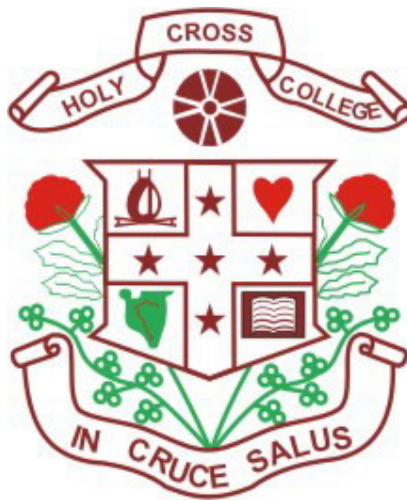


# Holy Cross College, Ryde



## Stage 5 Course Assessment Manual 2010

**YEAR 9**

*Founded 1891 in the Tradition of the Patrician Brothers*

## TABLE OF CONTENTS

<b>Item</b>	<b>Page</b>
<b>Assessment Policies and Procedures</b>	
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	
PDHPE; RE and Elective Subjects Performance Descriptors	14
Plagiarism	15
Subject Co-ordinators	16
BOS Glossary of Keywords	17
Referencing	18
<b>Assessment Task Schedules</b>	
Religious Education	23
Commerce	24
English	25
Food Technology	26
Geography	27
Graphics Technology	28
History	29
Industrial Technology Timber	30
Information Software Technology	31
Mathematics Level 3	32
Mathematics Level 2	33
Mathematics Level 1	34
Music	35
Personal Development Health and Physical Education	36
Physical Activity and Sport Studies	37
Science	38

## INTRODUCTION

The aim of the handbook is to express in detail how the Assessment Task Programme for Year 9 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.

Staff members are always available to assist students with the requirements of the Year 9 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 9 Assessment Programme.

Success in the School Certificate will be the reward for those whose study habits are firmly established in Year 9.

**Mr Mark Compton**  
**Curriculum Coordinator**

## **RATIONALE**

The College Assessment Task procedures in Year 9 are based on the guidelines set down by the Board of Studies in Syllabi, Subject Manuals 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 in Year 10 except 100hr elective courses.
- 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 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 Coordinator 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 – 25%; 2 days late – 50%; 3 days late – 100% of the 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 roll call or ASAP before going to classes.
- ii) Fill in form, and attach document(s)
- iii) Take form and document(s) immediately to Subject Coordinator for determination, on form, in writing; e.g. do task in subject period that day.
- 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 Manual.
- 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:-

- 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.
- Keep a copy of SC Grades from each elective subject

## 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
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	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.
<b>N</b>	<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"> <li>(a) attendance - meeting the required number of hours</li> <li>(b) participation in the required learning experiences and assessment tasks</li> <li>(c) meeting requirements in terms of effort and achievement</li> <li>(d) reaching at least some of the course goals</li> </ul> <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 COORDINATORS

<b>Department</b>	<b>Co-ordinator</b>	<b>Subjects</b>
<i>Creative Arts</i>	<b><i>Ms Jennifer Tighe</i></b>	Music Visual Arts Photographic and Digital Media
<i>English</i>	<b><i>Ms Rhonda Huntly</i></b>	English
<i>HSIE</i>	<b><i>Mr Michael Croucher</i></b>	Geography History Commerce
<i>Mathematics</i>	<b><i>MrPaul Hajjar</i></b>	Mathematics – Level 3 Mathematics – Level 2 Mathematics – Level 1
<i>PD/PE/Health</i>	<b><i>Mr Damian Chase</i></b>	PD/H/PE Physical Activity and Sport Studies
<i>Religious Education</i>	<b><i>Mrs Belinda Jreige</i></b>	Religious Education
<i>Science</i>	<b><i>Mrs Joelle Camps-Vazquez</i></b>	Science
<i>TAS</i>	<b><i>Ms Vanessa Bain</i></b>	Industrial Technology Wood 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.

<b>Account</b>	Account for state reasons for, report on. Give an account of narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them, draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make, build, put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from, to note differences between
<b>Evaluate</b>	Make a judgement based on criteria, determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident, provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms, indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion for consideration or action)
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	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* (2<sup>nd</sup> 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, History 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 inverted 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"> <li>Appreciate the breadth and nature of the Scriptures, and the variety of literary styles and objectives of their writers</li> <li>Recognise the types of writing contained in the Old and New Testaments</li> <li>Distinguish between literal and figurative language</li> </ul>	Research	Literary Forms in the Scriptures	20%
2	Term 1 Week 10	<ul style="list-style-type: none"> <li>Respect the Scriptures as a source of wisdom, and appreciate them as a religious interpretation of Israel's story</li> <li>Demonstrate knowledge of selected parts of the Pentateuch history, prophets and Wisdom literature</li> <li>Analyse themes and messages in sections of the Old Testament</li> </ul>	In class test	Old Testament: Selected Texts	20%
3	Term 2 Week 6	<ul style="list-style-type: none"> <li>Respect Mary's role in the life of the Church</li> <li>Outline the development of traditions and prayers relating to Mary</li> <li>Analyse changing patterns of spiritual, liturgical and artistic expressions relating to Mary</li> </ul>	Visual representation	Mary	20%
4	Term 3 Week 4	<ul style="list-style-type: none"> <li>Appreciate the relevance of the Church's teachings to their lives</li> <li>Identify key teachings of the catholic Church, especially those found in the Nicene Creed</li> <li>Use religious language in relation to beliefs and practices of the Catholic Church</li> </ul>	In- class test	Key Church Teachings	20%
5	Term 4 Week 9	<ul style="list-style-type: none"> <li>ALL OUTCOMES</li> </ul>	EXAMINATION	ALL TOPICS	20%
				<b>Total</b>	<b>100%</b>

# Commerce

## Assessment Schedule

Task No	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 8	5.1 5.2 5.4 5.9	Research & Presentation	<i>Consumer Choice</i>	<b>20%</b>
2	Term 2 Week 9	5.4 5.5 5.6 5.7	Research Task	<i>Personal Finance and Investing</i>	<b>20%</b>
3	Term 4 Week 4	5.4 5.5 5.7 5.9	Group Research Task	<i>Promoting &amp; Selling and Running a Business</i>	<b>30%</b>
4	Term 4 Week 9	5.1 5.4 5.5 5.8	Yearly Examination	<i>All Topics</i>	<b>30%</b>
<b>Total</b>					<b>100%</b>

# *English*

## Assessment Schedule

<b>Task No</b>	<b>Timing</b>	<b>Outcomes</b>	<b>Assessment Type</b>	<b>Topic / Component</b>	<b>Weighting</b>
1	Term 1 Wk 4	1, 2, 4, 9, 11	<i>Close Study of Novel</i>	Reading Writing	<b>15%</b>
2	Term 2 Wk 4	5, 6, 7	<i>Genre</i>	Viewing and Representing	<b>15%</b>
3	Term 2 Wk 6	1,4,5,6,7,11	<i>Bridge .... Poetry (Examination)</i>	Reading Writing	<b>15%</b>
4	Term 3 Wk 5	1,2,3,8,9	<i>Macbeth</i>	Listening Speaking	<b>15%</b>
5	Term 4 Week 2	5, 2, 1, 4, 6, 9, 11	Writing Folder (Hand in task)	Writing	<b>20%</b>
6	Term 4 Wk 8	3, 4, 5, 7, 10	<i>Memorial Advertising (Examination)</i>	Reading Writing	<b>20%</b>
					<b>100%</b>

# *Food Technology*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 10	5.3.1, 5.3.2, 5.4.1, 5.4.2	Research	Is It Good For Me?	<b>20%</b>
2	Term 3 Week 5	5.1.1, 5.1.2, 5.2.3, 5.5.1, 5.5.2, 5.6.1	Practical Packaging and Folio	New Food	<b>25%</b>
3	Term 4 Week 4	5.2.3, 5.3.1, 5.5.2, 5.6.2	Practical and Folio	Bush Tucker to Contemporary Cuisine	<b>35%</b>
4	Term 4 Exam Block	All Outcomes	Examination	All Topics	<b>20%</b>
				<b>Total</b>	<b>100%</b>

# Geography

## Assessment Schedule

Task No	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 2 Week 5	5.1 5.3 5.5 5.10	Research task	<i>Investigating Australia's Physical Environments</i>	<b>30%</b>
2	Term 3 Week 9	5.1 5.6 5.8 5.10	Group task and presentation	<i>Changing Australian Communities</i>	<b>30%</b>
3	Term 4 Week 9	5.3 5.4 5.5 5.6	Yearly Examination	<i>All Year 9 Topics</i>	<b>40%</b>
				<b>Total</b>	<b>100%</b>

# *Graphics Technology*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 2 Week 2	5.2.1, 5.3.1, 5.3.2, 5.5.2	Hand Drawings	Core Module 1 Orthogonal Drawing	<b>20%</b>
2	Term 2 Week 11	5.2.1, 5.3.3, 5.4.1, 5.6.1	Computer Aided drawing	Core Module 1 Kitchen	<b>20%</b>
3	Term 3 Week 7	5.1.1, 5.2.1, 5.3.1, 5.5.1, 5.5.2	Hand Drawings	Core Module 2 Engineering Drawing	<b>20%</b>
4	Term 4 Week 5	5.2.2, 5.3.1, 5.4.1, 5.6.1	Prototype	Core Module 2 Packaging~ Milk Carton	<b>20%</b>
5	Term 4 Exam Week	All Outcomes	Yearly Exam	All Units	<b>20%</b>
				<b>Total</b>	<b>100%</b>

# History

## Assessment Schedule

Task No	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 2 Week 10	5.1 5.2 5.8 5.10	Research Task	<i>Australia to 1914 &amp; World War I</i>	<b>30%</b>
2	Term 3 Week 9	5.5 5.6 5.8 5.9	Source Analysis Task	<i>Australia Between the Wars</i>	<b>30%</b>
3	Term 4 Week 9	5.1 5.4 5.6 5.9	Yearly Examination	<i>All Year 9 Topics</i>	<b>40%</b>
				<b>Total</b>	<b>100%</b>

# *Industrial Technology Timber*

## 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	<b>15%</b>
2	Term 2 Week 4	5.7.1, 5.7.2	Research and Written Report	General Wood	<b>10%</b>
3	Term 2 Wk 10	5.2.2, 5.5.1,	Project 2 and Management Folio	General Wood	<b>20%</b>
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	<b>35%</b>
5	Term 4 Exam Block	All outcomes	Exam	All Units	<b>20%</b>
				<b>Total</b>	<b>100%</b>

# *Information Software Technology*

## 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%
				<b>Total</b>	<b>100%</b>

# *Mathematics Stage 5.3*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 7	PAS4.3, PAS5.2.1, PAS5.3.1, NS5.1.3	In Class Test	Algebraic Expressions, Probability	40%
2	Term 2 Week 7	SGS5.2.1-5.2.2, SGS5.3.1-5.3.2, NS5.1.1, 5.3.1, PAS5.1.1, 5.2.1MS4.1- 4.2,5.1.1,5.2.1,5.2.2	Half Yearly Examination	Deductive Geometry, Surds, Indices, Measurement	60%
Total Semester 1					100%
3	Term 3 Week 7	PAS4.3, 4.5, PAS5.2.2-5.2.3 PAS5.3.1-5.3.3, PAS5.1.2,	In Class Test	Equations, Inequations, Formulae, Coordinate Geometry, Algebraic Expressions	30%
4	Term 3 Week 10	NS5.1.2, NS5.2.2	Assignment	Consumer Arithmetic	20%
5	Term 4 Week 9	DS4.1-4.2, 5.1.1, PAS5.2.2, MS5.1.2,5.2.3, 5.3.2, PAS5.2.5,5.3.5.	Yearly Examination	Statistics, Simultaneous Equations, Trigonometry, Graphs	50%
<b>Total</b>					<b>100%</b>

# *Mathematics Stage 5.2*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 7	PAS4.3, PAS5.2.1 NS5.1.3	In Class	Algebraic Expressions Probability	40%
2	Term 2 Week 6/7	SGS4.2-4.3, 5.2.1, NS5.1.1, PAS5.1.1- 5.2.1, DS 4.1-4.2, DS5.1.1	Half Yearly Examination	Geometry, Statistics, Indices	60%
Total Semester 1					100%
3	Term3 Week 6	MS4.1-4.2, 5.1.1, 5.2.2, PAS4.4,5.2.2	In Class Test	Perimeter, Area, Surface Area, Equation & Inequations	30%
4	Term 3 Week10	NS5.1.2, NS5.2.2	Assignment	Consumer Arithmetic	20%
5	Term 4 Week 7	PAS4.5, 5.1.2, 5.2.1-5.2.3, PAS5.2.5	Yearly Examination	Graphing Straight Lines, Formulae, Problem Solving, Coordinate Geometry	50%
Total Semester 2					100%

# *Mathematics Stage 5.1*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 7	NS5.1.2, NS4.3	In Class Test	Consumer Arithmetic1 Percentages	40%
2	Term 2 Week 7	PAS4.3, PAS4.4, MS4.1, NS4.4, NS5.1.2	Half Yearly Examination	Algebraic Techniques, Pythagoras, Circles, Probability, Consumer Arithmetic2	60%
<b>Total Semester 1</b>					<b>100%</b>
3	Term 3 Week 6	PAS4.5, DS4.2, SGS4.1, SGS4.2, SGS4.3	In Class Test	Linear Relationships, Solids, Angles, Properties of Geometrical Figures	30%
4	Term 3 Week 10	DS4.2,	Assignment	Data Analysis and Evaluation 1&2	20%
5	Term 4 Week 6	MS4.2, SGS4.3, NS5.1.2	Yearly Examination	Volume, Surface Area, Construction, Consumer Arithmetic 3	50%
<b>Total Semester 2</b>					<b>100%</b>

# Music

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Week 9 Term 1	5.1	Performance Exam	Music Theory	15%
2	Week 6 Term 2	5.8, 5.9	Listening Exam	Music Theory Music of the Classical Period	20%
3	Term 3 Week 8	5.4, 5.5, 5.6	Composition	Music for Small Ensembles	30%
4	Term 4 Week 6	5.2, 5.3	Performance Exam	Jazz	15%
5	Term 4 Week 10	5.7, 5.10	Listening Exam	Music for Small Ensembles	20%
				<b>Total</b>	<b>100%</b>

## 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, 5.12, 5.14, 5.16	Practical	<b><u>Invasion Games</u></b>	<b>25%</b>
2	Term 2 Week 3	5.6, 5.7, 5.8, 5.12, 5.16	Written Assignment	Nutrition Throughout Life	<b>25%</b>
3	Term 3 Week 6 - 10	5.4, 5.5, 5.10, 5.9, 5.12, 5.14, 5.16	Practical	Net and Court Games	<b>25%</b>
4	Yearly Examination Block	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	Looking After Yourself, Support Yourself, Healthy Mind Healthy Body	<b>25%</b>
				<b>Total</b>	<b>100%</b>

# *Physical Activity & Sports Studies*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Week 6 – 10	1.1, 1.2, 4.1, 4.2, 4.3, 4.4	Practical Test	Fitness Testing	<b>25%</b>
2	Term 2 Exam Block	1.1, 1.2, 4.1, 4.2, 4.3, 4.4	Examination	Body Systems, Australia's Sporting Identity	<b>25%</b>
3	Term 3 Week 6 -10	1.1, 1.2, 4.1, 4.2, 4.3, 4.4	Practical Test	Athletics Decathlon	<b>25%</b>
4	Yearly Examination Block	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	Examination	All Topics	<b>25%</b>
				<b>Total</b>	<b>100%</b>

# *Science*

## Assessment Schedule

Task No.	Timing	Outcomes	Assessment Type	Topic / Component	Weighting
1	Term 1 Wk 10	5.9.2, 5.9.4 5.16 -5.20	Skills Based Test	Light, Sound, Action	<b>20%</b>
2	Term 2 Week 6	5.9.2, 5.9.4 5.16 -5.20 5.6.3	Half Yearly Exam	Disasters All Wired Up!	<b>20%</b>
3	Term 3 Wk 2	5.16 -5.20 5.7.3	Practical Assessment	Kitchen Chemistry All Wired Up!	<b>20%</b>
4	Term 3 Wk 8	5.8.4, 5.12 5.13 – 5.20	Research Task	The Amazing Human Body	<b>20%</b>
5	Term 4 Wk 9	5.8.4, 5.12 5.10, 5.11, 5.11.2 5.13 -5.20	Yearly Examination	Kitchen Chemistry The Amazing Human Body Natural Wonders of the World	<b>20%</b>
					<b>100%</b>

End of Booklet