

TRINITY GRAMMAR SCHOOL



SCHOOL CERTIFICATE ASSESSMENT PROGRAMME *(revised 23rd April 2009)*

2009

*This document is intended as a guide to
School Certificate Assessment
policies and procedures
for students and their parents.*

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Introduction

Year 10 marks the beginning of Senior School. It is also the year during which boys prepare themselves for the School Certificate, their first public educational credential. Assessment for the School Certificate occurs in two ways. At the end of Year 10, School Certificate Tests in English, Mathematics, Science, Australian History, Geography, and Civics and Citizenship and Computing Skills are conducted by the Board of Studies. The marks earned in these tests are reported by the Board in December.

The second form of Assessment is the concern of this booklet. For each subject (including English, Mathematics, Science, History and Geography, but not Computing Skills) the School must provide a Grade to the Board of Studies representing the boy's achievement in that subject at the end of Year 10. Strict procedures are laid down by the Board to ensure consistency of standards across different schools.

To make these Assessments, Heads of Department must formulate a program of Assessment Tasks for each subject. These run throughout Year 10, but they are more heavily weighted towards the end of the year. It is the purpose of this book to inform students and their parents of the Programme of Assessments for each subject.

A careful examination of the Assessment Programs for each of his subjects allows a boy to plan his time to ensure that he is not working at the last minute to complete important Tasks. It also helps him to see how the various Assessment Tasks will mesh together to give a holistic picture of his accomplishments at the end of Year 10.

I do encourage all Year 10 boys to sit with their parents and plan ahead. Successful planning is an important key to achieving the highest Grades of which each boy is capable.

I also encourage all boys and their parents regularly to consult the School's Assessment Policy, which is posted at the School Website, www.trinity.nsw.edu.au. All the procedures relating to Assessment in Senior School are made clear, and important rules concerning Assessment are published there. Boys in Senior School are expected to be aware of these rules and procedures. Please note that the Academic Committee made minor revisions to the Assessment Policy in September 2006 and the sixth edition is published on the Website.

For your convenience, some of the most relevant sections of the Policy are reproduced within this booklet. However, reference should always be made to the latest edition on the website.

I wish every Year 10 boy success in undertaking this important year in his education.

ALAN HARPER
Director of Studies

The following is an extract from the Trinity Grammar School Assessment Policy. The Policy was last revised in March 2008. Boys and their parents are advised to use this section only as a guide and to check the most recent version on the School's website www.trinity.nsw.edu.au for specific details.

Section 1

Purposes of Assessment

The NSW Board of Studies defines assessment as “the process of identifying, gathering and interpreting information about students’ learning”.

Assessment is a vital part of the School’s teaching and learning Programme as it provides parents, teachers and students with valuable information about students’ learning. This information is useful, both to monitor and improve teaching and learning strategies, and to measure the outcomes of learning at particular key stages.

In Senior School (Years 10, 11 and 12) Assessment takes on the special significance of contributing to the award of important public credentials - the School Certificate, Preliminary Course Record of Achievement, Higher School Certificate and International Baccalaureate.

Assessment of Learning Outcomes

All syllabuses published by the NSW Board of Studies for Years 7 - 12 specify required Learning Outcomes. Syllabuses for the International Baccalaureate take a similar approach. The purpose of Assessment is to measure the extent to which students have achieved the Learning Outcomes at a given point in time. For this reason, while Assessments will be carried out throughout the year, the Assessments completed towards the end of the year are of most importance and will be weighted accordingly.

There are no predetermined patterns of marks or grades superimposed on Assessment Tasks. The purpose is simply to measure and identify what students know and can do in relation to the required outcomes for each Stage in the subjects they are studying.

Public Assessments conducted for the School Certificate (the School Certificate Tests), Higher School Certificate (HSC Examinations) and International Baccalaureate Diploma (IB Examinations) are also based on the measurement of learning outcomes.

Assessment for Public Credentials

The School Certificate

For each subject presented for the School Certificate, the School conducts an Assessment Programme over the four terms of Year 10. The Assessment Tasks are designed to produce a profile of each student’s learning and achievement in the particular subject. The Board of Studies has published a set of profile “Descriptors” for each subject, which are then used by the School to determine the appropriate Grade to award to each student. There is no pre-determined pattern of Grades, and the School’s determination is final except in the most unusual circumstances.

Possible Grades are as follows:

- A Excellent achievement
- B High achievement
- C Substantial achievement
- D Satisfactory achievement
- E Elementary achievement
- N Not satisfactorily completed

In English, Mathematics, Science, Australian History and Geography and Computing Skills, the Board of Studies also conducts School Certificate Tests in November each year. Students’ results in these tests have no bearing on the School determined Grades, and *vice versa*. The results of the Tests are reported separately.

Test results are based on a mark for each subject out of 100 and are reported as follows:

Band 6	Mark from 90 to 100
Band 5	Mark from 80 to 89
Band 4	Mark from 70 to 79
Band 3	Mark from 60 to 69
Band 2	Mark from 50 to 59
Band 1	Mark from 0 to 49, regarded as below the minimum standard

The Higher School Certificate

The Board of Studies requires that, before students can progress to a Higher School Certificate (Year 12) course, they must satisfactorily complete the requirements of the relevant Preliminary (Year 11) course.

Preliminary courses

Throughout Year 11 the School conducts an Assessment Programme in each subject. The purpose of the Assessment Programme is to enable the School to determine whether or not each student has satisfactorily achieved the outcomes of the Preliminary course. This determination, but not the actual mark achieved, is reported to the Board of Studies, and is reported on a Preliminary Course Record of Achievement issued by the Board.

Higher School Certificate courses

Over the four terms of Year 12 the School conducts an Assessment Programme in each subject.

The Board of Studies requires that the School report a mark for each student in each subject which they are presenting for the Higher School Certificate. The purpose of the Assessment Programme is to determine this mark through the administration of a variety of Assessment Tasks.

The marks¹ which are submitted to the Board of Studies are moderated by the Board, based on the examination results achieved by the School's candidates in each subject. The *moderated Assessment mark then comprises fifty percent (50%) of the student's final HSC mark for each subject*. Should the student suffer some misadventure at the time of the HSC Examination, the moderated Assessment mark can become the basis upon which the Board provides an HSC result.

Thus, *in every Assessment Task in Year 12 students are working directly towards their HSC result*.

Following the HSC students will receive a result notice informing them of their

- Examination mark
- Moderated Assessment mark
- HSC mark (comprising the other two marks combined on a 50:50 basis)
- Achievement band ranging from 6 to 1².

Band 6	Mark from 90 to 100
Band 5	Mark from 80 to 89
Band 4	Mark from 70 to 79
Band 3	Mark from 60 to 69
Band 2	Mark from 50 to 59
Band 1	Mark from 0 to 49, regarded as below the minimum standard

¹ The procedures described in this paragraph refer to Board Developed Courses only. Most subjects offered at Trinity Grammar School are Board Developed Courses. The small number of exceptions are identified in the Courses Guide published each year, and in other relevant documentation relating to boys' choice of subjects.

² This varies slightly in Extension subjects.

The International Baccalaureate

The International Baccalaureate Organisation requires the School to provide a Predicted Grade for each student in each subject presented for the IB (except Theory of Knowledge). In some subjects an Internal Assessment is also required.

A Predicted Grade requires the teacher to exercise a professional judgment to predict the final outcome of the course. This professional judgment will be based on the teacher's professional knowledge and assessment of the boy, and will be influenced by the whole range of assessment tasks and other work presented by the boy during the IB Programme. Should the student suffer some misadventure at the time of the IB Examination, the Estimated Mark may become the basis upon which the IB Organisation provides a course result.

An Internal Assessment mark is based on the course Assessment Programme and will be moderated by the International Baccalaureate Organisation (IBO) to ensure consistency of standards across the world-wide candidature. The moderated Internal Assessment then contributes directly to the student's final result for the subject (the percentage differs from subject to subject).

Throughout the eight terms of the IB course, the School will conduct an Assessment Programme in each subject. Tasks undertaken in Year 12, in particular, will be used to determine the Internal Assessment mark submitted to IBO, as well as significantly influencing the Predicted Grade determined by the teacher.

IB candidates receive a mark for each subject out of 7, and a total mark out of 45. This comprises

- 3 Higher Level (HL) subjects each out of 7 (= possible 21 marks)³
- 3 Standard Level (SL) subjects each out of 7 (= possible 21 marks)
- Theory of Knowledge and Extended Essay out of 3

The IB Diploma is awarded to a candidate whose total score is 24, 25, 26 or 27 points, providing the following requirements have been met:

- a) numeric grades have been awarded in all six subjects registered for the Diploma
- b) an approved Programme of creativity, action and service (CAS) has been completed
- c) grades A to E have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them
- d) there is no grade 1 in any subject
- e) there is no grade 2 at Higher Level
- f) there is no more than one grade 2 at Standard Level
- g) overall there are no more than three grades 3 or below
- h) at least 12 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 16 points at Higher Level)
- i) at least 9 points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least 6 points at Standard Level)
- j) the final award committee has not judged the candidate to be guilty of malpractice.

The IB Diploma will be awarded to candidates whose total score is 28 points or above, provided all the following requirements have been met:

- a) numeric grades have been awarded in all six subjects registered for the Diploma
- b) an approved Programme of creativity, action and service (CAS) has been completed
- c) grades A to E have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them
- d) there is no grade 1 in any subject
- e) there is no grade 2 at Higher Level
- f) there are no more than two grades 2 at Standard Level
- g) overall there are no more than three grades 3 or below
- h) at least 11 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 14 points at Higher Level)

³ Candidates may elect to enter four HL and 2 SL subjects.

- i) at least 8 points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least 5 points at Standard Level
- j) the final award committee has not judged the candidate to be guilty of malpractice.

Section 2

The Assessment Programme in Senior School (Years 10-12)

In Senior School, Assessment is part of the public credentialling process. Strict rules are laid down by the Board of Studies and the International Baccalaureate Organisation⁴ and the School must obey these, both to maintain the integrity of the Assessment process and to serve the best interests of Trinity boys. The rules which govern Assessment in Years 10-12 are contained in this section.

Assessment Programmes

For each subject in each Senior School Year group the Head of Department will publish an Assessment Programme early in the academic year. The Assessment Programme will indicate

- the Assessment Tasks which will take place throughout the academic year
- in general terms what syllabus outcomes each Task is intended measure
- approximately when each Task will occur (with specific dates to be supplied later)
- what percentage of the final Assessment mark each Task contributes

Number and Weighting of Tasks

For its syllabuses the Board of Studies publishes strict guidelines relating to Assessment Programmes, including the number of Tasks to be undertaken. The School requires Heads of Departments to keep the number of Assessment Tasks to a minimum so that they do not interfere with the normal processes of teaching and learning more than is necessary.

Students should note that the nature of Outcome Based Assessment means that the final Assessment mark allocated to each student must be an accurate numeric representation of his level of achievement of the specified Outcomes of the course. While particular weightings are allocated to individual Assessment Tasks, Heads of Department are nevertheless required to ensure that final Assessment marks reflect the boy's overall level of achievement at the end of the course. Assessment marks achieved throughout the course will be the most important means of determining this final mark but may be subject to the application of appropriate professional judgment by the Head of Department.

Timing and Notification of Assessment Tasks

Heads of Departments will negotiate a suitable date (or dates) for each Assessment Task with the Director of Campus Administration. Once determined the date(s) will be placed on the Trinity School Calendar, which is available on the School's Website.

At least two (2) weeks prior to the actual conduct of any Assessment Task (other than formal Examinations), the Head of Department will give the specific date (or dates), and details of the Task, the Outcomes to be assessed, the marking criteria and any special arrangements to students in writing. A pro forma has been developed for this purpose.

In some subjects Assessment takes place over a period of time. In such cases it will be sufficient for the Head of Department to have given students two (2) weeks' notice of the commencement of the period of Assessment.

⁴ The rules determined by the International Baccalaureate Organisation differ in some ways from those of the Board of Studies. Generally the principles in this document apply to *all* Trinity Senior School students. However where the IBO regulations differ, the IB Director, in consultation with the Director of Studies, may authorise a variation from these rules.

In approving the dates for Assessment Tasks, the Director of Campus Administration will endeavour to act to avoid students having to undertake more than one Task on a given day⁵. However experience has shown that this cannot always be avoided, and it will not be grounds for appeal that a boy has more than one Task on any day, or has several successive days of Assessments, providing that due notice has been given for each.

Variation from Published Assessment Programme

Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment Task once it has been given in writing to students, the Head of Department will negotiate a new date with the Senior Master and advise the students in writing⁶. Wherever feasible the Head of Department will endeavour to consult with the classes affected, but this will not always be possible. The three key principles in this procedure will be that

- a the date will not generally be made earlier than that originally advised
- b the weighting of the Task in the overall Assessment Programme will not generally be varied
- c every consideration will be given to ensure that students do not suffer disadvantage.

Extensions

Extensions will only be granted by a Head of Department in the most exceptional circumstances, and should not be assumed by students. Should a boy wish to seek an extension for an Assessment Task, he must apply *in advance* in writing to the Head of the Department involved. A pro forma is available for this purpose. The Head of the Department will deal promptly with the application and advise the outcome.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for the granting of an Extension. Boys are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.

Absence from an Assessment Task or Examination and Other Cases of Misadventure

Absence due to illness or misadventure

If a student is very ill on the day of an Assessment Task or Examination, he will not be able to attend.

Similarly, there may be unavoidable and unplanned circumstances of a pressing personal nature which preclude his attendance. Such circumstances do *not* include family holidays (whenever booked), social engagements or other matters of a discretionary nature.

Parents of boys who will be absent for an “in class” Assessment Task or Examination are requested to telephone the Student Services Secretary (02 9581 6033) as early as possible to notify staff of the circumstances. To ensure that the significance of the message is understood and conveyed, it is important that the message advise that an Assessment or Examination is involved.

Other circumstances relating to illness or misadventure

When a student presents himself for an Examination or Assessment Task while ill, or falls ill during the course of the Examination or Assessment Task, he may make a claim for Misadventure.

⁵ Except during designated Examination and/or Assessment Sessions.

⁶ Notification in writing can include the Head of Department or teacher supervising the students to write the amended details in their Record Book.

He must obtain a Doctor's Certificate (from a medical doctor who is not a relative), covering the day of the Assessment. This should be submitted to the Director of Studies as soon as possible.

Similarly, should circumstances eventuate which may prejudice a student's performance in an Assessment Task or Examination, the details should be given in writing to the Director of Studies as soon as possible.

Illness or misadventure in the days immediately preceding an Assessment Task or Examination will not generally be grounds for a misadventure claim. Boys are expected to prepare over time and not to depend on last minute preparation. Nevertheless, symptoms or effects of prior illness or misadventure which are still in evidence on the day of the Assessment Task or Examination, and can be reasonably proven, may be accepted as grounds for a misadventure appeal.

Evidence requirements

Students who are absent due to illness or misadventure, or who wish to make a misadventure appeal on other grounds, must present the following evidence:

Illness

Provision of a Doctor's Certificate (from a medical doctor who is not a relative) covering the date(s) in question and clearly stating the nature of the illness.

Other cases of misadventure

Provision of a letter from a parent indicating in detail the nature of the difficulty and the reason it precluded attendance or affected performance.

These documents should be submitted to the Director of Studies on the day of the boy's return to School, or earlier in the case of a prolonged absence. The Director of Studies will communicate the matter to the relevant Head(s) of Department, then place the documents in the boy's file.

Subsequent procedures in relation to illness or misadventure

Where a boy has missed attending an Assessment Task or Examination, on the day of his return to School, he must see the relevant Head(s) of Department, who will determine, in consultation with the Director of Studies, how to proceed. The Head of Department will determine if it is appropriate and possible for the boy to undertake a similar Assessment Task or Examination; the boy can be required to undertake the alternative on the day of his return to School. Alternatively it may be more appropriate to make an estimate based on other information about the boy's performance.

Should a boy be absent from an Assessment Task or Examination and fail to follow the procedures above he will be awarded zero (0) marks.

Where a boy has attended an Assessment Task or Examination while ill or subject to the effects of other misadventure, and his appeal is upheld by the Director of Studies, the following procedure will be followed:

1. His paper will be marked along with all others.
2. The Head of Department will then examine the marks awarded in relation to other Assessment data and other relevant evidence of the boy's level of achievement.
3. If the mark achieved is commensurate with or better than expectations based on the other evidence, no action will be taken.
4. If the mark is significantly below expectations, it will be set aside and an estimate substituted.

In cases where an estimate is awarded, the Head of Department will exercise his or her professional judgment, using all available evidence of achievement, to provide the most accurate estimate possible. In the absence of good evidence, the Head of Department cannot predicate estimates on a boy's potential or ability alone. The boy's rank order in the course may not necessarily be maintained.

Late Attendance at an Assessment Task or Examination

Students who arrive late for an Assessment Task, and who believe that circumstances beyond their control have occasioned the lateness, should report to the Head of Department concerned. The Head of Department will determine an appropriate course of action.

Students who arrive late for a School Examination must report to the Master of the Senior School or the Director of Studies, who will determine an appropriate course of action. In general, the procedures of the Board of Studies will be followed, *i.e.* students may only be admitted to an Examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal School Examinations, the Master of the Senior School or Director of Studies may exercise discretion in this regard; for external / public Examinations no such discretion is available.

Submission of Assessment Tasks

Assessment Tasks are extremely valuable and must be handed in responsibly. Tasks completed at home must be submitted directly to the student's teacher in circumstances conducive to their safe receipt. In the event of the teacher being unavailable, Assessment Tasks may be submitted to the respective Head of Department, or failing that to the Director of Studies, Master of the Senior School or Director of Studies' Secretary.

In the case of all Assessment Tasks completed at home, the student is required to keep a good copy of the submitted Task. A back-up copy on computer disk or a photocopy is acceptable. The copy must be produced on request, and will provide the student with security against loss of or damage to the submitted copy. It is also important that students ensure the security of their work prior to its completion by ensuring that secure backup copies are made. **Loss of a Task, either electronic or physical, will not generally be accepted as a valid reason for late submission**⁷.

Electronic Submission of Assessment Tasks

At some times, students may be instructed, or permitted, by the Head of Department to submit Assessment Tasks electronically. When this is required or permitted, the task may be submitted on CD, by email or via an electronic "drop box", but not on floppy disk, DVD or other medium (unless specifically authorised by the Head of Department). When electronic submission does occur, the following rules will apply:

1. The School will not be responsible for unreadable, unusable or virus infected files or media.
2. The School will only accept Assessment Tasks which are written in applications to which School staff have ready access, and in a format which can be read by most School computers.
3. An Assessment Task is not considered submitted if conditions (1) and (2) are not satisfied.
4. The School will not be responsible for the non-receipt or delay of emails. If submitting work by email, students are advised specifically to request acknowledgement by return email of the receipt of their work. Only receipts generated by the School's email system will be considered valid.
5. The Assessment Task should be readily identifiable on the medium.
6. The School will make every endeavour to ensure the safe return of submitted media but cannot guarantee this.

⁷ The International Baccalaureate Organisation accepts "work being genuinely lost" as an acceptable explanation for Internal Assessment requirements being incomplete.

Late Submission of Assessment Tasks

Should a boy not hand in an Assessment Task by the date on which it is due (without extension or acceptable explanation), the following procedure will be followed:

- Marks will be deducted as follows:
 - 20% of the marks awarded for the first day⁸ late
 - a further 20% of the marks awarded for the second day late
 - a further 10% of the marks awarded for the third day late
 - a further 10% of the marks awarded for the fourth day late
- No further penalty will be applied; however Assessment Tasks will not be accepted for credit more than seven (7) days late, work submitted after this time may be reviewed but no mark will be awarded for credit.
- Parents will be advised by the Director of Studies as soon as possible of Late penalties which have been applied.

Failure to Submit or Undertake an Assessment Task

Should a student fail to undertake an Assessment Task, or fail to submit an Assessment Task for so long that it may no longer be accepted for credit, the Head of Department will advise the Director of Studies, who will write to the parents advising them of the fact, and detailing the penalty involved. Parents will be asked to acknowledge receipt of this letter.

The penalty in such cases is the award of 0 marks for the Task.

HSC students in Years 11 and 12 are warned that failure to submit or undertake Assessment Tasks worth at least fifty percent (50%) of the Assessment marks will result in the Head Master advising the Board of Studies of their unsatisfactory completion of the respective course. This is a requirement of the Board of Studies in which the Head Master has no discretion. Such advice will automatically mean that the student will not receive a result for the subject involved. This in turn may prejudice the student's eligibility for the HSC or Year 11 credential.

Alleged Malpractice in Assessment Tasks or Examinations

The Board of Studies defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others”.⁹

Allegations of plagiarism or other forms of malpractice will be reported to the Director of Studies and Master of the Senior School, who will consult with the respective Head of Department to investigate the matter and, if proven, determine an appropriate penalty. The award of zero (0) marks may be deemed appropriate. The outcome in such cases will be conveyed in writing to the parents.

Appeals relating to Assessments

⁸ A “day” means any day of the week, including Saturdays and Sundays. Hence an Assessment due on Friday but handed in on the following Monday would be three (3) days late attracting a 50% penalty. Boys should note the provisions for electronic submission, and also note that, in emergencies, Assessment Tasks can be handed in to the Master-on-Duty on a Saturday or a Sunday.

⁹ Board of Studies, *HSC Assessments and Submitted Works. Best Practice Strategies for preventing and dealing with malpractice. A Guide for Teachers* (Sydney, 2006), p. 1.

Appeals relating to the appropriateness of the marks awarded for any Assessment Task should be directed to the respective Head of Department at the time of the return of the Assessment Task¹⁰.

For Year 12 HSC candidates, at the time of the announcement of the Rank Order at the conclusion of Year 12, boys have the right to appeal if they believe that their rank is anomalous. Such appeals can only relate to the accuracy of the School's records and the appropriateness of its procedures. Appeals should be directed in writing to the Director of Studies, who will convene the Appeal Committee, comprising the Chair of the Council Education Committee (or his/her nominee), the Master of the Senior School, the Director of Studies and the Head of Department. The boy and/or his parents will have the right to speak to the Appeals Committee in support of the Appeal, if they wish, but may not be present for the Committee's deliberations. Should the boy not be satisfied by the ruling of the Appeal Committee he has the right of further appeal to the Board of Studies within the timeframe published annually by the Board.

Keeping of Marks

It must be noted that HSC Assessment marks submitted to the Board of Studies are strictly confidential and may not be communicated to students at any time. Students are, however, permitted to know their Rank Order in each course. For IB candidates, Assessment marks and Predicted Grades submitted to IBO are also strictly confidential and may not be communicated to students at any time.

Estimation of the University Admission Index (UAI)

The School is not able to provide reliable estimates of the University Admission Index (UAI). The final UAI is calculated from data which have not yet been created while students are still at School, and to which the School has little or no access.

When an estimate of a student's UAI is required for an application for a scholarship or similar purpose, the Director of Studies will provide the best estimate which can be derived from the available data. *However the School, the Head Master and the Director of Studies disclaim any responsibility for the accuracy of any such estimate*, which is provided only to avoid disadvantage to Trinity students.

However in an endeavour to assist boys the School has installed software on the Library computers to allow students to estimate their own UAI. The quality of the resulting calculation will vary with a number of factors beyond the control of the School, which therefore takes no responsibility for the accuracy of estimates produced by this software.



¹⁰ Generally this means within one school day of the return of the marked Assessment Task.

SCHOOL CERTIFICATE COURSE 2009
CLASSICAL GREEK
ASSESSMENT SCHEDULE

Task	Approx Date Due	Weight of Task	Description	Outcomes
1	Ongoing	20%	All outcomes assessed through a variety of tasks	1.1, 1.2, 1.3 2.1, 2.2, 3.1, 3.2
2	November 2008	10%	<ul style="list-style-type: none"> • Vocabulary • Grammar • Translation • Unseen 	1.1, 1.2, 1.3 2.1, 2.2, 3.1, 3.2
3	March 2009	20%	<ul style="list-style-type: none"> • Vocabulary • Grammar • Translation • Unseen • Civilisation 	1.1, 1.2, 1.3 2.1, 2.2, 3.1, 3.2
4	June 2009	20%	<ul style="list-style-type: none"> • Vocabulary • Grammar • Translation • Unseen • Civilisation 	1.1, 1.2, 1.3 2.1, 2.2, 3.1, 3.2
5	September 2009	30%	<ul style="list-style-type: none"> • Vocabulary • Grammar • Translation • Unseen • Civilisation 	1.1, 1.2, 1.3 2.1, 2.2, 3.1, 3.2

Outcomes

A student:

- 1.1:** reads extended passages of Classical Greek, recognising language structures and overall meaning.
- 1.2:** analyses familiar grammatical structures of complex sentences in extended passages of Classical Greek.
- 1.3:** translates passages of Classical Greek into fluent and idiomatic English.
- 2.1:** demonstrates understanding of the nature of languages as systems by describing linguistic features.
- 2.2:** demonstrates the ways in which meaning is conveyed by exploring features and structures of Classical Greek.
- 3.1:** explores the relationship of language and culture, as manifested in a range of texts and contexts.
- 3.2:** identifies, explains and discusses references to cultural, social and historical features of the ancient Greek world.

SCHOOL CERTIFICATE COURSE 2009
COMMERCE
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO	COMPONENT WEIGHTING
1	Term 4 Week 8	15%	Political Involvement Research Assignment	5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	15%
2	Term 1 Week 10	15%	Our Economy Media Articles Analysis	5.4, 5.5, 5.7, 5.8, 5.9	15%
3	Term 2 Week 8	15%	Promoting & Selling Promotion & Marketing Plan	5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9	15%
4	Term 3 Week 6	15%	Towards Independence Research Assignment	5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	15%
5	Term 3 Week 7	40%	Final Examination	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	40%
Total		100%			100%

Course outcomes are as follows:

A student

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts.
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3 examines the role of law in society
- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7 researches and assesses commercial and legal information using a variety of sources
- 5.8 explains commercial and legal information using a variety of form
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines.

SCHOOL CERTIFICATE COURSE 2009
DESIGN AND TECHNOLOGY
ASSESSMENT SCHEDULE

TASK	DUE DATE	WEIGHT OF TASK	DESCRIPTION	SKILLS
1	W5/T3	20%	Semester 2 Examination	Knowledge of theory component Application of design principles
2	As done	20%	Theory and Assignments	Presentation of theory component
3	W3/T3	60%	Projects and Folios	Design, make and appraise formal design briefs Folio production
Total		100%		

Stage 5 Course Outcomes are as follows:

A student

- 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

SCHOOL CERTIFICATE COURSE 2009

DRAMA

ASSESSMENT SCHEDULE

Semester 1

TASK	DUE DATE	WEIGHT OF TASK	DESCRIPTION	STAGE 5 OUTCOMES REFERRED TO
1	Term 4 Week 6	20%	Physical Theatre Group Performance	5.2, 5.3, 5.5, 5.6, 5.8
2	Term 4 Week 6	10%	Log Book- Physical Theatre notes, script & reflection	5.1, 5.3, 5.8
3	Term 1 Week 4	20%	Physical theatre- obsessive character improvisation	5.2, 5.4, 5.5, 5.6
4	Term 1 Week 8	20%	Sequence of performances using non Naturalistic techniques/scripts	5.2, 5.3, 5.5, 5.6, 5.8.
5	Term 1 Week 8	20%	Improvised performance and log on Non Naturalism.	5.2, 5.4, 5.5, 5.6.
6	Term 1 Week 9	10%	Non Naturalism script/ research.	5.1, 5.2, 5.7, 5.8
Total		100%		

Semester 2

TASK	DUE DATE	WEIGHT OF TASK	DESCRIPTION	STAGE 5 OUTCOMES REFERRED TO
1	Term 2 Week 5	20%	Political Theatre performances on Brecht, Boal and Fo	5.1- 5.8
2	Term 2 Week 8	20%	Student led seminar/performance essay on Political Theatre.	5.1-.8
3	Term 3 Week 3	20%	Group improvisation of Political Theatre scene	5.1, 5.2, 5.4- 5.8
4	Term 3 Week 4	20%	Political Theatre- Individual Script	5.1, 5.2, 5.4- 5.8
5	Term 3 Week 6	20%	Yearly exam	5.1, 5.2, 5.7
Total		100%		

Stage 5 Course Outcomes for Drama are as follows:

A student

- 5.1 Connects areas of experience and methods of presentation with each other and makes informed generalisations.
- 5.2 Has competence in verbal and non verbal communication and applies these skills in and for a dramatic presentation.
- 5.3 Initiates ideas and incorporates the most appropriate suggestions into group activities.
- 5.4 Develops, shapes and refines dramatic action with ability to represent ideas symbolically.
- 5.5 Manages all aspects of communication in role, including the actor/audience relationship.
- 5.6 Manipulates the elements of drama and incorporates them in presentation in ways that are appropriate to content and mood.
- 5.7 Undertakes critical and complex analysis of presentations and ideas.
- 5.8 Works creatively and independently of the teacher.

SCHOOL CERTIFICATE COURSE 2009
ENGLISH
ASSESSMENT SCHEDULE

ASSESSMENT TASKS	CORE OUTCOMES	LANGUAGE MODES ADDRESSED	WEIGHTING SEMESTER 1	WEIGHTING SCHOOL CERTIFICATE
CAT 1 - Drama Task – Group performance and individual speech presentation about the set novel	2, 6, 9, 11	Speaking Writing Reading Representing	60%	20
Moderated Class Marks (see Units 1 and 2 programmes for details)	see Units 1 and 2 for details	Reading Writing	40%	N/A
Total Semester 1			100%	
CAT 2 – War Literature – responses to an unseen war poem and comparison to related text studied within the unit	1, 3, 8, 9	Writing Reading		20
CAT 3 – <i>Macbeth</i> – Viewing/Listening task – students view/listen to a scene from a film version of the play and write an essay in response to a question.	1, 8, 9	Viewing Listening Reading Writing		20
CAT 4 – examination – (a) response to unseen persuasive texts; (b) creative writing response based on issues concerning argument and persuasion in the media.	4, 5, 7, 11	Reading Writing		40
YEAR FINAL GRADES				100

Stage 5 Course Outcomes are as follows:

Each Assessment task will cover several specific outcomes. These will be outlined in each Assessment task and will be taken from the list below.

Through responding to and composing a wide range of texts in context and through close study of texts, a student will develop skills, knowledge and understanding in order to:

1. respond to and compose increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure
2. use and critically assesses a range of processes for responding and composing
3. select, use, describe and explain how different technologies affect and shape meaning
4. select and use language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning
5. transfer understanding of language concepts into new and different contexts
6. experiment with different ways of imaginatively and interpretively transforming experience, information and ideas into texts

7. think critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts
8. investigate the relationships between and among texts
9. demonstrate understanding of the ways texts reflect personal and public worlds
10. question, challenge and evaluate cultural assumptions in texts and their effects on meaning
11. use, reflect on, assess and adapt their individual and collaborative skills for learning with increasing independence and effectiveness.

SCHOOL CERTIFICATE COURSE 2009
FRENCH
ASSESSMENT SCHEDULE

TASK	WEEK BEGINNING	WEIGHT OF TASK	DESCRIPTION
1	November 17	20%	Common Test
2	March 23	20%	Common Test
3	June 21	20%	Common Test
4	August	40%	<ul style="list-style-type: none"> • Yearly Examination • Speaking • Listening • Reading and Responding • Writing
Total		100%	

Course Outcomes are as follows:

The student

- 1.1 establishes and maintains contact with others and discusses topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans.
- 1.2 participates in social interaction related to
 - (a) solving problems
 - (b) making arrangements
 - (c) making decisions
 - (d) obtaining goods, services and public information
- 1.3 obtains information by searching for specific details in a spoken or written text; then processes and uses the information obtained.
- 1.4 gives information in spoken or written form
e.g. gives a talk, writes a paragraph, story, gives a set of instructions
- 1.5 listens to, reads or views and responds personally to a stimulus
e.g. story, play, film, song, poem, picture.
- 1.6 takes part in a variety of spoken or written personal expression
e.g. creating a story, poem, play, email.

The student gains an initial understanding of

- 2.1 interpersonal relationships in French speaking countries.
- 2.2 everyday life patterns, interests and the contribution of the student's contemporary age group in French speaking countries.
- 2.3 cultural traditions, social conventions.
- 2.4 geographical features
- 2.5 current affairs and social issues
- 2.6 the history of French speaking countries
- 2.7 the multilingual and multicultural nature of Australian society.

The student

- 3.1 takes increasing responsibility for the management of their own learning.
- 3.2 understands the structure and functions of the language as a system.

SCHOOL CERTIFICATE COURSE 2009
GEOGRAPHY
ASSESSMENT SCHEDULE

TASK	DUE DATE	WEIGHT OF TASK	DESCRIPTION	STAGE 5 OUTCOMES										
				1	2	3	4	5	6	7	8	9	10	
1	Wk 5, T 4 5- 6/11/08	10%	Common Test Issues in Australian Environments (Overview and Skills)				X	X				X	X	
2	Wk 5, T 1 24- 25/2/09	15%	IRP / Extended Response Issues in Australian Environments: Urban Growth and Decline	X	X	X	X	X	X				X	X
3	Wk 4, T 2 20- 21/5/09	15%	Fieldwork Test/Report Issues in Australian Environments: Coastal Management	X	X	X	X	X	X				X	X
4	Wk 7, T 2 10- 11/6/09	20%	Research Australia in it's Regional and Global Context	X	X	X					X			
5	T3 2009	40%	Yearly Exams All topics – including fieldwork		X	X	X	X	X	X	X	X	X	X
Total		100%		3	4	4	4	4	3	2	2	4	3	

Stage 5 Course Outcomes are as follows:

- 5.1 identifies, gathers and evaluates geographical information
- 5.2 analyses, organises and synthesises geographical information
- 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- 5.4 selects and applies appropriate geographical tools
- 5.5 demonstrates a sense of place about Australian environments
- 5.6 explains the geographical processes that form and transform Australian environments
- 5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
- 5.8 accounts for differences within and between Australian communities
- 5.9 explains Australia's links with other countries and its role in the global community
- 5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.

SCHOOL CERTIFICATE COURSE 2009

GERMAN

ASSESSMENT SCHEDULE

TASK	WEEK BEGINNING	WEIGHT OF TASK	DESCRIPTION
1	November 10	20%	Common Test
2	March 16	20%	Common Test
3	June 14	20%	Common Test
4	August	40%	<ul style="list-style-type: none"> • Yearly Examination • Speaking • Listening • Reading and Responding • Writing
Total		100%	

Course Outcomes are as follows:

The student

- 1.1 establishes and maintains contact with others and discusses topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans.
- 1.2 participates in social interaction related to
 - (a) solving problems
 - (b) making arrangements
 - (c) making decisions
 - (d) obtaining goods, services and public information
- 1.3 obtains information by searching for specific details in a spoken or written text; then processes and uses the information obtained.
- 1.4 gives information in spoken or written form
e.g. gives a talk, writes a paragraph, a story, gives a set of instructions
- 1.5 listens to, reads or views and responds personally to a stimulus
e.g. story, play, film, song, poem, picture.
- 1.6 takes part in a variety of spoken or written personal expression
e.g. creating a story, poem, play, email.

The student gains an initial understanding of

- 2.1 interpersonal relationships in German speaking countries.
- 2.2 everyday life patterns, interests and the contribution of the student's contemporary age group in German speaking countries.
- 2.3 cultural traditions, social conventions.
- 2.4 geographical features
- 2.5 current affairs and social issues
- 2.6 the history of German speaking countries
- 2.7 the multilingual and multicultural nature of Australian society.

The student

- 3.1 takes increasing responsibility for the management of their own learning.
- 3.1 understands the structure and functions of the language as a system.

SCHOOL CERTIFICATE COURSE 2009
GRAPHICS TECHNOLOGY
ASSESSMENT SCHEDULE

TASK	DUE DATE	WEIGHT OF TASK	DESCRIPTION	REQUIRED SKILLS
1	W8/T4	10%	Assignment Architectural Drawing	Collection of appropriate information Presentation of design
2	W8/T1	10%	Assignment Pattern Design	Collection of appropriate information Presentation of design
3	W8/T2	10%	Assignment Computer Aided Design	Collection of appropriate information Presentation of design
4	W5/T3	5%	Assignment Product Design	Collection of appropriate information Presentation of design
5	W5/T3	25%	Semester 2 Examination	Knowledge of theory Demonstration of drawing skills C.A.D. proficiency
6	As done	40%	Class Work	Completion of class sheets and topic tests as required
Total		100%		

Stage 5 Course Outcomes are as follows:

A student:

- 5.1.1 communicates ideas graphically using freehand sketching and accurate drafting techniques
- 5.1.2 analyses the nature of information and intended audience to select and develop appropriate presentations
- 5.2.1 designs and produces a range of graphical presentations
- 5.2.2 evaluates the effectiveness of different modes of graphical communications for a variety of purposes
- 5.3.1 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
- 5.3.2 manages the development of graphical presentations to meet project briefs and specifications
- 5.4.1 manipulates and produces images using computer-based drafting and presentation technologies
- 5.4.2 designs, produces and evaluates multimedia presentations
- 5.5.1 identifies, assesses and manages relevant OHS factors to minimise risks in the work environment
- 5.5.2 demonstrates responsible and safe work practices for self and others
- 5.6.1 demonstrates the application of graphics to a range of industrial, commercial and personal settings
- 5.6.2 evaluates the impact of graphics on society, industry and the environment

SCHOOL CERTIFICATE COURSE 2009
HISTORY
ASSESSMENT SCHEDULE

TASK	DUE DATE	WEIGHT OF TASK	DESCRIPTION	STAGE 5 OUTCOMES REFERRED TO
1	4 th , 11 th March 2009	15%	Source-based test	M5.1,M5.5,M5.6,M5.7,M5.9
2	3rd June 2009	10%	Objective knowledge test	M5.1,M5.2,M5.3,M5.4,M5.9
3	31 st July, 2009	25%	Research task	M5.1,M5.2,M5.6,M5.7,M5.8, M5.9,M5.10.
4	3 rd -7th August 2009	10%	Oral Task	M5.1,M5.4,M5.5,M5.7,M5.9
5	Weeks6/7 Term 3	40%	Annual Examination	M5.1,M5.2,M5.3,M5.5,M5.7, M5.9,M5.10
Total		100%		

Stage 5 Course Outcomes are as follows:

A student

- M5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
- M5.2 assesses the impact of international events and relationships on Australia's history
- M5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
- M5.4 sequences major historical events to show an understanding of continuity, change and causation
- M5.5 identifies, comprehends and evaluates historical sources
- M5.6 uses sources relevant historical information from a number of sources, including ICT, to undertake historical inquiry
- M5.9 uses historical terms and concepts in appropriate contexts
- M5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

SCHOOL CERTIFICATE COURSE 2009
INDUSTRIAL TECHNOLOGY
ASSESSMENT SCHEDULE

TASK	DUE DATE	WEIGHT OF TASK	DESCRIPTION	REQUIRED SKILLS
1		20%	Semester 2 Theory Examination	Knowledge of theory component
2	As done	20%	Graphics and Theory	Workshop drawing practice Research on theory topics Project reports
3	As done	60%	Design Projects	Construction skills Finishing skills Planning skills
Total		100%		

Stage 5 Course Outcomes are as follows:

A student:

- 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
- 5.3.2 selects and uses appropriate materials for specific applications
- 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

SCHOOL CERTIFICATE COURSE 2009
INFORMATION & SOFTWARE TECHNOLOGY
ASSESSMENT SCHEDULE

TASK	DUE DATE	WEIGHT OF TASK	DESCRIPTION	STAGE 5 OUTCOMES REFERRED TO
1	Term 4 Wed lesson of Week 6	15%	Artificial Intelligence Theory Exam	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.5.3, 5.1.2, 5.3.2
2	Term1 last lesson of Week 7	20%	Final Submission of Expert System Project Stage Deadlines: - Stage 1,2,3 due Term 1 Week 3 - Stage 4 due Term 1 Week 5	5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.3.1
3	Term 2 Wed lesson of Week 5	15%	Multimedia Theory Exam	5.1.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.3
5	Term 3 last lesson of Week 5	20%	Final Submission of Multimedia Project Stage Deadlines: - Stage 1 due Term 1 Week 10 - Stage 2 due Term 2 Week 4 - Stage 3 due Term 2 Week 7 - Stage 4 due Term 3 Week 3	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.5.2
6	Term 3 Weeks 7&8	30%	Final Examination	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3
Total		100%		

Stage 5 Course Outcomes are as follows:

A student:

- 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
- 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
- 5.2.1 describes and applies problem-solving processes when creating solutions
- 5.2.2 designs, produces and evaluates appropriate solutions to a range of problems
- 5.2.3 critically analyses decision-making processes in a range of information and software solutions
- 5.3.1 justifies responsible practices and ethical use of information and software technology
- 5.3.2 acquires and manipulates data and information in an ethical way
- 5.4.1 analyses the effects of past, current and emerging information and software technologies on individuals and society
- 5.5.1 applies collaborative work practices to complete tasks
- 5.5.2 communicates ideas, processes and solutions to a targeted audience
- 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

SCHOOL CERTIFICATE COURSE 2009

LATIN

ASSESSMENT SCHEDULE

Task	Approx Date Due	Weight of Task	Description	Outcomes
1	Ongoing	20%	All outcomes assessed through a variety of tasks	1.1, 1.2, 1.3 2.1, 2.2, 3.1, 3.2 [1.4, 1.5, 2.3, 2.4, 3.3, 3.4]
2	November 2008	10%	<ul style="list-style-type: none"> • Vocabulary • Grammar • Translation • Unseen 	1.1, 1.2, 1.3 2.1, 2.2, 3.1, 3.2 [1.4, 1.5, 2.3, 2.4, 3.4]
3	March 2009	20%	<ul style="list-style-type: none"> • Vocabulary • Grammar • Translation • Unseen • Civilisation 	1.1, 1.2, 1.3 2.1, 2.2, 3.1, 3.2 [1.4, 1.5, 2.3, 2.4, 3.3, 3.4]
4	June 2009	20%	<ul style="list-style-type: none"> • Vocabulary • Grammar • Translation • Unseen • Civilisation 	1.1, 1.2, 1.3 2.1, 2.2, 3.1, 3.2 [1.4, 1.5, 2.3, 2.4, 3.3, 3.4]
5	September 2009	30%	<ul style="list-style-type: none"> • Vocabulary • Grammar • Translation • Unseen • Civilisation 	1.1, 1.2, 1.3 2.1, 2.2, 3.1, 3.2 [1.4, 1.5, 2.3, 2.4, 3.3, 3.4]

Outcomes

A student:

- 1.1:** reads extended passages of Latin, recognising language structures and overall meaning.
- 1.2:** analyses familiar grammatical structures of complex sentences in extended passages of Latin.
- 1.3:** translates passages of Latin into fluent and idiomatic English.
- 2.1:** demonstrates understanding of the nature of languages as systems by describing linguistic features.
- 2.2:** demonstrates the ways in which meaning is conveyed by exploring features and structures of Latin.
- 3.1:** explores the relationship of language and culture, as manifested in a range of texts and contexts.
- 3.2:** identifies, explains and discusses references to cultural, social and historical features of the ancient Roman world.

Extension Outcomes

In addition an extension student:

- 1.4:** reads, analyses and evaluates extracts of original Latin.
- 1.5:** demonstrates advanced skills in translating.
- 2.3:** engages in discussion about linguistic issues.
- 2.4:** analyses ways in which the structures and features of written Latin can be manipulated by authors for particular effect.
- 3.3:** evaluates and demonstrates the importance of moving between cultures.
- 3.4:** evaluates expressions and representations of cultural, social and historical features of the ancient Roman world in a range of texts.

SCHOOL CERTIFICATE COURSE 2009
MANDARIN (CHINESE)
ASSESSMENT SCHEDULE

TASK	WEEK BEGINNING	WEIGHT OF TASK	DESCRIPTION
1	November 10	20%	Common Test
2	March 16	20%	Common Test
3	June 14	20%	Common Test
4	August	40%	<ul style="list-style-type: none"> • Yearly Examination • Speaking • Listening • Reading and Responding • Writing
Total		100%	

Course Outcomes are as follows:

The student

- 1.1 establishes and maintains contact with others and discusses topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans.
- 1.2 participates in social interaction related to
 - solving problems
 - making arrangements
 - making decisions
 - obtaining goods, services and public information
- 1.3 obtains information by searching for specific details in a spoken or written text; then processes and uses the information obtained.
- 1.4 gives information in spoken or written form e.g.
 - gives a talk
 - writes a paragraph, story
 - gives a set of instructions
- 1.5 listens to, reads or views and responds personally to a stimulus e.g.
 - story, play, film, song, poem, picture.
- 1.6 takes part in a variety of spoken or written personal expression e.g.
 - creating a story, poem, play, email.

The student gains an initial understanding of

- 2.1 interpersonal relationships in Chinese speaking countries.
- 2.2 of everyday life patterns, interests and the contribution of the student's contemporary age group in Chinese speaking countries.
- 2.3 cultural traditions, social conventions.
- 2.4 geographical features
- 2.5 current affairs and social issues
- 2.6 the history of Chinese speaking countries
- 2.7 the multilingual and multicultural nature of Australian society.

The student

- 3.2 takes increasing responsibility for the management of their own learning
- 3.3 understands the structure and functions of the language as a system

SCHOOL CERTIFICATE COURSE 2009

MATHEMATICS

ASSESSMENT SCHEDULE

Task	Due Date	Weight of Task	Description	Stage 5 Outcomes
1	Term 4 Week 6	15%	Class test Topics: Consumer Arithmetic; Trigonometry	NS5.1.2, NS5.2.2, MS5.2.3, MS5.3.2, WMS5's
2	Term 1 Week 5	20%	Half Yearly Topics: All previous topics and Simultaneous Equations; Volume and Surface Area	All previous outcomes and PAS5.2.3, MS5.2.2, MS5.3.1, WMS5's
3	Term 2 Week 4	25%	Alternative: eg assignment, investigation Topics: All previous topics and Congruence and Similarity (Deductive Geometry); Graphs in the Number Plane; Data Analysis and Evaluation; Products and Factors (Factorisation and Algebraic Fractions)	All previous outcomes and SGS5.2.2, SGS5.3.1, DS5.2.1, PAS5.2.3, PAS5.2.4, PAS5.2.5, PAS5.3.1, PAS5.3.5, WMS5's
4	Term 3 Week 7	40%	Yearly Topics: All previous topics and Surds; Quadratic Equations; Further Trigonometry	All previous outcomes and NS5.3.1, PAS5.3.2, MS5.3.2, WMS5's
Total		100%		

Note that outcomes from the list below not mentioned in the schedule above are assumed knowledge from Year 9. It is intended that Working Mathematically outcomes will be referred to and hence, embedded in the above tasks.

Stage 5 Course Outcomes are as follows:

OUTCOMES Working Mathematically

WMS5.1.1

Asks questions that could be explored using mathematics in relation to Stage 5.1 content

WMS5.2.1

Asks questions that could be explored using mathematics in relation to Stage 5.2 content

WMS5.3.1

Asks questions that could be explored using mathematics in relation to Stage 5.3 content

WMS5.1.2

Analyses a mathematical or real-life situation, systematically applying problem-solving strategies

WMS5.2.2

Selects and uses appropriate problem-solving strategies that include selecting and organising key information and identifying and working on related problems

WMS5.3.2

Solves problems using a range of strategies including deductive reasoning

WMS5.1.3

Uses mathematical terminology and notation, algebraic symbols, diagrams, text and tables to explain mathematical ideas

WMS5.2.3

Uses appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form

WMS5.3.3

Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures

WMS5.1.4

Explains and verifies mathematical relationships

WMS5.2.4

Uses mathematical arguments to reach and justify conclusions

WMS5.3.4

Uses deductive reasoning in presenting arguments and formal proofs

WMS5.1.5

Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 5.1 content

WMS5.2.5

Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 5.2 content

WMS5.3.5

Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding in relation to Stage 5.3 content

OUTCOMES Number

NS5.1.1

Applies index laws to simplify and evaluate arithmetic expressions and uses scientific notation to write large and small numbers

NS5.2.1

Rounds decimals to a specified number of significant figures, expresses recurring decimals in fraction form and converts rates from one set of units to another

§NS5.3.1

Performs operations with surds and indices

NS5.1.2

Solves consumer arithmetic problems involving earning and spending money

NS5.2.2

Solves consumer arithmetic problems involving compound interest, depreciation and successive discounts

NS5.1.3

Determines relative frequencies and theoretical probabilities

NS5.3.2

Solves probability problems involving compound events

OUTCOMES Patterns and Algebra

PAS5.1.1

Applies the index laws to simplify algebraic expressions

PAS5.2.1

Simplifies, expands and factorises algebraic expressions involving fractions and negative and fractional indices

PAS5.2.2

Solves linear and simple quadratic equations, solves linear inequalities and solves simultaneous equations using graphical and analytical methods

§PAS5.3.1

Uses algebraic techniques to simplify expressions, expand binomial products and factorise quadratic expressions

§PAS5.3.2

Solves linear, quadratic and simultaneous equations, solves and graphs inequalities, and rearranges literal equations

PAS5.1.2

Determines the midpoint, length and gradient of an interval joining two points on the number plane and graphs linear and simple non-linear relationships from equations

PAS5.2.3

Uses formulae to find midpoint, distance and gradient and applies the gradient/intercept form to interpret and graph straight lines

PAS5.2.4

Draws and interprets graphs including simple parabolas and hyperbolas

§PAS5.3.3

Uses various standard forms of the equation of a straight line and graphs regions on the number plane

§PAS5.3.4

Draws and interprets a variety of graphs including parabolas, cubics, exponentials and circles and applies coordinate geometry techniques to solve problems

PAS5.2.5

Draws and interprets graphs of physical phenomena

PAS5.3.5

Analyses and describes graphs of physical phenomena

PAS5.3.6

Uses a variety of techniques to sketch a range of curves and describes the features of curves from the equation

PAS5.3.7

Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems

PAS5.3.8

Describes, interprets and sketches functions and uses the definition of a logarithm to establish and apply the laws of logarithms

OUTCOMES Data

DS5.2.1

Uses the interquartile range and standard deviation to analyse data

DS5.1.1

Groups data to aid analysis and constructs frequency and cumulative frequency tables and graphs

OUTCOMES Measurement

MS5.1.1

Uses formulae to calculate the area of quadrilaterals and finds areas and perimeters of simple composite figures

MS5.2.1

Finds areas and perimeters of composite figures

MS5.2.2

Applies formulae to find the surface area of right cylinders and volume of right pyramids, cones and spheres, and calculates the surface area and volume of composite solids

MS5.3.1

Applies formulae to find the surface area of pyramids, right cones and spheres

MS5.1.2

Applies trigonometry to solve problems (diagrams given) including those involving angles of elevation and depression

MS5.2.3

Applies trigonometry to solve problems including those involving bearings

§MS5.3.2

Applies trigonometric relationships, sine rule, cosine rule and area rule in problem solving

OUTCOMES Space and Geometry

§SGS5.3.1

Constructs arguments to prove geometrical results

SGS5.2.1

Develops and applies results related to the angle sum of interior and exterior angles for any convex polygon

SGS5.2.2

Develops and applies results for proving that triangles are congruent or similar

§SGS5.3.2

Determines properties of triangles and quadrilaterals using deductive reasoning

§SGS5.3.3

Constructs geometrical arguments using similarity tests for triangles

SGS5.3.4

Applies deductive reasoning to prove circle theorems and to solve problems

§ - may be studied by students who are following the 5.2 pathway but intend to study the Stage 6 Mathematics course

- optional topics

SCHOOL CERTIFICATE COURSE 2009

MUSIC

ASSESSMENT SCHEDULE

TASK	DUE DATE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES
1.	Term 4 Wk 7	10%	<i>Composition</i> Compose a 'Theme' & 'Variations' in a Classical style	Stages 4.4, 4.5, 4.6, 5.4, 5.5, 5.6
2.	Term 1 Wk 8	15%	<i>Musicology / Aural Exam</i> Listening and written exam based on the Topic of Jazz	Stages 4.7, 4.8, 4.9, 4.10, 5.7, 5.8, 5.9, 5.10
3.	Term 1 Wk 9	20%	Performance (x 2) 1 Own Choice 2 Jazz piece	Stages 4.1, 4.2, 4.3, 5.1, 5.2, 5.3
4.	Term 2 Wk 6	10%	<i>Oral Presentation</i> 10 minute presentation on a Romantic Composer with aural excerpts	Stages 4.7, 4.8, 4.9, 4.10, 5.7, 5.8, 5.9, 5.10
5.	Term 2 Wk 7	10%	<i>Composition</i> In a Romantic style, orchestrate a piece of Programme Music in 4 short movements	Stages 4.4, 4.5, 4.6, 5.4, 5.5, 5.6
6.	Term 3 Wk 6	15%	<i>Composition</i> An original or arrangement of a 'Musical' song	Stages 4.4, 4.5, 4.6, 5.4, 5.5, 5.6
7.	TERM 3 WK 7 - 8 Exam Week	20%	Performance Performance of one song from a 'Musical'	Stages 4.1, 4.2, 4.3, 5.1, 5.2, 5.3
TOTAL		100%		

Performance	40%
Composition	35%
Aural / Musicology	25%

STAGE 5 MUSIC OUTCOMES ARE AS FOLLOWS:

Performing, Composing (Creating, Making, Presenting)

Students should be able to:

- initiate and promote music, which explores issues, concepts and themes.
- make music that reflects sensitivity, commitment and understanding of aesthetic considerations.
- integrate technical and structural elements in an imaginative, skilful and coherent way when creating and making music.
- use imaginative approaches that reflect a wide knowledge of the conventions of rehearsing, presenting and promoting musical works.

Students should be able to:

- perform, demonstrating technical skill, musicality and understanding of stylistic interpretation
- compose, demonstrating an understanding of compositional techniques in a variety of media and styles.
- sight read vocally and instrumentally with fluency.
- notate their own compositions and arrangements, in a variety of musical styles for a range of media.

Listening (Arts Criticism and Aesthetics)

Students should be able to:

- reflect critically on meanings and values associated with particular musical works.
- demonstrate heightened aural abilities to recognise the use of musical concepts in a wide range of familiar and unfamiliar styles and media.

Listening (Past and Present Contexts)

Students should be able to:

- research music from a variety of past and present social and cultural perspectives and show an awareness of how histories are constructed in music.
- examine with reference to their own music and that of others, the way music can challenge, shape, and be influenced by prevailing values.
- make use of musical scores for listening, studying and analysing.

SCHOOL CERTIFICATE COURSE 2009
PERSONAL DEVELOPMENT, HEALTH AND
PHYSICAL EDUCATION
ASSESSMENT SCHEDULE

TASK	DUE DATE	WEIGHT OF TASK	DESCRIPTION	STAGE 5 OUTCOMES REFERRED TO
1	Term 4 Week 7 (Theory lesson)	15% (50% <i>Semester 1 internal assessment</i>)	Crash Burn: An assignment involving article critiques and health promotion strategies relating to alcohol and road trauma.	5.1, 5.6, 5.11, 5.12, 5.15, 5.16 5.3, 5.7 Bold are major outcomes. Non-bold are contributing outcomes.
<i>1a</i>	<i>Term 1 Week 8</i>	<i>25% Semester 1 internal assessment</i>	<i>Subjective Assessment of PDHPE Folder.</i>	5.1, 5.6, 5.11, 5.12, 5.15, 5.16, 5.3, 5.7 Bold are major outcomes. Non-bold are contributing outcomes.
<i>1b</i>	<i>Term 1 Week 8</i>	<i>25% Semester 1 internal assessment</i>	<i>Subjective Assessment of PDHPE Practical Participation.</i>	5.4, 5.5, 5.10, 5.14,
2	Term 1 Wk 9 (Schedule to be advised)	20%	Bronze Medallion: A combination of practical and theory assessments involving water rescue skills, resuscitation techniques and written examination.	5.4, 5.6, 5.14, 5.15 5.12, 5.16 Bold are major outcomes. Non-bold are contributing outcomes.
3	Term 2 Week 8 (Theory lesson)	15%	Triumph & harmony through unity and community: Research essay completed in class.	5.3 5.1, 5.2 Bold are major outcomes. Non-bold are contributing outcomes.
4	Term 3 Week 5/6	20%	The Club: Design a hybrid game and implement an opposed game.	5.10 5.3, 5.15 Bold are major outcomes. Non-bold are contributing outcomes.
5	Term 3 Week 7/8	30%	Final examination: A one hour written examination on all Year 10 course work.	5.1, 5.3, 5.6, 5.7, 5.9, 5.11, 5.12, 5.15, 5.16
Total		100%		

Stage 5 Course Outcomes are as follows:

A student:

- 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.
- 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.
- 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 behaviour.
- 5.8 critically analyses health information products and services to promote health.

- 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.
- 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly demanding situations.
- 5.12 adapts and applies decision making process 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.

SCHOOL CERTIFICATE COURSE 2009
PHOTOGRAPHY AND DIGITAL MEDIA
ASSESSMENT SCHEDULE

Task	Due Date	Weight of Task	Description	Stage 5 Outcomes referred to
1	Week 7 Term 4 Nov21	5%	Critical Historical Essay (Conceptual Framework)	8, 10
2	Week 8 Term 4 Nov 28	10%	Animation	1, 2, 3, 5, 6
3	Week 5 Term 1 Feb 27	15%	Video Installation	1, 3
4	Week 9 Term 1 Mar 27	5%	Historical Research Essay	7, 8
5	Week 5 Term 2 May 28	15%	Frames Study	7, 9, 10
6	Week 8 Term 2 June 19	5%	Photo Series	2, 4, 5, 6
7	Week 4 Term 3 Aug 21	5%	Art Practice (In class task)	7, 8, 9, 10
8	Week 5 Term 3 Aug 27	20%	Photomontage	1, 2, 3, 4, 5, 6
9	Week 6 Term3	20%	Examination	7, 8, 9, 10
TOTAL:		100%		

Stage 5 Course Outcomes are as follows:

A student:

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist-artwork-world-audience
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital media works
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works
- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretations of photographic and digital works
- 5.9 uses the frames to make different interpretations of photographic and digital works
- 5.10 constructs different critical and historical accounts of photographic and digital works

SCHOOL CERTIFICATE COURSE 2009
PHYSICAL ACTIVITY AND SPORTS STUDIES
ASSESSMENT SCHEDULE

TASK	DUE DATE	WEIGHT OF TASK	DESCRIPTION	STAGE 5 OUTCOMES REFERRED TO
1	Term 4 Week 8	20%	Australia's Sporting Identity: A Case Study on a chosen Sport	2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4
2	Term 2 Week 3	25%	Coaching: Lesson plan, conduct a training session, lesson evaluation	2.2, 3.1, 3.2, 4.1, 4.2
3	Term 3 Week 6	15%	Enhancing Performance: Movement Skill Analysis	3.1, 4.1, 4.3
4	As Done	20%	Fitness Testing and Analysis	1.1, 1.2, 4.3
5	Term 3 Week 7/8	20%	Yearly Examination	2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4
Total		100%		

Stage 5 Course Outcomes are as follows:

A student:

- 1.1 Discusses factors that limit and enhance the capacity to move and perform
- 1.2 Analyses the benefits of participation and performance in physical activity and sport
- 2.1 Discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2 Analyses physical activity and sport from personal, social and cultural perspectives
- 3.1 Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- 3.2 Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.1 Works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 Displays management and planning skills to achieve personal and group goals
- 4.3 Performs movement skills with increasing proficiency
- 4.4 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

SCHOOL CERTIFICATE COURSE 2009
SCIENCE
ASSESSMENT SCHEDULE

TASK	DATE	WEIGHT	DESCRIPTION	STAGE 5 OUTCOMES REFERRED TO
1	Done in Year 9	10%	Stage 5, Individual Research Project and presentation	5.4 - 5.6 & 5.13 - 5.22
2	Week 2 Term 2	20%	Long Reef Excursion	5.2, 5.4; 5.6 - 5.15; 5.17, 5.19 - 5.22
3	Week 5 Term 3	30%	Class Mark	5.1 - 5.22
4	Week 6 Term 3	15%	Semester 2 Examination Paper 1	5.1 - 5.12; 5.17 5.19 - 5.21
5	Week 6 Term 3	25%	Semester 2 Examination Paper 2	5.6 - 5.12; 5.17; 5.19 - 5.21
Total		100%		

Stage 5 Course Outcomes are as follows:

A student

- 5.1 explains how social factors influence the development and acceptance of scientific ideas
- 5.2 describes the process that are applied to test and validate models, theories and laws.
- 5.3 evaluates the impact of applications of science on society and the environment.
- 5.4 discusses evidence supporting different viewpoints
- 5.5 analyses how current research might affect people's lives.
- 5.6 applies basic physical models, theories and laws to situations involving energy, force and motion.
- 5.7 relates properties of elements, compounds and mixtures to scientific models, theories and laws.
- 5.8 relates the structure and function of living things to models, theories and laws.
- 5.9 relates the development of the universe and the dynamic structure of Earth to models, theories and laws and the influence of time
- 5.10 assess the impacts on the interaction of biotic and abiotic features of the environment.
- 5.11 analyses the impact of human resource use on the biosphere to evaluate methods of conservation, protecting and maintaining Earth's resources.
- 5.12 relates the interactions involved in using some common technologies to their underlying scientific principles.
- 5.13 identifies a problem and independently produces an appropriate investigation plan
- 5.14 undertakes first-hand investigations independently with safety and competence
- 5.15 gathers first hand data accurately
- 5.16 accesses information from a wide variety of sources.
- 5.17 explains trends, patterns and relationships in data and/or information from a variety of sources.
- 5.18 selects and uses appropriate forms of communication to present information to an audience.
- 5.19 uses critical thinking skills in evaluating information and drawing conclusions.
- 5.20 selects and uses appropriate strategies to solve problems
- 5.21 uses creativity and imagination in the analysis of problems and the development of solutions
- 5.22 plans, implements and evaluates the effectiveness of a variety of tasks as an individual and as a team member.

SCHOOL CERTIFICATE COURSE 2009
VISUAL ARTS
ASSESSMENT SCHEDULE

SCHOOL CERTIFICATE – REPORT MARK = (1 x Sem 1 + 2x Sem 2 :- 3)

components	weight	task 1	task 3	Task 5	task 6			Task 9
C1 Making	60%	W9 T4	W6 T1	W10 T1	W 9 T2			W8 T3
		Portfolio of figure drawings 5%	Expressive Studies of Figure 10%	Final Figural Major 15%	Preliminary work for painting 10%			
C2 Critical / Historical	40%	Task 2		Task 4		Task 7	Task 8	Task 10
		W8 T4		W11 T1		W4 T3	W6 T3	W7 T3
		Historical Research assign. CF 5%		Frames In-Class Response 5%		Critical Class Essay (analysis) 5%	All Historical sheets 5%	Final Exam / 20
	100	10	10	20	10	5	5	40

SEMESTER 1 – MARKS AND REPORT – The Figure

components	weight	Task 1	Task 2		Task 4	Task 6	Task 8
C1 Making	60%	W6 T4	W9 T4		W4 T1	W6 T1	W10 T1
		Practical HW (A) /5	Portfolio of Figure Drawings /10		Practical HW (B) /5	Expressive Figure Studies /10	Final Figural major /30
C2 Critical/ Historical	40%			Task 3	Task 5	Task 7	Task 9
				W8 T4	W6 T1	W11 T1	W11 T1
				Historical research Ass. CF /10	Critical Research. Imp. /10	Frames In-Class Response /10	Historical study sheets. All Sem. 1. /10

SEMESTER 2 – MARKS – Media Studies in Painting

components	weight	Task 10			Task 13		Task 16
C1 Making	60%	W8 T2			W2 T3		W8 T3
		Stylistic Landscape Studies /20			Prelim. Comp. for Painting /10		Final L-scape Painting /30
C2 Critical / Historical	40%		Task 11	Task 12	Task 14	Task 15	
			W9 T2	W9 T2	W4 T3	W7 T3	
			Historical Study sheets. /5	Art Practice Research Artist. /10	Critical Class Essay (analysis) /5	Final Exam / 20	

FINAL REPORT WILL ADD SEMESTER 1 MARK TO 2 X SEMESTER 2 MARK THEN DIVIDE BY 3 TO GIVE A MARK OUT OF 100 (MORE WEIGHTED TO SEMESTER 2 ACHIEVEMENTS OF OUTCOMES – This Report Mark may be different to the Assessment Mark)

SCHOOL CERTIFICATE MARK IS ALL BOLD MARKS ADDED TOGETHER

Stage 5 Course Outcomes are as follows:

A student

- 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 relationship between artist – artwork – audience - world .
- 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.
- 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 .
- 5.9 Demonstrates how the frames provide different interpretations of art.
- 5.10 Demonstrate how art criticism and art history construct meaning.

SCHOOL CERTIFICATE COURSE 2009
VISUAL DESIGN
ASSESSMENT SCHEDULE

Task	Due Date	Weight of Task	Description	Stage 5 Outcomes referred to
1	Week 7 Term 4	10%	Floor Plan	1, 4
2	Week 8 Term 4	5%	Analysis of a Building (Structural/Subjective frame)	8, 9, 10
3	Week 5 Term 1	10%	Informational Drawing (Architectural Style)	1, 2, 3, 6
4	Week 9 Term 1	5%	Historical Research Essay (Architect)	7, 8 10
5	Week 10 Term 1	20%	Rendered Art Work (Frames/Practice)	1, 2, 3, 5, 6
6	Week 8 Term 2	5%	Critical/Historical Research Essay Designer	7, 8, 9, 10
7	Week 9 Term 2	10%	Major Work (Practice/Frames)	1, 2, 3, 4, 6
8	Week 8 Term 3	5%	Critical/Historical Research Essay (Cultural Frame)	7, 8, 9
9	Week 8 Term 3	10%	Major Work (Practice/Frames)	1, 2, 3, 4, 6
10	Week 7 Term3	20%	Exam	7, 8, 9, 10
TOTAL:		100%		

Stage 5 Course Outcomes are as follows:

A student:

- 5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
- 5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes visual design artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
- 5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks
- 5.6 selects appropriate procedures and techniques to make and refine visual design artworks.
- 5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks
- 5.8 uses their understanding of the function of and relationships between artist – artwork–world – audience in critical and historical interpretations of visual design artworks
- 5.9 uses the frames to make different interpretations of visual design artworks
- 5.10 constructs different critical and historical accounts of visual design artworks

Name: _____

Teacher: _____

Were you granted an extension? **Yes / No**
If **yes**, attach completed Extension Approval behind this sheet.



TRINITY GRAMMAR SCHOOL

Assessment Task Cover Sheet

(This sheet must be attached to your completed Assessment Task before handing in.)

Course:

Subject:

Date Due:

Hand completed Task to:

Boys are reminded that:

- extensions of time must be applied for in advance,
- they must retain a second copy of any Assessment Task completed at home,
- there are significant penalties for late or non-submission of an Assessment Task.

The School's Assessment Policy, including details of all requirements, is available at the School Website, www.trinity.nsw.edu.au.



TRINITY GRAMMAR SCHOOL
APPLICATION FOR EXTENSION FOR AN ASSESSMENT TASK

*(Boys are reminded that Applications for an Extension must be submitted to the Head of Department **prior** to the due date. If granted, this completed sheet must be attached to your completed Assessment Task before handing in.)*

This section to be retained by student:

Name: _____ Year: _____ House: _____

Subject: _____ Class teacher: _____

Assessment Task for which Extension is sought: _____

Date due: _____ No of days extension sought: _____

Reason Extension is sought: _____

Supporting documentation attached: Doctor's Certificate (illness)
 Parent's letter (misadventure)
 Other (Specify) _____

Extension granted: Yes/No If granted, new Date Due: _____

Head of Department's Signature: _____ Date: _____

✕

This section to be retained by Head of Department:

Name: _____ Year: _____ House: _____

Subject: _____ Course: _____ Teacher: _____

Extension granted (circle): Yes / No If granted, new Date Due: _____

Supporting Documentation:
 Doctor's Certificate (illness)
 Parent's letter (misadventure)
 Other (Specify) _____

Head of Department's Signature: _____ Date: _____