



CANTERBURY BOYS HIGH SCHOOL

YEAR 10 ASSESSMENT POLICY AND COURSE SCHEDULES 2019-20



NAME: _____



Hello Year 10,

This booklet contains important information about your Year 10 assessment which will commence in Term 4, 2019. A calendar is provided on page 3. You are advised to complete it and use it for planning and studying purposes. It is your responsibility to familiarise yourself with each relevant course schedule and to seek clarification from your class teacher or Head Teacher of that course before the task is attempted.

You are required to attempt all assessment tasks and to be present for any test or examination timetabled as part of the assessment program. You are also required to complete other assigned work, such as homework, assignments and fieldwork which may not be part of the actual assessment program but still vital for you to achieve the outcomes of each course.

The purpose of the assessment schedules is to support students, giving them credit for the work they have completed for the duration of Year 10.

Therefore attendance, at school and in class, and consistent application is vital for you to achieve the course outcomes to meet NESA requirements and ensure the best assessment of your achievement through the Year 10 course.

This handbook is divided into two (2) sections:

- General Information
- Subject/course specific assessment schedules

Please take note that the Principal is required to certify to NSW Education and Standards Authority (NESA) that you have satisfactorily completed each course you are studying.

At the successful completion of Year 10, you will receive a Record of School Achievement (RoSA) from NESA. The achievements recorded on this certificate will be provided by your class teachers. Therefore, it is very important that you engage with the learning activities provided and attempt to do your very best in all tasks.

We wish you every success with your studies.

Mr R Dummett
Principal

ASSESSMENT SCHEDULE 2019/20

Enter the details of your assessment tasks for 2019/20 on this calendar and use it for planning purposes.

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Term 4 2019	6					
	7					
	8					
	9					
	10					
Term 1 2020	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
Term 2 2020	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 3 2020	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 4 2020	1					
	2					
	3					
	4					
	5					

Completion of Year 10

Information for Students and Parents

Introduction

A credential, the Record of School Achievement (RoSA), will be issued to students who leave school after Year 10 and before completing their Higher School Certificate (HSC). Online literacy, numeracy and reading tests (minimum standards) will be available to students starting in Year 10 and prior to their HSC.

CBHS Expectations

To satisfactorily complete Year 10 and qualify for the RoSA credential students must have:

- ⇒ satisfactorily completed the mandatory course requirements prescribed by NSW Education and Standards Authority (NESA);
- ⇒ made a serious attempt at all assessment tasks; and
- ⇒ attended class

Satisfactory Completion of a Course

For the satisfactory completion of a course, it is the student's responsibility to meet these criteria as stated by NSW Education and Standards Authority:

- follow the course developed or endorsed by NESA;
- apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by attendance and level of involvement in class, the assignments, homework and assessment tasks completed and the level of achievement.

If the Principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

If you are deemed not to have completed a course, you will receive an 'N' Determination. The course will be listed as 'Not Completed' on your Record of School Achievement (RoSA) and this may mean that you are not eligible for entry to Year 11 (College 1).

You have the right to appeal against an 'N' Determination. The appropriate form can be obtained from your Principal. Appeals against 'N' Determinations should be lodged with the Principal, who will advise you of the date by which your appeal is to be submitted.

Attendance

Principals may grant students leave for legitimate reasons such as illness, physical injury or holidays. If leave has been granted during the year there will be no effect on course completion requirements provided that you have applied for and been granted an alternative time for the assessment task on the paperwork in the back of this booklet. You will then need to complete a compensatory task during and have been able to catch up on missed work on your return to school.

If absence is prolonged and work is not possible during the period, the Principal may judge that it is not feasible to make up the work during the year.

Any extensive period of unapproved absence may result in non-completion of a course(s) and may impact on your eligibility for the award of the RoSA.

It is a requirement for the award of the RoSA that Year 10 students attend school until the final day of Year 10 as determined by the school system or Principal, unless an exemption has been granted by the Principal.

Unauthorised early departure from school in Year 10 may jeopardise entry into Preliminary and HSC courses in College at Canterbury Boys High School. Please discuss any planned leave with the Principal or the Deputy Principal.

Grading

NESA has developed a set of General Performance Descriptors that describe five levels of achievement, A to E. The table below gives an indication of how these levels help to assess your performance.

For each course, a set of Course Performance Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

Teachers will collect assessment information about your achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to award you at the end of Year 10.

No grades will be awarded for Life Skills Courses. These are reported through the achievement of outcomes listed on the Student Profile.

A summary table of these grades appears on the next page. It is important that you familiarise yourself with these levels and ask teachers how you can improve your achievement of outcomes. Note that the mathematics grades are different. Please speak to your mathematics teacher for further clarification if required.

The Common Grade Scale describes performance at each of five grade levels.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Note:

In **Mathematics**, the grades have been further differentiated to nine levels: A10, A9, B8, B7, C6, C5, D4, D3, E2.

ASSESSMENT POLICY FOR COURSES

Completion of assessments and examinations

Students must complete all assessments or they may be deemed to have failed to complete the requirements for the RoSA. If you are absent on the day of an assessment or examination for a valid reason you must:

- inform the school on the day of the task;
- report to the relevant Head Teacher immediately upon your return to school with a completed misadventure form (found in the back of this book) ;
- include a signed statement from your parent/care provider explaining why the task was not done and a medical certificate explaining why the task could not be done.

If you do not follow the above procedure you must expect to get zero for that task.

A non-serious attempt may be deemed a failure to meet the requirements of the course.

Submission of work including assessment tasks

- All work must be submitted or performed punctually on the due date.
- Students must submit work in person and must be present at school for all timetabled periods on that day.
- No extensions of time will be granted other than in exceptional circumstances for valid reasons.
- A valid reason could include a serious illness, accident or misadventure that would physically prevent you from doing the task. In this event, you will need to fill out the misadventure form in the back of this book.
- Minor illnesses, overseas trips, extended holidays, dental appointments, meeting relatives, etc. are not valid reasons for missing assessment tasks.
- Medical certificates must be provided. Backdated Medical Certificates will not be accepted.
- The final decision as to the validity of a reason rests with the Principal.
- If your reason for missing an assessment task is considered to be valid and you have followed the procedure outlined above you will be given an alternative (similar) task for that course.
- Computer failure or malfunction cannot be taken as an acceptable reason for failure to submit an assessment task on time. It is the student's responsibility to save his work frequently and back it up e.g. hard drive, USB or cloud.

Conduct during examinations, tests or assessment tasks

- A student may not have any materials with him other than those necessary and allowed for the task.
- A student may not speak to any person other than the teacher supervising the task, for the duration of the task.
- A student should not behave in a way likely to disturb other students or disrupt the conduct of the task.
- If a serious attempt at a task is not made, a student may suffer a penalty, including having the task not counted.
- If a student cheats or attempts to cheat, a mark of zero will be awarded, with no opportunity to do the task again.
- A student may not leave the room during the set time allotted for an examination.

Assessment task procedures

The following procedures are designed to ensure there is consistency in the implementation of the school's assessment practices.

- You are to complete a variety of assessments in class and research tasks beyond the classroom.
- You are informed in writing of the assessment requirements for each course by the relevant faculty.
- You should record assessment task dates in the timetable in the front of this book and refer regularly to this student assessment booklet.
- You are given adequate written notice of the nature and timing of assessment tasks. This Assessment Task Notification is provided at least two weeks before the date of the assessment task and includes the following:
 - The assessment task number, title and weighting.
 - The task description (or the task itself if this is completed at home, either in whole or in part) including syllabus outcomes that will be assessed and marking guidelines.
 - The syllabus components and resources required.
 - The due day, date and time.
- You sign the first part of the Receipt of Assessment Task Notification and Submission of Assessment Task form to indicate you have received the notice. If you are away from school on the day of the Assessment Task Notification, it is your responsibility to see your teacher to receive the notification.
- You must submit assessment tasks at the correct time on the due date. This will be at the start of the appropriate lesson on the due date or before school if there is no lesson on that date. At the time of handing in an assessment task you sign the second part of the Receipt of Assessment Task Notification and Submission of Assessment Task form.
- You are provided with feedback on your performance in each assessment task in the form of a grade or a mark. In addition, written comments are also provided including information which assists students to improve on their performance in future tasks.

Malpractice and breaches of rules in relation to Year 10 assessments

All work presented in assessment tasks and examinations must be your own work or must be acknowledged appropriately. Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- breaching school examination rules
- cheating in an examination
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Coming in to school just prior to submitting an assessment task or sitting for one

A proven case of malpractice or cheating, including plagiarism, will lead to a zero mark for the task or examination. This will be entered on the Malpractice Register by the NESA Coordinator.

YEAR 10 2019-20

SUBJECT ASSESSMENT TASKS

Mandatory Courses:

1. English	pages 11-12
2. HSIE (History)	pages 13-14
3. Mathematics	pages 15-16
4. Science	page 17
5. PD/H/PE	pages 18-19

Elective Courses:

6. Commerce	pages 20-21
7. Food Technology	page 22
8. Industrial Technology: Electronics	page 23
9. Industrial Technology: Engineering	page 24
10. Information Software and Technology	page 25
11. Music	pages 26-27
12. Physical Activities and Sport Studies	pages 28-29
13. Visual Arts	pages 30-31

Special Taster Elective Courses (100 hours):

14. Construction	page 33
15. Future Entrepreneurs	page 34
16. Kitchen Chemistry	page 35
17. Photography and Digital Media	pages 36-37
18. Work and Life Skills	pages 38

Appendix

19. Bibliography	pages 39-41
20. Application for Illness/ Misadventure	pages 42-43
21. Application for Alternative Task Time	page 44
22. Assessment Appeal Form	page 45

MANDATORY COURSES

1. ENGLISH 2019-20

Course Description

English study in Year 10 is focused on meeting the current syllabus outcomes in Reading, Writing, Listening, Speaking and Viewing and Representing, and in preparing students for the demands of the Stage 6 syllabus.

Course Components

The study of English plays a vital role in the development of students' literacy, enhances their learning in all other areas of the curriculum and provides them with the communication skills and critical understanding of language necessary for active participation in society. Students' development in English is a continuous process therefore this subject builds on the language abilities the students have already developed and on their widening experience of life. Students will be required to study books, films and television programs, as well as a wide range of oral and written material. These will be studied in the following units of work:

- Composition and Language Fundamentals
- Truth and Justice - Novel Study and related film
- Consumerism - Advertising and Close Study of Poet
- Drama - Close Study of Shakespeare
- Creative Writing (including preparation for Stage 6).

Students' work will be monitored closely over the whole year via a variety of class and across-form tasks. Grades awarded will be based on the work completed by students over the entire year and thus it is important that all tasks are completed.

Course Overview 2019/20

Term 4, 2019:

Composition and Language Fundamentals

This unit introduces the students to a variety of text types and their language features. It will focus on the analysis of different texts in terms of their structures, language features and the variety of contexts, purposes and audiences they reflect. Students will focus on the analysis of discursive, imaginative, informative, reflective and persuasive texts as both readers and writers.

Term 1, 2020:

Truth and Justice

This unit offers students the opportunity to explore the concepts of truth and justice in society through the study of a novel and related texts, including a film. Students will examine the concepts of crime and punishment, and explore those concepts as represented in the novel, the film, and other texts. Assessment for this unit is a multimodal presentation which requires visual representations of some of the ideas and a reflective analysis of the concepts.

Term 2, 2020:

Consumerism

This unit is a study of the influence of consumer goods in society. Students evaluate the purpose and structure of visual texts in the media, focusing on advertising. The close study of a poet will be undertaken, and students will build on skills learnt in years 7-9 to assist them in the identification, analysis and evaluation of poetic techniques. Assessment for this unit is a reflective speech about one of the poems set for study and how the poet explores the concept in his work.

Term 3, 2020:

Close Study of Drama- Shakespeare

The exploration of Shakespeare's *Macbeth* will form the basis of this unit. Characterisation, themes, language and performance will be focused upon, with the aim of preparing students for the demands of senior English study. Assessment for this unit is an essay completed under timed conditions.

Term 4, 2020:

Creative Writing

Term 4 will focus on preparation for progression to Stage 6. The unit will provide students with an opportunity to develop a portfolio of texts which address the concept and equip them with the skills, knowledge and understanding of how composers create meaning through the use of literary techniques.

ENGLISH ASSESSMENT TASK SCHEDULE 2019

NUMBER	TIME	TASK	WEIGHT
1	Term 4 Week 9	Listening and Written Response Task	25%
2	Term 1 Week 9	Multimodal Presentation	25%
3	Term 2 Week 9	Reflective Speech	25%
4	Term 3 Week 9	Essay Writing Response	25%
TOTAL:			100%

2. MANDATORY HISTORY 2019-20

Course Description

The Year 10 Mandatory History course is designed to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

Embedded in the course outcomes are essential skills necessary not only for a better understanding of history, but also those critical literacy skills required to navigate the increasingly complex world in which we live. These skills include:

- Comprehension: chronology, terms and concepts
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and communication.

Course Content

Topic 1

Movement of Peoples

This topic offers students an opportunity to learn about the enormous impacts that the Industrial Revolution had on society including urbanisation and the massive population movements such as the slave trade, emigration and convict transportation.

Topic 2

Australians at War

In this topic students will examine the causes of both world wars. They will locate and sequence the places where Australians fought in both wars and explain why Australians enlisted to fight. They will examine the impact of the wars on Australia and how the ANZAC legend is commemorated.

Topic 3

The Holocaust

This topic offers students an opportunity to learn about the causes, events and consequences of the Holocaust. By learning about this tragic event, students gain an awareness of the consequences of unchecked discrimination, persecution and apathy. It also gives students an understanding of how these events shaped the modern world.

Topic 4

Rights and Freedoms (1945-Present)

This topic is designed to facilitate students' knowledge and understanding of some key political issues and developments of the post-WWII period within Australia. An important focus of this unit is the role played by both individuals and groups in the democratic process. Students are encouraged to explore the different perspectives of those engaged in political action and to critically evaluate both the processes and the outcomes of such action.

HISTORY ASSESSMENT TASK SCHEDULE 2019-20

NO.	DATE	TASK	COMPONENT	WEIGHT
1	Term 1 Week 5 2020	Topic Test including Source Analysis	Movement of Peoples	30%
2	Term 2 Week 6 2020	Research and Multi-modal Presentation	Australians at War	40%
3	Term 3 Week 6 2020	Research and Extended Response	The Holocaust	30%
TOTAL				100%

3. MATHEMATICS COURSE 2019-20

Course Description

In Stage 5 Mathematics there are three pathways 5.3, 5.2 and 5.1. Pathway 5.3 is strong preparation for the Mathematics Advanced and the Extension 1 Course. Pathway 5.2 is minimally adequate preparation for the Stage 6 Mathematics Advanced Course. Pathway 5.1 is preparation for the Mathematics Standard Course.

In Year 10 students studying pathway **5.3** will complete all of the following topics:

Semester 1

- Measurement
- Algebraic Fractions
- Indices and Surds
- Probability
- Single Variable and Bivariate Statistics
- Expressions, Equations and Linear Relationships
- Properties of Geometrical Figures

Semester 2

- Properties of Geometrical Figures (ctd)
- Trigonometry
- Quadratic Expressions and Quadratic Equations
- Non-Linear Relationships
- Logarithms.

In Year 10 students studying pathway **5.2** will complete all of the following topics:

Semester 1

- Measurement
- Financial Mathematics
- Algebraic Expressions and Indices
- Probability
- Single Variable and Bivariate Statistics

Semester 2

- Properties of Geometrical Figures
- Trigonometry
- Equations, Formulas and Inequalities
- Quadratic Expressions and Quadratic Equations
- Non-Linear Relationships

In Year 10 students studying pathway **5.1** will complete all of the following topics:

Semester 1

- Measurement
- Financial Mathematics
- Algebraic Expressions and Indices
- Probability
- Single Variable and Bivariate Statistics

Semester 2

- Linear Relationships
- Properties of Geometrical Figures
- Trigonometry
- Non-Linear Relationships

MATHEMATICS ASSESSMENT TASK SCHEDULE 2020

NUMBER	TIME	TASK	WEIGHT
1	Term 1 Week 6	In-class Assessment	25%
2	Term 2 Week 6	Investigation	20%
3	Term 3 Week 4	In-class Assessment	25%
4	Term 3 Week 9	In-class Assessment	30%
TOTAL			100%

4. SCIENCE COURSE 2019-2020

Course Description

This Stage 5 Science course requires students to demonstrate skills in written and spoken language, assembling experimental equipment, recording data, interpreting experimental results, using computer technology, research, as well as recall and linking of knowledge and associated concepts.

The Year 10 Science course consists of four separate modules:

- Genetics which involves a brief history of genetics, evolution, genetics and the social implications of genetic engineering;
- Chemistry which covers the fundamentals of chemical reactions and the structure of the Periodic Table;
- Physics which covers the motion of matter and the transmission of energy through wave motion in sound and electromagnetic radiation;
- Astronomy which deals with the evolution of the universe and its general structure.

For the mid-course and final reports students are assessed in the following areas:

- Knowledge, understanding of and skills in applying the processes of Working Scientifically (questioning and predicting, planning investigations, conducting investigations, processing and analysing data, problem solving and communicating)
- Knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.

Students will be required to complete a major practical project involving a practical investigation during Term 4, 2019. This project needs to be completed and handed in at the end of the end of Week 9, Term 4, 2019.

SCIENCE ASSESSMENT TASK SCHEDULE 2019-20

NUMBER	TIME	TASK	WEIGHTING
1	Term 4 Week 9 (Distributed Term 4, 2019 - Week 6)	Practical Project	20%
2	Term 1 Week 9 (Notification Term 1, 2020 - Week 7)	Half Yearly Exam	20%
3	Term 2 Week 8 (Notification Term 2, 2020 - Week 6)	Practical Test	20%
4	Term 3 Week 3 (Distributed Term 2, 2020 - Week 9)	Research Assignment	20%
5	Term 3 Week 9 (Notification Term 3, 2020 - Week 7)	Yearly Exam	20%
TOTAL			100%

5. PERSONAL DEVELOPMENT, HEALTH, AND PHYSICAL EDUCATION COURSE 2019-20

Course Description

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Learning in PDHPE reflects the dynamic nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society. It addresses health and physical activity concepts of importance to students and highlights the influences that contextual factors have on personal values, attitudes and behaviour. PDHPE provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Through PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens.

Contexts for Learning:

- Alcohol and Other Drugs
- Food and Nutrition
- Personal Identity
- Mental Health and Wellbeing
- Relationships
- Sexuality and Sexual Health
- Safety
- Health Benefits of Physical Activity
- Fundamental Movement Skills
- Individual/Group/Team Physical Activities
- Initiative/Challenge Physical Activities
- Lifelong Physical Activities.

Term 4 Weeks 6 - 10 2019 and Term 1 2020

Topic: Respectful Relationships and Sexual Health

- Relationship and Relationship Skills
- Developing Respectful Relationships
- Disrespectful Relationships
- Supporting Others
- Discrimination and Diversity
- Actions to Stay Safe in Relationships.

Terms 2 and 3 2020

Topic: Risk Taking, Mental Health and Planning for Safety

- Mental Health and Wellbeing
- Sports Injury Management
- Harm Minimization
- Alcohol and Safe Partying
- Relationship and Sexual Health
- Smoking and Illicit Drugs
- Contraception
- Road Safety
- First Aid and Water Safety.

Term 3 and Term 4, Weeks 1 – 5, 2020

Topic: Health Information, Services and Support

- Health Consumerism
- Influences on Selecting Health Products and Services
- Your Rights and Responsibilities as a Health Consumer
- Accessing Health Products and Services.

PD/H/PE ASSESSMENT TASK SCHEDULE 2020

NO.	TIME	TASK	COMPONENT	WEIGHT
1	Term 1 2020 Week 5	Design an Awareness PowerPoint on a Chosen STI and Work Portfolio	Relationships and Sexual Health	20%
2	Term 2 2020 Week 9	Risk Taking – Multimedia Task and Work Portfolio	Risk Taking and Staying Safe	20%
3	Term 3 2020 Week 9	Written Report on Health Services and Information	Health Information and Literacy	20%
4	Term 4 2019 – Term 3 2020 (ongoing in-class assessment)	Skills Application and Fitness Evaluation	- Movement Skill and Performance - Lifelong Physical Activity	40%
TOTAL:				100%

6. COMMERCE 2019-2020

Course Description

The study of Commerce enables students to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way. Students also engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.

Course Content

Topic 1

Law and Political Involvement

- What is Law?
- Court Structure
- Law Reform
- Voting
- Democratic Process
- Current Issues

Topic 2

Law in Action

- Crime and the Law
- Young Offenders
- Rights and Responsibilities
- Current Issues

Topic 3

Employment and Work Futures

- What is Employment?
- Types of Employment
- Income
- Legal Obligations
- Current Issues

Topic 4

Investing

- Reasons for Investing
- Types of Investing
- Planning an Investment Portfolio

COMMERCE ASSESSMENT TASK SCHEDULE 2019-20

NO.	DATE	TASK	COMPONENT	WEIGHT
1	Term 1 Week 8 2020	Skills Analysis Test	Law and Political Involvement	30%
2	Term 2 Week 3 2020	Role Play and Evaluation Mock Trial	Law in Action	35%
3	Term 3 Week 6 2020	ICT Stock Market Game	Investing	35%
TOTAL				100%

7. FOOD TECHNOLOGY 2019-2020

Course Description:

The study of Food Technology allows students to actively engage in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Course Components

Core content of Food Technology provides students with foundation knowledge of food preparation, processing, nutrition and consumption. This knowledge is used to help students as they study the various focus areas and engage in practical experiences.

Focus areas include food in Australia, food equity, food product development, food selection and health, food service and catering, food for special needs, food for special occasions and food trends

FOOD TECHNOLOGY ASSESSMENT TASK SCHEDULE FOR 2019-2020

NO.	TIME	TASK	TOPIC	WEIGHT
1	Term 1 Week 5	Topic Test	Food for Specific Needs	20%
2	Term 2 Week 5/6	Written and Practical Assessment	Food Product and Development	20%
3	Term 3 Week 5/6	Written and Practical Assessment	Food Service and Catering	20%
4	Term 4 Week 2/3	Written and Practical Assessment	Food for Special Occasions	20%
5	Term 1 Term 2 Term 3 Term 4	Practical Assessment (One lesson assessed from each term)	Food for Specific Needs Food Product Development Food Service and Catering Food for Special Occasions	20%
TOTAL				100%

8. INDUSTRIAL TECHNOLOGY: ELECTRONICS 2019-20

Course Description:

The study of Industrial Technology: Electronics provides opportunities for students to develop knowledge, understanding and skills in relation to the electronics and associated industries. Students will learn by doing: Completing projects and documenting what they have learnt by completing and submitting a folio for each topic. The four main teaching topics that are covered and assessed in this course are:

Power Hungry:

The first unit covers electricity, electrical components, circuits and the scientific principles that form the foundation of electronics. After assembling a number of simple Circuits; Students will use components to construct a sophisticated battery level indicator.

Portable Power:

The second unit investigates batteries and the principles of rechargeable Lithium ion batteries. The project for this unit is to make a USB solar powered battery charger.

Luminescent Ergonomic Desk lamp:

A unit which investigates different types of light and their efficiencies. As well as designing and making an energy efficient LED desk lamp; students will explore the use of light in electronic communication such as IR and fibre optics.

Communication Breakdown:

A unit that covers wired and wireless communication including AM and FM transmissions. Students will make a simple wireless intercom and progress into creating a simple AM radio transmitter and receiver.

IT: ELECTRONICS ASSESSMENT TASK SCHEDULE FOR 2020

NO.	DATE	TASK	COMPONENT	WEIGHT
1	Term 1 Week 6	Task One	Power Hungry	25%
2	Term 2 Week 4	Task Two	Portable Power	25%
3	Term 3 Week 2	Task Three	Luminescent Desk Lamp	25%
4	Term 4 Week 1	Task Four	Communication Breakdown	25%
TOTAL				100%

9. INDUSTRIAL TECHNOLOGY: ENGINEERING 2019-2020

Course Description:

The study of Industrial Technology: Engineering provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Course Components

The major emphasis of the Industrial Technology: Engineering is on students being actively involved in the planning, development and construction of solutions to engineering problems.

IT: ENGINEERING ASSESSMENT TASK SCHEDULE FOR 2020

NO.	DATE**	TASK	COMPONENT	WEIGHT
1	Term 1 Week 4	Task One	Alternate Energy Assessment Task 1 Materials – Windmill	20%
2	Term 1 Week 10	Task Two	Engineering Report – Alternative Energy and its Impact on the Environment and the Society.	15%
3	Term 2 Week 10	Task Three	Students Negotiate to Design and Create an Engineering System - Practical	20%
4	Term 3 Week 4	Task Four	Engineering Report – Reverse Engineering of Control System.	25%
5	Term 4 Week 3	Task Five	Mining Robot Practical Component and Team Exercise.	20%
TOTAL				100%

10. INFORMATION AND SOFTWARE TECHNOLOGY 2019-2020

Course Description:

The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

Course Components

Core content of the Information and Software Technology provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The core also includes legal, ethical, social and industrial issues. Students develop information and software technology solutions through project work, individually and collaboratively. Options provide opportunities for the contextualisation of the core and allow choices of areas of interest to be made. Options include artificial intelligence, simulation and modelling, authoring and multimedia, database design, digital media, the Internet and website development, networking systems, robotics and automated systems, and software development and programming.

IST ASSESSMENT TASK SCHEDULE 2020

NO.	TIME	TASK	TOPICS	WEIGHT
1	Term 1 Week 5 2020	Hardware and Software Animation	Hardware (Core) Software (Core) Authoring and Multimedia (Option)	15%
2	Term 2 Week 5 2020	People and Issues Magazine	People (Core) Issues (Core) Digital Media (Option)	15%
3	Term 3 Week 5 2020	History of Computing Website	Past, Current and Emerging Tech (Core) Internet and Website Design (Option)	15%
4	Term 4 Week 2 2020	Networked Information System Project	Data Handling (Core) Design, Produce and Evaluate (Core) Networking Systems (Option)	30%
5	Term 4 Week 4 2020	Yearly Exam	All Topics Covered	25%
TOTAL				100%

11. MUSIC COURSE 2019-20

Course Description

The Music syllabus provides various approaches to understanding how the musical elements are implemented across all music styles. This can be through performance, composition or listening to music:

Through performing and composing, students will have experiences in:

- Singing
- Playing instruments, tuned and untuned
- Moving to a musical stimulus
- Improvising
- Accompanying
- Using different forms of musical notation
- Using different types of technology
- Experimenting
- Organizing
- Notating music.

Through listening, students will understand and respond to music from a wide range of styles, genres and periods. Students will have experiences in:

- Identifying and discussing different approaches to:
 - duration
 - pitch
 - dynamics and other expressive techniques
 - tone colour
 - structure
- Reading and interpreting scores
- Memorising and notating
- Using different types of technology.

Course Components

Semester 1: Jazz Music

Students learn about musical concepts through:

- Analysing and comparing music of various styles and genres characteristic of Jazz
- Studying within historical and cultural frameworks. eg Blues, Ragtime, Dixieland and Chicago Jazz
- Improvising, arranging and composing music in given styles blues and jazz.

Semester 2: Afro-American Music

Students learn about musical concepts through:

- Identifying and discriminating between ways in which musical concepts are used and manipulated to create fusion styles
- Performing and interpreting traditional and contemporary music (rock, reggae, etc.) using various forms of musical notation
- Studying historical and cultural contexts including related musical styles including reggae, jazz, gospel, funk, soul, hip-hop, rhythm and blues, etc.
- Creating compositions, both individually and in groups, characteristic of the topic.

Semester 3: Music for Radio, Film, Television & Multimedia

Students learn about musical concepts through:

- Recognizing the use of musical concepts used by film composers in a range of repertoire and styles
- Notating compositions using various forms of traditional and non-traditional notation and technologies
- Interpreting and analysing a broad range of repertoire composed for advertising, film & computer games.

Semester 4: Music for Small Ensembles

Students learn about musical concepts through:

- Performing and interpreting various forms of musical notation and understanding the impact of technology
- Improvising and arranging music in various styles, periods and genres
- Interpreting and analysing a broad range of repertoire composed for small ensembles such as jazz, rock, pop, contemporary and vocal groups.

MUSIC ASSESSMENT TASK SCHEDULE FOR 2019-2020

NUMBER	DATE	TASK	COMPONENT	WEIGHT
1	Term 4 Week 9, 2019	Research Task	Research on a Style of Music	25%
2	Term 1 Week 8 2020	Listening Task	Compose a Piece of Music	25%
3	Term 2 Week 8 2020	Performance	Aural Skills	25%
4	Term 3 Week 8 2020	Composition	Perform in Class as Soloist and/or Ensemble	25%
TOTAL				100%

12. PHYSICAL ACTIVITIES AND SPORTS STUDIES COURSE **2019-2020**

Course Description

Physical Activity and Sports Studies (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

PASS aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others and reduce the likelihood of obesity, non-insulin dependent diabetes, coronary heart disease, hypertension and cancers.

This course also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication.

Course Components

1. Coaching
2. Physical Fitness
3. Fundamentals of Movement Skill Development

Term 4, Week 6-10, 2019 and Term 1 2020

Topic: Coaching

- The Qualities of Effective Coaching
- Coaching Roles and Responsibilities
- Ethical Coaching
- Coaching Opportunities and Qualifications
- Structuring the Session.

Term2 2020

Topic: Physical Fitness

- Definitions/Benefits/Relationships to Participation and Performance
- Physical Activity Versus Physical Fitness
- Developing Physical Fitness
- Measurement and Evaluation (Fitness Test)

Terms 3 and 4, 2020

Topic: Fundamentals of Movement Skill Development

- The nature of movement skills
- The transfer of movement skills
- Practice
- The value of mastering fundamental movement skills

PASS ASSESSMENT TASK SCHEDULE 2019-20

NO.	TIME	TASK	COMPONENT	WEIGHT
1	Term 1 Weeks 2-8	Coaching Session and Portfolio Submission	Coaching	25%
2	Term 2 Week 5	Assessment: Fitness Training Program and Portfolio Submission	Physical Fitness	20%
3	Term 3 Week 8	Assessment: Skill- development Program and Portfolio Submission	Fundamentals of Movement Skill Development	20%
4	Term 4 2019 – Term 3 2020	Practical Skills and Fitness Evaluation	Fitness and Practical Skills	35%
TOTAL				100%

13. VISUAL ARTS 2019-20

Course Description

The Visual Arts Syllabus provides various approaches to understanding how the Visual Arts are identified, constructed, categorised, interpreted, valued and exhibited as art works by individuals, societies and cultures.

Students are expected to:

- Explore the world context of visual art ideas through making and studying artworks
- Learn to make artworks in which they adopt the practice of art making processes
- Explore two, three and four dimensional practices in making and studying
- Develop and interpret visual art solutions using a number of frames of reference
- Demonstrate some understanding of how research and reports can be used to explain the significance of works in historical contexts
- Use processes of critical analysis and frames of reference to support personal judgements of visual art works.

For the mid-course and final reports students are assessed in the following areas:

- Planning and developing ideas
- Using media and materials
- Understands and applies creative concepts
- Displays ability to study artworks.

Course Components:

Part 1: Art Making and Visual Arts Diary (60%)

Part 2: Historical and critical study (40%)

Term 4 2019 Weeks 6 – 10 and Term 1 2020 Weeks 1 - 5 Topics

Area of study: The urban environment

Students will explore the theme of the urban environment through art making and art study tasks. Artists will be studied that look at the theme of the urban environment in their own work and students will look at the school and other surrounding areas to execute a 2D artwork.

Practical: 2D form/oil pastel/ charcoal

Use of the Visual Arts Diary to explore visual art ideas in making and study tasks and specifically towards a Body of Work in 2D, 3D and 4D:

- Through the Conceptual Framework (the world, the artist, the audience, the artwork)
- Through the Practice of the art making process (using both traditional and digital technologies) to make artworks
- Through the Frames (Cultural, Subjective, Post-modern, Structural).

Term 1 Weeks 6-10, Term 2 Weeks 1-5

Research task and further exploration of the area of study on the urban environment, including a presentation of a chosen artist. Students will document their ongoing research through written tasks and practical tasks highlighting the area of study.

Students' research project will include reference to:

- * Frames (Cultural, Subjective, Post- modern, Structural)
- * Conceptual Framework (artist, artwork, world, audience)
- * Practice: Art Historical/ Art Critical

Term 2 Weeks 6 – 10

Area of Art Critical and Art Historical study: Surrealism

Various artists will be explored in this unit that are key artists in the movement of Surrealism and students will research the significance of this movement and use their research to then produce an artwork incorporating the concepts studied. This will be studied:

- Through the Frames (Cultural, Subjective, Post-modern, Structural)
- Through the Conceptual Framework (artist, artwork, world, audience)
- Through Practice (Art Historical/ Art Critical)

Term 3 Weeks 1- 10 and Term 4, Weeks 1 – 5 Topics

Area of study (Art-making): Found objects: Surrealism

Students will explore a range of objects and look at the art movement of Surrealism through the study of various artworks in the art historical and art critical components of the subject. Objects will be explored in different contexts and mediums, including drawing and painting.

Use of descriptive responses to describe and evaluate artworks, including their own work:

- Through the Frames (Cultural, Subjective, Post-modern, Structural)
- Through the deconstruction, joint construction and independent construction of the documented form of the descriptive response.

Use of the Body of Work to demonstrate the student's representation and resolution of visual arts ideas:

- Through the Practice of the art making process

VISUAL ARTS ASSESSMENT TASK SCHEDULE 2020

NO.	TIME	TASK	COMPONENT	WEIGHT
1	Term 1 Week 5	Body Of Work: The Urban Environment	Exploring Body of Work and Resolved Artworks.	25%
2	Term 2 Week 5	Research Assignment The Urban Environment	Critical/Historical Study	25%
3	Term 3 Week 5	Research Assignment Surrealism	Critical/Historical Study	25%
5	Term 4 Week 4	Body of Work: Found Objects: Surrealism	Resolving, Presenting and Evaluating Body of Work	25%
TOTAL				100%

14 VOCATIONAL EDUCATION and TRAINING (VET) COURSE **- CONSTRUCTION**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.



Education
Public Schools

Ultimo 90072

Construction Assessment Schedule Stage 5 - 2020

QUALIFICATION: Statement of Attainment towards CPC10111 Certificate I in
Construction

Training Package : CPC08v9.2 Construction, Plumbing and Services

**NESA Course
Code:**
82501

LMBR UI CODE:
CPC10111282501B

Term	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	NESA STATUS	INDICATIVE Hrs.	Assessment Task Cluster and Method of Assessment	Record of School Achievement (ROSA) Requirements
1	CPCCWHS1001	Prepare to work safely in the construction industry	C	C	10	Cluster A: SafeWork NSW WHS Induction (White Card course) Written Task	Stage 5 Board Endorsed Course 100 hours x 1 Year No mandatory work placement
2	CPCCCM1011A	Undertake basic estimation and costing	E	E	25	Cluster B: Design a Project Written Task and Observation	
	CPCCVE1002B	Undertake a basic computer design project	E	E	25		
3-4	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	C	C	15	Cluster C: Make a Project Written Task and Observation	
	CPCCCM2004A	Handle construction materials	E	E	20		
	CPCCVE1011A	Undertake a basic construction project	C	C	20		
Total hours					115		

15. FUTURE ENTREPRENEURS 2019-2020

Course Description

This course is designed to help students become actively engaged in planning, organising and running a small business and to develop strategies to address problems as they arise. Students will have the opportunity to display their entrepreneurial abilities, and run a business at school. All proceeds will be donated to a charity chosen by the class.

Course Content

Topic 1

Marketing

- What is Marketing
- Market Plan
- Target Markets
- Branding
- Product Selling
- Sales Forecasts.

Topic 2

Business Planning

- Being an Entrepreneur
- Types of Businesses
- Selecting Business Opportunities
- Budgeting
- The Business Planning Process
- Operations, Human Resources, Finance.

Topic 3

Running a Business

- Finance
- Planning and Purchasing of Materials
- Finalising the Advertising
- Customer Service
- Monitoring and Evaluating

FUTURE ENTREPRENEURS ASSESSMENT TASK SCHEDULE 2020

NO.	DATE	TASK	COMPONENT	WEIGHT
1	Term 1 Week 9 2020	Shark Tank Presentation	Marketing	35%
2	Term 2 Week 8 2020	Research and Report	Business Planning	30%
3	Terms 3/4 Week 8 2020	Product Presentation and Evaluation	Running a Business	35%
TOTAL				100%

16. KITCHEN CHEMISTRY 2019-2020

Course Description

This course is designed for students who are interested in how science can make cooking more interesting by connecting it with the basic workings of the natural world.

Chemistry in the kitchen is based on two principles – the need to preserve foods so that they can be eaten at a later time, and that foods are mixtures of different chemicals, and the qualities that we aim to influence in the kitchen – taste, aroma, texture, colour and nutrition are all consequences of chemical properties.

Understand that a recipe is an example of a scientific method that involves a chemical reaction and how reactants combine in a particular ratio to create a product.

The course will focus on:

- Microbiology and food preservation
- Colloid chemistry
- Test-tube kitchen chemistry
- Chemistry of familiar foods (bread, cheese, yogurt etc).

Applying the processes of Working Scientifically

- Questioning and predicting
- Planning
- Conducting
- Analysing and processing data
- Problem solving
- Communicating.

KITCHEN CHEMISTRY ASSESSMENT TASK SCHEDULE 2020

NO.	TIME	TASK	COMPONENT	WEIGHT
1	Term 1 Week 5 2020	Poster/Presentation	Knowledge and Understanding, Analysing and Processing Data	30%
2	Term 2 Week 6 2020	Practical Booklet	Working Scientifically Outcomes	35%
3	Term 3 Week 9 2020	Student Research Project (SRP)	Knowledge and Understanding, Analysing and Processing Data	35%
TOTAL:				100%

17. Photographic and Digital Media 2019-20

The aim of the Photographic and Digital Media is to enable students to:

- Develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works
- Understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media.

Students will develop knowledge, understanding and skills:

- To make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames
- To critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames. Values and attitudes students will value and appreciate:
- Their engagement in the practice of the photographic and digital media and understand how photographic and digital media, as a field of practice and understanding, is subject to different interpretations.

Course Components:

Part 1: Practical work and Digital portfolio (60%)

Part 2: Historical and critical study (40%)

Topics:

Term 4: Weeks 6 – 11, 2019 and Term 1: Weeks 1 – 5, 2019 Topics:

Critical Historical studies: The History of Photography and the impact on the art world and historical documentation.

Practical:

Practical 1. Basic skills, camera use, composition, lighting, elements of design.

Practical 2. Photo Story

Use of the digital portfolio to explore visual photographic ideas in making and study tasks through:

- The Conceptual Framework (the world, the artist, the audience, the artwork)
- Through the Practice of the art making process (using digital technologies) to make digital photographic artworks
- Through the Frames (Cultural, Subjective, Post-modern, Structural).

Term 1, Weeks 6 – 10 and Term 2, Weeks 1 – 11 Topics

1. Learning and makings using “GIMP” or PHOTOSHOP.
2. Studying Digital artists.

Term 3: Weeks 1 – 10 and Term 4: Weeks 1 – 5 Topics

(Students will choose a focus area)

Any of the following:

- Advanced computer-generated images
- Games
- Hypertext works
- Web design
- Internet art
- Performance works
- Installation works
- Audio works
- Other interactive photographic and digital forms may also be included.

PHOTOGRAPHIC AND DIGITAL MEDIA ASSESSMENT TASK SCHEDULE 2020

NO.	TIME	TASK	COMPONENT	WEIGHT
1	Term 1 Week 5	Digital Portfolio and all Basic Skills Tasks Documented. Presentation of Photo Story.	Exploring Basic Photographic Techniques	25%
2	Term 2 Week 10	Digital Portfolio and GIMP Tasks	Practical – Digital Manipulated Images	25%
3	Term 3 Week 5	Research Assignment	Critical/Historical Study	25%
4	Term 4 Week 4	Student Directed Focus Area	Resolving, Presenting and Evaluating Focus Area	25%
TOTAL				100%

18. WORK AND LIFE SKILLS 2019-20

Course Description

The aim of the Work and Life Skills course is to enable students to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

It is designed to help them develop knowledge of the world of work and the importance of lifelong learning and capacities to manage careers, change and transitions in an uncertain and changing future.

It is also designed to develop literacy, numeracy, ICT and interpersonal skills to work, interact and communicate successfully with others in diverse contexts.

Course Content

Topic 1 World of Work

This topic offers students an opportunity to develop and evaluate the knowledge, skills and attitudes that will provide them with a strong foundation for further education, training and work. Additionally, students will also learn about the commercial and legal aspect of employment issues.

Topic 2 Towards Independence

This topic is designed to facilitate students' development of problem-solving and decision-making skills to assist them in relation to commercial and legal issues which may affect them when they leave home.

WORK AND LIFE SKILLS ASSESSMENT TASK SCHEDULE 2020

NO.	TIME	TASK	COMPONENT	WEIGHT
1	Term 1 Week 5 2020	Research and Presentation	World of Work	30%
2	Term 2 Week 4 2020	Topic Test	World of Work	35%
3	Term 3 Week 6 2020	Research and Report	Towards Independence	35%
TOTAL				100%

WRITING A BIBLIOGRAPHY

- **What Is It?**

A bibliography is a list of resources used during your research. It is arranged in alphabetical order by author and/or title (see the sample on page 34).

- **Why Do You Have to Use One?**

It is necessary to include a bibliography to show the teacher how deeply you have researched and to show where your ideas came from.

- **Special Note**

There are many ways to do a bibliography. You will see one way below, but don't be surprised if at some later stage, you are told to do it slightly differently by someone else.

- **Correct Order In Bibliographies**

(According to the Harvard Method)

Book with One Author

Author's surname, initials. (full stop)

Year. (in brackets) (full stop)

Title of book. (underlined) (full stop)

Place of publication: (colon)

Publisher. (full stop)

Some of this information is on the back of the title page or at the back of the book e.g. Dixon, J. (1993). How to be a successful student. Ringwood: Penguin Books.

If there is no author, e.g. an encyclopedia, just begin with the title, then the year and then continue with the rest.

e.g. The Cambridge Encyclopedia of Human Evolution. (1992). Cambridge: Cambridge University Press.

Book with Two Authors

e.g. Manley, D. and Reed, P. (1998). Finding out. London: Pan Books.

Book with Three Authors

e.g. Green, C.M., Brown, P. and Smith, A. (1996). Life in Australia. Carlton, Vic.: Pitman.

- **Citing in the Text of An Essay**

Citing in the text (without a **direct quote**)

At each point in the text which refers to a particular resource, insert the author's surname and publication year. (Initials are not necessary unless two authors have the same name). e.g. The Work of Thompson (1994), Bryant (1998) and Eastman (1986) were all concerned with the importance of consistency in bibliographies.

Citing direct quotations.

After the quote include author's surname, publication year, followed by page number. (One page abbreviated as p; pages abbreviated as pp.)(full stop) e.g. "Resting times provide periods for reflections" (Chong, 1998, p7).

- **Non-Book Items**

- Newspaper/Journal Article**

- Author's surname, initials. (full stop)

- Year. (in brackets) (full stop)

- Title of Article. (full stop)

- Title of newspaper/journal (underlined or italics) (full stop)

- Date of publication/volume, number, month etc for journal, (comma)

- Page number(s) of article. (full stop)

- e.g. Popham, B. (1997). *Saving the Future*. Sydney Morning Herald. 7th February, p.10.

- NB.** If there is no author, just do the same but without the author's name. Put it in the alphabetical listing using the title of the article to decide where it goes.

- NB.** If it is from the:

- Newspaper Article from Sydney Morning Herald CD Rom**

- Do this exactly the same as the above. All the information you need will be at the top of the article you are looking for, including the date. Then add the name of the CD Rom.

- e.g. Popham, B. (1997). *Saving the future*. Sydney Morning Herald. 7th February, p. 10. Sydney Morning Herald on CD Rom, 1997.

- Encyclopaedic Article from CD Rom**

- Author's surname, author's initials. (if this is given) (full stop)

- Year (in brackets) (full stop)

- Title of CD ROM, (underlined)

- CD ROM [in square brackets]. (full stop)

- Place of publication: (colon)

- Publisher. (full stop)

- e.g. Hawking, S.W. (1994). A brief history of time: an interactive adventure [CD ROM]. N.Y.: Crunch Media.

- NB.** If there is no author shown, start with the title and put the date at the end. e.g. Encarta. [CD ROM]. 1994. Chicago: Funk & Wagnalls.

- **Internet Site** (Not all sites will give all this information)

- Author's surname, initials. (full stop)

- Year. (in brackets) (full stop)

- Title of site (not the address) (underlined)

- [Internet]. (in square brackets) (full stop)

- Place of publication: (colon)

- Publisher. (full stop)

- Available from: <URL>[Accessed date]. [In square brackets] (full stop)

- e.g. Holland, M. (1996). Harvard System [Internet]. Poole: Bournemouth University. Available from: _____ [Accessed 6th May, 1998]

- **Video** (Not all titles will have all the information)

- Series title. (full stop)

- Series number. (full stop)

- Title. (underlined) (full stop)

- Year. (in brackets) (full stop)

- Place of publication/production: (colon)

- Publisher/Producer. (full stop)

- Date of transmission, (if available) (comma)

- Medium: Format. [in square brackets] (full stop).

- e.g. *Fragile Earth*. 5. South American wetland. (1982). London: BBC. 17th October, [video: VHS].

- **Sample Bibliography**

Burns, George. (1992). Writing for life. In: Morgan, J. (ed.) (1993). How to be a successful author. Ringwood: Penguin Books.

Dixon, J. (1993). How to be a successful student. Ringwood: Penguin Books.

Doery, K.E. et. Al. (1998). Medical terminology. London: Thames & Hudson.

Encarta. [CD ROM]. 1994. Chicago: Funk & Wagnalls.

Fragile Earth. 5. South American wetland. (1982). London: BBC. 17th October, [video: VHS].

Green, C.M., Brown, P. and Smith, A. (1996). Life in Australia. Carlton, Vic.: Pitman.

Hawking, S.W. (1994). A brief history of time: an interactive adventure [CD ROM]. N.Y.; Crunch Media.

Holland, M. (1996). Harvard System [Internet]. Poole: Bournemouth University. Available from: [Accessed 6th May, 1998].

Manley, D. and Ree, P. (1998). Finding out. London: Pan Books.

Morgan, J. (ed.) (1993). How to be a successful author. Ringwood: Penguin Books.

Popham, B. (1997). Saving the future. Sydney Morning Herald. 7th February, p.10. Sydney Morning Herald on CD Rom, 1997.

Popham, B. (1997). Saving the future. Sydney Morning Herald. 7th February, p.10.

The Cambridge Encyclopedia of Human Evolution. (1992). Cambridge: Cambridge University Press.



APPLICATION FOR ILLNESS AND MISADVENTURE FOR YEAR 10 ASSESSMENT TASK

This form should be given to the Head Teacher responsible for the task on the day you return to school.

SECTION A PERSONAL DETAILS

Family name: _____ Given name/s: _____
Parent/ Caregiver Name: _____ Contact Number: _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject: _____ Classroom Teacher : _____
Head Teacher: _____ Original Due Date: _____
Assessment Task Description: _____

SECTION C EVIDENCE OF MISADVENTURE

In the space provided below, please outline, in detail, the reason you were unable to submit the assessment task by the due date:

SECTION D SUPPORTING EVIDENCE

Please complete either section **D1** or **D2** based on the supporting evidence you are supplying:

D.1: Independent evidence of Illness (e.g. Doctor's Certificate)

Name of Doctor or Health profession supplying the Medical Certificate:

Address of Practice: _____

Phone Number of Practice: _____ Date of Consultation: _____

Reason provided by Doctor: _____

Dates Student was unavailable for School: _____

NOTE: PLEASE ATTACH DOCTORS CERTIFICATE

D.2: Evidence of Misadventure (e.g. Family emergency)

Type of Misadventure: _____

Date of Misadventure event: _____

Description of Misadventure Event: _____

Type of supporting evidence included: _____

SECTION E STUDENT DECLARATION

I declare the information provided on this form is correct and complete and the documentary evidence supporting this application is authentic. I understand that the CBHS NESAs review panel may discuss this application with me and ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application for misadventure in regards to my assessment task.

Student name: _____ Student Signature: _____

Parent / Caregiver Signature: _____ Date: _____

SECTION F CBHS NESAs REVIEW PANEL RECOMMENDATION

CBHS NESAs Review Committee Coordinator: _____ Date: _____

SECTION G PRINCIPAL'S DECISION

Principal's Signature: _____ Date: _____



APPLICATION FOR ALTERNATIVE ASSESSMENT TASK / TIME

Some tasks are scheduled well ahead of time to give students the best opportunity to prepare to maximise their performance.

When a student is aware that they are unable to sit or hand in any one of these assessment tasks due to illness or individual circumstances they must apply on this form for special consideration as outlined in the School Assessment Policy. Failure to comply may result in a zero mark for that assessment task.

This form is to be given to the Head Teacher of the subject concerned prior to the deadline of the task.

SECTION A STUDENT APPLICATION

Name: _____

Year: ____ Teacher: _____ Head Teacher : _____

Subject: _____

Nature of Assessment Task: _____

Date of Assessment Task: _____

Reason for non-attendance or inability to hand in task: _____

Supporting Documentation: _____

Parents/Caregiver Signature: _____ Student's Signature: _____

Head Teacher: _____ Date Received: _____

SECTION B CBHS NESA REVIEW COMMITTEE RECOMMENDATION

Recommendation : _____

CBHS NESA Review Committee Coordinator: _____ Date: _____

SECTION C PRINCIPAL'S DECISION

Decision: _____

Principal's Signature: _____ Date : _____



YEAR 10 ASSESSMENT APPEAL FORM

THIS DOCUMENT MUST BE SUBMITTED TO THE PRINCIPAL WITHIN ONE (1) WEEK OF A STUDENT RECEIVING HIS ASSESSMENT RESULTS.

SECTION A PERSONAL DETAILS

Family name: _____ Given name/s: _____

Parent/ Caregiver Name: _____ Contact Number: _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject: _____

Classroom Teacher: _____ Head Teacher: _____

Assessment Task Description: _____

SECTION C BASIS OF APPEAL

In the space provided below, outline your reasons for your appeal:

SECTION D CBHS NESAS REVIEW PANEL RECOMMENDATION

CBHS NESAS Review Committee Coordinator: _____ Date: _____

SECTION E PRINCIPAL'S DECISION

Principal's Signature: _____ Date: _____