

NAGLE COLLEGE



Year 11

2017

ASSESSMENT HANDBOOK

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STAFF LIST 2017

Principal	Mrs Delma Horan dhoran@parra.catholic.edu.au
Assistant Principal	Mr Michael Hall mhall@parra.catholic.edu.au
Religious Education Coordinator	Mr Andrew Wilson awilson9@parra.catholic.edu.au
Leader of Teaching and Learning	Ms Dympna Reavey dreavey@parra.catholic.edu.au
Year Coordinator	Mrs Gillian Mendez gmendez1@parra.catholic.edu.au

YEAR 11 HOMEROOM TEACHERS	
11.14 BAL	Ms Mariel Carlos
11.15 COR	Ms Jacky Foley
11.16 DAR	Mrs Kelly Bell Mrs Kristie Leeson
11.17 LIS	Miss Jacqueline McAlister
11.18 LUC	Mr Patrick Sibbald

SPECIAL RESOURCE TEACHERS	
English as a Second Language (ESL)	Mrs Ros Elliott
College Library Co-ordinator	Mr Ernesto Gutierrez
Careers Advisor	Mrs Karen Vasarelli
College Counsellor	Ms Rebecca Gorbach
Diversity Team	Mrs Cheryl Godfrey Ms Sara Colbran

KEY LEARNING AREA (KLA) COORDINATORS	
RELIGIOUS EDUCATION Religion Catholic Studies Studies of Religion I Studies of Religion II	Mr Andrew Wilson awilson9@parra.catholic.edu.au
ENGLISH English Standard Fundamentals of English English Advanced English Extension 1 English Studies	Ms Josephine Camilleri Jcamilleri39@parra.catholic.edu.au
MATHEMATICS General Mathematics Mathematics Mathematics Extension 1	Ms Jacky Foley jfoley@parra.catholic.edu.au
SCIENCE Biology Chemistry Physics	Mr Damian Armitage darmitage@parra.catholic.edu.au
HUMAN SOCIETY and ITS ENVIRONMENT Ancient History Business Studies Economics Geography Legal Studies Modern History Society and Culture Work Studies	Mr Greg Keith gkeith@parra.catholic.edu.au
CREATIVE and PERFORMING ARTS Dance Drama Music Course 1 Visual Arts	Ms Verity Cash vcash@parra.catholic.edu.au
LOTE Japanese Continuers	Ms Dympna Reavey dreavey@parra.catholic.edu.au
PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION Community and Family Studies Exploring Early Childhood Personal Development, Health and Physical Education	Mrs Karyn Tillman ktillman@parra.catholic.edu.au
TECHNOLOGICAL and APPLIED STUDIES Agriculture Engineering Studies Food Technology Information & Software Technology Textiles and Design	Miss Jacqueline McAlister jmcAlister2@parra.catholic.edu.au
TVET Business Services Hospitality	Ms Teresa McGlenchy tmcglenchy@parra.catholic.edu.au



Nagle College is under the patronage of Nano Nagle who founded the congregation of the Presentation Sisters. Our College continues the educational emphasis which Nano Nagle first initiated when she taught in Ireland. Her educational goal was for each child to be Christian, literate and practical, so that the world may be transformed for the better by them.

Today, the College provides a rich educational environment for religious and spiritual development, for sound educational and cultural endeavour and enrichment. Our girls are invited to encompass their lives with prayer, wisdom and integrity. They are challenged to look beyond their own lives and see what they can do for others.

This booklet outlines the major parts of the Year 11 Preliminary Higher School Certificate Course which allows each girl to develop appropriate skills. This booklet provides information about the assessment and evaluation tasks. As a parent you are encouraged to be familiar with the requirements so that you may engage with your daughter in her ongoing education.

I welcome each of you, parents and students, to the challenge of Year 11. Together we can support our girls to be successful learners.

Delma Horan
Principal

Year 11 Preliminary Assessment Information Handbook 2017
PRELIMINARY COURSE REQUIREMENTS

The Preliminary courses studied in Year 11 are a prerequisite for their respective HSC courses. While HSC examinations and assessment are based predominantly on the HSC courses, all Preliminary content is presumed background knowledge for the HSC examinations and assessment. Often this material is looked at again in the HSC courses in a more sophisticated or in-depth level, and so can be directly assessed or examined. Some courses DO examine and assess preliminary material directly (e.g. Mathematics, General Mathematics, Mathematics Extension 1, Languages). VET courses do not have a Preliminary and HSC division, and all content studied in Year 11 may be examined in the VET framework courses.

In addition, the study, organisational and learning skills refined in Year 11 are invaluable in preparing for Year 12.

It is expected that students at Nagle will complete all:

- course work, including tests, assignments and regular homework, as this is essential preparation for both formal assessment tasks and the HSC and
- Preliminary assessment tasks, including examinations, tests, research assignments, practical activities or projects, fieldwork and oral communication tasks.

Both of the above may be taken into account for the Principal to certify that a Preliminary course has been completed (see below). All courses satisfactorily completed are recorded on the Preliminary Record of Achievement and again on the HSC Record of Achievement.

Satisfactory Completion of a Course

The following course completion criteria refer to both Preliminary and HSC courses.

Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- **followed** the course developed or endorsed by the Board; and
- **applied** herself with diligence and sustained effort to the set tasks and experiences provided in the course by the college; and
- **achieved** some or all of the course outcomes.

While the New South Wales Education Standards Authority does not mandate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not have been met.

Preliminary Courses

Satisfactory completion of the Preliminary Course or its equivalent is a prerequisite for entry into an HSC Course. In cases of non-satisfactory completion an 'N' determination will be submitted. Courses that were not satisfactorily completed will not be printed on the Record of Achievement.

Reports

Each student receives a set of individual subject reports and a Homeroom Teacher's report twice per year. In the subject report is a Personal Profile section, recognising the work ethic of students within each class.

Year 11 students receive information about their performance in the course (a mark out of 100 or 50) and their course rank.

Allocation of grades for the Record of School Achievement

The school is required to submit grades for all students at the completion of Stage 6 Preliminary Board Developed or Board Endorsed courses. These grades should indicate the student's overall achievement in relation to the Common Grade Scale for Preliminary courses. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

NESA's grading system is intended to describe the student's achievement at the end of each Stage 6 Preliminary course. Teachers will make the final judgement of the grade deserved on the basis of assessment information and with reference to the Common Grade Scale for Preliminary Courses. The choice of a particular grade should be made on the basis that it provides the best overall description of the student's achievement of the Stage 6 Preliminary syllabus outcomes.

ASSESSMENT

Why assess?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

The assessment marks determined by the college for each course are intended to indicate students' achievements at the end of the Preliminary Course. The assessment marks will be based on achievements measured at points throughout the course. The assessment marks are based upon:

- a wider range of syllabus outcomes than may be measured by one examination and
- multiple measures and observations made throughout the course rather than at a single, final examination.

Measuring achievement at points during the course increases the accuracy of the final assessment of each student's achievement by using multiple measures. It also caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

The assessment marks determined by the college will reflect the knowledge and skills objectives of the course and the related outcomes.

Preliminary Course Assessment

A student must satisfactorily complete the Preliminary year of any course or level in order to proceed to the HSC year. Formal assessment is used to determine whether a student has completed the Preliminary Course satisfactorily.

Assessment in Years 11 and 12 will involve a variety of activities. Some activities will be nominated as formal assessment tasks. These tasks will provide a broad view of student achievement in the individual courses.

NEW SOUTH WALES EDUCATION STANDARDS AUTHORITY REQUIREMENTS

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. Principals are required to certify that students have satisfactorily completed Preliminary courses. NESA does not require schools to submit assessment marks for students completing Preliminary courses. However, schools are advised to:

- specify various assessment tasks and allocate marks to each task;
- provide a schedule of tasks throughout the course;
- implement procedures relating to illness, misadventure, malpractice, late submission and non-completion of assessment tasks; and
- conduct appropriate reviews of the administration of assessment.

This booklet outlines the procedures established at Nagle College.

Component Weightings

Each course has various components such as knowledge, application, graphics, practical experiments, fieldwork or research. Assessment tasks reflect the percentages allocated to each component. The component weightings for each course are included in the course grids.

Failure to submit Assessment Tasks

If a student fails to complete an assessment task specified in the assessment program, she must submit a misadventure application, with any accompanying documentation, to explain why the task was not submitted. It is the role of the Leader of Teaching and Learning, in consultation with the KLA Co-ordinator and the Year 11 Co-ordinator, to consider the application and to make any recommendations to the Principal.

In exceptional circumstances, for example where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Principal could authorise the use of an estimate based on other appropriate evidence.

Where there is no valid reason for not completing an assessment task or failure to follow correct procedures, a zero mark must be recorded for that task. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

Requirements for Principals to warn students

If it appears that a student is at risk of not meeting the assessment requirements in a course, a warning must be given. The Principal must:

- advise the student, in writing, in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination;
- advise the parent or guardian in writing if the student is under 18;
- request from the student/parent a written acknowledgement of the warning;
- issue at least one follow-up warning letter; and
- retain a copy of the warning notice and other relevant documentation.

'N' Determination

NESA has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed course in which they are enrolled in accordance with the requirements issued by NESA.

The principal will determine if there is sufficient evidence that each student has applied herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination. In such cases the subject will not appear on a student's transcript of study.

In addition, the principal may determine that, as a result of absence, the course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

If a student is to be given an 'N' determination, the Principal must submit the 'N' determination and advise the student of the determination, its consequences and the student's right to a College review and subsequent appeal to NESA using the form supplied. A student seeking a review of an 'N' determination must apply to the Principal in writing.

PROCEDURES

Notification of Assessment Tasks

1. All tasks are listed in the individual course assessment schedules. These schedules contain details of tasks, due dates, components and weightings.
2. An assessment calendar of all Preliminary tasks will be provided. As soon as this is issued students are encouraged to write the dates into their diaries.
3. A detailed notification of the requirements for each task will be notified in class, in writing, at least 2 weeks prior to the due date for the task. This is also fulfilled through the issue of the calendar.
4. Students will be issued with marking guidelines to assist them.
5. KLA Co-ordinators reserve the right, given adequate consultation with the Leader of Teaching and Learning, to change details (such as due date, outcomes) contained in this booklet. Students will, however, be given such notice, in writing, at least two weeks before the task is due.
6. Each student will be given feedback on her level of achievement in each task. Should problems occur with marks or ranks, students should discuss the matter immediately with their class teacher in the first instance.

Submission of Tasks

Prepared tasks – assignments, research tasks, major works

- Students will be required to electronically submit most tasks via Turnitin.
- All tasks must be submitted **NO LATER THAN 8.45 am on the morning** that the task is due.
- Where a task cannot be submitted via Turnitin, it must be given to a representative of the appropriate department outside the student foyer **NO LATER THAN 8.45 am on the morning** that the task is due.
- When a task is submitted **after 8.45 a.m.**, it will be **considered late**. The student will have to complete an illness/misadventure form, with appropriate written evidence, explaining the late submission. Late tasks are to be submitted to the Leader of Teaching and Learning upon the student's arrival at school.
- It is the student's responsibility to ensure that, when a hard copy of a task is submitted, that the task is securely stapled and clearly labelled. It is also the student's responsibility to ensure that she signs the submission roll, where appropriate. Should a task be misplaced, this roll will be evidence that the task has been submitted. Claims of stolen tasks will be subject to

investigation. **A copy of written tasks should always be kept by the student.**

- When students use technology in the preparation of tasks, they must remember that a breakdown of that technology is always possible. Appropriate time management skills should be employed when completing tasks so that, if the computer or printer fails, there will still be time to complete the task.
- In the case of tasks submitted on a USB, hard copies should be kept both during and at the end of the task preparation period. Backing up work is an important part of a student's learning. Consideration will not be given for faulty technology, including printers. It is the student's responsibility to plan ahead to ensure that there is time to print out a hard copy of each task.
- The College will not be responsible for printing out student's work from a disc or flash drive.

In-class tasks - tests, prepared essays, examinations

Students must ensure that they have the appropriate equipment for the task. The required equipment will be published on the Assessment Task Notification sheet and in the assessment task description.

Normal examination conditions will apply to all in-class tasks unless stated prior to the task.

Assessment Task Results

The marking of assessment tasks is carefully undertaken using the marking criteria given to the students. Students will receive meaningful feedback on all assessment tasks, generally within two weeks depending on the size of the group.

When a task is returned, the student should check the mark and feedback. It is important that the addition of marks is checked carefully.

Marked assessment tasks will provide students with a variety of meaningful feedback for improving their work. Students will receive a mark and/or written feedback for every completed task. **Parents are asked to sign the acknowledgement slip attached to each task and ensure that it is returned to the class teacher.**

Student Query About Results

If a student has a query about an assessment mark for an individual task, she should speak to the relevant Key Learning Area (KLA) Co-ordinator after first consulting the teacher of the course. This query must occur at the time that the task is returned.

Cancellation or Replacement of Tasks

The policy of NESA is that assessment tasks must accurately measure the achievement of students and discriminate between different levels of achievement. If an assessment task does not adequately fulfil these requirements (i.e. produces invalid or unreliable results), the Principal reserves the right to amend the weighting of the task or order a new task to be set.

Late submission of a Task

When a task is submitted **after 8.45 a.m.**, it will be **considered late**. The student will have to complete an illness/misadventure form, with appropriate written evidence, explaining the late submission. Late tasks are to be submitted to the Leader of Teaching and Learning upon the student's arrival at school.

The penalties for late submission of tasks without a valid reason are as follows:

- For the first day that a task is late, 25% of the marks awarded for the task will be deducted.
- On the second day that the task is late, 50% of the marks awarded for the task will be deducted.
- On the third day that a task is late, the task will receive a mark of zero.

When a student is penalised for the late submission of a task, a warning letter will also be issued.

Failure to Submit a Task or Attend a Task

If a student does not submit/attend a task after three days, and does not have an acceptable reason, she **will receive zero for that task**. A warning letter will be issued and the student will be required to complete the task.

What to do if Absent from School When an Assessment is Scheduled

If a student is absent on the day of an in-class assessment or examination, a **parent must phone the College** and inform us of the student's illness and/or inability to attend the set task. Please ask for this information to be passed on to the relevant teacher/KLA Co-ordinator and the Year 11 Co-ordinator. The student must complete an Illness/Misadventure Form and attach the necessary documentation (doctor's certificate, funeral notice, court notice, etc) to explain the absence with a written explanation from a parent/guardian. The Illness/Misadventure Form and documentation must be submitted to the Leader of Teaching and Learning **no later than 3 days** from the date of the student's return.

If a student is absent on the day of a hand-in assessment, **it is the student's responsibility to delegate a person (e.g. parent/guardian) to submit the task on her behalf if it cannot be submitted through Turnitin.**

In cases where it is impossible for the task to be submitted on the due date, it must be handed to the Leader of Teaching and Learning **before school on the first day that the student returns to school.**

The penalty for failing to submit an assessment task on time on the due date without observing the procedures outlined above will be significant as described above. A letter from the College will be sent to parents.

Appealing a decision

The College Assessment Review Panel consists of the Assistant Principal, Leader of Teaching and Learning, Year 11 Co-ordinator and KLA Co-ordinator. The written appeal is considered and a recommendation is made to the Principal.

Students wishing to appeal the decision must submit a **written appeal**, together with evidence and signed by parents, to the Leader of Teaching and Learning **for review within 3 days of receiving the original decision.** The appeal will be considered by the College Assessment Review Panel.

The recommendation may be:

- an extension of time granted;
- an alternative task;
- an approved assessed mark determined;
- a late penalty or
- a zero mark.

Please note:

- An Illness/Misadventure Form for non-submissions should be completed, whatever the reason.
- Missing an assessment task or not handing it in will only be justified if the reason is deemed sufficiently serious. This would generally **not** include forgetting to bring a task, nor would it include a known absence where an alternative arrangement was not made.
- **Handing in an Illness/Misadventure Form is not a guarantee that it will be approved.**
- Illness would have to be serious enough to affect your ability to do the assessment task. It would not be an acceptable excuse where the illness occurred briefly near the time of submitting an assessment task for which you had substantial time to complete the task but left it until the last minute.
- Illness must be substantiated by a doctor's certificate. The certificate must clearly state why the task could not be attempted. A simple statement that the student was not able to come to school is not sufficient. Where there is a pattern of recurring illness affecting

submission of assessment tasks, the school will require a doctor's certificate.

- The following cases are examples where absence from an assessment task would **not** generally be acceptable: dental/orthodontist's appointments, holidays or sporting events.
- In cases where there are extenuating circumstances and the school is notified well before the due date of the task, approval may be granted to complete the task or a substitute task. **Award of a Penalty**

The following penalties will be awarded in the following circumstances:

Failure to follow procedure

Failure to follow the procedures as outlined previously (including the failure to provide the appropriate documentation) will result in the award of **a zero mark**.

Malpractice

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice. Malpractice includes, but is not limited to, plagiarism, cheating, copying and collaboration, and is unacceptable. Allegations of malpractice will be treated seriously and detected malpractice will limit a student's marks and jeopardise her HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own.

If an allegation of malpractice is proven, students will receive no credit for the task. A warning letter will be issued and the student will be required to repeat the task. However, **a zero** will be recorded for the task in the faculty mark book.

Unfair Advantage

If a student absents herself from a class prior to the completion of a task or is away from school prior to a task without a satisfactory reason and/or a doctor's certificate, she may be deemed to have gained an unfair advantage. **25% of the marks awarded** for the task will be deducted.

Warning to students

The award of a zero mark may affect the student's ability to receive the HSC. Students and parents or care-givers will be notified by letter in the event of the award of any penalty. The student will be provided with details for completion/submission of task(s).

Special Provisions

Students can apply to NESA for Special Provisions in Year 12 for examination purposes only.

The College may make a determination to provide Special Provisions for a student for tests or examinations based on:

- previous Special Provision application;
- intended Year 12 application;
- recent diagnostic assessment; and
- information provided by the student and parent(s).

However, until NESA has approved a student's application for Special Provisions for the 2018 HSC examinations, we cannot be sure that the student will be granted those provisions. In such cases, students would be encouraged to complete examinations without the use of Special Provisions.

RELIGIOUS EDUCATION

RELIGION CATHOLIC STUDIES*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TOTAL
Name	The Search For Meaning	Jesus of History, Christ of Faith	Religion in Australia The Search For Meaning Jesus of History, Christ of Faith Christian Vision of the World	
Format	In Class	In Class	Exam	
Date	Term 1, Week 8	Term 2, Week 4	Term 3 Exam Block	
Syllabus Outcomes	C6.1, C6.9, C6.10, C6.11, C6.12	C6.2, C6.9, C6.10, C6.11, C6.12	C6.1, C6.2, C6.6, C6.8, C6.9, C6.10, C6.11, C6.12	
Assessment Component	Research/ Writing	ICT/ Source Analysis	Writing/ Source Analysis	
Weighting	15	15	20	50

STUDIES OF RELIGION 1 UNIT*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Nature of Religion and Belief	Islam	Nature of Religion and Belief Islam Christianity	
Format	In Class	In Class	Preliminary Exam	
Date	Term 1, Week 8	Term 2, Week 8	Term 3 Exam Block	
Syllabus Outcomes	P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P8, P9	
Assessment Component	Source Analysis/ Writing Task	Research Task/ Writing	Exam	
Knowledge and understanding of course content	5	5	10	20
Source-based skills	10			10
Investigation and research		10		10
Communication of information, ideas and issues			10	10
Weighting	15	15	20	50

STUDIES OF RELIGION 2 UNIT*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Nature of Religion	Islam	Christianity	All Units	
Format	In Class	In Class	Prepared & In Class	Preliminary Exam	
Date	Term 1, Week 5	Term 2, Week 4	Term 2, Week 9	Term 3 Exam Block	
Syllabus Outcomes	P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P8, P9	
Assessment Component	Source-Analysis Task/ Written	Research Task/ Writing	Oral Presentation/ Viva Voce	Exam	
Knowledge & understanding of course content	5	10	5	20	40
Source-based Skills	10		10		20
Investigation and research		15	5		20
Communication of information, ideas and issues			5	15	20
Weighting	15	25	25	35	100

ENGLISH

2017 Preliminary HSC Assessment Handbook
ENGLISH (STANDARD)

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Area of Study: Belonging <i>Peter Skrzynecki</i>	Module B: Close Study of Text - <i>Jasper Jones</i>	Module A: Experience through Language – <i>The 7 Stages of Grieving</i>	Module C: Texts and Society – <i>The Shawshank Redemption</i>	Examination	
Format	Oral Presentation (Submission and in-class)	In-class (non-exam)	Hand In	Listening Task (in-class)	Examination	
Date	Term 1, Week 10	Term 2, Week 7	Term 3, Week 1	Term 3, Week 6	Term 3 Exam Block	
Syllabus Outcomes	2, 3, 6, 7	3, 4, 6, 8,10	1, 3, 5, 8, 10	1, 3, 5, 7	1-11	
Assessment Component	Speaking	Reading and Writing	Viewing and Representing	Listening	Reading and Writing	
Reading	5	5			AOS 15%	25
Writing		10			AOS 5% MODULES 15%	30
Listening				15%		15
Speaking	15					15
Viewing and Representing			15			15
TOTAL	20	15	15	15	35	100

FUNDAMENTALS OF ENGLISH

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Writing Portfolio	Speaking and Listening Task	Final Preliminary Exam	
Format	Submission Task	In-class Task	Examination	
Date	Term 1, Week 8	Term 2, Week 8	Term 3 Exam Block	
Syllabus Outcomes	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 8, 11	1, 3, 4, 5, 6, 7, 8, 9, 10, 11	
Assessment Component				
<ul style="list-style-type: none"> The ways in which contexts shape meaning, structure and language. 	5	5	10	20
<ul style="list-style-type: none"> Learning, using and composing clearly and effectively in a wide range of contexts. 	5	5	10	20
<ul style="list-style-type: none"> Reflection as a way to review, reconsider and refine meaning. 	5	5		10
TOTAL	15	15	20	50

ENGLISH (ADVANCED)*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Area of Study: Belonging <i>As you Like it</i> (Shakespeare)	Module A: Comparative Study <i>Atonement</i> and the poetry of Ted Hughes	Module C: Representation and Text - <i>The Truman Show</i>	Module B: Critical Study - Speeches	Examination	
Format	Oral Presentation (Submission and in-class)	In-class (non-exam)	Hand In	Listening Task (in-class)	Examination	
Date	Term 1, Week 10	Term 2, Week 7	Term 3, Week 1	Term 3, Week 6	Term 3 Exam Block	
Syllabus Outcomes	2, 3, 6, 7	1, 2, 4, 5, 6, 7, 10, 12A	1, 2, 4, 5, 12a, 13	1, 3, 6, 8, 9	1-11	
Assessment Component	Speaking	Reading and Writing	Viewing and Representing	Listening	Reading and Writing	
Reading	5	5			AOS 15%	25
Writing		10			AOS 5% MODULES 15%	30
Listening				15		15
Speaking	15					15
Viewing and Representing			15			15
TOTAL	20	15	15	15	35	100

2017 Preliminary HSC Assessment Handbook
ENGLISH (EXTENSION 1)

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Texts, Culture and Value <i>The Gothic</i>	<i>Texts, Culture and Value Appropriations</i>	<i>Texts, Culture and Value Literary Doubles</i>	
Format	Creative Writing and Process Journal Hand in	Oral Seminar and Listening Component Hand in and in-class	Preliminary Examination	
Date	Term 1, Week 8	Term 2, Week 9	Term 3 Exam Block	
Syllabus Outcomes	1, 2, 3	1, 2, 3	1, 2, 3	
Assessment Component	Reading, writing	Speaking, listening, viewing, representing	Reading, writing	
Knowledge and understanding of complex texts and of how and why they are valued	10	5	10	25
Skills in: <ul style="list-style-type: none"> ● complex analysis ● sustained composition ● independent investigation 	5	10	10	25
TOTAL	15	15	20	50

ENGLISH STUDIES*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Curriculum Vitae Composition and Job Interview	Feature Article Composition and Writing Portfolio	Group Presentation and Writing Portfolio	
Format	Submission and in-class Task	Submission Task	Submission and in-class Task	
Date	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9	
Syllabus Outcomes	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2	P1.1,P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2	P1.3, P1.4, P2.1, P2.3, P3.1, P3.2, P4.1, P4.2	
Assessment Component				
Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.		10	10	
Students will develop skills in reading, listening and viewing and in writing, speaking and representing.	10	10	10	
Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	10	10	10	
Students will develop skills in planning and working individually and collaboratively.	10		10	
TOTAL	30	30	40	100

MATHEMATICS

GENERAL MATHEMATICS

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Financial Maths 1, Measurement 1	Data Analysis 1	Trigonometry, Buying a Car	All topics	
Format	Class test (in class)	Research assignment (hand in)	Class test (in class)	Preliminary Exam	
Date	Term 1, Week 9	Term 2, Week 4	Term 3, Week 4	Term 3 Exam Block	
Syllabus Outcomes	MGP-1, 2, 3, 4, 5, 6, 9,10	MGP-1, 2, 5, 7, 9, 10	MGP-1, 2, 3, 4, 5, 8, 9, 10	MGP-1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Syllabus Weighting					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	10	10	10	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	5	10	15	20	50
TOTAL	15	20	25	40	100

MATHEMATICS*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Basic Arithmetic, Algebra, Geometry	Real Functions, Quadratic Polynomial	Linear Functions, Trigonometric Ratios	All topics	
Format	Class test (in class)	Class test (in class)	Class test (in class)	Preliminary Exam	
Date	Term 1, Week 9	Term 2, Week 10	Term 3, Week 4	Term 3 Exam Block	
Syllabus Outcomes	P2, P3, P4	P2, P4, P5	P3, P4, P5	P2, P3, P4, P5, P6, P7, P8	
Syllabus Weighting					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	10	10	10	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	5	10	15	20	50
TOTAL	15	20	25	40	100

MATHEMATICS EXTENSION 1*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Other Inequalities, Further Geometry (Circle)	Permutations and Combinations, Polynomials	All topics	
Format	Class test (in class)	Class test (in class)	Preliminary Exam	
Date	Term 1, Week 11	Term 2, Week 9	Term 3 Exam Block	
Syllabus Outcomes	PE2, PE3, PE6	PE2, PE3, PE6	PE2, PE3, PE5, PE6	
Syllabus Weighting				
Knowledge and Understanding of Content Areas; Skills and Application of Skills	8	17	25	50
Comprehension & Analysis of Situations; Reasoning and Communication of Solutions	12	13	25	50
TOTAL	20	30	50	100

SCIENCE

BIOLOGY

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Patterns in Nature	The Local Environment	Life on Earth	Patterns in Nature The Local Environment Life on Earth	
Format	Practical	Project	Research	Examination	
Date	Term 1, Week 10	Term 2, Week 6	Term 3, Week 6	Term 3 Exam Block	
Syllabus Outcomes	P2, P6, P11, P12, P13, P14	P2, P7, P8, P12, P13, P14, P15	P1, P10, P12, P13, P14	P3, P4, P5, P6, P7, P8, P9, P10, P12, P13, P14	
Knowledge & Understanding	5	5	10	20	45
First-hand Investigations	10	15	5	5	35
Scientific Thinking, Problem-solving & Communication	5	10	5	5	30
TOTAL	20	30	20	30	100

CHEMISTRY*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	The Chemical Earth	Metals and Water	Water and Energy	The Chemical Earth, Metals, Water and Energy	
Format	Open-ended Investigation	Practical	Model-making & Research	Preliminary Examination	
Date	Term 1, Week 10	Term 2, Week 7	Term 3, Week 7	Term 3 Exam Block	
Outcomes	P2, P6, P11, P12, P13, P14, P15	P11, P12, P13, P14	P3, P4, P6, P7, P12, P13, P14	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14	
Knowledge and understanding	7		18	15	40
First-hand Investigations	9	12	2	7	30
Scientific Thinking, Problem- Solving and Communication	4	13	5	8	30
TOTAL	20	25	25	30	100

PHYSICS*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	The World Communicates	The Cosmic Engine	Electrical Energy in the Home	The World Communicates The Cosmic Engine Electrical Energy in the Home Moving About	
Format	Assignment	Open-ended	Practical Test	Examination	
Date	Term 1, Week 10	Term 2, Week 7	Term 3, Week 3	Term 3 Exam Block	
Syllabus Outcomes	P 5, 8, 15	P1, 3, 5	P2, 9, 11, 12, 13, 14	P1, 2, 3, 4, 6, 7,8, 9, 10, 11, 12, 13, 14	
Knowledge and Understanding	5	5	5	25	40
First-hand Investigations	5	5	15	5	30
Scientific Thinking, Problem-solving & Communication	10	10	5	5	30
TOTAL	20	20	25	35	100

CREATIVE ARTS

MUSIC COURSE 1*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	An instrument and It's Repertoire Task	Mid-course Assessment	Music & Education	End of Preliminary Course Examination	
Format	Viva Voce In Class	In class Performance & Aural Exam	Composition Hand in	Performance & Aural Exam	
Date	Term 1, Week 8	Term 2, Week 5	Term 3, Week 1	Term 3 Exam Block	
Syllabus Outcomes	P4, P6, P7, P10, P11	P1, P2, P4, P5, P6, P7, P8, P9, P10, P11	P3, P5, P7, P8, P10, P11	P1, P2, P4, P5, P6, P7, P8, P9, P10, P11	
Musicology	25				25
Performance		10		15	25
Composition			25		25
Aural		10		15	25
TOTAL	25	20	25	30	100

DRAMA*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Group Performance	Ruby Moon Analysis	Individual Performance	End of Course Yearly Examination	
Format	In Class Performance and Submission of Logbook	Submission of Creative Task and Logbook	In Class Individual Performance and submission of Logbook	Written Exam	
Date	Term 1, Week 9	Term 2, Week 9	Term 3, Week 7	Term 3 Exam Block	
Syllabus Outcomes	P1.1, P1.2, P1.3, P1.4, P1.6, P1.7, P1.8, P2.1, P2.4, P2.5 P2.6, P3.1	P1.5, P1.7, P1.8, P2.2, P2.3, P3.3,	P1.1, P1.2, P1.3, P1.4, P1.5, P2.1, P2.2, P2.4, P3.1, P3.2, P3.3 P3.4	P2.1, P2.2, P2.6, P3.1, P3.2, P3.3	
Making	15	15	10		40
Performing	10	10	10		30
Critically Studying		5	5	20	30
TOTAL	25	30	25	20	100

VISUAL ARTS*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Critical and Historical Studies	Body of Work (One)	Body of Work (Two)	End of Prelim. Examination	
Format	Essay	Body of Work Hand in	Body of Work Hand in	Written Responses	
Date	Term 1, Week 9	Term 2, Week 1 and Term 2, Week 9	Term 3, Week 6	Term 3 Exam Block	
Syllabus Outcomes	P7, P9	P1, P3, P5, P6	P2, P3, P4, P5, P6	P8, P9, P10	
Artmaking		25	25		50
Art Critical/ Historical	20			30	50
TOTAL	20	25	25	30	100

HUMAN SOCIETY AND ITS ENVIRONMENT

ANCIENT HISTORY*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	Total
Name	Case Study	IRP	Deir el-Medina	Preliminary Exam	
Format	Folio of sources and seminar	Research and report	Weekly	Yearly Exam	
Date	Term 1, Week 8	Term 2, Week 5	Term 3, Week 2	Term 3 Exam Block	
Syllabus Outcomes	P3.1, 3.3, 3.4, 3.6, 4.1, 4.2	P1.1, 2.1, 3.1, 3.3, 3.6, 4.1, 4.2	P1.1, 3.1, 3.3, 3.6, 4.1, 4.2	1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2	
Knowledge and understanding of course content	5	10	10	15	40
Source-based skills	10			10	20
Historical inquiry and research		10	10		20
Communication of historical understanding	5	5	5	5	20
TOTAL	20	25	25	30	100

BUSINESS STUDIES*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	
Name	Nature of Business	Business Management	Business Planning	Preliminary Exam	
Format	Topic Test (objective response and short-answer questions) <i>In-Class</i>	Extended Response (Business research – case studies) <i>Turnitin Submission</i>	Business Plan/ Report (research, interpretation, application and communication) <i>Turnitin Submission</i>	Yearly Exam	
Date	Term 1, Week 7	Term 2, Week 8	Term 3, Week 6	Term 3 Exam Block	
Syllabus Outcomes	P1, P2, P6	P2, P5, P6, P8, P9	P1, P4, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P9, P10	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills	10			10	20
Inquiry and research		10	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
TOTAL	20	25	25	30	100

ECONOMICS*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Introduction to Economics: Australia vs Economy	Consumers and Business	Labour Market	Preliminary Exam	
Format	Research Report Hand in Assessment	Stimulus based In Class Test	Hand In Essay	Yearly Exam	
Date	Term 1, Week 6	Term 2, Week 5	Term 3, Week 2	Term 3 Exam Block	
Syllabus Outcomes	P5, P7, P8, P9, P10, P12	P1, P2, P7, P8	P5, P6, P7, P9, P12	P1, P2, P3, P5 P7, P8, P11	
Assessment Component					
Knowledge and understanding of course content	10	10	5	15	40
Stimulus-based skills		10		10	20
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms			15	5	20
TOTAL	20	20	30	30	100

GEOGRAPHY*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Population Geography	Senior Geography Project (2 stages) Stage 1 – Proposal 5% Stage 2 – Report 20%	Global Challenges Communication Task	Preliminary Exam	
Format	Stimulus Interpretation Task	Hand in task	Hand in assessment	Yearly Exam including fieldwork component	
Date	Term 1, Week 7	Stage 1 -Term 1,Week 9 Stage 2 – Term 3,Week 3	Term 2, Week 6	Term 3 Exam Block	
Syllabus Outcomes	P8, 9, 10	P7, 8, 9, 10, 11, 12	P4, 5, 6, 8, 12	P1, 2, 3, 9, 10, 12	
Assessment Component					
Knowledge and understanding of course content	5	5	15	15	40
Geographical tools and skills	10			10	20
Geographical inquiry and research, including fieldwork		10	5	5	20
Communication of geographical information, ideas and issues in appropriate forms		10	5	5	20
TOTAL	15	25	25	35	100

LEGAL STUDIES

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	The Legal System	The Individual and the law	Law in Practice	Preliminary Exam	
Format	Hand-in essay	In-class essay	Hand-in Research Folio	Exam	
Date	Term 1, Week 9	Term 2, Week 9	Term 3, Week 6	Term 3 Exam Block	
Syllabus Outcomes	P1, P2, P3, P4, P6, P8, P9	P1, P4, P5, P7,P9	P1, P4, P6, P7, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9	
Assessment Component					
Knowledge and understanding	15	15	5	25	60
Communication			20		20
Research	10	10			20
TOTAL	25	25	25	25	100

MODERN HISTORY

Assessment Components, Weightings and

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Historical Investigation	Arab-Israeli Conflict	Rwandan Genocide	Preliminary Exam	
Format	Glogster (digital poster)	Digital Essay	Research Essay	Exam	
Date	Term 1, Week 10	Term 2, Week 5	Term 2, Week 10	Term 3 Exam Block	
Syllabus Outcomes	P 1.1, 1.2, 2.1, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2	P1.1, 1.2, 2.1, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2	P1.1, 1.2, 2.1, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2	P1.1, 1.2, 2.1, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2	
Assessment Component					
Knowledge and Understanding	5	5	10	20	40
Historical Inquiry and Research	10	5	5		20
Source-Based Skills	5	10	5	5	25
Communication	5	5	5		15
TOTAL	25	25	25	25	100

SOCIETY and CULTURE

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	The Social and Cultural World	The Social and Cultural World	Personal and Social Identity	Preliminary Exam	
Format	Topic Test / In Class	Group research methods presentation and individual report scaffold	Hand in assessment	Yearly Exam	
Date	Term 1, Week 3 or 4	Term 1, Week 8	Term 2, Week 9	Term 3 Exam Block	
Syllabus Outcomes	P1, P3, P9, P10	P1, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P2, P3, P4 P5, P6, P7, P8,P9, P10	
Assessment Component					
Knowledge and understanding of course content	10	5	15	20	50
Application and evaluation of social and cultural research methods		10	15	5	30
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
TOTAL	15	20	35	30	100

WORK STUDIES*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Career Planning	Group Multimedia Presentation	Exam	
Format	Portfolio Hand-in	Presentation In-class	Multiple choice, short answer, extended response	
Date	Term 1, Week 10	Term 2, Week 9	Term 3 Exam block	
Syllabus Outcomes	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 5, 6, 7, 8, 9	3, 5, 6, 7, 8, 9	
Assessment Component				
Knowledge and understanding				30
Skills				70
TOTAL	30	30	40	100

LANGUAGES OTHER THAN ENGLISH

2017 Preliminary HSC Assessment Handbook
JAPANESE CONTINUERS

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Myself, My family Home and friends	Daily Routine Neighbourhood	Myself, My family Home and friends Daily Routine Neighbourhood School life Shopping and eating out	
Format	Class test & prepared response	Class test & prepared response	Written Examination and Conversation	
Date	Term 1, Week 10	Term 2, Week 9	Term 3 Exam Block	
Syllabus Objectives	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	
Syllabus Outcomes	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening and Responding	10	10	10	30
Reading and Responding	15	15	10	40
Speaking			20	20
Writing in Japanese		5	5	10
TOTAL	25	30	45	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

COMMUNITY AND FAMILY STUDIES

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Resource Management	Individuals & Groups	Families & Communities	All topics	
Format	Report	Case Study	Response	Preliminary Exam	
Date	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4	Term 3 Exam Block	
Syllabus Outcomes	P1.1, P1.2, P4.2, P5.1, P6.1, P6.2	P2.1, P2.3, P4.1, P3.2, P4.2	P2.2, P2.4, P4.1, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	
Knowledge and understanding of how the following impact on wellbeing: * resource management * positive relationships * range of societal factors * nature of groups, families and communities	5	5	5	25	40
Skills in * applying management processes to meet the needs of individuals, groups, families and communities * planning to take responsible action to promote wellbeing	10	10	5	0	25
Knowledge and understanding about research, methodology and skills in researching, critical thinking, analysing and communicating	5	5	10	15	35
TOTAL	20	20	20	40	100

EXPLORING EARLY CHILDHOOD

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Pregnancy and Childbirth	Child Growth and Development & Promoting Positive Behaviour	Play and the Developing Child	
Format	Case Study Options for Childbirth	Research Report	Development of a Child's Toy	
Date	Term 1, Week 7	Term 2, Week 5	Term 3, Week 5	
Syllabus Outcomes	1.1, 1.4, 2.1, 6.1, 6.2	1.4, 2.1, 2.2, 2.4, 6.1	1.3, 1.4, 2.2, 2.3, 2.4, 4.2	
Knowledge and understanding	15	20	15	50
Skills	15	15	20	50
TOTAL	30	35	35	100

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Better Health for Individuals	Fitness Choices	The Body in Motion	All Topics	
Format	Extended Responses (In class)	Research Report (Hand in)	Movement Analysis (In class)	Preliminary Examination	
Date	Term 1, Week 7	Term 2, Week 6	Term 3, Week 1	Term 3 Exam Block	
Syllabus Outcomes	P2, P3, P4, P5, P6, P15, P16	P.6, P.10, P16, P17	P.7, P.8, P.17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P12, P15, P16, P17	
Knowledge and Understanding of: <ul style="list-style-type: none"> Factors that affect health The way the body moves 	20			20	40
Skills in: <ul style="list-style-type: none"> Influencing personal and community health Taking action to improve participation and performance in physical activity 			15	15	30
Skills in critical thinking, research and analysis		20	5	5	30
TOTAL	20	20	20	40	100

TECHNOLOGICAL AND APPLIED STUDIES

DESIGN AND TECHNOLOGY

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Design Dynamics	The Great Aussie Dream	Developing a marketable product using recyclable materials	Examination	
Format	Research Report and Oral Presentation (Hand in & In class)	Design Project and Portfolio (Hand in)	Design Project and Portfolio (Hand in)	Examination	
Date	Term 1, Week 8	Term 2, Week 9	Term 3, Week 8	Term 3 Exam Block	
Syllabus Outcomes	P1.1, P2.1, P6.2	P3.1, P4.1, P4.2, P4.3, P5.2, P5.3, P6.1, P6.2	P2.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3	
Design Projects		25	25		50
Presentation of Research	10	5	10		25
Test type task				25	25
TOTAL	10	30	35	25	100

ENGINEERING STUDIES

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Assignment	Engineering Report	Examination	
Format	Research	Report	Examination	
Date	Term 1, Week 10	Term 2, Week 10	Term 3 Exam Block	
Syllabus Outcomes	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3	P1.1, P3.1, P3.2, P3.3	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	
Knowledge and understanding of engineering principles and developments in technology	10	10	30	50
Skills in research, problem solving and communication related to engineering	10	10	10	30
Understanding of the scope and role of engineering including management and problem solving	5	5	10	20
Total	25	25	50	100

FOOD TECHNOLOGY

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Food Availability and Selection	Nutrition	Food Quality	Examination	
Format	Hand in written task/In Class Practical	Hand in Research and Design task/In class Practical	Hand in Research task/In class Practical	Examination	
Date	Term 1, Week 10	Term 2, Week 9	Term 3, Week 6	Term 3 Exam Block	
Syllabus Outcomes	P1.1, P1.2, P4.2	P2.1, P3.1, P3.2, P4.3, P5.1	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P3.1, P4.3, P4.4, P5.1	
Knowledge and understanding about food, availability and selection, food quality and nutrition				20	20
Research analysis and communication	10	10	10		30
Experimentation and preparation	10	10	10		30
Design implementation		10	10		20
TOTAL	20	30	30	20	100

INFORMATION PROCESSES and TECHNOLOGY

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	<i>Spreadsheet</i>	Website	Database	Examination	
Format	Design Project (Hand in)	Group Design Project (Hand in)	Design Project (Hand in)	Examination	
Date	Term 1, Week 8	Term 2, Week 8	Term 3, Week 7	Term 3 Exam Block	
Syllabus Outcomes	P1.1, P2.2, P3.1	P5.1, P6.1, P6.2, P7.1	P5.1, P6.1, P6.2, P7.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2	
Introduction to information skills and systems	10		5	5	20
Tools for information processes	5	25	10	10	50
Developing information systems		5	10	15	30
TOTAL	15	30	25	30	100

TEXTILES AND DESIGN*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Decorative Wall Hanging and Support Documentation	Skirt and Product Magazine Advertisement	Research Report	Examination	
	Hand in and in class	Hand in	Hand in	Exam	
Date	Term 1, Week 11	Term 2, Week 10	Term 3, Week 5	Term 3 Exam Block	
Syllabus Outcomes	P1.1, P1.2, P2.1, P2.2, P2.3,	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P2.1, P3.1, P3.2,	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	
Knowledge and understanding of textiles and the textiles industry	10	10	20	10	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	10	20		20	50
TOTAL	20	30	20	30	100

VOCATIONAL EDUCATION AND TRAINING (VET)

VOCATIONAL EDUCATION AND TRAINING FRAMEWORK COURSES

School delivered Vocational Courses offered for the Preliminary/HSC year:

School Delivered

- **BSB20115 Business Services - 240 hours**
- **SIT20316 Hospitality – 240 hours**

VET framework courses deliver dual qualifications for the HSC and for industry and have dual assessment systems for these qualifications.

1. Competency Based Assessment

VET Courses are assessed against competency standards. These competency standards are set out in Part B of the syllabus for each VET course. The concept of competency focuses on what is expected of an employee in the workplace. Competencies are the application of skills and knowledge to workplace tasks or functions and therefore combine both theory and practical skills. Competencies also embody the ability to transfer and apply skills and knowledge to new situations and environments and include problem solving.

Assessment against individual units of competency is based on an integration of the performance criteria into holistic activities for units of work. One assessment task may include a number of competencies.

Students in VET courses must assume that they are being constantly assessed in both formal and informal contexts. VET subjects are assessed on a continuous basis.

The techniques used for collecting evidence of competency may include:

- Questioning
- Observation
- portfolio

Remember: In competency based assessments you are either competent or not yet competent. Students in need of further training can ask to be re-assessed but such re-assessment must consider deadlines for internal and external reporting.

2017 Preliminary HSC Assessment Handbook

Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance benchmarks, you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the VET Leader of Learning.
3. The Leader of Learning will discuss your concerns with you.
4. A joint meeting will be arranged between you, the teacher and the VET Leader of Learning so that your concerns and those of the teacher can be addressed.
5. The outcome of this meeting may be:
 - (a) original result stands;
 - (b) a revised assessment by the teacher;
 - (c) a new assessment task for **part** of the disputed tasks; or
 - (d) a **full** assessment task to be completed in place of the disputed task.

2. Standards Referenced Assessment

Students studying VET courses can choose to sit the HSC Examination and may have **one** VET course mark counted towards their ATAR. The external HSC Examination for VET Curriculum Framework courses is optional. Students wishing to include their VET marks in the calculation of their ATAR **must** sit the HSC examination.

The marking of the HSC examination is standards referenced as is the marking of general HSC courses. Some tasks and internal examinations will be based on standards referenced assessment to give students HSC practice. Internal examinations such as the Trial HSC in Year 12 will be the basis for determining an HSC ESTIMATE MARK for each student. A HSC estimate mark is a prediction of the likely performance of each student in the HSC examination based on internal evidence and the professional judgement of the teacher. The HSC estimate mark will only be used if the student makes an Illness or Misadventure Appeal to the Board of Studies for the HSC examination.

A schedule of standards referenced tasks, assessment and examinations, is set out below.

- Year 12 Mid-Course Examination
- The Trial HSC Examination

WORK PLACEMENT

- Students undertaking VET Industry Curriculum Framework courses (Business Services and Hospitality) should note that work placement is a **COMPULSORY** component of their course. Thirty five hours each year of the course is a mandatory requirement for all VET courses.
- Work placement allows the student to apply the theory and practical skills learnt in class.
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject.
- Students will be offered placement in the Sydney Metropolitan area. Students are required to accept the place offered.
- Students will complete their work placement during a nominated time. Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
- Being on work placement is not an excuse for missing or being late to hand in a 'take home' assessment task. Work placement dates are known well in advance and students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any 'in class' assessment activities occur whilst they are on work placement.
- Students must complete and submit all paperwork regarding work placement **ON TIME** to confirm their placement and avoid losing the placement to another student or school.
- Students can use their **current** casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer. The VET Leader of Learning will assess the application and students will be informed as to the success of their application.
- Students, parents/caregivers and employers will be required to complete the Student Placement Record. This form outlines expected behaviour whilst the student is on work placement.

Absences from work placement **MUST** be reported to the employer and to the school. In the case of illness a medical certificate **MUST** be produced upon returning to school and any hours lost in the workplace will be made up at another time.

VET - BUSINESS SERVICES (2017-2018)

Certificate II in Business Services SIT20115

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Internal Assessment Outline:

	TASK 1	TASK 2	TASK 3	Prelim Exam
Competency Assessment Tasks BOSTES Examinations	Term 1 Week 9 2017	Term 3 Week 3 2017	Term 4 Week 3 2017	Term 3 Weeks 9/10
Type of Task	Portfolio and Practical Task	Portfolio and Practical task	Portfolio and Practical task	Examination
Workplace Safety Touch Typing	✓			
Business and Technology Touch Typing		✓		
Workplace Information Touch Typing			✓	
Competencies being assessed	BSBWHS201 BSBITU203 BSBITU307	BSBITU201 BSBWOR204 BSBITU307	BSBINM201 BSBWOR202 BSBITU307	BSBWHS201

VET - HOSPITALITY (2017-2018)

Certificate II in Hospitality

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Internal Assessment Outline

Competency Assessment Tasks BOSTES Examinations	TASK 1	TASK 2	TASK 2 continues	Preliminary Exam
	Term 1, Week 9 2017	Term 3, Week 10 2017	Term 3, Week 10 2017	Term 3, Weeks 9/10
Type of Task	Portfolio and Practical Task	Portfolio and Practical task	Portfolio and Practical task	Examination
Safe and Hygienic Workplaces	✓			
Kitchen Skills			✓	
Kitchen Skills			✓	
Competencies being assessed	SITXWHS001 SITXFSA001 SITXFSA002	SITHKOP001 SITHCCC001 SITHCCC003 SITHCCC002	SITHKOP001 SITHCCC001 SITHCCC003 SITHCCC002	SITXWHS001 SITXFSA001 SITXFSA002 SITHKOP001 SITHCCC001 SITHCCC003 SITHCCC002

