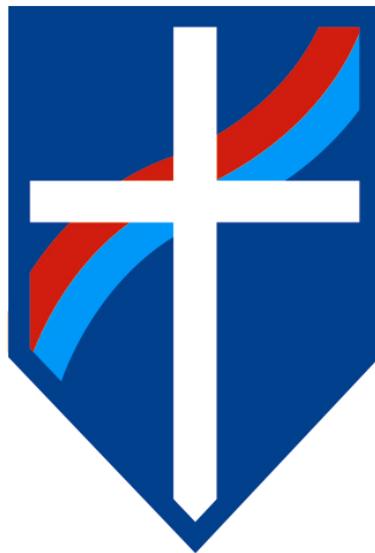


Border Christian College



Year 10

Assessment Handbook

2018

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Assessment Policies and Information

Internal Assessment

General information

- Student's Year 10 grade is based on their performance in school assessment tasks.
- Students should expect to have 3-5 assessment tasks per subject throughout the duration of the course.
- Students have the right to expect no more than 2 major assessment tasks per week, with the exception of examination periods.

Notification of Tasks

- Each year, students will be provided with a schedule outlining the weightings and due dates of their major assessment tasks.
- In addition to the general schedule, teachers are required to give students written notification 2 school weeks before the assessment date. This notification must include:
 - the weighting of the task,
 - the due date,
 - a description of the task requirements
 - the outcomes assessed in the task
 - marking guidelines

Illness/ Misadventure Appeals and Extension Requests

- The Board of Studies requires students who are unable to complete major assessment tasks by the scheduled due date to submit an illness/ misadventure appeal in writing to their school. An example of an illness misadventure appeal form for internal assessments is included in this booklet.
- Illness/ misadventure applies only to unforeseen events occurring prior to or during an assessment task, which students believe diminished their performance or prevented them from completing the task. **Students must submit appeals prior to, or within one week of their assessment due date.**

Non-completion of Assessment Tasks

- Where there is no valid reason for the non-completion of an assessment task by the due date, a zero mark will be recorded for that task.
- When a student fails to complete 25% or more (according to weighting) of assessment tasks for a course they will be issued in writing with an 'N' warning. The student and their parent/ guardian will be required to return a written acknowledgement of the 'N' warning to the school.
- Students must complete missed tasks in order to avoid a 'N' determination for that task, however such tasks will not be graded or contribute to the overall assessment mark for that subject.
- In the case of a student failing to complete 50% (according to weighting) of the course assessment tasks they and their parent/ guardian will be advised in writing, by the principal of an 'N' determination for that course.

- An 'N' determination indicates that the student has not satisfactorily met the requirements of the course and that course will not be included on their Record of Achievement.

Student Responsibilities

Each student is expected to apply him/herself with diligence and sustained effort to all set assessment tasks and the other experiences provided in the course by the teacher. This includes:

- completing all course requirements as defined by the teacher.
- familiarising themselves with the published assessment procedures.
- performing or submitting the tasks, that are part of the assessment schedule, at the times required. Out-of-class tasks will be handed in before period 1 on the day due.
- completing an illness/misadventure form and applying for an alternative task if legitimately unable to be present for, or adversely affected during an assessment task.
- satisfying themselves that proper procedures of marking have been used for each task; at the time the task is returned.
- Submitting only original work, with appropriate referencing used to acknowledge any sources.

Plagiarism and Ethical Scholarship

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, dishonest, unfair to others and it could jeopardise your results.

Plagiarism occurs when the work of another person, is used and presented as your own, without the source of each quotation or piece of borrowed material being acknowledged with an appropriate reference. Plagiarism can include any of the following:

- copying out part(s) of any document or audio-visual material (including digital material)
- using another person's ideas or conclusions without referencing them
- summarising another person's work without referencing them
- submitting an assignment which is substantially similar or the same to another student's.

Referencing Guidelines

Any written assignment should meet the following criteria:

Cover Sheet

Your assignment should have a cover sheet that includes the following information:

Name:
Subject:
Teacher:
Due Date:
Word Count:
Assignment Title

Body of the Assignment

The body of your assignments should always be typed (in either Times New Roman or Arial font size 12), and either 1.5 or double line spaced.

Using Ideas

Any time you are using ideas from another source, you need to reference them. When you have used the ideas for a particular paragraph from another source, you need to add a footnote and reference that source (no quotation marks required). In your footnote you should include:

For a book:

Author's Initial. Author's surname. *Book Title*. City of publication: Publisher, Year. Page number.

Eg: B.

Ashcroft. *Postcolonial Studies: the key concepts*. London: Routledge, 2000.
1.

For a website:

Author's Initial. Author's surname. *Article title*. URL. Date of viewing.

Eg: M.T. Rigby. *Tutankhamun*. <http://homepage.powerup.com.au/~ancient/tut1.htm>. 16/04 2012.

Using Quotes

Any time you directly quote another source you need to either place the quote in quotation marks (if it is less than three lines in length) or indent the quote and single space it (if it is longer than three lines in length). Quotes also follow the above rules for footnoting.

Bibliography/ Reference List

Your bibliography should have the same information as your footnotes except that the author's surname comes first, you use their full name instead of their initial and you do not need any page numbers on the end. The list needs to be in alphabetical order.

Example:

Ashcroft, Bill. *Postcolonial Studies: the key concepts*. London; New York: Routledge, 2000.

Curthoys, N. *Future directions for rhetoric – invention and ethos*.
www.lib.latrobe.edu.au . 12/08 2008.

Gandhi, Leela.
Postcolonial Theory: a critical introduction. St Leonards, NSW:
Allen & Unwin, 1998.

Hammond, Wayne G & Scull, Christina. *The Lord of the Rings –
A Reader's Companion*. London: HarperCollins, 2005.

Harrison,
Nicholas. *Postcolonial criticism: history, theory and the work of fiction*.
Cambridge: Blackwell Publishers, 2003.

Assessment Cover Sheet

Name:	
Subject:	
Teacher:	
Due Date:	
Word Count:	
Assessment Title:	

- ✓ I confirm that while I may have had assistance in formulating ideas, this assessment is all my own work.
- ✓ I understand that my assessment may be checked for plagiarism, and that penalties will be applied if I have plagiarised.
- ✓ I have used the Border Christian College referencing guidelines to give credit to the words and ideas of others.
- ✓ I have not submitted this assessment for any other subject.

Signature: _____

Date: _____

Illness / Misadventure & Extension Request Form

Student name: _____	Date Today: _____
Subject: _____	Due Date of Task: _____
Teacher: _____	

Task Requiring Consideration: _____	Task Number: <input type="text"/>
Has the request been discussed with your teacher?	Yes: <input type="checkbox"/> No: <input type="checkbox"/>
Details/ reasons for request:	

Medical Certificate Attached?	Yes: <input type="checkbox"/> No: <input type="checkbox"/>
Student signature: _____	
Parent/ Guardian's signature: _____	

Teacher's decision: _____	Teacher's signature: _____
	Date: _____

Bible

Outcomes to be assessed:

- 1.1 Develops knowledge of God. This includes: God's character, creatorship and revelation in Scripture and experience.
- 1.2 Outlines the role of Biblical individuals and their place in God's Big Story
- 1.3 Develops a knowledge of Seventh-day Adventist beliefs and worldview. Includes: personal identity, prophecy, biblical authority, key beliefs and life's big questions.
- 2.1 Interprets a variety of types of Biblical text using the appropriate tools.
- 2.2 Applies lower order thinking skills meaningfully through the development of: knowledge, comprehensions and/or applications.
- 2.3 Applies higher order thinking skills meaningfully through the development of: analysis, synthesis and/or evaluation.
- 3.1 Develops an understanding of what spirituality is, and how it is expressed through knowledge, attitudes and actions.
- 3.2 Develops the ability to apply a biblical passage to one's personal life.
- 4.1 Develops social interaction skills through showing genuine care for others, handling challenges in human relationships, controlling emotions, resolving conflict, communicating effectively and accepting responsibility.
- 4.2 Defines the concept of community and participates in the class/school as a community.

Bible Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
	Term 1	Term 2	Term 3	Term 4
Outcomes	1.1, 2.2, 2.3, 3.1, 4.1	1.1, 1.4, 2.3, 3.2	1.3, 2.2, 2.3, 3.1, 3.2	2.2, 2.3, 3.2
Task Description	Character of God Assessment	The Cross Investigation	Gifts of God Assessment	Identity- Who are you Assessment
Marks	25%	25%	25%	25%

English

Outcomes to be assessed:

EN51-A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure

EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C investigates the relationships between and among texts

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

English Assessment Schedule

	Term 1	Term 2	Term 3	Term 4	Term 4	Total
Assessment Type	Essay Unit 1 Dystopian Society	Personal Response Writing Unit 3	Film Test and Analysis Unit 4	ScreenPlay & Storyboard Unit 5	End of Year Examination	
Outcomes	EN5-6C EN5-7D EN5-8D	EN5-3B EN5-7D EN5-8D	EN5-2A EN5-4B EN5-9E	EN5-6C EN5-7D	EN5-1A EN5-2A EN5-5C	
Percentage	20%	20%	20%	20%	20%	100%
Date:	Thursday 5 th April Week 10	Tuesday 19 th June Week 8	Thursday 6 th September Week 8	Tuesday 13 th November Week 5	TBC	

Food Technology

Outcomes to be assessed:

5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product

5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

5.2.1 describes the physical and chemical properties of a variety of foods

5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage

5.2.3 applies appropriate methods of food processing, preparation and storage

5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

5.3.2 justifies food choices by analysing the factors that influence eating habits

5.4.1 collects, evaluates and applies information from a variety of sources

5.4.2 communicates ideas and information using a range of media and appropriate terminology

5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes

Food Technology Assessment Schedule

Title / Topic		Task Type	Approx Date	Weighting
Whats In? (Food trends)		Food Trends Assignment	Term 1 Week 4	25%
Aussie Bites		Research PP Presentation	Term 2 Week 4	20%
Great Expectations (Food for Special Occasions)		Written Assignment & Practical Task	Term 3 Week 7	30%
Food For Life		Research Report and Practical Task	Term 4 Week 4	25%
Practical Component	Cooking	Practical Tasks (each week)	Marked every week	10%
TOTAL:				100%

Geography

Outcomes to be assessed:

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Geography Assessment Schedule

Stage 5 2018

	TASK 1	TASK 2	TASK 3	TASK 4
Due Date	Term 1 Week 6- 7/3	Term 2 Week 8- 20/6	Term 3 Week 9- 19/9	Term 4 Week 5- 14/11
Outcomes	5.1, 5.3, 5.5, 5.8	5.2, 5.3, 5.5, 5.7, 5.8	5.2, 5.3, 5.4, 5.5, 5.7, 5.8	5.1, 5.2, 5.2, 5.6, 5.7, 5.8
Task Description	Sustainable Biomes Presentation	Changing Places Research Assignment	Environmental Change and Management Fieldwork Task	Human Wellbeing Case Study: Action Plan
Marks	25%	25%	25%	25%

Industrial Technology

Outcomes to be assessed

- 5.1.1 Identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
- 5.1.2 Applies OHS practices to hand tools, machine tools, equipment and processes
- 5.2.1 Applies design principles in the modification, development and production of projects
- 5.2.2 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5.3.1 Justifies the use of a range of relevant and associated materials
Selects and uses appropriate materials for specific applications
- 5.3.2
- 5.4.1 Selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5.4.2 Works cooperatively with others in the achievement of common goals
- 5.5.1 Applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
- 5.6.1 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 5.7.1 Describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5.7.2 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology Assessment Schedule

Industrial Technology Stage 5 - General Metal (100 Hours)

Components	Weightings (%)	Semester 1		Semester 2	
		Sheet metal Projects	Properties of metal, Tools, WHS	Stock Bar Projects Solar Car	Design, Sustainability
Projects Portfolios	70%	35%		35%	
Properties of metal Tools Work Health & Safety Design Sustainability	30%		15%		15%
Total Marks:	100%	35% of course	15% of course	35% of course	15% of course
Outcomes Assessed:		5.1.2, 5.2.2	5.1.1	5.1.2 5.3.2	5.6.1 5.7.2

Design and Technology

Outcomes to be assessed:

5.1.1 analyses and applies a range of design concepts and processes

5.1.2 applies and justifies an appropriate process of design when developing design ideas and solutions

5.2.1 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments

5.3.1 analyses the work and responsibilities of designers and the factors affecting their work

5.3.2 evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design

5.4.1 develops and evaluates innovative, enterprising and creative design ideas and solutions

5.5.1 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

5.6.1 selects and applies management strategies when developing design solutions

5.6.2 applies risk management practices and works safely in developing quality design solutions

5.6.3 selects and uses a range of technologies competently in the development and management of quality design solutions

Design and Technology Assessment Schedule

Components	%	Task 1	Task 2	Task 3	Task 4
		T1, W9	T2, W6	T3, W4	T4, W4
		3D Printing Issues Research assignment	Major Design Project- Making a Toy	Mindstorms Checklist	Mindstorms Class Challenge
Focus: 3D Printing	25%	25%			
Focus: 3D Printing	30%		30%		
Focus: Lego EV3 Mindstorms	20%			20%	
Focus: Lego EV3 Mindstorms	25%				25%
Total Marks:	100%	<i>25% of course</i>	<i>30% of course</i>	<i>20% of course</i>	<i>25% of course</i>
Outcomes Assessed:		<i>5.2.1, 5.3.1, 5.3.2</i>	<i>5.1.2, 5.2.1, 5.3.2, 5.4.1</i>	<i>5.5.1, 5.6.3</i>	<i>5.1.2, 5.3.2, 5.4.1,</i>

Mathematics

Outcomes to be assessed:

WORKING MATHEMATICALLY

- MA5.1-1WM Uses appropriate terminology, diagrams and symbols in mathematical contexts
- MA5.1-2WM Selects and uses appropriate strategies to solve problems
- MA5.1-3WM Provides reasoning to support conclusions that are appropriate to the context
- MA5.2-1WM Selects appropriate notations and conventions to communicate mathematical ideas and solutions
- MA5.2-2WM Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- MA5.2-3WM Constructs arguments to prove and justify results

NUMBER & ALGEBRA

- MA5.1-4NA Solves financial problems involving earning, spending and investing money
- MA5.1-5NA Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1-6NA Determines the midpoint, gradient and length of an interval, and graphs linear relationships
- MA5.1-7NA Graphs simple non-linear relationships
- MA5.2-4NA Solves financial problems involving compound interest
- MA5.2-5NA Recognises direct and indirect proportion, and solves problems involving direct proportion
- MA5.2-6NA Simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.2-7NA Applies index laws to operate with algebraic expressions involving integer indices
- MA5.2-8NA Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- MA5.2-9NA Uses the gradient-intercept form to interpret and graph linear relationships
- MA5.2-10NA Connects algebraic and graphical representations of simple non-linear relationships

MEASUREMENT & GEOMETRY

- MA5.1-8MG Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
- MA5.1-9MG Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- MA5.1-10MG Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- MA5.1-11MG Describes and applies the properties of similar figures and scale drawings
- MA5.1-12MG Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
- MA5.1-13MG Applies trigonometry to solve problems, including problem involving bearings
- MA5.1-14MG Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

STATISTICS & PROBABILITY

- MA5.1-12SP Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- MA5.1-13SP Calculates relative frequencies to estimate probabilities of simple and compound events
- MA5.1-15SP Uses quartiles and box plots to compare sets of data, and evaluates sources of data
- MA5.1-16SP Investigates relationships between two statistical variables, including their relationship over time
- MA5.1-17SP Describes and calculates probabilities in multi-step chance experiments

Mathematics Assessment Schedule

	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1, Week 8	Term 2, Week 6	Term 3, Week 7	Term 1-4
Outcomes	MA5.1-1WM MA5.1-2WM MA5.2-1WM MA5.2-2WM MA5.1-4NA MA5.2-4NA	MA5.1-8MG MA5.1-12M MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.2-1WM MA5.2-2WM	MA5.1-12SP MA5.1-13SP MA5.1-15SP MA5.1-16SP MA5.2-9NA MA5.2-10NA MA5.1-1WM MA5.1-2WM MA5.2-1WM	ALL
Task Description	Financial maths assignment First car	Measurement Assignment	Statistics and Linear/non linear relationships open book test	Topic Tests
Marks	20%	30%	20%	30%

Music

Outcomes to be assessed:

PERFORMANCE

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs with music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

COMPOSITION

- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process

LISTENING

- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music

VALUE AND APPRECIATION

- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Music Assessment Schedule

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
	Term 1	Term 2	Term 2	Term 3	Term 4
Outcomes	5.7, 5.8, 5.10, 5.11, 5.12	5.7, 5.8	5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.11, 5.12	5.7, 5.8, 5.9, 5.10, 5.11, 5.12
Task Description	Research Paper & Presentation <i>Music for Radio, Film, TV and Multimedia</i>	Aural Test: Modes <i>Medieval Music</i>	Medieval Composition <i>Medieval Music</i>	Performance <i>Music & Theatre</i>	Viva Voche <i>Classical Music</i>
Marks	25%	5%	20%	25%	25%

Personal Development, Health and Physical Education

Outcomes to be assessed:

Strand 1: Self and relationships

- 5.1 analyses how they can support their own and others' sense of self
- 5.2 evaluates their capacity to reflect on and respond positively to challenges
- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships

Strand 2: Movement skill and performance

- 5.4 adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5 composes, performs and appraises movement in a variety of challenging contexts

Strand 3: Individual and community health

- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health decision-making and develops strategies to promote health and safe behaviours
- 5.8 critically analyses health information, products and services to promote health

Strand 4: Lifelong physical activity

- 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10 adopts roles to enhance their own and others' enjoyment of physical activity.

Skills that enhance learning in PDHPE

- 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
- 5.12 adapts and applies decision-making processes and justifies their choices in increasingly demanding contexts
- 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
- 5.14 confidently uses movement to satisfy personal needs and interests
- 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
- 5.16 predicts potential problems and develops, justifies and evaluates solutions

Personal Development, Health and Physical Education Assessment Schedule

Components		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1	Term 2	Term 3	Term 4	Term 1-4
		Healthy Food Habits	Sexual Health	Planning for Safety	Active For Life	Ongoing Practical
Weightings	100 %	12.5% <i>of the course</i>	12.5% <i>of the course</i>	12.5% <i>of the course</i>	12.5% <i>of the course</i>	50% <i>of the course</i>
Outcomes Assessed		5.1, 5.2, 5.6, 5.8, 5.11, 5.12, 5.16	5.3, 5.6, 5.7, 5.8, 5.11, 5.12, 5.16	5.1, 5.2, 5.3, 5.6, 5.7,5.12, 5.15, 5.16	5.4, 5.9, 5.10, 5.13, 5.14, 5.15, 5.16	5.4, 5.5, 5.9, 5.10, 5.11, 5.14

Science

Outcomes to be assessed:

SC5-1VA- appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC5-2VA- shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC5-3VA- demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

SC5-4WS- develops questions or hypotheses to be investigated scientifically

SC5-5WS- produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

SC5-6WS- undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

SC5-7WS- processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

SC5-8WS- applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5-9WS- presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

SC5-10PW- applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW- explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

SC5-14LW- analyses interactions between components and processes within biological systems

SC5-16CW- explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5-17CW- discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Science Assessment Schedule

Formative Assessment – Counts towards their school report			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Term 1	Term 1	Term 2	Term 3	Term 4
Outcomes			SC5-1VA, SC5-9WS, SC5-16CW, SC5-17CW	SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS	SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-16CW	SC5-8WS, SC5-9WS, SC5-16CW	All Outcomes
Outcomes	Component	Weighting	Atomic structure and bonding poster	pH practical investigation	Physics test	Electricity At Work Practical investigation	End of year exam
SC5-11PW, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW, SC5-10PW, SC5-11PW	Knowledge and understanding	40%	5		15		20
SC5-4WS,	Skills <i>Questioning, Predicting and Problem Solving</i>	15%	5	5			5
SC5-5WS, SC5-6WS	Skills <i>Planning and Conducting Investigations</i>	15%		5		10	
SC5-7WS, SC5-8WS, SC5-9WS	Skills <i>Processing and Analysing Data and information, Communicating</i>	30%	2.5	2.5	10	5	10
		100%	12.5%	12.5%	25%	15%	35%

Visual Art

Outcomes to be assessed:

Artmaking

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks

Critical and Historical Studies

- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings

Visual Art Assessment Schedule

Making:	Minor and Major Artworks, VAPD and notes	60%
Study:	Comparisons, analysis, assignments and tests	40%

External Assessment Guide

Outcomes taught	Component	Weightings	Task 1	Task 2	Task 3
			Term 1	Terms 2	Term 3
			Body of Work	Photography	Ceramic Forms
5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Artmaking	60%	20%	20%	20%
5.7, 5.8, 5.9, 5.10	Art Criticism and Art History	40%		20%	20%

Course Outline and Assessment Information

Term	Focus area	Making – forms / media	Studying – historical and critical studies
1	Artistic experimentation	Idea generation. Painting Photography. Computer image manipulation	Historical – Modern art Critical - subjective and post-modern frames
2	Photography	Photography - image capture and manipulation	Historical – film and photographic Critical – structural and subjective frame
3	Ceramics	Painting - acrylic Portraits Clay forms	Historical – Australian Critical - structural and cultural frames
4	Landscape to Portrait – collage / text	Artist expression and media Collage / montage Drawing / Painting	Historical – graffiti culture / artists Critical - Post-modern frame

History

Outcomes to be assessed:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

History Assessment Schedule

	Term 1	Term 2	Term 3	Term 4	Total
Assessment Type	Quiz 10% & Poster 15%	Diary Entries x 4	Quiz 10% Speech 15%	2x In class Test 15% each	
Topic	Unit 1: Making a Nation	Unit 2: Australians at War	Unit 3: Changing Rights and Freedoms	Unit 4: Popular Culture	
Outcomes	HT5-1, HT5-2, HT5-7, HT5-10, HT5-4, HT5-9	HT5-1, HT5-3, HT5-5, HT5-6, HT5-8, HT5-10, HT5-2, HT5-4, HT5-7, HT5-9	HT5-5, HT5-7, HT5-8, HT5-10, HT5-2, HT5-3, HT5-6, HT5-9	HT5-2, HT5-3, HT5-5, HT5-7, HT5-8, HT5-1, HT5-10, HT5-4, HT5-9	
Percentage	25%	20%	25%	30%	100%
				15% each	
Date	Week 9	Week 9	Week 9	Week 9	