In this Unit students further their development of two-dimensional art making with an emphasis on design development and more sustained projects. There is also a component where historical artworks are analysed and design elements and principles are studied.

Outcomes
The ability to:

- Develop ideas in visual representation  S
- Follow a process of sustained design development  S
- Art History timeline  S
- Research and analyse specific artworks  S

Assessment Tasks

- Refinement and development of ideas
- Technical development
- Final pieces
- Art History
- End of Semester Effort Grade
- End of Term 3 Effort Grade

General Comment:
Alex is a very interesting young man and has been a quiet and steady presence in this class, diligently and thoughtfully working on his oil painting and excelling in his written response and contextual analysis of Australian paintings. His very articulate and intelligent responses were insightful and full of pertinent personal observation. His ideas for the oil painting were very good and he was developing a good technical grasp of the medium but, unfortunately, he was, for various reasons, just rather slow and never quite finished his painting.
In this Unit students study a range of texts, including narrative and persuasive texts, in order to comprehend, appreciate and analyse the construction and interpretation of various texts. Students also develop skills in creating written texts and oral responses.

Outcomes
The ability to:
- Read and respond to texts
- Create and present texts
- Use language to persuade

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Grade Distribution for all students completing the subject at MGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text response</td>
<td>A+ A B+ B C+ C D+ D E+ E S NA NS</td>
</tr>
<tr>
<td>Creative response</td>
<td>A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+</td>
</tr>
<tr>
<td>Oral communication</td>
<td>A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+</td>
</tr>
<tr>
<td>Independent project</td>
<td>A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+</td>
</tr>
<tr>
<td>Point of View</td>
<td>A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+</td>
</tr>
<tr>
<td>End of Semester Examination</td>
<td>A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+ A+</td>
</tr>
<tr>
<td>End of Semester Effort Grade</td>
<td>H</td>
</tr>
<tr>
<td>End of Term 3 Effort Grade</td>
<td>VH</td>
</tr>
</tbody>
</table>

General Comment:
Alex is a bright and capable student who quietly and keenly goes about his work with a minimum of fuss. He is at all times reliable with the submission of the set tasks. Alex has lovely written expression and his language use is often fluent and well controlled. He is confident using the text and a range of evidence to substantiate his ideas. His oral presentation was thoughtfully written and confidently delivered. It has been terrific to see the pride and care that Alex takes in his work and he should be very proud of the results he has achieved. It has been a pleasure having him in the class.
In this Unit students further develop their ability to understand, speak, read and write in French. Emphasis is on activities which develop communicative competence and structural knowledge of both written and spoken French. The areas of study provide the opportunity for the student to build upon what is familiar as well as develop knowledge and skills in new and more challenging ways.

Outcomes
The ability to:

- Listen to and read authentic material
- Use a variety of grammatical structures
- Participate in basic conversation and oral presentations
- Produce written pieces in a variety of styles

Assessment Tasks

- Oral performance
- Listening comprehension
- Reading comprehension
- Writing
- Vocabulary tests
- Grammar tests
- End of Semester Examination
- End of Semester Examination
- End of Semester Effort Grade

General Comment:
Alex performed extremely well again in all areas in Semester 2. He is a talented linguist who is also hard working and eager to extend himself. At this stage, he should perhaps try to read a short novel in French in the summer holiday or listen to French podcasts to keep improving his comprehension of written and spoken texts further. It has been a privilege teaching Alex this year and I wish him all the best for the next two years and beyond.
Latin for VCE

Teacher: Mrs S M Durham  Tutor: Mr G Tzikas

In this Unit students complete the study of Latin grammar. They further develop their ability to translate advanced passages of Latin into English. They also develop an ability to translate unseen passages of original Latin.

Outcomes

The ability to:

- Learn and translate various uses of the subjunctive S
- Learn and translate clauses of fearing S
- Learn and translate impersonal verbs S
- Learn and translate gerunds S
- Learn and translate gerundives S
- Translate unseen passages of Latin into English S

Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Grade Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>A+</td>
</tr>
<tr>
<td>Test 2</td>
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<td>Test 3</td>
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<tr>
<td>Test 4</td>
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<td>End of Semester Examination</td>
<td>A+</td>
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<tr>
<td>End of Semester Effort Grade</td>
<td>VH</td>
</tr>
<tr>
<td>End of Term 3 Effort Grade</td>
<td>VH</td>
</tr>
</tbody>
</table>

General Comment:

Alex has worked most conscientiously this semester. He is mature in his approach to his studies and he has a sound knowledge of grammar and vocabulary on which to develop in Year 11. He is always engaged in lessons and understands what is required to achieve the very best results. I am confident that with such a solid foundation, he will flourish in his VCE Latin course. It has been a pleasure to teach Alex this semester and I wish him every future success.
Mathematics 4

Teacher: Mr A L Near
Tutor: Mr G Tzikas

The aim of this Unit is to develop mathematical knowledge and skills, to analyse and solve problems and to use technology appropriately. Students encounter ideas and problems from Arithmetic, Algebra, Space, Measurement, Co-ordinate Geometry, Transformational Geometry, Statistics and Probability. In particular there is work on Growth and Deduction, Geometry, Quadratic Functions, Enlargements and Conditional Probability.

Outcomes

The ability to:
- Define concepts and processes and use them routinely
- Use skills in non-routine contexts
- Use technology appropriately

Assessment Tasks

Classwork
End of Semester Examination
End of Semester Effort Grade
End of Term 3 Effort Grade

General Comment:

Alex has continued to be an enthusiastic and very able Mathematics student. He picks up concepts quickly and can implement his knowledge and understanding in a wide variety of contexts. This has enabled him to achieve some excellent scores in topic tests, never falling below A+ standard. Indeed, Alex’s scores are amongst the best in this top set. He should approach Mathematical Methods Units 3 and 4 next year confident and aiming for a very high score. I wish him every success in this challenge.
Personal Development & Leadership 2

Teacher: Mr A C Murray
Tutor: Mr G Tzikas

This Unit of Personal Development aims to provide a forum for information dissemination and open discussion on a range of topics. These topics include Leadership, Sexual Health and Behaviour, and Mental Health. It is hoped that students will develop a better understanding of themselves and be able to apply what they have learnt to their own lives. The course aims to ensure that students are better equipped to make informed decisions and to resist the negative influences of peer pressure.

Outcomes
The ability to:

- Participate in discussions on Personal Development issues
- Understand themselves as leaders and key issues relating to leadership

Assessment Tasks
- Inside the Gates portfolio
- Sex education e-portoflio
- Safe partying guidelines brochure
- End of Semester Effort Grade
- End of Term 3 Effort Grade

General Comment:
Alex is a polite and considerate young man who produced a good semester's work in Personal Development. His contribution to class discussions has been great and as the semester progressed he developed more confidence in expressing his opinion to the rest of the class. Alex has produced some good work throughout the semester and has displayed a solid grasp of the content we have covered to date.
Philosophy & Religious Studies 2

Teacher: Dr F J McCutcheon
Tutor: Mr G Tzikas

This Unit covers a range of religious and philosophical topics with particular emphasis on contemporary issues.

Outcomes
The ability to:

- Demonstrate skills of comprehension and analysis
- Develop a line of reasoning
- Demonstrate understanding of religious/philosophical concepts
- Evaluate arguments

Assessment Tasks

Class assignments
Tests
Research task
End of Semester Effort Grade
End of Term 3 Effort Grade

General Comment:
Alex is an exceptionally bright student whose submissions this semester have been first rate. Equally at home with philosophical concepts and religious notions, Alex writes with a confidence and mastery indicative of a student who not only has natural ability but also applies himself with discipline to the tasks at hand. It has been most enjoyable teaching him this semester.
Science & Technology - Core 3

Teacher: Mr A R Keech
Tutor: Mr G Tzikas

In this Unit students study: Biology: Students develop an understanding of how the human body functions, focussing particularly on the skeletal system, nervous system and the senses. Chemistry: Students investigate chemical reactions including the factors that influence rate and energy changes. Physics: Students will gain an insight into how forces interact to affect the motion of objects, study various forms of energy and explore the energies involved in collisions.

Outcomes
The ability to:

- Examine the skeletal system, nervous system and the senses
- Investigate energy changes in chemical reactions and rates of reaction
- Explore applications of force in the motion of objects
- Use a computer to record, analyse and communicate information

Assessment Tasks

Experimental technique
Written work
Tests
End of Semester Examination
End of Semester Effort Grade
End of Term 3 Effort Grade

General Comment:

Alex has impressed me with his enthusiasm and thirst for learning. He has been willing to ask questions to further his understanding of the concepts involved in both practical and theory sessions. He is willing to follow up on content that he does not fully understand and seek assistance outside the classroom. His results indicate that he has been revising his work on a regular basis. Alex has an enquiring mind, which was demonstrated in practical sessions and the questions that he has asked. It has been a pleasure having Alex in my class as he is a well mannered student who has made a concerted effort.

Grade Distribution for all students completing the subject at MGS

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D</th>
<th>E+</th>
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<td>14</td>
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<td>9</td>
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<tr>
<td>%</td>
<td>14</td>
<td>11</td>
<td>11</td>
<td>14</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>10</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Numbers range from 5(High) to 1(Low)

^ Indicates that this student studies English as a Second Language
* Indicates a consultation with Tutor/Head of House (Senior School) or Subject Teacher (Wadhurst) is recommended
- No consultation needed
**Health & Physical Education 4**

**Teacher: Mr D F Aitken**

**Tutor: Mr G Tzikas**

In this Unit students are introduced to activities that will require them to learn new skills and adapt previously learnt skills in new contexts. Locomotive and movement activities of Gymnastics, Athletics and Fencing will allow students to further develop and apply essential fundamental movement skills. Aquatic activities this semester require students to apply a variety of swimming and lifesaving techniques in the waterpolo unit. Students will undertake another comprehensive fitness evaluation that will allow them to monitor their progress from first semester. This Unit will enable students to make informed decisions regarding their future recreational and/or sporting pursuits.

**Outcomes**

*The ability to:*

- Demonstrate effective decision making and skill execution in game situations S
- Demonstrate effective application of a variety of swimming and stroke techniques S
- Demonstrate an understanding of and improvement in fundamental locomotive skills S

**Assessment Tasks**

- Aquatics
- Locomotive and movement skills
- Net games
- Physical Education elective
- Fitness testing evaluation
- End of Semester Examination
- End of Semester Effort Grade
- End of Term 3 Effort Grade

**General Comment:**

Throughout the semester, Alex has displayed a very positive and enthusiastic approach towards this subject. He has demonstrated a good level of skill in all activities undertaken, especially during the invasion games unit. Alex's communication skills and ability to work in groups have been very pleasing and his sense of fun and good humour has been appreciated by all. As Alex continues to refine his skill development he will continue to improve as a sportsman.
This report is an overview of the student's involvement during the semester

House Report

Tutor:
Alex is to be congratulated on another excellent semester. Academically he is excelling and is enjoying positive relationships with all of his teachers and peers. Alex has grown and matured on an emotional and psychological level over the course of the year and is becoming more comfortable with leadership positions. He is an excellent role model and will be an excellent mentor for the younger students next year. One area of concern is his morning punctuality. Arriving to school consistently late suggests there are areas of improvement, particularly in time management and prioritization of personal and school responsibilities. I urge Alex to think about this over the summer and make the necessary changes to any unproductive habits that may impact his overall academic performance.

Head of House:

Alex has been a terrific asset to the Creese House community, so it was no surprise to anyone that he was awarded the Creese House Junior Cup for this year, an accolade which he thoroughly deserves. He is talented in a number of fields and uses these talents for the greater good as well as his own satisfaction and success – in this instance, the success of Creese House in a wide range of extra-curricular pursuits. Whilst we are a House which staunchly promotes participation over winning, there is no doubt that morale in the group is higher when we do record a win. Alex ticks the boxes with regard to the former, but also contributes to the House being able to savour the sweetness of an occasional victory. Alex has also made an outstanding contribution to the efforts of the Values in Action group about to depart for a 12-day journey to Cambodia, and I have been impressed with the commitment he has shown to his fundraising efforts. I look forward to experiencing this next adventure with him. Alex has already made his mark in Creese House and the school community in general, and I encourage him to keep building on this and embracing new opportunities as they arise. It has been an absolute pleasure working with him, and I wish him all the best for the future.

Tutor: Mr G Tzikas

Head of House: Ms K Witt
**School Report: Senior School**

**Semester 2 (End of Semester) 2013**

**Year 10 Creese House**

**VSN: 719224310**

**Trumpet Lessons**

**Teacher: Mr C C Doley**

**Tutor: Mr G Tzikas**

Instrumental lessons are designed to establish and extend students’ musical knowledge and skills in performing, preparing and listening. Students have been required to: extend their musical repertoire, better their technique, develop their aural capacity, prepare for lessons, extend their musical knowledge and develop their sight-reading.

### Outcomes

*The ability to:*

- Develop skills in solo performance
- Prepare the solo repertoire
- Develop skills in aural perception

<table>
<thead>
<tr>
<th>Grade Distribution for all students completing the subject at MGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
</tr>
<tr>
<td>6%</td>
</tr>
<tr>
<td>5%</td>
</tr>
<tr>
<td>9%</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Assessment Tasks

- **Performance of repertoire**
  - Grade: B
- **Technique**
  - Grade: B
- **Aural**
  - Grade: A
- **Preparation**
  - Grade: A
- **General knowledge**
  - Grade: A
- **Sight reading**
  - Grade: B

### General Comment:

Alex has made very good progress on the trumpet this semester. This is reflected by the result of Credit for his Grade Four AMEB examination. Alex occasionally loses response on the higher notes. He needs to work on maintaining a focused embouchure in the top register and not ‘over blow’ or force these notes. Attention to reducing tension around the throat and eyes would also be beneficial. Alex is an enthusiastic student and is punctual and courteous at all times and his contribution to Wind Ensemble this year has been excellent.
Beyond the Gates goes beyond what is possible within the traditional realms of education. The six themes of journey, identity, discovery, collaboration, spirit and challenge provided a focus for students as they partook in a program that provided an opportunity for boys to embrace challenge and their own development as a young man working with a group of peers on a 20 day journey that will ultimately serve as a rite of passage.

Achievement Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Builds upon pre-existing personal strategies to prepare for the rigours of the journey</td>
<td>9</td>
</tr>
<tr>
<td>Demonstrates a variety of practical life skills in an outdoor context</td>
<td>9</td>
</tr>
<tr>
<td>Demonstrates adaptability and flexibility in settings and contexts that are challenging and unfamiliar</td>
<td>9</td>
</tr>
<tr>
<td>Displays appropriate respect and deference for the environment</td>
<td>9</td>
</tr>
<tr>
<td>Utilises a natural curiosity alongside a process of inquiry to unearth new learnings</td>
<td>9</td>
</tr>
<tr>
<td>Demonstrates a willingness to push beyond perceived limitations to extend his comfort zone</td>
<td>9</td>
</tr>
<tr>
<td>Embraces the spirit of exploration as a means to discover new ways of thinking and behaving</td>
<td>10</td>
</tr>
<tr>
<td>Demonstrates high order problem solving capabilities in challenging situations</td>
<td>10</td>
</tr>
<tr>
<td>Actively engages in reflective practice leading to improved sights into self and others</td>
<td>8</td>
</tr>
<tr>
<td>Demonstrates a desire to live ethically and justly whatever the environment</td>
<td>10</td>
</tr>
<tr>
<td>Accepts and honours the vulnerability in others whilst remaining unafraid of expressing fears and limitations</td>
<td>9</td>
</tr>
<tr>
<td>Understands the link between behaviour, speech and character, and behaves in a way that affirms the connection</td>
<td>10</td>
</tr>
<tr>
<td>Employs effective, and appropriate methods of communication in a myriad of environments</td>
<td>8</td>
</tr>
<tr>
<td>Demonstrates responsibility when working with others</td>
<td>10</td>
</tr>
<tr>
<td>Displays kindness and desire to be of service to others</td>
<td>10</td>
</tr>
<tr>
<td>Willingly draws upon and celebrates the diverse contributions of others in order to achieve goals</td>
<td>7</td>
</tr>
</tbody>
</table>

General Comment:

Alex was a great team member. He is organised, logical and methodical. Alex thrived on the leadership opportunities presented to him and led the group with a relaxed confidence. Alex takes away with him a greater awareness of social interactions and has reinforced his ability to break down problems into more manageable blocks.

Group Leader: Mr C Schultz
Classroom teachers at Melbourne Grammar School, Senior School and Wadhurst, award grades for assessment tasks using the following Grade Level Descriptors as a guide.

A/A+ students clearly demonstrate their understanding of highly complex and abstract ideas. They analyse and manipulate information in a logical way. They apply knowledge or skills in familiar and unfamiliar situations. They communicate ideas accurately and coherently often in a creative way. They are highly effective learners who use a variety of learning styles: independent and collaborative. They use a variety of resources. Their learning is characterised by high levels of achievement with assessment tasks generally marked at 80% or above.

B/B+ students usually demonstrate their understanding of complex and abstract ideas clearly. On many occasions they analyse and manipulate information in a logical way. They are frequently able to apply knowledge or skills in familiar and unfamiliar situations. With guidance, they communicate ideas with a high degree of accuracy and coherence, sometimes in a creative way. They learn in a variety of ways, both independently and collaboratively, with a variety of resources. Their learning is characterised by a very good level of achievement with assessment tasks generally marked at 70% or above.

C/C+ students demonstrate an understanding of key concepts. With supervision and guidance, they analyse and manipulate information in a logical way. They apply knowledge or skills in familiar situations and sometimes transfer these to unfamiliar situations, not always with ease. They communicate ideas with a reasonable degree of accuracy and coherence occasionally in a creative way. They learn in a suitable variety of ways using a variety of resources, often preferring the collaborative to the independent. Their learning is characterised by satisfactory levels of achievement with assessment tasks generally marked at 60% or above.

D/D+ students sometimes demonstrate understanding of key concepts. They experience difficulty understanding abstract concepts. With assistance, they analyse and manipulate basic information in a logical way. They apply knowledge or skills in familiar situations. They are less confident in unfamiliar situations. They communicate ideas with limited accuracy and coherence. Generally, they are not independent learners and they require careful guidance. Their learning is characterised by inconsistent or marginally satisfactory levels of achievement with assessment tasks generally marked at 50% or above.

E/E+ students demonstrate an understanding of some basic concepts but not abstract ones. They require direct supervision to manipulate information in a logical way. They are rarely able to transfer knowledge or skills from familiar to unfamiliar situations. In most cases they are not independent learners; they need specific instructions and frequently require one to one assistance. Their learning is characterised by inconsistent and low levels of achievement with assessment tasks generally marked below 50%.

UG Ungraded indicates that a student has not demonstrated sufficient qualities to achieve any of the grades described above.

NA Not assessed indicates that a grade has not been allocated due to an acceptable reason.

NS Not submitted indicates that a grade has not been allocated due to an unacceptable reason.

H High A/A+ Excellent S Satisfactory
M Medium B/B+ Very Good N Not Satisfactory
L Low C/C+ Good Numbers range from 5 (High) to 1 (Low)
D/D+ Adequate
E/E+ Minimal

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