

**Merinda Scott**  
**10CB**

# **HILLCREST HIGH SCHOOL**



**REPORT**  
**JULY 2013**

# Visual Arts (Year 10)

**Merinda Scott**

10CB

**Attendance**

47 / 53

Not yet met  
Developing/  
Emerging  
Usually  
Demonstrating  
Achieved to a  
high level

## National Curriculum

|   |                       |                       |                                  |                                  |
|---|-----------------------|-----------------------|----------------------------------|----------------------------------|
| <p><b>Developing Ideas - Visual Arts - Level 5</b><br/>Generate, develop, and refine ideas in response to a variety of motivations, including the study of established practice.</p>  | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            |
| <p><b>Developing Practical Knowledge - Visual Arts - Level 5</b><br/>Apply knowledge of selected conventions from established practice, using appropriate processes and procedures.</p>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> |
| <p><b>Understanding the Arts in Context, Communicating and Interpreting - Visual Arts - Level 5</b><br/>Students will investigate the purposes of images in past and present cultures. They will compare and contrast ways ideas are communicated in the visual arts.</p> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            |

## School Based Assessments

|                    |                          |
|--------------------|--------------------------|
| Visual Diary       | Achieved with Excellence |
| Painting for folio | Achieved                 |

ID: 12496

Concern \_\_\_\_\_ ● \_\_\_\_\_ Excellent

|                               |   |
|-------------------------------|---|
| Self Management Skills        | ✓ |
| Social and Cooperative Skills | ✓ |
| Work Skills                   | ✓ |

Merinda is a highly motivated student in Art. She really enjoyed the book project and created a successful image. Her paintings are detailed and rich, and show confidence with line and tone. She enjoys learning new techniques and applying these in her compositions. Merinda is always courteous and responsible in class.

*Mrs S Spittle*  
July 2013

# Design & Visual Communication (Year 10)

Merinda Scott

10CB

Attendance

48 / 55

Not yet met  
Developing/  
Emerging  
Usually  
Demonstrating  
Achieved to a  
high level

## National Curriculum

|   |   |
|---|---|
| <p><b>Technological Practice - Planning for practice - Level 5</b><br/>Analyse their own and others planning practices to inform the selection and use of planning tools. Use these to support and justify planning decisions (including those relating to the management of resources) that will see the development of an outcome through to completion.</p>  | <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/></p> |
| <p><b>Technological Practice - Outcome development and evaluation - Level 5</b><br/>Analyse own &amp; others outcomes to inform the development of ideas for feasible outcomes. Undertake ongoing functional modelling &amp; evaluation that takes account of key stakeholder feedback &amp; trialling in physical &amp; social environments. Use information gained to select &amp; develop the outcome that best addresses the specs.</p> | <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/></p> |
| <p><b>Technological Knowledge - Technological modelling - Level 5</b><br/>Understand how evidence, reasoning, and decision making in functional modelling contribute to the development of design concepts and how prototyping can be used to justify ongoing refinement of outcomes.</p>   | <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/></p> |

## School Based Assessments

|                                    |                          |
|------------------------------------|--------------------------|
| Instrumental Drawing Skills        | Achieved with Merit      |
| Toblerone Packaging Design Project | Achieved with Excellence |

ID: 12496

Concern \_\_\_\_\_ ● \_\_\_\_\_ Excellent

|                               |   |
|-------------------------------|---|
| Self Management Skills        | ✔ |
| Social and Cooperative Skills | ✔ |
| Work Skills                   | ✔ |

Merinda is a conscientious student and has achieved to a high level in this subject. She keeps focused and has demonstrated she is willing to explore and work through a variety of different ideas and outcomes. She is therefore very capable of working by herself and gaining confidence in this respect. Her practical skills have increased to a high level, and she is now confident in using the DVC equipment in class. Merinda's book work is to an excellent standard and in every project she has demonstrated well thought out ideas and thinking processes involved to reach milestone stages.

Mr J OBrien  
July 2013

# English (Year 10)

Merinda Scott

10CB

Attendance

50/57

Not yet met  
Developing/  
Emerging  
Usually  
Demonstrating  
Achieved to a  
high level

## National Curriculum

|  |                       |                       |                       |                                  |
|--|-----------------------|-----------------------|-----------------------|----------------------------------|
| <b>Writing</b><br>Selects, develops and communicates purposeful ideas - Level 5  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| <b>Speaking</b><br>Integrates sources of information, processes and strategies purposefully and confidently to express ideas - Level 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| <b>Reading</b><br>Thinks critically about written texts - Level 5  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

## School Based Assessments

|                              |                          |
|------------------------------|--------------------------|
| Creative Writing Common Test | Achieved with Excellence |
|------------------------------|--------------------------|

ID: 12496

Concern \_\_\_\_\_ ● \_\_\_\_\_ Excellent

|                               |   |
|-------------------------------|---|
| Self Management Skills        | ✓ |
| Social and Cooperative Skills | ✓ |
| Work Skills                   | ✓ |

Merinda is an able student who writes with fluency and flair. Her creative writing assessment was original and well structured. Her responses to texts are perceptive and she understands the implications of ideas. Merinda's challenge is to keep developing her points and take the opportunity to extend her reading this year as she has the potential to excel in all facets of English at senior level.

Mrs R Jamieson  
July 2013

# Mathematics (Year 10)

**Merinda Scott**

10CB

**Attendance**

68/75

Not yet met  
Developing/  
Emerging  
Usually  
Demonstrating  
Achieved to a  
high level

## National Curriculum

|   |                       |                       |                                  |                                  |
|---|-----------------------|-----------------------|----------------------------------|----------------------------------|
| <p><b>Number - Number Strategies and Knowledge - Level 5/6</b><br/>Perform basic operations on fractions; classify numbers as whole, integer, rational, or irrational; devise a strategy to solve a number problem; estimate answers. Use of appropriate technology to solve problems and discuss the reasonableness and meaning of the answers obtained.</p> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            |
| <p><b>Statistics - Statistical Literacy - Level 5/6</b><br/>Students will evaluate statistical reports in the media by relating the displays, statistics, and processes used, to the claims made. They will also plan and conduct surveys and experiments using the statistical enquiry cycle.</p>  | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            |
| <p><b>Statistics - Probability - Level 5/6</b><br/>Students will investigate situations that involve elements of chance: comparing discrete theoretical distributions and experimental distributions, appreciating the role of sample size; calculating probabilities in discrete situations.</p>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> |

## School Based Assessments

|                        |                          |
|------------------------|--------------------------|
| Number - EOT Test      | Achieved with Merit      |
| Statistics - EOT Test  | Achieved with Merit      |
| Probability - EOT Test | Achieved with Excellence |

ID: 12496

Concern \_\_\_\_\_ ● \_\_\_\_\_ Excellent

|                               |   |
|-------------------------------|---|
| Self Management Skills        | ✓ |
| Social and Cooperative Skills | ✓ |
| Work Skills                   | ✓ |

Merinda is a cheerful and a very industrious student who shows impressive dedication to her studies. She is a very capable student who has consistently completed all her tasks to a very high standard and has excelled in all her assessments. She is an independent worker who needs no encouragement to work to her full potential. It was a pleasure to teach Merinda this year.

*Mr S Achary*  
July 2013

# Health & Physical Education (Year 10)

Merinda Scott

10CB

Attendance

47/52

Not yet met  
Developing/  
Emerging  
Usually  
Demonstrating  
Always  
Demonstrating

## National Curriculum

|   |                       |                                  |                                  |                       |
|---|-----------------------|----------------------------------|----------------------------------|-----------------------|
| <b>Personal Health and Physical Development - Regular physical activity - Level 4</b><br>Students will demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being. | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| <b>Movement Concepts and Motor Skills - Movement skills - Level 5</b><br>Students will acquire and apply complex motor skills by using basic principles of motor learning.  | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| <b>Movement Concepts and Motor Skills - Positive attitudes - Level 5</b><br>Students will develop skills and responsible attitudes in challenging physical situations.  | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| <b>Relationships with Other People - Interpersonal skills - Level 5</b><br>Students will demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.                        | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |

## School Based Assessments

### Fitness Unit

|  |                               |
|--|-------------------------------|
| Fitness Test - Cardiovascular Endurance (Sustained movement of whole body) | <i>Topic not yet assessed</i> |
| Fitness Test - Muscular Endurance /Strength (Press Ups)                    | <i>Topic not yet assessed</i> |
| Fitness Test - Core Body Strength/Endurance (Sit Ups)                      | <i>Topic not yet assessed</i> |
| Fitness Test - Agility (Body's ability to change direction at speed)       | <i>Topic not yet assessed</i> |
| Fitness Test - Flexibility (Body's range of motion)                        | <i>Topic not yet assessed</i> |

### Health

|                                    |                     |
|------------------------------------|---------------------|
| CPR Practical Assessment           | Pass                |
| CPR Test                           | Achieved with Merit |
| Drugs and Alcohol Essay/Assessment | Achieved            |

ID: 12496

Concern \_\_\_\_\_ ● \_\_\_\_\_ Excellent

|                               |   |
|-------------------------------|---|
| Self Management Skills        | ✶ |
| Social and Cooperative Skills | ✶ |
| Work Skills                   | ✶ |

Merinda is a friendly and enthusiastic student who has worked well to date in physical education. Her participation levels have been good and she is always organised for activity. I was impressed with Merinda's leadership qualities in the recent adventure based learning unit, where she voiced some well thought ideas to help her group to succeed, while also listening to her peers opinions. One area I encourage Merinda to put more effort into as the year progresses is the two lap warm up. If she runs to the best of her ability and not that of her peers she will see some benefits when we test her cardiovascular endurance in Term 3. I am enjoying Merinda's contributions in class and look forward to watching her progress.

Miss S Cochrane  
July 2013

# Science (Year 10)

**Merinda Scott**

10CB

**Attendance**

49/52

Not yet met  
Developing/  
Emerging  
Usually  
Demonstrating  
Achieved to a  
high level

## National Curriculum

|  |                       |                       |                                  |                                  |
|--|-----------------------|-----------------------|----------------------------------|----------------------------------|
| <b>Living World - Evolution - 1 - Level 5</b><br>Describe the basic processes by which genetic information is passed from one generation to the next.  | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            |
| <b>Material World - Properties and changes of matter - 1 - Level 5</b><br>Investigate the chemical and physical properties of different groups of substances, for example, acids and bases, fuels, and metals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> |
| <b>Material World - Properties and changes of matter - 2 - Level 5</b><br>Distinguish between pure substances and mixtures and between elements and compounds.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> |

## School Based Assessments

|                           |                          |
|---------------------------|--------------------------|
| Earth Science and Geology | Achieved with Excellence |
| Atomic Science            | Achieved with Excellence |
| Genetics and Evolution    | Achieved with Merit      |
| Metallurgy                | Achieved with Excellence |

ID: 12496

Concern \_\_\_\_\_ ● \_\_\_\_\_ Excellent

|                               |   |
|-------------------------------|---|
| Self Management Skills        | ✶ |
| Social and Cooperative Skills | ✶ |
| Work Skills                   | ✶ |

Merinda is a capable and enthusiastic student who is making sound progress but she must understand that when she is off task it disrupts our learning environment. There is always extra extension work to do when she has finished the set task and she will benefit from doing it. Merinda is always courteous.

*Ms S Talbett*  
July 2013

# Social Studies (Year 10)

**Merinda Scott**

10CB

**Attendance**

50/57

Not yet met  
Developing/  
Emerging  
Usually  
Demonstrating  
Achieved to a  
high level

## National Curriculum

|                                 |  |                       |                       |                       |                                  |
|---------------------------------|--|-----------------------|-----------------------|-----------------------|----------------------------------|
| <b>Social Studies - Level 5</b> | Understand how the ideas and actions of people in the past have had a significant impact on peoples lives. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| <b>Social Studies - Level 5</b> | Understand how people define and seek human rights.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

## School Based Assessments

|                          |                          |
|--------------------------|--------------------------|
| Human Rights Skills Test | Achieved with Excellence |
| Ideas Skills Test        | Achieved with Excellence |
| Ideas Essay              | Achieved with Excellence |
| Ideas Inquiry            | Achieved with Excellence |

ID: 12496

Concern \_\_\_\_\_ ● \_\_\_\_\_ Excellent

|                               |   |
|-------------------------------|---|
| Self Management Skills        | ✱ |
| Social and Cooperative Skills | ✱ |
| Work Skills                   | ✱ |

Merinda is a friendly, outgoing student in Social Studies. She displays a sound understanding of the topics we have studied so far this year and has produced exceptional work. In particular, the Social Studies research inquiry she completed at the beginning of Term Two was excellent. Merinda is confident in asking questions when she is unsure of any course material and actively contributes to class discussions. Merinda should be proud of the work she produces in Social Studies; she will continue to succeed if she maintains her responsible approach to learning.

*Ms T Patterson*  
July 2013



# Spanish (Year 10)

**Merinda Scott**

10CB

**Attendance**

49 / 54

Not yet met  
Developing/  
Emerging  
Usually  
Demonstrating  
Achieved to a  
high level

## National Curriculum

|   |                       |                       |                       |                                  |
|---|-----------------------|-----------------------|-----------------------|----------------------------------|
| <b>Communication - Managing self and relating to others - Levels - 3 &amp; 4</b><br>Express and respond to personal needs and interests. (Discussion of free time activities) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| <b>Cultural Knowledge - 1 - Levels - 3 &amp; 4</b><br>Recognise and describe ways in which the target culture(s) is (are) organised. (Meet and greet)                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| <b>Cultural Knowledge - 2 - Levels - 3 &amp; 4</b><br>Compare and contrast cultural practices. (Easter in Spanish-speaking countries)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

## School Based Assessments

|                       |                          |
|-----------------------|--------------------------|
| Prueba 1              | Achieved with Excellence |
| Festival Presentation | Achieved with Excellence |
| Shopping Task         | Achieved with Excellence |

ID: 12496

Concern \_\_\_\_\_ ● \_\_\_\_\_ Excellent

|                               |   |
|-------------------------------|---|
| Self Management Skills        | ▼ |
| Social and Cooperative Skills | ▼ |
| Work Skills                   | ▼ |

Merinda is a polite and diligent student in Spanish. Merinda works hard to maintain a high standard and to improve her language skills. She always contributes to class spoken activities with confidence and she is able to use a wide range of vocabulary and grammar structures. Merinda takes risks and this is an excellent quality in a language learner. She relates well to her peers and often takes on a leadership role in group activities.

*Ms D Le Heron*  
July 2013