Ashfield Boys High School

STAGE 5
COMMERCE COURSE

2015

YEAR 10 SUBJECT AND ASSESSMENT INFORMATION

Name: ..........................................................
Ashfield Boys High School
Assessment of Students
Year 10 Commerce
2015

The information that follows outlines the Year 10 Commerce Assessment information for students in 2015. Students will be assessed over a range of tasks so that judgements can be made about student achievement of course outcomes. Test and non-test techniques will be used so that a pattern of student achievement can be built up. The course performance descriptors, based on this student achievement are outlined below.

| A | Excellent Achievement |
| B | High Achievement      |
| C | Substantial Achievement |
| D | Satisfactory Achievement |
| E | Elementary Achievement |

A more detailed description of the course Performance Descriptors can be found on the Board of Studies website (www.boardofstudies.nsw.edu.au)

Each time you complete a task, your teacher will give you feedback in the form of a marking guideline. Over the year you will be able to see a pattern developing and this will give you a good indication of the grade that you could expect to receive for the Record of School Achievement (ROSA) in Commerce.

Stage 5 Commerce students will be assessed in the following focus areas to satisfy the requirements of the course.

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>WEEKS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law in Society</td>
<td>8</td>
<td>Term 1 Week 8</td>
</tr>
<tr>
<td>Political Involvement</td>
<td>8</td>
<td>Term 2 Week 6</td>
</tr>
<tr>
<td>Employment Issues</td>
<td>8</td>
<td>Term 3 Week 4</td>
</tr>
<tr>
<td>Running a Business</td>
<td>8</td>
<td>Term 4 Week 2</td>
</tr>
<tr>
<td>Our Economy</td>
<td>8</td>
<td>Term 4 Week 10</td>
</tr>
</tbody>
</table>
Cover sheets for each Assessment task are included in this booklet. Students are advised to place all due dates in their school diary. Your teacher will continuously remind you when tasks/tests are due.

Students will be required to sign the blue form when submitting assessment tasks. You must hand the assessment task direct to your teacher, or the Head Teacher in case of teacher absence. No responsibility will be taken for assessment tasks left on desks.

If you are away on the day of a task being due you must submit it on the day you return to school. A late task must be accompanied by a letter from your parents or carers.

Computer/printer failures are not an acceptable excuse for lateness. Students should plan each assessment task three to four weeks in advance. Students will be tested over a range of tasks. All tasks can include the following assessment techniques.

<table>
<thead>
<tr>
<th>Test type Technique</th>
<th>Assessment Component</th>
<th>Formative Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice Questions</td>
<td>(a) Research assignments and projects</td>
<td>Teacher observation – Casual or standardized</td>
</tr>
<tr>
<td>Stimulus based Questions</td>
<td>(b) Oral presentations</td>
<td>Self assessment</td>
</tr>
<tr>
<td>Short Answer</td>
<td>(c) Examination of knowledge</td>
<td>Peer assessment</td>
</tr>
<tr>
<td>Extended Response</td>
<td>(d) Skills Interpretation</td>
<td>Conferencing–discussions/ interviews between teacher and student</td>
</tr>
</tbody>
</table>
Important Information Regarding Assessment Tasks in the Social Science Faculty

- Cover sheets for each Assessment task are included in this booklet. Students are advised to place this booklet into their portfolio and put all due dates in their school diary. Your teacher will continuously remind you when tasks/test are due.

- Students will be required to sign the blue form when submitting Assessment Tasks. You must hand the assessment task direct to your teacher, or the Head Teacher in case of teacher absence. No responsibility will be taken for assessment tasks left on desks.

- If you are away on the day of a task being due you must submit it on the day you return to school. A late task must be accompanied by a letter from your parents or carers.

- Computer/printer failures are not an acceptable excuse for lateness. Students should plan each assessment task three to four weeks in advance.

- Downloads or plagiarism of information will be treated as a non-attempt.

- Students must demonstrate original work.

- All material used needs to be referenced.

- Students should refer to the Board of Studies. Some Key Words to assist them in completing assessment task. This is included in the appendix of this booklet.

- Students should use the Pre Writing Task Sheet to assist with writing tasks. This is included in the appendix of this booklet.
STUDENTS PLEASE NOTE:

Failure to meet course requirements may result in a NOT SATISFACTORY OR ‘N’ AWARD FOR YEAR 10 COMMERCE.

I have read and understand the requirements for the Year 10 Commerce course.

......................................................... ..........................................................
Student Signature                           Parent Signature

This part is to be shown to your Commerce teacher.
## ASSESSMENT COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Class tests, stimulus based activity, Research and Investigation Assignments.</td>
</tr>
<tr>
<td>Practical</td>
<td>Court Visits, Oral Presentations, Stock Exchange Computer Activity, Multimedia Presentations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Task</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Semester One</td>
<td></td>
</tr>
<tr>
<td>Term 1</td>
<td>Task 1: Focus Area: Law &amp; Society</td>
<td>20%</td>
</tr>
<tr>
<td>Wk 9</td>
<td>Field Study Report (submission of booklet) and Extended Response in class</td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td>Task 2: Focus area: Political Involvement</td>
<td>20%</td>
</tr>
<tr>
<td>Week 5</td>
<td>Media File</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester Two</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Task 3: Focus Area: Employment Issues.</td>
<td>20%</td>
</tr>
<tr>
<td>Week 2</td>
<td>CV/Resume Writing &amp; My Ideal Job Research Task.</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Task 4: Focus Area: Running A Business.</td>
<td>20%</td>
</tr>
<tr>
<td>Week 10</td>
<td>Working As A Team. Group Work Activities.</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>Task 5: Yearly Examination.</td>
<td>20%</td>
</tr>
<tr>
<td>Week 4</td>
<td>Law/Political Involvement/Employment/Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Assessment Booklet Commerce 2015
TASK:
Prepare a written and oral presentation on the topic “We are all equal in the eyes of the law”. You may write either in FAVOUR OR AGAINST the statement.

Your oral report should include reference to:
- Australian and/or International cases
- Some alternative groups such as Aborigines, Economically disadvantaged groups, disabled groups, Legal Aid users or Homosexuals, people from NESB.
- Relevant issues to the alternative groups and your chosen side of the argument
- Political and legal structures that are involved with and affect these alternative groups (Police, Politicians, Acts of Parliament, Law Courts, Lobby Groups)
- Your oral presentation should be interesting and visual – not just a “read aloud and hope they listen” presentation. You could include:
  - Video footage
  - PowerPoint Presentation
  - Overhead (pictures, cartoons, diagrams)
- Use the Oral Presentation Marking Guideline for hints and advice in preparing such as speech

You might wish to visit www.nt.alp.org.au/index for some Australian ideas.
Include a reference list

MARKING CRITERIA: (mark out of 20)
In the written report task, you will be assessed on your ability to: (10 marks)
- Gather and organise information from a variety of sources.
- Communicate in using appropriate forms.
- Making informed opinions on legal issues.
In the oral presentation you will be assessed on your ability to: (5 marks)
- Communicate in an interesting and creative manner.
- Prepares charts, graphs
- Express informed opinions

DUE DATE: Week 9 Term 1
WEIGHTING: 20%
Core Topic 2.2: Employment Issues.

**TYPE OF TASK:** You’re Hired! Research & CV/Resume Writing

**TASK:**
Select one CAREER of your interest and complete the following:

- Present a research report on the career. In your report outline the education and training, experience and other requirements necessary for obtaining and being successful in the career. (Approximately 200 words)
- Collect two newspaper job advertisements related to this career.
- Using the two job newspaper advertisements, construct a table showing the following information:
  - location
  - wage/salary
  - additional benefits
  - qualifications required
  - experience required
  - type of application
  - contact person
  - closing date of application
  - starting date of position
- Write a letter of application for one of these positions. Use the handout “How to write a Job Application Letter”.
- Present a Personal Resume or CV in an interview situation.
  - Use internet sites and CD-ROMS to present a suitable CV for yourself
  - DO NOT INCLUDE original document in your CV – photocopies only

**MARKING CRITERIA:** (mark out of 15)
In this task, you will be marked on your ability to:

- Use appropriate technical concepts and language related to career education
- Use information from a variety of sources
- Communicate information in a table format
- Communicate information in the correct letter format
- Present relevant and up-to-date information in a resume format in an interview situation.

**DUE DATE:** Week 5 Term 2

**WEIGHTING:** 20%
**Core Topic 2.1:** Law & Society/Employment Issues.

**TYPE OF TASK:** Mid Course Exam

**TASK:** Test type.

**CONTENT:** There are two sections
(a) Multiple choice skills. Students must use their own knowledge and interpret sources from a stimulus material.
(b) Short Answers. Students must use the sources from the stimulus material and their own knowledge from the topics:
   - Law & Society
   - Employment Issues

**MARKING CRITERIA:** (TBA)
Multiple Choice questions –
Short Answer questions –
Outcomes Assessed – 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9.

**DUE DATE:** Term 2 TBA
**TIME:** 60 Minutes
**WEIGHTING:** 20%
Option 2: Running a Business
TYPE OF TASK: Working As A Team! Group Work

TASK:
1. Research & Investigation: Running a Business. Choose a business you would like to operate at school! You are the entrepreneur.
2. Develop a Business Plan. A Business Plan is a written document that sets out a description of the business, its market, its competitive advantages, its objectives and strategies it will follow to achieve those objectives. Your teacher will give you more information on how to prepare this.
3. Deliver (operate) your business in school.

MARKING CRITERIA:
To be given to students prior to the task.

DUE DATE: Week 9 Term 3
WEIGHTING: 20%
Core Topic 2.2: Running A Business /Employment Issues
TYPE OF TASK: Final Course Examination

TASK: Test type, 60 minutes (plus 5 minutes reading time).

CONTENT: There are two sections
(a) Students must use their own knowledge and interpret sources from stimulus material to answer multiple choice questions.
(b) Short Answers. Students must use the sources from the stimulus material and their own knowledge from the topics;
   - Employment Issues
   - Running A Business

MARKING CRITERIA/TEST FORMAT:
Part A: Multiple Choice Questions –
Part B: Short Answers –
Part C: Extended Response

DATE OF TEST: Exam period Term 4
TIME: 60 minutes
WEIGHTING: 20%
LIST THE KEY DIRECTIVE TERMS

1.

2.

3.

THE QUESTION IS ASKING ME TO

•

•

•

The Introduction will begin your answer

INTRODUCTION
MY FIRST PARAGRAPH WOULD BE

Plan your First paragraph here

List of the points to be covered in the BODY of my answer. Use the reverse side of this sheet.

CONCLUSION
MY LAST PARAGRAPH WOULD BE

Use the back of the sheet for the Body of your essay

The Conclusion will end your answer. Plan it here.

Are there words like – Explain, Describe, Compare and Contrast, Define, Account for, Define, Evaluate, Identify, Analyse.

Break down exactly what the question wants you to do

List the parts of the question you must answer

This is a planning sheet for Extended Responses
List the KEY DIRECTIVE TERMS

1. 

2. 

3. 

The Question is asking me to

• 

• 

• 

INTRODUCTION
My first paragraph would be

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

List of the points to be covered in the BODY of my answer.
Use the reverse side of this sheet.

CONCLUSION
My last paragraph would be

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
List of the points to be covered in the BODY of the response.

Each point can be a new paragraph or included within a paragraph

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To help develop a consistent understanding of some key words in the ROSA, the following glossary provides the meaning of these words as they generally apply across subject areas.

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account</td>
<td>Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions</td>
</tr>
<tr>
<td>Analyse</td>
<td>Identify components and the relationship between them; draw out and relate implications</td>
</tr>
<tr>
<td>Apply</td>
<td>Use, utilise, employ in a particular situation</td>
</tr>
<tr>
<td>Calculate</td>
<td>Ascertain/determine from given facts, figures or information</td>
</tr>
<tr>
<td>Classify</td>
<td>Arrange or include in classes/categories</td>
</tr>
<tr>
<td>Compare</td>
<td>Show how things are similar or different</td>
</tr>
<tr>
<td>Construct</td>
<td>Make; build; put together items or arguments</td>
</tr>
<tr>
<td>Contrast</td>
<td>Show how things are different or opposite</td>
</tr>
<tr>
<td>Define</td>
<td>State meaning and identify essential qualities</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show by example</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide characteristics and features</td>
</tr>
<tr>
<td>Discuss</td>
<td>Identify issues and provide points for and/or against</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Make a judgement based on criteria; determine the value of</td>
</tr>
<tr>
<td>Examine</td>
<td>Inquire into</td>
</tr>
<tr>
<td>Explain</td>
<td>Relate cause and effect; make the relationships between things evident; provide why and/or how</td>
</tr>
<tr>
<td>Identify</td>
<td>Recognise and name</td>
</tr>
<tr>
<td>Interpret</td>
<td>Draw meaning from</td>
</tr>
<tr>
<td>Investigate</td>
<td>Plan, inquire into and draw conclusions about</td>
</tr>
<tr>
<td>Justify</td>
<td>Support an argument or conclusion</td>
</tr>
<tr>
<td>Outline</td>
<td>Sketch in general terms; indicate the main features of</td>
</tr>
<tr>
<td>Predict</td>
<td>Suggest what may happen based on available information</td>
</tr>
<tr>
<td>Recall</td>
<td>Present remembered ideas, facts or experiences</td>
</tr>
<tr>
<td>Recommend</td>
<td>Provide reasons in favour</td>
</tr>
<tr>
<td>Recount</td>
<td>Retell a series of events</td>
</tr>
<tr>
<td>Summarise</td>
<td>Express, concisely, the relevant details</td>
</tr>
</tbody>
</table>