived from the normal assessment activities associated with the conduct of the course.
- 3.4 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.

4. Absence From / Late Submission of Assessment Tasks

- 4.1 Students who are absent from an assessment task, or fail to submit an assessment task on the required date, will incur no penalty if they have an acceptable reason. An acceptable reason includes significant illness, accident or misadventure and must be supported by documentation such as a letter from parents.
- 4.2 Late submission of assignment type tasks without an acceptable reason will incur a penalty of 25% 1 day; 50% 2 days; 100% 3 days late of the maximum possible score for each day late.
- 4.3 Absence from a test/examination type task with an acceptable reason should incur no penalty. In these circumstances, the student should be given a substitute task.
- 4.4 If circumstances prevent the administering of a substitute task, the Subject Co-ordinator may give approval for an estimate mark to be given.
- 4.5 A student will be deemed to have made no submission on an assessment task if he:-
- (a) has not submitted the task within three school days of the due date;
 - (b) is absent from a task with no valid reason; in such cases, the Subject Co-ordinator should be informed and the student may be awarded zero marks.
 - (c) is found to have cheated or aided another student to cheat.
 - (d) does not make a serious attempt to answer the question or complete the task;

In such cases (a) through (d), the Subject Co-ordinator should be informed and the student may be awarded zero marks.

- 4.6 Students who are deemed to have made no submission will have a letter sent home to inform parents of this result. Though these students receive no marks they are still required to submit the assignment.

ROLES IN AREAS OF SPECIAL RESPONSIBILITY IN RELATION TO ASSESSMENT

Responsibilities:

School

5.1 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

Subject Co-Ordinators

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

- ensuring that the teachers are fully aware of the 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

5.3 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 judgment of each student's level of achievement by choosing the most appropriate overall description in the Grading Task Descriptions

Curriculum Co-ordinator

5.4 The Curriculum Co-ordinator is responsible for:-

- Know the policy 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.

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:

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.

SUBJECT COORDINATORS

Department	Coordinator	Subjects
Creative Arts/LOTE	Ms Jennifer Tighe	Music Visual Arts Italian Japanese
English	Ms Rhonda Huntly	English
HSIE	Mr Michael Croucher	Geography History
Mathematics	Mr Paul Hajjar	Mathematics
PD/PE/Health	Mr Damian Chase	PD/H/PE
Religious Education	Mrs Belinda Jreige	Religious Education
Science	Mrs Joelle Camps- Vazquez	Science
TAS	Ms Vanessa Bain	Technology

Religious Education

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 5	<ul style="list-style-type: none"> Appreciate the regional diversity of Israel at the time of Jesus, and differences in customs and social groups Identify the geography, customs and social groups at the time of Jesus Analyse stories about Jesus in terms of their cultural and historical background 	<i>Travel Brochure on Palestine</i>	The Setting of the Gospels	20%
2	Term 1 Week 10	<ul style="list-style-type: none"> Be aware of the commitment and vision of the men and women in the early Christian communities Describe important events and personalities of the early Christian communities Use historical sources to interpret early Church history 	<i>In Class Test</i>	Early Christian Communities	20%
3	Term 2 Week 6	<ul style="list-style-type: none"> Appreciate how the words and actions of Jesus provided a model of living for the people he encountered Describe situations from the Gospels which portray Jesus as the guide for living the Christian life Gather information on the way in which some Gospel characters were changed by their response to Jesus 	<i>Movie Poster on Beatitudes</i>	The Influence of Jesus	20%
4	Term 3 Week 6	<ul style="list-style-type: none"> Be open to different ways that Catholics express their relationship with God Identify rites and cultural expressions of the Catholic Church Demonstrate significant ways Catholics relate to God 	<i>Examination</i>	Ways of Being Catholic	20%
5	Term 4 Week 9	<ul style="list-style-type: none"> All Outcomes 	<i>Final Examination</i>	All Topics	20%
				Total	100%

English

Task No	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1 1a	Term 1 Wk 6	1,2, 4,11	<i>Holes</i> (In class task) Class task 1a	Listening / Writing Reading	20% 5%
2 2a	Term 2 Wk 7	4,5,6,9	<i>Poetry</i> <i>Lockie Leonard</i> (in class written test) Class Task 2a	Reading / Writing Writing	20% 5%
3 3a	Term 3 Wk 7	2,3,5,7, 10	<i>Exploring the News</i> <i>Shakespeare</i> (In class presentation) Class task 3a	Visual Rep Speaking Listening	20% 5%
4 4a	Term 4 Wk 8	1,3,4, 8, 10	<i>Shrek</i> <i>Myths</i> (Examination) Class Task 4a	Reading / Writing Speaking	20% 5%
					100%

Geography and History

Task No	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
Geography 1	Term 1 Week 9	4.1 4.2 4.3 4.5	Research Based Task	<i>Global Change</i>	60%
2	Term 2 Week 8	4.4 4.6 4.8 4.9	Geography Skills Test	<i>All Topics</i>	40%
				Total	100%
History 1	Term 3 Week 9	4.2 4.3 4.7 4.8	Research Based Task	<i>Aboriginal Peoples 1788 - 1900</i>	60%
2	Term 4 Week 9	4.1 4.4 4.9 4.10	History Source Analysis Test	<i>Indigenous Peoples Nth & Sth America</i>	40%
				Total	100%

Italian

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	4.UL.1, 4.UL.2	Reading/Listening	Hello/Likes and Dislikes	20%
2	Term 2 Week 6/7	4.UL.2, 4.UL.4, 4.MLC.1, 4.MLC.2	Exam Writing	Family Animals	20%
3	Term 2 Week 10	4.UL.3 4.MLC.1	Speaking	Hobbies and Nationalities	20%
4	Term 3 Week 7	4.MLC.1 4.MLC.2 4.MBC.1 4.MBC.2	Culture I.C.T. PowerPoint Presentation	Transport/Food	20%
5	Term 4 Week 10	4.UL.1,4.UL.2 4.UL.3,4.UL.4,4 MLC.1,4.MLC.2, 4.MBC.1, 4.MBC.2	Yearly Exam	All topics	20%
				Total	100%

Japanese

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 4	4.MBC.1 4.MBC.2	Culture PowerPoint Presentation	Hiragana	20%
2	Term 1 Week 8	4.UL.1 4.MLC.1 4.MLC.2	Listening & Responding	Myself	20%
3	Term 2 Week 5	4.UL.2 4.UL.4	Reading Responding & Writing Test	Making Friends & Meeting People	20%
4	Term 3 Week 6	4.UL.3 4.MLC.1 4.MLC.2	Speaking Skills	Eating & Drinking	20%
5	Term 4 Week 10	4.UL.2 4.UL.4	Reading Responding & Writing Test	The Home	20%
				Total	100%

Mathematics

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 8	NS4.3, WMS4.1 – 4.5 MS4.1	In Class	Pythagoras' Theorem Percentages	40%
2	Term 2 Week 8	NS4.1 – 4.4, PAS4.1 – 4.3 SGS4.2 – 4.3,	Half Yearly Examination	Patterns In Algebra, Probability and Reasoning in Geometry	60%
Total for Semester 1					100%
3	Term 3 Week 6	MS4.1 – 4.2 PAS4.4 SGS4.3,	In Class	Area and Volume Equation/Inequations,	40%
4	Term 3 Week 10	DS4.1-4.2 PAS4.4	Assignment	Graphs and Tables, Statistics	20%
5	Term 4 Week 9	NS4.3 DS4.1 – 4.2, SGS4.3-4.4, PAS4.5 MS4.1 – 4.2	Yearly Examination	Ratio, Rates & Scale drawings, Number Plane, Construction, Congruence & Similarity	40%
Total for Semester 2					100%

Music

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 2 Week 5	4.4	Composition	The 1950's The 1960's	10%
2	Term 2 Week 5	4.1 4.8	Performance Exam Listening Exam	The 1950's The 1960's	30%
3	Term 4 Week 6	4.5	Composition	The 1970's The 1980's, 1990's & beyond	20%
4	Term 4 Week 6	4.9	Performance Exam	The 1970's The 1980's, 1990's & beyond	20%
5	Term 4 Week 10	4.7	Listening Exam	The 1970's The 1980's, 1990's & beyond	20%
				Total	100%

PDHPE

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 – Week 6 -10	4.4, 4.5, 4.9, 4.10, 4.14, 4.15, 4.16	Practical Test	Ball Skills	25%
2	Term 2 – Week 2	4.6, 4.7, 4.8, 4.11, 4.12, 4.15, 4.16	Multimedia First Aid Handbook	Emergency Care	25%
3	Term 3 - Week 9/10	4.4, 4.5, 4.9, 4.10, 4.14, 4.15, 4.16	Practical Test	Striking Skills	25%
4	Yearly Examination	4.6, 4.7, 4.8, 4.11, 4.12, 4.13, 4.15, 4.16	Examination	<i>Drugs: Know the risk, Emergency Care, The Discerning Consumer, Living Well</i>	25%
				Total	100%

Science

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Wk 6	4.10 (a –d) 4.16 -4.19	Group Research Project		20
2	Term 2 Wk 4	4.6.3 a, b 4.6.8 a, b, c 4.16 – 4.19	Practical task	Everyday Electricity	20
3	Term 2 Wk 7	4.6.3 a, b 4.6.8 a, b, c 4.10, 4.12 a, b 4.16 – 4.19	Half Yearly Examination	Everyday Electricity Getaway!	20
4	Term 3 Wk 10	4.8, 4.14 4.16, 4.17, 4.18	Modelling Task	The Ultimate Athlete	20
6	Term 4 Wk 9	4.13 – 4.21, 4.8.5, 4.7.6, 4.7.4, 4.14 4.16, 4.6.10, 4.9.2	Yearly Examination	Changes The Ultimate Athlete Beyond Earth	20
					100

Technology

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 9	4.1.2	Research Task	Factors Affecting Design	15%
2	Term 2 Week 7	4.1.1, 4.2.2, 4.3.1, 4.3.2, 4.5.1, 4.5.2, 4.6.1	Design Project 1	Food Design	30%
3	Term 3 Week 7	4.6.2	Research Task	Environmental and sustainability issues when designing	15%
4	Term 4 Week 3	4.1.1, 4.2.2, 4.3.1, 4.3.2, 4.5.1, 4.5.2, 4.6.1	Design Project 2	Interior Design	30%
5	Term 4 Exam Week	All Outcomes	Exam	All units	10%
Total					100%

Visual Arts

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	4.1 – 4.6	Digital Manipulation Painting and Timeline	Extraordinary Creatures	20%
2	Term 2 Week 6 and Week 10	5.1 – 5.6	Sculpture Critical and Historical Study	Extraordinary Creatures	30%
3	Term 3 Week 9	4.1, 4.2, 4.4, 4.5, 4.6	Appropriation Visual Hybrid	People and Places	20%
4	Term 4 Week 5/6	4.1 – 4.10	Practical Series of Works VAPD	People and Places	20%
4	Term 4 Week 10	4.1 – 4.10	Test	People and Places	10%
Total					100%

End of Booklet