

MACKILLOP COLLEGE



2018

PRELIMINARY ASSESSMENT HANDBOOK

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MESSAGE FROM THE PRINCIPAL

This booklet has been prepared by the staff of MacKillop College to inform parents and students of the Assessment procedures applicable to the Preliminary Course. It is a reflection of the current assessment policy and procedure throughout New South Wales in general, and MacKillop College in particular. The booklet also details, course by course, the means by which each course will arrive at its final Student Assessment Mark for the Preliminary Course.

Each Course Assessment Schedule will identify the:

- components to be assessed in the course
- weightings for each component in the course
- type of Assessment Task (e.g. exam, essay, fieldwork, in class or hand in)
- mark value of each task in relation to the total number of tasks for the course.

In other words, students should make it their business to know:

- What is to be assessed;
- How it will be assessed;
- When it will be assessed, and
- The relative value of each task.

Assessment is an ongoing process at MacKillop College. The Preliminary course will be assessed regularly, using a variety of assessment instruments. Students are reminded of the importance of all work set during Years 11 and 12 - not only major assessment tasks – in order to perform adequately in their course of study. Minor assessment tasks provide excellent preparation for major assessment tasks and external examinations. They are subsequently regarded as important learning strategies.

This booklet also clearly states the separate procedures and responsibilities of the College and the student. These procedures and responsibilities should be read carefully and understood because of the significant implications they have for each student's results.

Any questions regarding specific aspects of this Assessment Policy should be directed, in the first instance, to the subject Leader of Learning concerned, and then to the Assistant Principal if necessary.

I hope you make profitable use of your time, and wish you every success in senior studies at MacKillop College.

Mrs Anne O'Brien
Principal

MESSAGE FROM THE ASSISTANT PRINCIPALS

Welcome to MacKillop College, Port Macquarie. We hope your stay with us over the coming two years is a happy, productive and successful one. You have before you a tremendous opportunity to achieve your very best in so many areas, including academic achievement, we hope you take the opportunity and use it to your best advantage.

We have produced this assessment handbook in order to help you (and your parents) to understand the regulations governing your assessment during your Preliminary courses. In some cases, you will find these quite similar to what you have been used to in Year 10, while in other cases they may be quite different. We have attempted to make the assessment process and regulations in Year 11 as similar as possible to those in Year 12, in order that you become thoroughly familiar with all requirements and procedures by the time you start doing HSC assessment tasks.

By "Assessment Tasks" in the Preliminary course, we mean those tasks which contribute directly to the marks and grades which will be reported on your Student Learning Profile and your end of Preliminary Course Report. During your courses you will be doing smaller, in-class assessments which may not contribute directly to your reported mark. Please do not neglect or denigrate the importance of these types of tasks, they form an important part of your revision and practice of essential skills in each subject, and reinforce your understanding of your preliminary courses, which in turn form the foundation for your HSC courses to be built upon.

In the following pages of this booklet, you will find the regulations (both NSW Educational Standards Authority (NESA) and College-based) which govern your assessment in preliminary courses. Also you will find an outline for each preliminary course showing how students in that course will be assessed. This information will include number of tasks, weighting of tasks, nature of each task and approximate timing of each task. Each of your teachers will issue you in class with written details of each task as the time approaches. As well as this, a planner will be issued early in each term showing the timing of each assessment task to be given in that term. This will be issued via the College Newsletter, emailed to individual students and on the College website.

Also enclosed in this booklet is a list of verbs and their meanings. This list has been issued by NESA and contains key words to be used in all subjects. It is essential that you understand these terms, as they will be used in assessment tasks (both Preliminary and HSC) and exams (Preliminary exams, Trial HSC and HSC exams). The marks you are awarded for answers will depend largely on how well you have addressed these directive verbs.

We wish you luck in each of your courses over the next two years. If you are willing to work hard and do your very best in all aspects of your studies, then you can be well pleased with your final results, no matter what they might be. We urge you to read this handbook carefully, the onus is on you to know what is in it. Finally, please do not hesitate to contact subject Leader of Learning or Mr McQueen if you have any questions about anything in this handbook, and do not hesitate to come to either of us, or your Pastoral Co-ordinator or your classroom teacher if you are having any problems at all.

Best wishes,

Mrs Cath Eichmann & Mrs Jennifer Campbell
Assistant Principals

SECTION A:

SUMMARY OF THE NSW EDUCATION STANDARDS AUTHORITY POLICIES / REQUIREMENTS / PROCEDURES

1. THE HIGHER SCHOOL CERTIFICATE

- will be awarded at the completion of Year 12; and
- indicates that a student has satisfactorily completed Senior Secondary Education according to NESA requirements.

At the end of Year 12, students will receive an attractive and durable portfolio, designed to contain the Higher School Certificate, Certificate of Achievement, school reports, references and other awards.

Eligibility

The Higher School Certificate will be awarded to Year 12 students who have satisfactorily studied the required pattern of courses. This includes at least two units of a NESA-determined course in English, and at least eight other units including a minimum of one unit of Studies of Religion. Students must also have met assessment requirements and have presented for the HSC examinations.

Requirements

- The required 10 units must include:
 - at least 6 units of NESA-developed courses (courses for which the Board itself sets the syllabuses and the examination);
 - at least 2 units of a NESA-developed course in English;
 - at least 3 courses of 2 units value or greater;
 - at least four subjects; and
 - at least one unit of Studies of Religion.

Measuring achievements

This is done by:

- school assessments throughout each course, based on set tasks, which may include assignments, projects and tests; and
- the Higher School Certificate examination itself, which measures performance under examination conditions.

For each NESA-developed HSC course the Record of Achievement in Year 12 will show:

- the course name;
- the year in which it was successfully completed;
- a scaled examination mark for each NESA-developed course;
- an assessment mark for each course (which is moderated for NESA-developed courses);
- HSC Mark (the average of the exam mark and assessment mark); and
- a performance band – determined by the HSC mark.

Course reports are issued to students for every NESA-developed HSC course (except for Life Skills courses and VET courses) they present in a year.

The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and the distribution of HSC marks for the state-wide candidature of that course. The student's HSC mark for the course is shown on the performance scale.

The Australian Tertiary Admission Rank (ATAR)

This is a ranking based on a scaled aggregate of at least 2 units of English and the next best 8 units of NESA-determined courses as calculated by the University of Sydney and recorded as a mark out of 100. This calculation is based on a composite of both the examination and assessment marks and will not be included on the Higher School Certificate or Record of Achievement itself but will be available to students on a separate document. Please note that a maximum of 2 units of Category B subjects may count towards an ATAR, and at least 2 units of English will be included in the calculation.

The ATAR is used by most of the Tertiary Institutions for their entry requirements.

Higher School Certificate results

The HSC and Year 12 Record of Achievement Certificate will be mailed to students late in December. Students will receive the ATAR separately.

2. **ASSESSMENT**

Purpose

The provision of a separate School Assessment in reporting Higher School Certificate results has a twofold purpose. It is intended to provide an indication of a student's attainment which is based on:

- a wider range of syllabus objectives than is measured by the external examination; and
- measures and observations throughout the course rather than at a single external examination.

Such assessment allows due weight to be given to indications of student achievement which, although evident to the class room teacher, cannot be adequately assessed by a single external examination.

What the Assessment is:

1. The assessments submitted by schools for a particular course will measure their students' achievements of the course outcomes by the end of the course in Year 12. They will be based on achievements measured throughout the HSC course.
2. The use of achievement measures throughout a course will serve several purposes:
 - a) It enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, for example practical skills; and
 - b) It caters for "self-contained" elements such as fieldwork which occur as an isolated part of some courses.
3. The assessment is to encompass a wider range of syllabus outcomes that can be measured by a single external examination, but will not assess interests and attitudes.

4. The assessment will also include that content and those outcomes currently measured by the external examination.
5. The school assessments for each course will be moderated on a common scale by the NSW Education Standards Authority so that they can be compared with those of other schools.

Implementation

The cumulative results gained by each student contribute to the final assessment mark gained by each student in each course. In most courses, formal assessment will commence at the start of Term 4 in Year 11 (i.e. the commencement of the HSC course) and continue throughout Year 12.

Faculty policies / procedures that follow at the end of this document show different measuring instruments used for making the assessment in the various courses.

Moderation of Assessment Marks:

To ensure that students are not disadvantaged by the pattern of marks used by their school for assessments, the NESA uses moderation procedures. These procedures will be based on each school's performance in the external exam in the appropriate course and will retain the school's judgement of order of merit and relative difference between students. The procedures will adjust the Assessment to a common scale for all schools to ensure state-wide comparability.

Standardisation of Marks:

The subject policies outlined in this handbook state component weightings which are prescribed by the NESA and are compulsory for all schools. The weight of a component is a measure of the influence of that component on the final assessment. The specified weightings ensure that schools place similar emphasis on the various objectives of a syllabus when determining the composition of the HSC assessment mark.

To ensure that these requirements are satisfied, standardisation of marks will generally be applied. Standardisation helps to ensure that marks allocated in the assessment tasks contribute to the correct weighting of the final mark.

Should any task fail to discriminate between students, the School reserves the right to omit that task from the assessment process or add additional tasks. Such a situation may occur if task results are of a uniformly high or low standard. It will not be possible for students to calculate their final assessment mark. School assessment marks will be moderated by the NSW Education Standards Authority.

Conduct and Attendance:

The Principal will be required to acknowledge that a student's conduct and attendance have been satisfactory throughout Stage 6 as a requirement for the award of a HSC. If a student's absences exceed 15% of available time in any given course, the Principal may give an "N" indicator for that course unless the student can demonstrate that they have achieved the outcomes of the course as outlined in the syllabus in this reduced time.

Failure to Complete a Course

Where a candidate fails to complete assessment tasks to the best of their ability it may be considered a non-serious attempt and the student will be required to re-sit the task. Failure to complete 50% or more of the total course assessments satisfactorily will result in the Principal being unable to certify that the course has been completed satisfactorily.

“N” Determinations:

In order for a student to be considered as having satisfactorily completed a Preliminary or HSC course, they must have:

- a) followed the course developed or endorsed by NESAs;
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

Any student failing to satisfy one or more of the above criteria may be awarded an “N” determination by the school, in which case the NESAs will not recognise enrolment in the particular course.

An “N” Determination will only be given after at least 2 warning letters have been issued to the student and parents, and extensive consultation has taken place in an attempt to rectify the situation.

Changes of Courses or School:

If a student transfers to another school, the new school will prepare the final assessments on those tasks completed at the new school. Information received from the former school may be considered. If the transfer occurs just prior to the HSC examination, (after the final date on which all students have completed final entry procedures for the HSC in the latter part of Year 12), the former school will provide the assessment.

NSW EDUCATION STANDARDS AUTHORITY DOCUMENTATION

In keeping with recommendations from the NESAs, documentation relevant to courses taught at MacKillop College is available for student reference on the NESAs website. Such documentation includes Syllabuses, Course Support Documents and HSC Examiners Comments. Past HSC Exam papers, sample responses and markers’ comments are also available for some subjects. Students may need to consult course teachers if these are not available through the library.

Students are encouraged to make themselves familiar with this material in order to gain a greater appreciation of the content and methodology of courses studied, of assessment requirements and examination formats. The Assistant Principal – Curriculum or delegate should be consulted for assistance in this area.

SECTION B:

MACKILLOP COLLEGE ASSESSMENT POLICY – STUDENT INFORMATION

RATIONALE:

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to outcomes;*
- enables students to demonstrate what they know and can do;*
- clarifies student understanding of concepts and promotes deeper understanding;*
- provides evidence that current understanding is a suitable basis for future learning.*

(NESA 2017)

Types of Assessment

“Assessment for learning”, often referred to as “formative assessment”, usually occurs throughout the teaching and learning cycle. Teachers gather evidence about students’ knowledge, understanding and skills.

“Assessment of learning”, often referred to as “summative assessment”, usually occurs at defined points during a unit, term or semester. The assessment tasks referred to throughout this document are usually Assessment of learning tasks. Teachers gather evidence of student learning to assess achievement against outcomes and standards.

Assessment of Learning (or summative assessment) is used primarily to rank or grade students. In Stages 4 and 5 (Years 7-10), teachers use Assessment of learning tasks along with Course Performance descriptors to allocate a common grade. In addition, Assessment for learning tasks are often used to assist teachers to make judgements about which grade a student is allocated.

In Stage 6 (Years 11-12), only Assessment of learning tasks are used to determine a course mark for each student. This course mark, together with the student’s HSC exam result, combine to produce the final HSC mark.

Course assessment tasks should give students opportunities for achievement which are not necessarily presented by a formal examination. Also, our assessment should not attempt to be an estimate of future HSC Exam performance or results, rather a measure of actual achievement in a variety of tasks.

The MacKillop College 7-12 Assessment Policy:

- ensures accurate and fair marks and grades for assessment tasks, College reports, Record of School Achievement (ROSA) and the Higher School Certificate (HSC);
- ensures NSW Educations Standards Authority (NESA - formerly NSW Board of Studies) rules and guidelines are adhered to; and
- provides teachers, students and parents with feedback.

PROCEDURES:

ASSESSMENT PROGRAMS

Each KLA designs an Assessment Program for each course which will help create a profile of the student according to published Board (NESA) Course Performance Descriptors.

In establishing an Assessment Program, it is important that:

- i. the nature of assessment tasks used are appropriate to the objectives being assessed and enable teachers to make accurate judgements; and
- ii. it will generally be necessary to use a number of different assessment tasks in order to ensure that student achievement in all the knowledge and skills objectives is assessed.

ASSESSMENT CALENDARS

Assessment Tasks are placed on the College assessment calendars then emailed to each student, published in the newsletter, uploaded to Moodle and the College website at the beginning of each term. These dates should be adhered to strictly, according to assessment notification, to allow students the ability to plan their time accurately. Please note that the calendars are 'live' documents subject to change.

ASSESSMENT TASKS

There are two types of assessment tasks:

Type 1 – 'IN-CLASS ASSESSMENT TASK' e.g. tests, exams, in-class essays, practical tasks, administered on a given date.

Type 2 – 'HAND IN TASKS' e.g. tasks prepared predominantly out of class and submitted on a due date e.g. essays, research projects, reports.

NUMBER OF TASKS

Stages 4 and 5 - a maximum of three assessment tasks in any one course.

Stage 6 – Preliminary courses a maximum of three and HSC courses a maximum of four tasks (from 2019). Formal written examination tasks that mimic the HSC examination are capped at one per course, with a maximum weighting of 30% for the Year 12 course.

Each assessment task should:

- be based on syllabus outcomes;
- be a valid instrument for what they are designed to assess;
- include criteria to clarify for students what aspects of learning are being assessed;
- enable students to demonstrate their learning in a range of task types;
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement;
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills;
- enable students and teachers to use feedback effectively and reflect on the learning process;
- be inclusive of and accessible for all students;
- be part of an ongoing process where progress is monitored over time;
- allow for a good performance to maintain or improve a student's ranking in the group, while not allocating such importance to one task that recovery from a poor performance is not possible; and
- allow for realistic estimation of performance (i.e. a Z score) in a missed task, based on performance in other tasks attempted, including summative and formative tasks. Estimates (Z scores) should only be used in exceptional circumstances.

ASSESSMENT TASK NOTIFICATIONS

Students are notified, in writing, a minimum of two weeks prior to the task about the nature, due date, time of task, the weighting of the task and the outcomes to be assessed.

ACKNOWLEDGEMENT OF RECEIPT OF AN ASSESSMENT TASK

Stage 6 Only

All students **MUST** sign for their assessment task notification when issued to avoid any dispute. Each notification document should be kept in a safe place to prove receipt of the task if required. In the case of large cohorts some task notifications may also be emailed to students, in addition to the hard copy distribution.

SUBMISSION OF ASSESSMENT TASKS

- All tasks **MUST** be submitted or completed on the **DUE DATE** and in the format as outlined on the assessment task notification;
- Stage 6 hand-in tasks are due **no later than the commencement of the school day (ie before the bell for PC)** on the **DUE DATE**;
- Stage 6 students **MUST** be issued with an **ASSESSMENT TASK RECEIPT** for hand-in tasks. Make sure you put your receipt in a safe place;
- Stage 6 students are to use their **NESA student number NOT** their names on all tasks;
- Stage 4 and 5 submission details will be outlined on the assessment task notification. Failure to follow instructions may result in penalties being imposed. (See penalties below). Note unless it is specifically stated on the assessment task notification no tasks are to be submitted by email;
- If there are exceptional circumstances to the task not being submitted or completed on the due date a student must complete the appropriate forms to avoid penalties.

The following circumstances and scenarios **WILL NOT BE CONSIDERED** exceptional circumstances:

- **Absence or failure to submit or complete due to family holidays**

STAGE 6 students will be penalised and are strongly discouraged from taking holidays during the school term. Students will not be granted extensions or substitute tasks due to absences related to 'Explained Unjustified Leave' for holidays. (See MacKillop College Attendance Policy).

STAGE 4 and 5 students are strongly discouraged from taking holidays during Exam and Assessment Periods (see School diary, College calendar and Term Assessment calendars). In the event of this being unavoidable the student is responsible for applying for "Request for change of due date" (see below) at least two weeks prior to being absent. Any **HAND-IN** task due for submission must be submitted prior to the absence. At the discretion of the Assistant Principal – Curriculum or Leader of Curriculum (or delegate), in consultation with the relevant Leader of Learning and class teacher, in-class tasks may be completed upon a student's return, or, an alternative task or estimate may be given. Failure to follow the 'Request for Change of Due Date' procedure may result in a zero being given.

- **Absence or failure to submit or complete a task due to non-school events**

Stage 6 students **WILL NOT** be granted extensions or substitute tasks due to absences related to non-school events such as attending a concert of any type.

Stage 4 and 5 students will be required to follow the Request for Change of Due Date (see below) process.

- **Late submission due to transport or traffic – Stage 6**

Student may be penalised for failing to submit a task on time, arriving late or missing an in-class task or exam due to transport issues. Students are encouraged to allow extra time for travel on the day a task is due and the two days prior. For exceptional circumstances the ‘Missed task due to misadventure or illness’ procedure must be followed (see below). Late school buses are an exception to this rule.

- **Technical errors**

Failure of electronic equipment for example devices and printers, will NOT be accepted as a reason for failure to submit an Assessment Task. Students are strongly advised to print material on a progressive basis, and retain all rough work relating to a task, so these may be submitted if a failure of equipment occurs. Students should also keep back-up copies of all work in progress in different storage locations/devices which can be produced as evidence of work in the event of a technical failure. Students are also strongly advised to aim to complete and print tasks well before the due date, so any problems which may occur can be overcome on time.

- **Printing guidelines**

Students are not permitted to email or ask any staff member of MacKillop College to print an Assessment Task. Printing facilities are available in the College library.

- **Other non-school related activities**

Stage 6 students are strongly discouraged from applying for Leave from school, or extensions or Misadventure from Assessment Tasks of any nature for activities which are not considered school business, or a school pathway.

REQUEST FOR CHANGE OF DUE DATE (formerly extension application)

Where a student feels they will be unable to submit a HAND-IN task on time due to extenuating circumstances, or they are aware of a clash of events which will prevent them completing an IN-CLASS task they may request a ‘Change of Due Date’.

This application must be made on the REQUEST FOR CHANGE OF DATE form which can be found in this handbook, on the College Moodle page or Stage 6 students may collect the form from the office. Forms must be submitted at least two weeks prior to the due date (except in the case of funerals etc). Students will then be required to meet with:

STAGE 4 and 5 Assistant Principal-Curriculum (or delegate) or STAGE 6 Leader of Curriculum (or delegate).

Once a decision has been determined the student, parents, class teacher and Leader of Learning will be emailed a copy of the request outcome and a hard copy filed. Failure to follow the ‘Request for Change of Due Date’ procedure may result in a zero being given. (Ensure you have read the Submission of Tasks section above for further information on “Change of Due Dates”).

ABSENCE – DUE TO UNPLANNED ILLNESS OR MISADVENTURE ON THE DUE DATE

Where a task is missed due to illness, accident and/or misadventure:

- the school must be notified by 8.45am on the morning of the task by filling in the MISSED TASK form found in this handbook, on Moodle or a phone call to the relevant office;
- immediately upon returning to school students are to follow the procedure below by NO later than the commencement of the school day (ie morning PC bell)

- STAGE 6 students – Provide the Leader of Curriculum (or delegate) with a Doctor's certificate immediately upon their return and expect to submit or complete the task immediately. If the Leader of Curriculum (or delegate) is not available, you must hand in to the office;
- STAGE 4 and 5 – On the day students return to school they MUST report to PC then move to the Student Services room and expect to complete the task or exam immediately. If a student misses an exam one day and has another in-class task or exam the following day they are to sit the exam on the scheduled day and complete the missed task on the following day after consultation with the Assistant Principal – Curriculum (or delegate).

Notes:

1. Applications for REQUEST A CHANGE OF DUE DATE should NOT be made verbally, nor should they be made directly to the class teacher. Class teachers will advise students of the procedure for requesting a change of date.
2. Failure to follow the above procedure may result in loss of marks.
3. Where a task is missed for valid reasons and the correct procedure has been followed, then the following provisions may apply:
 - an extension of time may be granted;
 - a new time and date and/or 'substitute task' endorsed by the Leader of Learning and class teacher may be given;
 - In Stage 4 and 5 an 'Estimate' may be given, but this will only be used in exceptional circumstances. For example, Where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate; and
 - a "Z" score based on marks gained in previous assessment tasks may be calculated by the Leader of Learning. A "Z" score would only be used under exceptional circumstances. As a general rule, every effort will be made to have a student complete the original, or a substitute, assessment task.

The final decision as to which of the above alternatives will be applied will be made by the Assistant Principal – Curriculum or the Leader of Curriculum in consultation with the Leader of Learning and the class teacher.

ABSENCES TWO DAYS PRIOR TO ASSESSMENT TASKS - STAGE 6 ONLY

For STAGE 6 students, absence from the College, including partial absence from PC or lessons in the TWO DAYS prior to an assessment task (or 1 day if due on a Tuesday), must be explained by a Doctor's Certificate or appropriate documentation, unless the absence is due to attendance at a school organised or approved activity. The doctor's certificate MUST be presented to the Leader of Curriculum (or delegate) immediately on return to the College after the absence.

Failure to follow this procedure will result in the student incurring a penalty. The same penalties will be incurred for partial absence, or late arrival, on the TWO DAYS prior (note – this includes lateness to school). If a student is unable to attend classes prior to an assessment task, then it will be presumed that the student would not be well enough to perform to the best of their ability in the assessment task if attempted that day. The student should, therefore, obtain a doctor's certificate on that day, and present it to the Leader of Curriculum (or delegate) as soon as possible.

PENALTIES FOR UNEXPLAINED ABSENCES OR FAILURE TO SUBMIT A TASK

STAGE 6 deductions:	STAGE 4 and 5 deductions:
1 day late – 30% of total possible mark*	1 day late – 10% of total possible mark*
2 days late – 50%	2 days late – 20%
3 days late – 70%	3 days late – 30%
4 days late – 90%	4 days late – 40%
5 days late – 100%	5 days late – 50% etc

*Example - if a task is out of /100 = 30 marks lost (Stage 6) or 10 marks lost (Stages 4 and 5)

These penalties include weekend days. For example, if a task is due on a Friday and submitted Monday 70% (Stage 6) or 30% (Stage 4 and 5) of the total possible mark will be lost.

After five days Stage 6 students will receive zero and parents will be notified. Stage 4 and 5 students will receive zero after 10 days and parents will be notified.

As a course requirement, students will still be expected to complete the task regardless of the penalty incurred.

Failure to submit in Stage 6 will result in a Warning Letter re the risk of an ‘N’ award being sent home.

MALPRACTICE (INCLUDING CHEATING and PLAGARISM)

Students deemed to have cheated during an exam will receive zero marks for that exam. Parents or guardians will be contacted and an interview with the Leader of Learning and the Assistant Principal – Curriculum or Leader of Curriculum may be arranged.

It is a requirement of NESAs for incidents of malpractice in any HSC Assessment Task to be reported to NESAs on the “Register of Malpractice in HSC Assessment Tasks”. The Assistant Principal – Curriculum will be responsible for reporting any such incidents.

If a student’s attempt at a particular task scores zero, it is a matter for the class teacher’s professional judgement, in consultation with the Leader of Learning or Leader of Curriculum whether the attempt is a genuine one or if it is to be considered a non-completion.

WHAT DOES MACKILLOP DO TO ASSIST STUDENTS AVOID MAPLRRACTICE?

(See plagiarism section in the Preliminary and HSC Assessment Handbooks)

All students are enrolled in the AMOW course (All My Own Work) which is developed by NESAs. The course is designed to cover such topic areas as ‘Correct referencing procedures, acknowledging sources and more. This course is compulsory for all students wishing to be awarded the HSC at the end of Year 12, and MUST be completed prior to students commencing the Preliminary Course. The course will assist in giving students the necessary skills required to avoid the potential of malpractice in tasks. This course will be completed throughout Year 10 at times to be advised.

FEEDBACK

Assessment tasks are returned to students within a suitable timeframe. Two weeks is the general rule. Students must be given written and verbal feedback on their achievement in assessment tasks. The feedback may take the form of marks, grades, comments, interviews or a combination of these.

MARKING AND RECORDING OF MARKS

All assessment tasks are marked according to clear marking criteria, as outlined on the assessment task notification, in a fair and impartial manner. All marks for assessment tasks are recorded on the SCHOOLWORX or ACCELERUS program.

ALLOCATION OF COMMON GRADES YEAR 7 - 10

Grades for the College Report and Record of School Achievement are allocated using student assessment profile and the Course Performance Descriptors as prescribed by NESAs. A description of each grade is recorded on the report when grades are allocated.

YEARS 10-12 UNSATISFACTORY COMPLETION OF A COURSE – RESULTING IN AN “N” AWARD (non-completion of course requirements) ON THE RECORD OF ACHIEVEMENT (ROSA)

The NESAs have delegated the Principal the authority to determine if students seeking the award of Record of School Achievement at the College have satisfactorily completed each NESAs Developed and/or NESAs Endorsed Course in which they are enrolled in accordance with the requirements issued by NESAs.

If at any time it appears that a student is at risk of receiving an ‘N’ Award (non-completion of course requirements) in any course, the Assistant Principal – Curriculum, in consultation with the Leader of Learning and class teacher, will warn the student as soon as possible and advise the parent/guardian in writing. The written notification will be given in time for the problem to be corrected and will provide advice as to the possible consequences of an ‘N’ determination in a course on the Record of School Achievement.

The Assistant Principal – Curriculum will:

- advise the student in writing (Letter 1) of the task(s) or actions, and the due dates, to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing;
- request from the parent a written acknowledgement of the warning;
- issue at least one follow-up letter (Letter 2) if the problem has not been corrected;
- conduct an interview with the student, parent and teacher; and
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirements for the satisfactory completion of a course at the time of finalising assessments, cannot be regarded as having satisfactorily completed the course. The Principal will then issue an ‘N’ determination and advise the NESAs.

Where a student is issued with an ‘N’ determination in a mandatory course, that student will become ineligible to be awarded the Record of School Achievement in that year.

Students cannot commence HSC courses until a Preliminary course is satisfactorily completed.

REVIEW AND APPEALS IN RELATION TO ASSESSMENT MARKS, PENALTIES, RANKS OR “N” AWARD

APPEALS AGAINST ‘N’ DETERMINATIONS

Where the Principal has determined that a student is to receive an ‘N’ determination a Principal’s Determination form should be completed and a copy given, together with the Student Appeal form, to any student issued with an ‘N’ determination in any course, or sent to the student’s home address. Principals must also advise the student’s parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the principal’s determination.

If a student wishes to appeal this decision, the appeal should be made in writing to the Assistant Principal – Curriculum.

The Assistant Principal - Curriculum will:

- convene an appeal committee made up of the Assistant Principal – Pastoral Care, the Leader of Curriculum and a Leader of Learning, all of whom cannot have been involved in the issuing of the ‘N’ award;
- instruct the Appeals Committee to hear and review all evidence in relation to the appeal, including interviews with the student, parent and teacher(s) involved;
- instruct the appeal committee to follow guidelines as set down by the NESAs for the conduct and completion of a College Review;
- form a recommendation from the panel based on the evidence provided;
- inform the student and parent in writing of the decision of the panel; and
- keep copies of all appeal forms, and other documentation at the school.

If the appeal is upheld, the Assistant Principal – Curriculum (or delegate) will send notification of the new grades to the NESAs. If the appeal is declined, the ‘N’ determination will stand and may result in a student being unable to continue onto the HSC. If the student is not satisfied with the Appeals Committee decision they may request a NESAs review.

Since the appeal is related to the progressive and/or overall reporting and assessment by the College, NESAs will not revise individual tasks or test marks.

REVIEW OR APPEAL OF ASSESSMENT TASK MARKS, GRADES, PENALTIES OR RANKS

If at any time a student believes they have been unfairly treated with respect to the awarding of marks or penalties in a course of study, they have the right to appeal that mark. The appeal must be made, in writing to the Assistant Principal – Curriculum or Leader of Curriculum (or delegate), within five school days from when the student received the mark, grade, penalty or rank. The letter should outline the following:

- the name of the student;
- the course of study being undertaken;
- the original grade or mark awarded for the task; and
- a clear explanation of the grounds for appeal with attached evidence (the assessment item if possible).

When an appeal against the award of an assessment mark or penalty has been received the Assistant Principal - Curriculum will:

- inform the class teacher and the Leader of Learning that an appeal has been received;
- refer the appeal to the Assessment Appeals Committee which includes an Assistant Principal – Pastoral Care, the Leader of Curriculum/Assistant Principal- Curriculum and a Leader of Learning not involved in the marking or implementation of the penalty;
- instruct the committee to review all evidence in relation to the appeal, which may include interviews with the student, parent and teacher(s) involved;
- advise the committee to follow guidelines as set down by the NESAs for the conduct and completion of a School Review;

- form a recommendation from the committee based on the evidence provided;
- endeavour to inform the student and parent of the decision in writing, within 10 school days of receiving the appeal; and
- keep copies of all appeal forms, and other documentation at the school.

The appeal will be examined by the Assessment Appeals Committee. This committee's decision will be final except in the case of the final HSC rank which after determination by the school's appeals committee an appeal may be lodged with NESAs. For further information please refer to <https://ace.nesa.nsw.edu.au/ace-11013>

NON-DISCRIMINATORY TASKS

Where a task is deemed not to have discriminated effectively, or fairly across a cohort, then the task shall be deemed invalid. In this case the Assistant Principal – Curriculum, in consultation with the Leader of Curriculum and the Leader of Learning will:

- advise students and parents immediately;
- design a new task that effectively discriminates the student group keeping in mind the original outcomes notified in the original task; and
- record the new marks in place of the old task on the official digital markbook.

CHANGES TO COLLEGE POLICY

College policy and procedures, as detailed in this book, may be changed in the light of experience gained, and / or as unforeseen problems arise, or to improve the efficiency of the Assessment system. If this occurs:

- a) students will be notified in advance; and
- b) no student will be penalised / disadvantaged as a result of changes made, in regard to assessment marks / rank gained, up to the time of change.

SPECIAL PROVISIONS FOR EXAMINATIONS

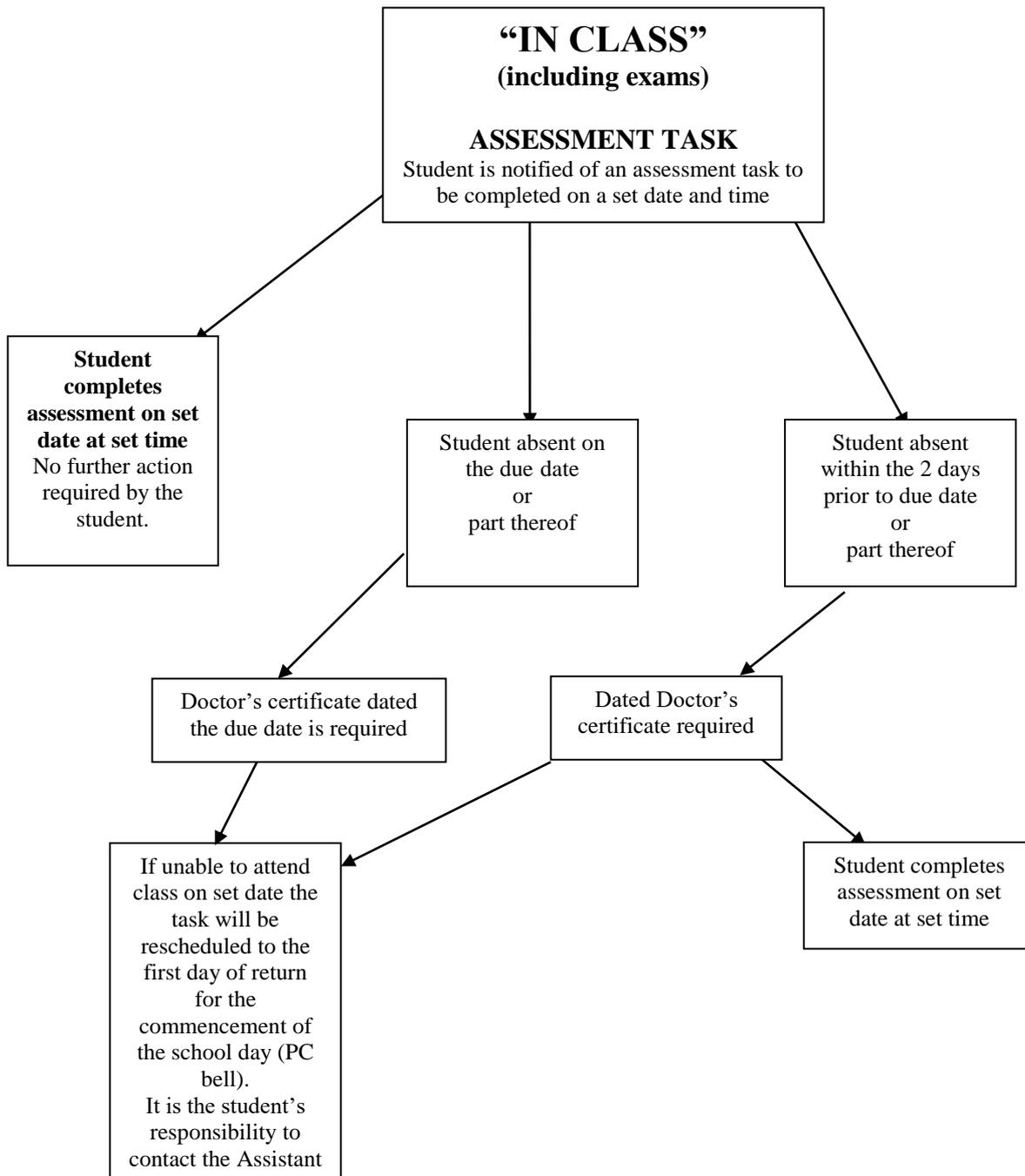
The school follows the NESAs policy for students who require special assistance in completing examinations.

In some cases students may be unable to demonstrate their learning or competency in a given examination due to a medical condition or a learning difficulty. In such cases special provisions may include a reader/writer, a computer or additional time for the examination.

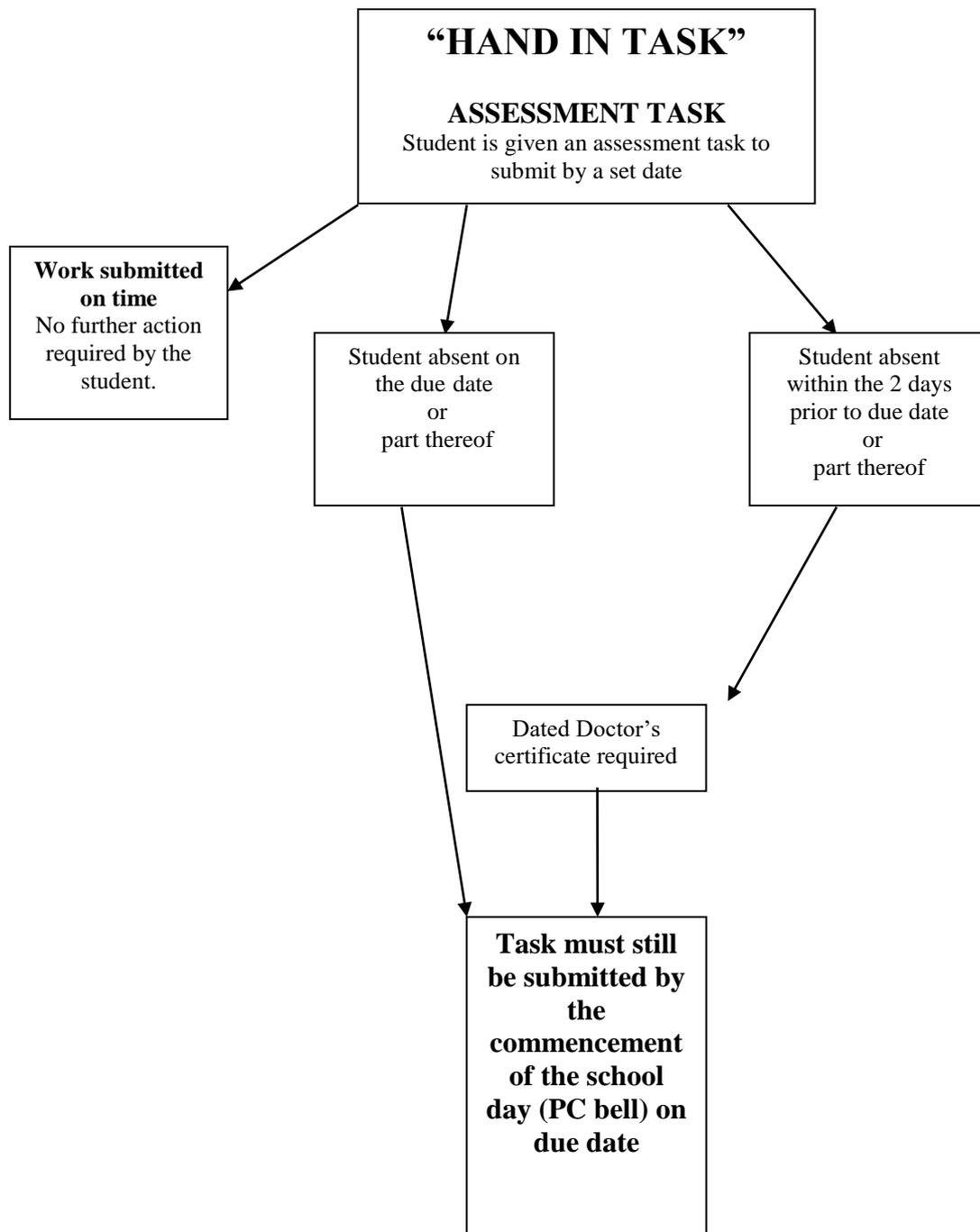
Applications for special provisions in the HSC must be submitted to the NESAs during Term 4 of the year prior to the examinations.

In all cases parents are asked to contact the Assistant Principal directly and early in the year, to request special provisions for their child. A committee will then gather evidence and determine what, if any, provisions will be granted.

Assessment Guidelines



Assessment Guidelines



MALPRACTICE AND PLAGIARISM IN TASKS

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their 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 their own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; and
- assisting another student to engage in malpractice.

The Leader of Learning and class teacher should determine the extent of malpractice and then consult with the Assistant Principal and the Leader of Curriculum for guidance on each suspected case. If malpractice is proven, a zero mark should be considered for that task. In some circumstances, a substitute task may be administered with significantly different supervision. In the case of plagiarism, non-plagiarised material should be marked. Where the majority of the submitted work is plagiarised then the complete task will be awarded zero marks.

Whichever approach is taken, the penalty should be appropriate to the seriousness of the offence.

CHEATING

Students deemed to have cheated during an exam will receive zero marks for that exam. Parents or guardians will be contacted and an interview with the Subject Coordinator and the Assistant Principal may be arranged.

WHAT IS PLAGIARISM?

Plagiarism is the use of another person's work without acknowledgement. Examples include:

- direct duplication, by copying (or allowing to be copied) another's work. This includes copying from a book article, web site, or another student's assignment;
- paraphrasing another person's work with minor changes, but keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new document;
- submitting an assignment that has already been submitted for assessment in another subject;
- presenting an assignment as independent work when it has been produced in whole or part in collusion with other people, e.g. another's student's work;
- the action or practice of plagiarising, the taking and using as one's own the thoughts, writings, or inventions of another; and
- a stolen idea, design, passage or work.

How can you avoid plagiarism?

To avoid plagiarism, you must give credit whenever you:

- quote from someone's actual spoken or written words;
- use another person's ideas, opinions, or theories in an assignment or essay;
- make use of pieces of information, such as statistics, graphs, drawings, that are not common knowledge; and
- paraphrase another person's spoken or written words.

How can you avoid unintentional plagiarism?

- Use quotation marks around everything that comes directly from a text or article.
- Try to summarise ideas and arguments in your own words – don't just rearrange a few words here and there.
- Check that you have correctly paraphrased and acknowledged the original ideas.
- Check your summary against the original text.

Plan your work

- Plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn't give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline, they are more likely to plagiarise unintentionally or succumb to the temptation to 'cut and paste' information directly from electronic resources.
- Learn how to acknowledge your sources of information.
- The golden rule – make sure your assignments are referenced correctly.

Why Reference?

- Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.
- Inaccurate references or, worse still, no references at all can be regarded as plagiarism. All assignments must contain references; an unreferenced assignment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.
- References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.

References in the Text of your Essay

Correct referencing of your work reduces the possibility of accidental plagiarism. Use the bibliography guide to correctly reference your work.

In the author-date (Harvard system), a textual citation generally requires only the name of the author(s) and the year of publication (and specific page(s) if necessary). There is a citation tool students may use in Word.

This may appear at the end of a sentence, before the full stop.

Alternatively, the author's surname may be integrated into the text, followed by the year of publication in parentheses.

The full reference must be listed at the end of your essay in your bibliography.

Examples

- It is futile to maintain that the sexes are interchangeable (Moir and Jessel 1991, p.94).
- Moir and Jessel (1991, pp.93-4) have shown that it is futile to maintain that the sexes are interchangeable.

KEY WORDS FOR THE HIGHER SCHOOL CERTIFICATE

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

Account	Account for: state reasons for, report. Give an account of; narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain / determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes / categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse / evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note / indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely the relevant details
Synthesise	Putting together various elements to make a whole

EXAMINATION PREPARATION AND RULES

Know your timetable - no provision is made for extra time if you are late, or miss an exam. Exam timetables will be posted in PC rooms, will be emailed to students and will be published in the newsletter and on the College website. (Students will receive individual copies of HSC examination timetables).

All students should be assembled outside the exam room at least 5 MINUTES before the scheduled starting time of each exam.

Absence from the College including partial absences from PC or lessons in the 2 days prior to the exam must be explained by a Medical certificate or appropriate documentation unless the absence is due to attendance at a school or approved activity. Documentation must be presented to the Leader of Curriculum immediately upon return to school after the absence. Failure to comply with this procedure will result in penalties applying.

Make sure you have all you require before you enter the exam room. Pencil cases, bags and books are not to be brought into the exam room. A clear water bottle with no labels is permitted.

All writing paper will be provided.

You will not be allowed to borrow any equipment during the exam.

If you need an explanation for any part of the exam paper, raise your hand and wait for the Supervisor.

You will not be allowed to leave the room or move about within the room once the exam has commenced.

Student ID cards are to be placed at the top right corner of examination table.

You must remain in the exam room for the duration of the exam.

You must keep total silence for the duration of the exam. When you have finished your exam place it face down on the desk and wait for instructions from your teacher or supervisor.

Hand up exam sections according to instructions.

Mobile phones and other electronic devices including smart watches are not permitted in examination rooms apart from approved calculators.

If there is cheating during the exam, you will receive no marks for that particular exam. Your parents will be notified immediately and asked to attend the College for discussions regarding any possible further disciplinary action.

If you are unable to attend an exam for any reason, you must notify the school as soon as possible. Documentary evidence is required to explain absence from an exam.

REQUEST FOR CHANGE OF DUE DATE

Please fill a separate form in for each task

Name: _____ Year: _____ PC: _____

Subject: _____ Date: _____

Nature of Assignment / Topic:

Due Date: _____

Specific reason(s) for failure to meet requirements (include dates):

(Include any notes of explanation from parents, doctor's certificates, etc.)

Parent / Guardian signature: _____

Return to Assistant Principal – Curriculum (or delegate)

Assistant Principal / Leader of Curriculum: (Approved / Not Approved)

New due date for task to be submitted or completed: _____

Signed: _____

RECOMMENDATION / APPROVAL

Teacher: _____ (Approved / Not Approved)

Signature: _____

Leader of Learning / Subject Teacher's Recommendation: (include proposed date for submission, if applicable) _____

Return to Leader of Curriculum

Assistant Principal / Leader of Curriculum: (Approved / Not Approved)

Signed: _____

Student Notified Date: _____ Teacher Notified Date: _____

MISSED TASK NOTIFICATION
(formerly illness, accident and misadventure)

Today's date: _____

Name: _____ **Year:** _____ **PC:** _____

Dates of Absence: _____

Subject: _____

Teacher: _____

Nature of Assessment Task: _____
(Examination, topic or unit test, hand-in or in-class assessment, research assignment, practical exercise, practical test, other).

Reason for Absence: (State details to support your case for consideration)

Medical Certificate from: _____ (name of doctor)
(Note – the medical certificate must be submitted immediately upon your return to school)

Signed: _____ (student)

Leader of Learning / Subject Teacher Recommendation:

Signed: _____ (teacher)

Outcome: _____

Assistant Principal – Curriculum or Leader of Curriculum: _____

REQUEST FOR PRELIMINARY RANK REVIEW

Date submitted _____

NAME: _____ NESA NUMBER: _____

COURSE: _____

TEACHER: _____

REASON FOR REQUESTING THIS REVIEW:

This may be one (or a combination) of the following:

- a) It was not arrived at in conformity with the College's published assessment policy
- b) The College's published assessment policy does not reflect the component weightings prescribed by the Board of Studies.
- c) The ranking arrived at was affected by computational or clerical error.

SUPPORTIVE EVIDENCE BASED ON ASSESSMENT TASK PERFORMANCE

STUDENT'S SIGNATURE: _____ DATE: _____

This form is to be handed to the Assistant Principal - Curriculum.

IF YOU ARE DISSATISFIED WITH THE RESULT OF YOUR REVIEW, YOU MAY ASK THE NSW STANDARDS AUTHORITY FOR A REVIEW. NO RANK WILL BE ALTERED BY NESA BUT THE SCHOOL POLICY MAY BE VARIED.

REVIEW OF ASSESSMENTS

PRINCIPAL'S REPORT

STUDENT NAME: _____

1. Did the review panel consider that the weighting specified by the College in its Assessment Program conforms with the Board's requirements as detailed in the Subject Guides?
YES / NO
2. Did the panel consider that the procedures used by the College for determining the final assessment mark conform with its stated Assessment Program, and in particular, that the weightings used for the various Assessment Tasks are consistent with those specified in the Assessment Program?
YES / NO
3. Did the panel consider that there are no computational or other clerical errors in the determination of the Assessment mark?
YES / NO
4. a. How many members of the review panel were directly involved with the course including the preparation of the Assessments? _____
b. How many members of the review panel were not directly involved? _____
5. What information was given to candidates regarding the assessment program for this subject?
6. What information was given to this candidate regarding his / her performance of assessment tasks for this course?
7. What written and / or verbal information was given to the candidate regarding the College review process?
8. What written and / or verbal information was given to the candidate regarding the outcome of the College review?
9. Principal's comment _____

Principal's Signature _____ Date _____

Copy of Student Appeal for Review attached.
To be forwarded to NESAs for each Review carried out.

PRELIMINARY COURSE ASSESSMENT GRIDS

2018

Please Note:

Specific dates for assessment tasks will be issued at the beginning of each term in the Term Assessment Planner

PRELIMINARY COURSE ASSESSMENT GRID
2018

ANCIENT HISTORY

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Investigating Ancient History Tutankhamun's Tomb	Features of Ancient Societies Weapons and Warfare: Ancient Greece	Historical Investigation: Student developed inquiry	
		Date Due	Date Due	Date Due	
		Term 1, Week 10	Term 2, Week 9	Term 3, Week 10	
		Task:	Task:	Task:	
		Source Analysis / Archaeological Report	Research / Extended Response	Research / Source Analysis / Essay	
AH11-1 to AH11-10	Knowledge and understanding of course content	20	20		40
	Historical skills in the analysis and evaluation of sources and interpretations		10	10	20
	Historical inquiry and research	5	5	10	20
	Communication of historical understanding in appropriate forms	10	5	5	20
Task Value %		35	40	25	100
Syllabus Outcomes Assessed by the Task		AH11-6 AH11-9 AH11-10	AH11-1 AH11-2 AH11-4 AH11-5 AH11-6 AH11-9	AH11-3 AH11-6 AH11-7 AH11-8 AH11-9	

PRELIMINARY COURSE ASSESSMENT GRID
2018

BIOLOGY

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 10	Date Due Term 2, Week 9	Date Due Term 3, Weeks 9-10	
		Task: Field Trip & Depth Study	Task: Laboratory Skills	Task: Final Preliminary Exam	
BIO11/12-1 to BIO11/12-7	Skills in working scientifically	25	20	15	60
BIO11-8 to BIO11-11	Knowledge and understanding of course content	10	10	20	40
Task Value %		35	30	35	100
Syllabus Outcomes Assessed by the Task		11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 11-10, 11-11	11/12-1, 11/12-2, 11/12-5, 11/12-6, 11/12-7, 11-8, 11-10, 11-11	11/12-5, 11/12-6, 11-8, 11-9, 11-10, 11-11	

PRELIMINARY COURSE ASSESSMENT GRID
2018

BUSINESS STUDIES

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1 Topic 1	Task 2 Topic 2	Task 3 Topic 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 9	Date Due Term 2, Week 9	Date Due Term 3, Weeks 9/10	
		Task: Stimulus Task	Task: Half Yearly Exam	Task: Business Plan Research Task	
P1 – P10	Knowledge & Understanding	5	20	15	40
	Stimulus	5	10	5	20
	Research	5		15	20
	Communication	5	10	5	20
Task Value %		20	40	40	100
Syllabus Outcomes Assessed by the Task		P1, P2, P4, P7, P9	P4, P5, P6, P8, P10	P1, P2, P3, P4, P6, P7, P8, P9, P10	

PRELIMINARY COURSE ASSESSMENT GRID
2018

CHEMISTRY

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 11	Date Due Term 2, Week 9	Date Due Term 3, Weeks 9-10	
		Task: Laboratory Skills	Task: Depth Study	Task: Final Preliminary Exam	
CHEM11/12-1 to CHEM11/12-7	Skills in working scientifically	20	25	15	60
CHEM11-8 to CHEM11-11	Knowledge and understanding of course content	10	10	20	40
Task Value %		30	35	35	100
Syllabus Outcomes Assessed by the Task		11/12-2, 11/12-3, 11/12-4, 11/12-7, 11-8	11/12-2, 11/12-4, 11/12-6, 11-9	11/12-5, 11/12-6, 11/12-7, 11-8, 11-9, 11-10, 11-11	

PRELIMINARY COURSE ASSESSMENT GRID
2018

COMMUNITY & FAMILY STUDIES

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 9	Date Due Term 2, Week 7	Date Due Term 3, Weeks 9-10	
		Task: Design, Conduct and Analyse an Interview (HI)	Task: Leadership (IC)	Task: Final Preliminary Exam	
P1.1 – P6.2	Knowledge and understanding of course content	15	15	10	40
	Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Task Value %		35	35	30	100
Syllabus Outcomes Assessed by the Task		P1.1, P1.2, P4.1 P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1–P6.2	

PRELIMINARY COURSE ASSESSMENT GRID
2018

DANCE

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1 Composition	Task 2 Performance and Safe Dance Practice	Task 3 Australian Dance History	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 10	Date Due Term 2, Week 7	Date Due Term 3, Weeks 9-10	
		Task: Composition, Journal, Oral Presentation (HI / IC)	Task: Performance, Journal, Oral Presentation (HI / IC)	Task: Written Examination (IC)	
P1.1, P1.2, P1.3, P1.4*, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6*, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7*, P4.1, P4.2, P4.3, P4.4 P4.5*	Core Performance		40		40
	Core Composition	30			30
	Core Appreciation	10		20	30
Task Value %		40	40	20	100
Syllabus Outcomes Assessed by the Task		P3.2, P3.4, P3.5, P3.6, P4.1	P1.1, P1.2, P2.2, P2.5	P1.1, P4.1, P4.2	

* Values and Attitudes

PRELIMINARY COURSE ASSESSMENT GRID
2018

DESIGN AND TECHNOLOGY

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 11	Date Due Term 3, Week 2	Date Due Term 3, Week 8	
		Task: Preliminary Project 1	Task: Preliminary Project 2	Task: Designer Case Study	
P1.1 – P6.2	Knowledge and understanding of course content	15	15	10	40
	Knowledge and skills in designing, managing, producing and evaluating design projects	25	25	10	60
Task Value %		40	40	20	100
Syllabus Outcomes Assessed by the Task		P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.1, P2.2, P6.1	

PRELIMINARY COURSE ASSESSMENT GRID
2018

DRAMA

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Studies in Drama	Group Performance	Individual Project	
		Date Due Term 1, Week 8 (23rd March)	Date Due Term 2, Week 8	Date Due Term 3, Week 8	
		Task: Workshop Written	Task: Workshop	Task: Workshop Written	
P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7*, P1.8*, P2.1, P2.2, P2.3, P2.4, P2.5*, P2.6*, P3.1, P3.2, P3.3, P3.4*	Making	20% Workshop (Performance)		20% Workshop (Project)	40
	Performing		30% Workshop (Performance)		30
	Critically Studying	15% Written (Essay)		15% Written (Rationale)	30
Task Value %		35	30	35	100
Syllabus Outcomes Assessed by the Task		P1.1, P1.3, P1.5, P3.1, P3.2, P3.3	P2.1, P2.2, P2.3, P2.4	P1.2, P1.4, P1.6, P3.1	

* Values and Attitudes

PRELIMINARY COURSE ASSESSMENT GRID
2018

EARTH AND ENVIRONMENTAL SCIENCE

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 9	Date Due Term 2, Week 10	Date Due Term 3, Week 9	
		Task: Skills Task	Task: Depth Study Analysis	Task: Final Preliminary Exam	
EES11/12-1 to EES11/12-7	Skills in working scientifically	20	20	20	60
EES11-8 to EES11-11	Knowledge and understanding of course content	5	15	20	40
Task Value %		25	35	40	100
Syllabus Outcomes Assessed by the Task		11/12-1, 11/12/-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 11-10, 11-11	11/12-1, 11/12/-2, 11/12-3, 11/12-5, 11/12-6, 11/12-7, 11- 8, 11-11	11/12-5, 11/12-6, 11- 8, 11-9, 11-10, 11-11	

PRELIMINARY COURSE ASSESSMENT GRID
2018

ECONOMICS

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1 Topic 1 & 2	Task 2 Topic 4 & 5	Task 3 Topic 6	Preliminary Syllabus Weightings %
		Date Due Term 2, Week 5	Date Due Term 3, Week 3	Date Due Term 3, Week 10	
		Task: Stimulus Task	Task: Hand In Essay	Task: Market Podcast	
P1 – P10	Knowledge & Understanding	15	15	10	40
	Stimulus	15	5		20
	Research		10	10	20
	Communication		10	10	20
Task Value %		30	40	30	100
Syllabus Outcomes Assessed by the Task		P1, P2, P4, P5, P8, P11	P1, P3, P7, P9, P10, P12	P1, P2, P6, P7, P9, P10	

PRELIMINARY COURSE ASSESSMENT GRID
2018

ENGINEERING STUDIES

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 8	Date Due Term 2, Week 7	Date Due Term 3, Weeks 9-10	
		Task: Engineering Report*	Task: Investigation and Presentation	Task: Final Preliminary Exam	
P1.1 – P6.2	Knowledge and understanding of course content		20	40	60
	Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
Task Value %		20	40	40	100
Syllabus Outcomes Assessed by the Task		P1.2, P2.2, P3.1, P3.2, P5.1, P6.2	P1.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	

* Mandatory task

PRELIMINARY COURSE ASSESSMENT GRID
2018

ENGLISH ADVANCED

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1 Common Module: Imaginative (Reading & Writing) A range of texts including prose, poetry, drama and non-fiction	Task 2 Module A: Multimodal (Speaking & Representing) Shakespearean Drama and Film: <i>Othello and O</i>	Task 3 Module B: Critical (Listening & Writing) Poetry: <i>The Immigrant Chronicles</i> by Peter Skrzynecki	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 10	Date Due Term 2, Week 9	Date Due Term 3, Week 9	
		Task: Non Exam Hand In	Task: Non Exam In Class	Task: Non Exam In Class	
EN11-1 – EN11-9	Knowledge and Understanding of Course Content	15	15	20	50
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Task Value %		30	35	35	100
Syllabus Outcomes Assessed by the Task		EN11-1,3,4,5,7,8,9	EN11 – 1,2,3,5,6,7,8	EN11-1,3,5,6,7,8,9	

PRELIMINARY COURSE ASSESSMENT GRID
2018

ENGLISH EXTENSION ONE

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1 Texts, Culture & Values	Task 2 Texts, Culture & Values	Task 3 Texts, Culture & Values	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 9	Date Due Term 2, Week 7	Date Due Term 3, Week 8	
		Task: Creative Writing Hand-In	Task: Critical Response In-Class	Task: Research Project & Presentation	
EE11-1 TO EE11-6	Knowledge and understanding of complex texts and of how and why they are valued.	10	20	20	50
	Skills in: <ul style="list-style-type: none"> • complex analysis • sustained composition • independent investigation. 	10	20	20	50
Task Value %		20	40	40	100
Syllabus Outcomes Assessed by the Task		EE11-2,3,6	EE11-1,2,3,5	EE11-1,2,3,4,5,6	

PRELIMINARY COURSE ASSESSMENT GRID
2018

ENGLISH STANDARD

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1 Common Module: Imaginative (Reading & Writing) A range of texts including prose, poetry, drama and non-fiction	Task 2 Module A: Multimodal (Speaking & Representing) Film and Multimedia: <i>Run Lola Run and Other Related Texts</i>	Task 3 Module B: Critical (Listening & Writing) Poetry: <i>The Simple Gift</i> by Steven Herrick	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 10	Date Due Term 2, Week 9	Date Due Term 3, Week 9	
		Task: Non Exam Hand In	Task: Non Exam In Class	Task: Non Exam In Class	
EN11-1 to EN11-9	Knowledge and Understanding of Course Content	15	15	20	50
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Task Value %		30	35	35	100
Syllabus Outcomes Assessed by the Task		EN11-1,3,4,5,7,8,9	EN11-1,2,3,5,6,7,8	EN11-1,3,4,5,6,7,8,9	

PRELIMINARY COURSE ASSESSMENT GRID
2018

FOOD TECHNOLOGY

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 2, Week 4	Date Due Term 3, Week 5	Date Due Term 3, Weeks 9-10	
		Task: Food Quality Experiment and Preparation	Task: Nutrition Investigation	Task: Final Preliminary Exam	
P1.1 – P5.1	Knowledge and understanding of course content		10	30	40
	Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
	Skills in experimenting with and preparing food by applying theoretical concepts	20	10		30
Task Value %		30	30	40	100
Syllabus Outcomes Assessed by the Task		P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1	

PRELIMINARY COURSE ASSESSMENT GRID
2018

FRENCH BEGINNERS

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Weeks 10-11	Date Due Term 2, Weeks 8-9	Date Due Term 3, Weeks 9-10	
		Task: Reading Speaking	Task: Speaking Listening	Task: Reading / Listening / Writing	
1.1 – 3.4	Reading Objective 1: Interacting Objective 2: Understanding texts	20		10	30
	Speaking Objective 1: Interacting Objective 3: Producing texts	10	10		20
	Listening Objective 1: Interacting Objective 2: Understanding Text		20	10	30
	Writing Objective 1: Interacting Objective 3: Producing texts			20	20
Task Value %		30	30	40	100
Syllabus Outcomes Assessed by the Task		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	

PRELIMINARY COURSE ASSESSMENT GRID
2018

GEOGRAPHY

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 2, Week 2	Date Due Term 3, Week 5	Date Due Term 3, Week 9	
		Task: Case Study Investigation Global Challenge	Task: Skills Task Biophysical Interactions	Task: Senior Geography Project	
P1 – P12	Knowledge and understanding of course content	20	15	5	40
	Geographical tools and skills		10	10	20
	Geographical inquiry and research, including fieldwork	5	5	10	20
	Communication of geographical information, ideas and issues in appropriate forms	10	5	5	20
Task Value %		35	35	30	100
Syllabus Outcomes Assessed by the Task		P1, P4, P5, P6, P8, P12	P1, P2, P3, P6, P7, P8	P7, P8, P9, P10, P11, P12	

PRELIMINARY COURSE ASSESSMENT GRID
2018

SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS (HOSPITALITY)

Preliminary Units of Competency		Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 8	Date Due Term 2, Week 8	Date Due Term 3, Weeks 9-10	
		Task: Test	Task: Test	Task: Final Preliminary Exam	
SITXFSA001	Use Hygienic Practices for Food Safety	20			20
SITXFSA002	Participate in Safe Food Handling Practices				
SITHCCC001	Use Food Preparation Equipment		30		30
SITXFSA001	Use Hygienic Practices for Food Safety				
SITXWHS001	Participate in Safe Work Practices				
SITHKOP001	Clean Kitchen Premises and Equipment				
SITXWHS001	Participate in Safe Work Practices			50	50
SITXFSA001	Use Hygienic Practices for Food Safety				
SITHKOP001	Clean Kitchen Premises and Equipment				
SITXFSA002	Participate in Safe Food Handling Practices				
Task Value %		20	30	50	100

COMPETENCY BASED ASSESSMENT – students in this course work to develop competencies, skills and knowledge described by each unit. Students will be progressively assessed as ‘Competent’ or ‘Not Yet Competent’ in individual units of competency.

WORK PLACEMENT – minimum mandatory requirement is 70 hours of industry work placement.

PRELIMINARY COURSE ASSESSMENT GRID
2018

INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS AND FURNITURE INDUSTRIES

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 11	Date Due Term 2, Week 10	Date Due Term 3, Week 8	
		Task: Preliminary Project 1	Task: Industry Case Study	Task: Preliminary Project 2	
P1.1 – P7.2	Knowledge and understanding of course content	10	10	20	40
	Knowledge and skills in the management, communication and production of projects	30	10	20	60
Task Value %		40	20	40	100
Syllabus Outcomes Assessed by the Task		P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	

PRELIMINARY COURSE ASSESSMENT GRID
2018

LEGAL STUDIES

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		The Legal System	The Law in Practice	All Topics	
		Date Due	Date Due	Date Due	
		Term 1, Week 11	Term 2, Week 9	Term 3, Week 9/10	
		Task:	Task:	Task:	
		Topic Test	Research	Final Exam	
P1-10	Knowledge & understanding	20		20	40
	Analysis & evaluation		10	10	20
	Inquiry & research		20		20
	Communication	10		10	20
Task Value %		30	30	40	100
Syllabus Outcomes Assessed by the Task		P1, P2, P3, P4, P6, P9	P1, P2, P3, P5, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	

PRELIMINARY COURSE ASSESSMENT GRID
2018

MATHEMATICS

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 2, Week 2	Date Due Term 3, Week 2	Date Due Term 3, Week 10	
		Test: Basic Arithmetic, Algebra and Trigonometry	Test: Functions, Linear Functions, Tangent to a Curve and Differentiation	Test: Final Preliminary Exam	
P1 – P8	Concept, Skills and Techniques	12.5	17.5	20	50
	Reasoning and Communication	12.5	17.5	20	50
Task Value %		25	35	40	100
Syllabus Outcomes Assessed by the Task		P2, P4, P5, P6, P7, P8	P2, P3, P4, P5, P6, P7, P8	P2, P3, P4, P5, P6, P7, P8	

PRELIMINARY COURSE ASSESSMENT GRID
2018

MATHEMATICS EXTENSION 1

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 2, Week 2	Date Due Term 3, Week 2	Date Due Term 3, Week 10	
		Test: Basic Arithmetic, Algebra and Trigonometry	Test: Functions, Linear Functions, Calculus, Parabola / Quadratic Polynomial	Test: Final Preliminary Exam	
P2 – P8 PE1 – PE6	Concepts and Techniques	12.5	17.5	20	50
	Reasoning and Communication	12.5	17.5	20	50
Task Value %		25	35	40	100
Syllabus Outcomes Assessed by the Task		P2, P3, P4, PE2, PE3	P2, P4, P5, P6, P7, P8, PE2, PE3, PE4, PE5	P2, P3, P4, P5, P6, P7, P8, PE2, PE3, PE4, PE5, PE6	

PRELIMINARY COURSE ASSESSMENT GRID
2018

MATHEMATICS STANDARD

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 2, Week 2	Date Due Term 3, Week 2	Date Due Term 3, Weeks 10	
		Test: Formulae and Equations, Practical Measurement, Units of Energy and Mass	Research Application: Earning Money, Interest and Depreciation, Linear Relationships, Time	Test: Final Preliminary Exam (All Topics)	
MS11-1 – MS11-10	Understanding, fluency and communication	15	15	20	50
	Problem solving, reasoning and justification	15	15	20	50
Task Value %		30	30	40	100
Syllabus Outcomes Assessed by the Task		MS11-1, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-5, MS11-6, MS1109, MS11-10	MS11-1 – MS11-10	

PRELIMINARY COURSE ASSESSMENT GRID
2018

MODERN HISTORY

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		The Shaping of the Modern World The French Revolution	Investigating Modern History The Rise and Fall of the Romanov Dynasty	Historical Investigation/ The Shaping of the Modern World World War One	
		Date Due	Date Due	Date Due	
		Term 1, Week 11	Term 2, Week 7	Term 3, Week 8/9	
		Task:	Task:	Task:	
		Source Analysis/ Extended Response	Research/Oral Presentation	Research/Source Analysis/ Essay	
MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-6 MH11-7 MH11-8 MH11-9 MH11-10	Knowledge and understanding of course content	20	20		40
	Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
	Historical inquiry and research		10	10	20
	Communication of historical understanding in appropriate forms	5	5	10	20
Task Value %		30	40	30	100
Syllabus Outcomes Assessed by the Task		MH11-6 MH11-7 MH11-9 MH11-10	MH11-1 MH11-2 MH11-3 MH11-4 MH11-6 MH11-9	MH11-5 MH11-6 MH11-7 MH11-8 MH11-9	

**PRELIMINARY COURSE ASSESSMENT GRID
2018**

MUSIC 1

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 10	Date Due Term 2, Week 9	Date Due Term 3, Week 8	
P1, P2, P3, P5, P7, P8, P9, P10, P11	Performance Core	Part A: In Class Solo Performance (Methods of Notation) 15% (20 marks)	Part A: In Class Ensemble Performance (Jazz) 10% (10 marks)		25
P3, P4, P5, P7, P8, P10, P11	Composition Core		Part B: In Class Improvisation (Jazz) 10% (10 marks)	Part A: Hand In Composition (Film Music) 15% (20 marks)	25
P2, P4, P5, P6, P8, P10, P11	Musicology Core	Part B: Hand In Portfolio (Methods of Notation) 10% (10 marks)		Part B: Hand In Viva Voce on Composition (Film Music) 15% (20 marks)	25
P4, P6, P8, P10, P11	Aural Core	Part C: Hand In Written Aural Analysis of Solo Performance Repertoire (Methods of Notation) 10% (10 marks)	Part C: Hand In Written Aural Analysis of Ensemble Performance Repertoire (Jazz) 5% (10 marks)	Part C: Hand In Written Aural Analysis of Specified Film Excerpts related to Composition (Film Music) 10% (10 marks)	25
Task Value %		35	25	40	100
Syllabus Outcomes Assessed by the Task		P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11	P1, P2, P3, P4, P5, P7, P8, P9, P10, P11	P3, P4, P5, P6, P7, P8, P9, P10, P11	

PRELIMINARY COURSE ASSESSMENT GRID
2018

PDHPE

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Research HP Initiative	Fitness Choices	Exam style application of the principles of movement	
		Date Due	Date Due	Date Due	
		Term 1, Week 10	Term 2, Week 7	Term 3, Week 10	
		Task: Research Health Promotion, Approach or Strategy (IC)	Task: The Fitness Industry Presentation (HI)	Task: Movement Analysis Application of Anatomy and Physiology Concepts to Movement (IC)	
P1 – P17	Knowledge and understanding of course content	15	10	15	40
	Skills in critical thinking, research, analysing and communicating	20	20	20	60
Task Value %		35	30	35	100
Syllabus Outcomes Assessed by the Task		P1, P2, P3, P4, P5, P6, P15, P16	P6, P10, P16, P17	P7, P8, P9, P10, P11, P16, P17	

PRELIMINARY COURSE ASSESSMENT GRID
2018

PHYSICS

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 11	Date Due Term 2, Week 10	Date Due Term 3, Weeks 9-10	
		Task: Skills	Task: Depth Study	Task: Final Preliminary Exam	
PHY11/12-1 to PHY11/12-7	Skills in working scientifically	30	25	5	60
PHY11-8 to PHY11-11	Knowledge and understanding of course content		10	30	40
Task Value %		30	35	35	100
Syllabus Outcomes Assessed by the Task		11/12-4, 11/12-5, 11/12-6, 11/12-7	11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 11/12-10	11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 11/12-8, 11/12-9, 11/12-10, 11/12-11	

PRELIMINARY COURSE ASSESSMENT GRID
2018

SOFTWARE DESIGN AND DEVELOPMENT

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Weeks 8-9	Date Due Term 3, Week 2	Date Due Term 3, Weeks 9-10	
		Task: Problem Solving Presentation	Task: Preliminary Project	Task: Final Preliminary Exam	
P1.1 – P6.3	Knowledge and understanding of course content	10	10	30	50
	Knowledge and skills in the design and development of software solutions	10	30	10	50
Task Value %		20	40	40	100
Syllabus Outcomes Assessed by the Task		P1.3, P3.1, P4.1, P5.2	P1.2, P4.2, P5.1, P5.2, P6.2, P6.3	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1	

PRELIMINARY COURSE ASSESSMENT GRID
2018

STUDIES OF RELIGION 1 UNIT

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Nature of Religion and Beliefs	Religious Tradition Studies Islam	Religious Tradition Studies Christianity	
		Date Due Term 1, Week 10	Date Due Term 2, Week 8	Date Due Term 3, Week 8	
		Task: Stimulus Response	Task: Research Task	Task: Final Preliminary Exam	
P1 – 9	Knowledge and Understanding	5	5	10	20 (40%)
	Source based skills	5		5	10 (20%)
	Investigation and research	3	7		10 (20%)
	Communication of ideas of information and ideas and issues in appropriate forms		5	5	10 (20%)
Task Value %		13 (26%)	17 (34%)	20 (40%)	50 (100%)
Syllabus Outcomes Assessed by the Task		P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P3, P4, P5, P6, P7, P8, P9	

PRELIMINARY COURSE ASSESSMENT GRID
2018

STUDIES OF RELIGION 2 UNIT

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Nature of Religion and Beliefs	Islam Research Task	End of Prelim Exam Christianity, Pre 1945, Ancient Origins, Judaism	
		Date Due Term 1, Week 7	Date Due Term 2, Week 8	Date Due Term 3, Week 8	
		Task: Stimulus Response	Task: Research Task	Task: Final Preliminary Exam	
P1 – P10	Knowledge and Understanding	10	10	20	40
	Source based skills	10		10	20
	Investigation and research	5	10	5	20
	Communication of information and ideas and issues in appropriate forms		15	5	20
Task Value %		25	35	40	100
Syllabus Outcomes Assessed by the Task		P1, P2, P6, P8	P3,P4, P5, P6, P7, P8, P9	P1 – P9	

PRELIMINARY COURSE ASSESSMENT GRID
2018

VISUAL ARTS

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Task 1	Task 2	Task 3	Preliminary Syllabus Weightings %
		Date Due Term 1, Week 10 Before 8:55am	Date Due Term 2, Week 10 Before 8:55am	Date Due Term 3, Weeks 9-10	
		Task: Vanitas Work – Painting – Artmaking Historical / Critical – Essay	Task: Weaving	Task: Final Preliminary Exam	
P1 – P10	Art Making	20	30		50
	Art Historical and Critical	10		40	50
Task Value %		30	30	40	100
Syllabus Outcomes Assessed by the Task		P1, P3, P4, P5, P6, P7, P10	P1, P2, P4, P5, P6	P7, P8, P9, P10	