Stage 1 Religious Education Assessment Information
Semester One 2015

Teacher:  Mrs Gleeson  Mr Sibly
Email:  joanne.gleeson@nt.catholic.edu.au  patrick.sibly@nt.catholic.edu.au
RE Group:  11.2  11.3

**Course Description**

In the first semester, students acquire knowledge and understanding of religion as living and dynamic. The study of religious belief and value systems present in Australian society can contribute to greater personal, interpersonal and international understanding and to a sensitive appreciation of, and respect for, the different ways in which people think, feel and act. There is an emphasis on an open approach to religious education at O’Loughlin Catholic College that encourages students to understand religious positions on ethical and justice issues.

<table>
<thead>
<tr>
<th>Assessment of Learning Tasks [Summative Learning]</th>
<th>Weighting</th>
<th>Draft Due Date</th>
<th>Final Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics – Thou shall not kill</td>
<td>25%</td>
<td>Week 4</td>
<td>Week 6</td>
</tr>
<tr>
<td>Easter Performance</td>
<td>25%</td>
<td>NA</td>
<td>Week 11</td>
</tr>
<tr>
<td>One World Many Faiths</td>
<td>25%</td>
<td>Week 14</td>
<td>Week 15</td>
</tr>
<tr>
<td>Aboriginal Spirituality</td>
<td>25%</td>
<td>Week 16</td>
<td>Week 17</td>
</tr>
</tbody>
</table>

The dates provided above are an estimated date only and may change. Specific due dates and assessment task sheets can be viewed via occ.edmodo.com
Course Description

In the first semester, students will study a range of topics including: Profile of Jesus’ Leadership, The Mission of Evangelisation, Easter, Leadership Skills and Techniques and Planning Youth Ministry Project (Mini-Retreat). They will work independently on written tasks and in planning and development teams for Youth Ministry. Both Practical Activities will involve presenting to a wider audience of school students (primary and secondary). Mini-retreats will be presented off-campus. Contemporary leaders to study will also be selected by individual students. The Easter Drama will be determined through collaborative work as a whole-class with teacher guidance. Students will also collaborate to select themes for their mini-retreats. These themes will determine the topic for the individual Reflection task.

Assessment of Learning Tasks

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Jesus - Contemporary Leadership</td>
<td>25%</td>
<td>Week 4</td>
<td>Week 5</td>
</tr>
<tr>
<td>Easter Drama</td>
<td>25%</td>
<td>NA</td>
<td>Week 10</td>
</tr>
<tr>
<td>Mini Retreat Planning and Delivery</td>
<td>25%</td>
<td>Week 14</td>
<td>Week 15</td>
</tr>
<tr>
<td>Mini Retreat Theme</td>
<td>25%</td>
<td>Week 16</td>
<td>Week 17</td>
</tr>
</tbody>
</table>

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Stage 1 Biology Assessment Information
Semester One 2015

Teacher: Ms de Moor
Email: samantha.de-moor@nt.catholic.edu.au

Course Description

In the first semester, students study Cells (The study of the cell organelles and their functions), Ecosystems and Animal Behaviour. Students examine the structure and function of living things and how these living things interact with other members of their own species, with other species, and with their environments.

Assessment of Learning Tasks
[Summative Learning]

<table>
<thead>
<tr>
<th>Task</th>
<th>Weighting</th>
<th>Draft Due Date</th>
<th>Final Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diffusion practical</td>
<td>20%</td>
<td>Week 5</td>
<td>Week 6</td>
</tr>
<tr>
<td>Cancer essay</td>
<td>20%</td>
<td>Week 8</td>
<td>Week 9</td>
</tr>
<tr>
<td>Topic test</td>
<td>15%</td>
<td>NA</td>
<td>Week 10</td>
</tr>
<tr>
<td>Ecosystems field report</td>
<td>20%</td>
<td>Week 14</td>
<td>Week 16</td>
</tr>
<tr>
<td>Examination</td>
<td>25%</td>
<td>NA</td>
<td>Week 18</td>
</tr>
</tbody>
</table>

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Course Description

In the first semester, students gain knowledge and understanding of business and how it relates to them and society. They also gain an understanding of ethics and social responsibilities that businesses have to consumers. Students prepare for their future roles as citizens, workers, employers, entrepreneurs and consumers. This subject takes account of student’s present and future needs, and of their particular learning styles.

Assessment of Learning Tasks [Summative Learning] | Draft Due Date | Final Submission Date
--- | --- | ---
Small and Medium Sized Enterprise Essay | 20% | Week 5 | Week 6
The Nature of Business Examination | 30% | NA | Week 7
Communication and Team Work Letter | 20% | Week 15 | Week 16
Establishing a Business Multi-Modal | 30% | Week 17 | Week 19

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Stage 1 Chemistry Assessment Information
Semester One 2015

Teacher: Mr Turley
Email: adam.turley@nt.catholic.edu.au

Course Description

In the first semester, students study The Periodic Table (Atomic Structure, Chemical Bonding, Chemical Formulae, Nomenclature and Equations), electrochemistry and a degree of environmental chemistry. Chemistry provides a rational way of understanding the chemical world that enables people to be questioning, reflective and critical thinkers.

Assessment of Learning Tasks
[Summative Learning]

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Draft Due Date</th>
<th>Final Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic test – Periodicity and Chemical Bonding</td>
<td>15%</td>
<td>NA</td>
</tr>
<tr>
<td>Acids and Bases Topic Test</td>
<td>15%</td>
<td>NA</td>
</tr>
<tr>
<td>Issues Investigation: Acid and the Environment</td>
<td>20%</td>
<td>Week 11</td>
</tr>
<tr>
<td>Design Practical: Metal Activity Series</td>
<td>20%</td>
<td>Week 16</td>
</tr>
<tr>
<td>Semester Examination</td>
<td>30%</td>
<td>NA</td>
</tr>
</tbody>
</table>

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Course Description

In the first semester, students are provided with contextual skills that will underpin all further studies in this specialism. Research and investigation into visual communication techniques and contemporary vector artists/designer will inform the analysis of individual graphic works and the students' personal practical response to them. The students' major project for the semester is individually designed from a shared brief, with students following the established design process.

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</thead>
<tbody>
<tr>
<td>[Summative Learning]</td>
<td>Weighting</td>
<td></td>
</tr>
<tr>
<td>Investigation</td>
<td>20%</td>
<td>NA</td>
</tr>
<tr>
<td>Skills</td>
<td>40%</td>
<td>NA</td>
</tr>
<tr>
<td>Product</td>
<td>40%</td>
<td>NA</td>
</tr>
</tbody>
</table>

The dates provided above are an estimated date only and may change. Specific due dates and assessment task sheets can be viewed via occ.edmodo.com
Stage 1 Design and Technology: Material Products
2015 Assessment Information

Teacher: Mrs Gleeson  
Email: joanne.gleeson@nt.catholic.edu.au

Course Description

In the year long course, students study the properties of a variety of food ingredients; cooking methods, techniques for presentation/packaging as well as the application of technology in the handling, production and processing of packaged food items in the 21st Century. Students discuss and develop an individual design and food construction project following the stipulated design process. Students complete homework on a weekly basis and compile a comprehensive folio of all work.

Assessment of Learning Tasks  
[Summative Learning]  

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
<th>Draft Due Date</th>
<th>Final Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1 - Skills Task 1</td>
<td>10%</td>
<td>Week 6</td>
<td>Week 7</td>
</tr>
<tr>
<td>Assessment Type 1 - Application Task</td>
<td>10%</td>
<td>Week 9</td>
<td>Week 10</td>
</tr>
<tr>
<td>Assessment Type 1 - Skills Task 2</td>
<td>10%</td>
<td>Week 13</td>
<td>Week 14</td>
</tr>
<tr>
<td>Folio</td>
<td>30%</td>
<td>Week 28</td>
<td>Week 29</td>
</tr>
<tr>
<td>Product (Major)</td>
<td>30%</td>
<td>NA</td>
<td>Week 28</td>
</tr>
<tr>
<td>Product (Minor)</td>
<td>10%</td>
<td>NA</td>
<td>Week 35</td>
</tr>
</tbody>
</table>

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Teacher:  Mrs Chapman
Email:  elizabeth.chapman@nt.catholic.edu.au

### Course Description

In the year long course, students will explore practically and theoretically a range of styles, genres and periods of drama to give them a basic overview of Australian and European Theatre history. One area of theatre history will be explored in a series of theoretical and practical workshops. Students will explore a range of texts and then choose a specific genre or style for their group production. Students will learn the process of page to stage through planning, rehearsing and evaluation of practical workshops. The group production will allow students to develop their imagination, creativity, self-esteem and confidence. A journal will also be used throughout the rehearsal process to develop evaluation skills. An evaluation report will be produced after the group production has taken place. The journal will provide direction for the report and allow the student to reflect on group and individual strengths and weaknesses throughout the rehearsal process and the final performance piece.

### Assessment of Learning Tasks

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>[Summative Learning]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Type 1: Group Presentation</td>
<td>20%</td>
<td>Week 9</td>
<td>Week 15</td>
</tr>
<tr>
<td>Assessment Type 2: Folio (made up of 3 parts)</td>
<td>30%</td>
<td>Week 12</td>
<td>Week 13</td>
</tr>
<tr>
<td>• Review 1</td>
<td></td>
<td>Week 18</td>
<td>Week 20</td>
</tr>
<tr>
<td>• Character Study</td>
<td></td>
<td>Week 28</td>
<td>Week 30</td>
</tr>
<tr>
<td>• Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Type 3: Interpretative Study</td>
<td>20%</td>
<td>Week 36</td>
<td>Week 38</td>
</tr>
<tr>
<td>Assessment Type 4: Performance</td>
<td>30%</td>
<td>NA</td>
<td>Week 26 - TBC</td>
</tr>
</tbody>
</table>

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Course Description

In the first semester, students study shared texts, both written and visual, and produce texts, both written and oral. Students are introduced to a range of texts including novels, films and multimodal texts. Through the analysis and evaluation of these texts, students use a range of informative and persuasive techniques to communicate in both written and oral genres.

Assessment of Learning Tasks [Summative Learning]

<table>
<thead>
<tr>
<th>Task</th>
<th>Weighting</th>
<th>Draft Due Date</th>
<th>Final Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Essay</td>
<td>25%</td>
<td>Week 6</td>
<td>Week 7</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>25%</td>
<td>Week 7</td>
<td>Week 8</td>
</tr>
<tr>
<td>Text Production</td>
<td>25%</td>
<td>NA</td>
<td>Week 16</td>
</tr>
<tr>
<td>Comparative Essay</td>
<td>25%</td>
<td>Week 17</td>
<td>Week 18</td>
</tr>
</tbody>
</table>

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Course Description

In the first semester students will study a range of written, oral and multimodal texts. Learning activities in the classroom will encourage students to think critically and communicate to suit a particular audience, context and purpose. They will explore the ideas of political uprisings, rebellion and the role of Government through the study of the novel Animal Farm. Students will investigate the use of media and persuasive language techniques to compose their own multimedia news report. The course will enable students to use various styles of creative writing and personal journals to explore how issues affect them personally and as members of society.

Assessment of Learning Tasks

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<thead>
<tr>
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<th>Final Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Analysis: Animal Farm</td>
<td>25%</td>
<td>Week 8</td>
<td>Week 10</td>
</tr>
<tr>
<td>Text Production: Journal/Weblog Entries</td>
<td>25%</td>
<td>Week 12</td>
<td>Week 13</td>
</tr>
<tr>
<td>Text Analysis: The News</td>
<td>25%</td>
<td>Week 15</td>
<td>Week 16</td>
</tr>
<tr>
<td>Text Production: Media Text</td>
<td>25%</td>
<td>Week 17</td>
<td>Week 18</td>
</tr>
</tbody>
</table>

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Course Description

In the first semester, students undertake a study of three topics, being Law and Society, Justice and Society, and Victims and the Law. Through the study of Legal Studies students build an understanding of the legal rights and responsibilities of individuals and groups through the inquiry and evaluation of the Australian legal system.

<table>
<thead>
<tr>
<th>Assessment of Learning Tasks [Summative Learning]</th>
<th>Weighting</th>
<th>Draft Due Date</th>
<th>Final Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay: Justice and Society</td>
<td>25%</td>
<td>Week 4</td>
<td>Week 5</td>
</tr>
<tr>
<td>Issues Study: Indigenous Australians</td>
<td>30%</td>
<td>Week 9</td>
<td>Week 10</td>
</tr>
<tr>
<td>Presentation – Magistrates Court Hearing</td>
<td>20%</td>
<td>Week 12</td>
<td>Week 13</td>
</tr>
<tr>
<td>Examination</td>
<td>25%</td>
<td>NA</td>
<td>Week 18</td>
</tr>
</tbody>
</table>

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# Course Description

In the first semester, students investigate the properties, graphs and applications of quadratic functions, linear models and exponential functions. They utilise their knowledge of exponentials and logarithms to solve growth and decay problems. Students state conjectures based on circle diagrams and evaluate the relationship between points. Students are assessed on their mathematical knowledge and skills and their application, mathematical modelling and problem solving and communication of mathematical information.

## Assessment of Learning Tasks

<table>
<thead>
<tr>
<th>[Summative Learning]</th>
<th>Weighting</th>
<th>Draft Due Date</th>
<th>Final Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quadratics Investigation</td>
<td>20%</td>
<td>Week 7</td>
<td>Week 8</td>
</tr>
<tr>
<td>Quadratics Test</td>
<td>20%</td>
<td>NA</td>
<td>Week 9</td>
</tr>
<tr>
<td>Models of Growth Test</td>
<td>20%</td>
<td>NA</td>
<td>Week 14</td>
</tr>
<tr>
<td>Coordinate Geometry Investigation</td>
<td>20%</td>
<td>Week 15</td>
<td>Week 16</td>
</tr>
<tr>
<td>Semester Examination</td>
<td>20%</td>
<td>NA</td>
<td>Week 18</td>
</tr>
</tbody>
</table>

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Stage 1 Mathematical Applications Assessment Information  
Semester One 2015

Teachers:  
Mr Pickham  
Mr Uddon  

Email:  
mark.pickham@nt.catholic.edu.au  
joey.uddon@nt.catholic.edu.au

Course Description

In the first semester, students investigate the various methods of earning money, including taxation and deductions, and how to effectively budget and save. They will collect, display and analyse data from a variety of sources. Students will be assessed on their mathematical knowledge and skills and their application, mathematical modelling and problem solving and communication of mathematical information.

Assessment of Learning Tasks  
[Summative Learning]

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
<th>Draft Due Date</th>
<th>Final Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earning and Spending Investigation</td>
<td>25%</td>
<td>Week 5</td>
<td>Week 7</td>
</tr>
<tr>
<td>Earning and Spending Test</td>
<td>20%</td>
<td>NA</td>
<td>Week 9</td>
</tr>
<tr>
<td>Statistics and Data in Context Assignment</td>
<td>25%</td>
<td>Week 13</td>
<td>Week 15</td>
</tr>
<tr>
<td>Semester Examination</td>
<td>30%</td>
<td>NA</td>
<td>Week 18</td>
</tr>
</tbody>
</table>

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Course Description

In the first semester, students rehearse and work towards their Stage 1 Music Examination, refine their listening skills and study and analyse a range of musical styles. Students undertake a Multi-Model assignment based on a specific musical style and then have to present their assignments to their class peers. Students develop their technical skills by undertaking a weekly Instrumental lesson to reinforce what they are learning during Music Lessons.

Assessment of Learning Tasks
[Summative Learning]  | Draft Due Date | Final Submission Date
--- | --- | ---
Skills Presentation – Ensemble Performance | 40% | NA | Week 17
Skills Development – Rehearsal Diary | 20% | NA | Week 17
Skills Development – Instrumental Lessons Technical Skills Record | 10% | NA | Week 17
Folio – The Study of One Musical Style | 30% | Week 12 | Week 14

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Course Description

In the first semester, students investigate the various methods of earning money, including taxation and deductions, and how to effectively budget and save. Students will also look at how they spend money and the different forms of credit. They will collect, display and analyse data from a variety of sources. Students will be assessed on their mathematical knowledge and skills and their application, mathematical modelling and problem solving and communication of mathematical information.

<table>
<thead>
<tr>
<th>Assessment of Learning Tasks [Summative Learning]</th>
<th>Draft Due Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Numeracy for Work - Earning Money Test</td>
<td>25%</td>
<td>NA</td>
</tr>
<tr>
<td>Numeracy for Daily Life – Spending Money Booklet</td>
<td>25%</td>
<td>NA</td>
</tr>
<tr>
<td>Numeracy for Daily Life – Budgeting Test</td>
<td>25%</td>
<td>NA</td>
</tr>
<tr>
<td>Can I afford it? Investigation</td>
<td>25%</td>
<td>Week 12</td>
</tr>
</tbody>
</table>

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Course Description

In the first semester, students are introduced to a variety of outdoor and recreational activities. These activities are geared towards students gaining experience in the wilderness and developing practical skills that are essential for existence in natural surrounds. Specifically, students participate in bushwalking expeditions, develop skills in the areas of Sailing, Knots, Rock Climbing, Navigation and First Aid, and are also expected to complete a journal documenting experiences associated with a major bushwalking expedition. This course has been developed to provide challenging experiences for students that enable the development of self-confidence and an increased awareness of the joy associated with engaging in natural environments.

Assessment of Learning Tasks [Summative Learning]

<table>
<thead>
<tr>
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<th>Weighting</th>
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<th>Final Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigation Test</td>
<td>10%</td>
<td>NA</td>
<td>Week 4</td>
</tr>
<tr>
<td>Knots Test</td>
<td>10%</td>
<td>NA</td>
<td>Week 8</td>
</tr>
<tr>
<td>Sailing Expedition(s)</td>
<td>25%</td>
<td>NA</td>
<td>Weeks 11 - 15</td>
</tr>
<tr>
<td>Hike Expedition</td>
<td>25%</td>
<td>NA</td>
<td>Week 16</td>
</tr>
<tr>
<td>Journal Task</td>
<td>20%</td>
<td>NA</td>
<td>Week 17</td>
</tr>
<tr>
<td>First Aid Check List</td>
<td>10%</td>
<td>NA</td>
<td>Week 19</td>
</tr>
</tbody>
</table>

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Stage 1 Physical Education Assessment Information
Semester One 2015

Teacher: Mr Barnes
Email: jake.barnes@nt.catholic.edu.au

Course Description

In the first semester, students study a range of body systems specifically the Cardiorespiratory, Muscular and Skeletal Systems as well as Sports Injuries. Students are required to develop an integrated approach to their practical units in Fitness, Table Tennis and Team Handball. In Term Two students are required to undertake an issues investigation which will provide an opportunity to engage in research at differing levels within the community.

Assessment of Learning Tasks
[Summative Learning]

<table>
<thead>
<tr>
<th>Weighting</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Fitness Testing</td>
<td>20%</td>
<td>NA</td>
</tr>
<tr>
<td>Fitness Lab Report</td>
<td>20%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>20%</td>
<td>NA</td>
</tr>
<tr>
<td>Team Handball</td>
<td>20%</td>
<td>NA</td>
</tr>
<tr>
<td>Issues Analysis</td>
<td>10%</td>
<td>Week 14</td>
</tr>
<tr>
<td>Examination</td>
<td>10%</td>
<td>NA</td>
</tr>
</tbody>
</table>

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Course Description

In the first semester, students are provided with the skills and abilities to accurately observe, measure, record and explain the phenomena of Physics. They develop literacy and numeracy skills in Physics that support career pathways into the sciences, while also acquiring knowledge that will help them live and work as informed and reflective citizens in a world shaped by Physics and Technology. The topics covered this semester are nuclear physics, electricity and motion in one dimension.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Topic test – Nuclear Physics</td>
<td>15%</td>
<td>NA</td>
<td>Week 6</td>
</tr>
<tr>
<td>Issues investigation – Nuclear Physics</td>
<td>20%</td>
<td>Week 10</td>
<td>Week 11</td>
</tr>
<tr>
<td>Topic test – Electricity</td>
<td>15%</td>
<td>NA</td>
<td>Week 12</td>
</tr>
<tr>
<td>Design Practical: Prove Gravity</td>
<td>20%</td>
<td>Week 16</td>
<td>Week 17</td>
</tr>
<tr>
<td>Semester examination</td>
<td>30%</td>
<td>NA</td>
<td>Week 18</td>
</tr>
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</table>

The dates provided above are an estimated date only and may change. Specific due dates and assessment task sheets can be viewed via occ.edmodo.com
Stage 1 Visual Art
2015 Assessment Information

Teacher: Ms Beasley
Email: dawn.beasley@nt.catholic.edu.au

Course Description

In the year long course, students are provided with contextual skills that will underpin all further studies in this specialism. Research and investigation into the work of selected Artists informs the analysis of individual artworks and the students' personal practical response to them. The students' major projects for the semester are individually designed, with students following the established process of research, development and experimentation to inform the creation of original artwork in the media of their choice.

Assessment of Learning Tasks [Summative Learning]  |  Draft Due Date |  Final Submission Date
--- | --- | ---
Visual Study  | 30%  | Week 18  | Week 20  
Practical  | 20%  | Week 28  | Week 30  
Folio  | 50%  | Week 28  | Week 30  

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Course Description

In the first semester, students investigate aspects associated with work and the workplace, with a focus on workers’ rights and responsibilities, workplace expectations and generic work skills. In addition to these areas of studies, students are given the opportunity to display and explain their Vocational Learning as they develop personal skills and qualities needed for employment in their chosen industry. Students are able to evaluate and reflect upon their experiences within the workplace. This course is aimed at broadening student’s outlook in considering employment, training and further education options and help in their transition from school to work.

Assessment of Learning Tasks
[Summative Learning]

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
<th>Draft Due Date</th>
<th>Final Submission Date</th>
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<tbody>
<tr>
<td>Career Planning</td>
<td>25%</td>
<td>Week 5</td>
<td>Week 7</td>
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<tr>
<td>Future Trends in the World of Work</td>
<td>15%</td>
<td>Week 9</td>
<td>Week 10</td>
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<td>Vocational Learning (Performance)</td>
<td>35%</td>
<td>Week 13</td>
<td>Week 14</td>
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<tr>
<td>Reflection</td>
<td>25%</td>
<td>Week 15</td>
<td>Week 16</td>
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</table>

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