

St. Patrick's Marist College



Founded 1872

PRELIMINARY ASSESSMENT POLICY AND SCHEDULES 2017

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Assessment Guidelines

SECTION A

St Patrick's Marist College Assessment Policy

1. Rationale

The College Assessment Policy is designed so that no student can be advantaged or disadvantaged by the College's system of assessment.

Assessment at St. Patrick's Marist College encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses;
- fairness in marking and reporting; and
- coordination of the assessment programme to ease the load on students.

The College Assessment Policy reflects the interest of the College with authentic learning, academic achievement, justice and the dignity of each person. This means that teachers are striving to ensure that assessment tasks give results that reflect what each student really knows and understands against a standard derived from syllabus documents.

2. What is Assessment?

- a. The term "assessment" refers to the College's measure of a student's achievement against standards in a NSW Education Standards Authority (NESA) course (formally Board of Studies Teaching and Educational Standards (BOSTES)). Assessment applies to all courses.

An assessment task may comprise of an "assignment" that is a piece of work completed over some days or weeks; or be in the form of an examination. Other assessment tasks may be in the form of class tests, oral presentations, fieldwork, extended responses, or other work completed during class time.

- b. The Higher School Certificate Examination is one type of assessment. So that a better measure of work over the two years of senior schooling is possible, each school makes a record of achievement by each student in each course in certain tasks. It is this process that is generally known as "assessment".
- c. A student must complete the assessment requirements for each course before he or she is considered to have completed the Higher School Certificate course.
- d. A 2 unit course may have three to six tasks in the Higher School Certificate course. The nature and timing of these vary from course to course and are summarised in the Course Guidelines provided in this *Handbook*.
- e. For a course to be counted on the Higher School Certificate Record of Achievement (RoSA), at least fifty per cent of the assessment tasks in the Higher School Certificate course must be satisfactorily completed.
- f. Achievement in the HSC course is measured according to standards defined in NESA syllabus documents.
- g. Students will be informed of what outcomes are being measured in each task and what criteria will be used to measure their performance.

3. Commencement of Assessment

HSC Course

The assessment program will commence at the beginning of the HSC course, Week 5, Term 4, Year 11 and continue until the completion of the Trial HSC in Year 12.

Preliminary HSC Course

The assessment program will commence at the beginning of the school year and will conclude with at the end of Term 4, Week 4.

4. Student's Responsibility

- a. Each student has the responsibility to be familiar with the general College policies as outlined in this Handbook. Students must also be familiar with the Course Information in Section B of this Handbook.
- b. It is important that the student speak with the relevant Leader of Learning - KLA if there is any doubt about the requirements of the Assessment Policy.
- c. It is the responsibility of all students to know when assessment tasks are scheduled. **Assessment tasks take priority over any other activities.**
- d. It is the responsibility of all students to know the assessment task procedures. In the case of an examination no mobile phones or electronic devices are allowed in the room. No student is to have written sheets or writing on their person or clothing. Students need to be familiar with examination procedures outlined in the College diary.
- e. Students who have not applied themselves in a course satisfactorily may not be eligible for the Higher School Certificate.
- f. It is the responsibility of all students to return **marked** assessment tasks to their parents/guardians for their signature.
- g. **Included with this document is a copy of the Assessment Agreement Form between the student and the College. The original is signed by the student and parent in the College diary acknowledging the requirements of the assessment policies outlined in this Handbook.**

5. Submitting Work

- a. All assessment work in the form of assignments or other non test tasks must be handed in on the **due date in the subject period, or at a time specified by the relevant Leader of Learning - KLA or subject teacher or their designated substitute.** Students must follow directions issued by their teacher. Task papers should be firmly stapled together, or otherwise secured.
- b. It is the student's responsibility to ensure that the assessment task arrives on time. Illness or misadventure must be supported by documentary evidence. This must be given or emailed to the Director of Studies on the first day of return to the College by 9.00am. A copy will be retained in the Student's file.

If the student knows they will be absent on the due date of the assessment task, then he or she must ensure that the work is submitted on time. This includes prearranged College activities such as work placement and excursions as well as family leave.

Assignments are not to be submitted in plastic sleeves.

- c. In the case of examinations or class tests, any student who fails to meet the requirements will be awarded a zero mark.
- d. If a student is absent **up to two days prior** to the due date of an assessment task, the student must obtain a medical certificate from a registered medical practitioner for the day (s) the illness occurred. The certificate must be submitted to the Director of Studies by 9.00am on the first day of returning to the College (**Backdated medical certificates will not be accepted**). Failure to submit a medical certificate on the due date will result in a 30% penalty for the first day thereafter a zero mark is awarded.

6. Assessment Guidelines

- a. The College will provide the student with the following information for each subject at the beginning of HSC Assessment, or as soon as practicable:
 - WHAT is being assessed
 - HOW it will be assessed
 - WHEN it will be assessed
 - The RELATIVE VALUE of each task in the total assessment scheme.

This information is contained in the Course Guidelines for each course contained in this *Handbook* in Section B and the calendar at the back of this booklet.

Students will be given a detailed notification of assessment tasks, in writing, at least 2 weeks prior to each task.

- b. The course teacher overseeing the course in which an assessment task is due will keep a list of those students whose work has been received. Each student will sign the class list when they submit their assignment.
- c. The Director of Studies will oversee the process; ensuring that assessments are properly spaced and coordinated between different subjects and collate the submission of assessment results to NESAs. In the event of disputes or misadventure, the Director of Studies will administer the process of appeals.
- d. The policy of NESAs is that assessment tasks accurately measure the achievement of students and discriminated between different levels of achievement. If an assessment task does not adequately fulfil these requirements or where some students could be disadvantaged the Director of Studies in consultation with the Principal can declare the task invalid or unreliable. If this occurs, students and their parents will be notified in writing and informed about an appropriate alternative. Examples of appropriate alternatives are: setting of a new task, or amending the weighting of the existing task.
- e. Student will sign a verification sheet when their task is returned which confirms their mark.
- f. The Director of Studies, relevant Leader of Learning - KLA and the relevant Leader of Learning - Pastoral will maintain a record of penalties that may result from late submissions, absence and illness. A copy will also be placed in the student's file.

- g. If a change of date is required for a formal assessment task the relevant Leader of Learning - KLA will distribute to parents and students and place on Skoolbag, a notification sheet which will give the revised date. The acknowledgment slip needs to be signed and return to the student's subject teacher.

7. Non Completion of an Assessment Task

- a. In order to have studied a NESA course satisfactorily, the College expects each candidate to have completed **all** assessment tasks.
- b. Notwithstanding the Principal's prerogative with respect to illness and/or misadventure, in all other cases where a candidate fails to complete an assessment task, a 'zero mark must be recorded for that task.
- c. A candidate who does not study a course satisfactorily, will not have an assessment mark reported. This may mean that the student will not then be eligible for the award of the Higher School Certificate in that subject.
- d. It is the student's responsibility to attempt all assessment tasks and to follow the correct procedure for submitting them. If through unforeseen circumstances it is anticipated that the work will not be completed on time, the student is to negotiate with the Director of Studies for an extension of time well in advance of the due date. Extensions will **not** be granted on the due date.

8. Late Submission of an Assessment Task

- a. In other than the exceptional circumstances in which extensions are granted, late submissions of assessment tasks will incur penalties.
- b. The penalties will be 30% of the maximum for the first day the task is overdue. After this day the student will receive a zero, except in special circumstances (at the discretion of the Director of Studies). On the awarding of the penalty or zero mark, the parents / guardian of the student will be informed in writing by the College.
- c. Students should be aware of the implications of this policy in the case of assessment tasks completed outside class. Put briefly, they can be summarised as follows:
- If the assessment task is one day late, 30% of the total mark will be deducted.
 - If the assessment task is two or more days late, a zero mark will be awarded.
 - Each day following the due date will be counted, regardless of whether it falls on weekends, public holidays, etc.
 - The assessment task is one day late after the designated time on the due date until the same designated time the following day.
- d. The course teacher will have a list of those students whose work has **NOT** been received. It is the student's responsibility to submit the task to the course teacher or to follow the submission procedures outlined by the relevant Leader of Learning - KLA.
- e. Parents / Guardians of the students who are penalised for any reason will be notified in writing by the College. Parents / Guardians must sign the penalty acknowledgement slip. The slip must be returned by the student to the relevant Leader of Learning - KLA within 24 hours. Failure to do so may result in a detention.

- f. An online illness/misadventure form must be completed. This is used by the Director of Studies to ascertain the appropriate if any exemptions or extensions (Refer to Point 9).
- g. The following *may* be regarded as reasons justifying absence or inadvertent late submission:
- a. Illness, if there is proof in the form of a medical certificate from a registered medical practitioner who was consulted on the day of the illness. **Back dated doctors' certificates will not be accepted;**
 - b. Misadventure, such as public transport delays or car-breakdowns (in this case, the student may be asked to provide proof of the circumstances leading to the delay);
 - c. Accident, meaning some injury which physically or mentally prevents the student from completing the task, examination or test.
- h. In the case of prolonged absence, an estimate may be given. An estimate is a mark based on the previous assessment performances of the student and moderated by the relevant Leader of Learning - KLA to ensure fairness.
- i. Computer or printer breakdown will not be accepted as a valid reason for late submission.

In the event of printer or computer failure:

- It is the student's responsibility to bring the backup (USB or memory card) to the College and use the Library to print the assessment task.
 - In either event, the student must notify the relevant Leader of Learning - KLA before 9.00am on the due date.
- j. Students who use the computer for assessment tasks are strongly advised to:
- regularly back up their work on **a number** of devices (e.g. inbuilt hard drive, external hard drive, flash disk, or in Home Folder at school, etc).
 - print a draft version prior to the due date.
 - complete the final copy of the assignment at least 24 hours before the due date (not on the night before or on the morning of the due date).
 - not rely on emailing assessments to the College on the due date.
- k. *Where a student has been given a zero mark for non-completion or late submission in an assessment task **totaling** 50% or more of the final course assessment, the relevant Leader of Learning – KLA will inform the Director of Studies, who will certify that the student has not completed the course satisfactorily.*
- l. No appeals are considered regarding decisions made by the Director of Studies in cases of non-submission or late submission. The Assistant Principal – Innovation, Teaching and Learning may be approached to ensure consistency and fairness.

9. Illness/ Misadventure

- a. Misadventure is any unforeseen event which prevents a candidate from attending a scheduled task. Students should be aware of the procedure to follow in the event of illness/misadventures:
 - i. If the student is unable to complete an assessment task for reasons of ill-health, then he or she must complete the online Illness/Misadventure Form along with providing a medical certificate to the Director of Studies by 9.00am on the first day of returning to College. This documentation can also be uploaded or emailed. The Director of Studies will notify the relevant Leader of Learning – KLA.
 - ii. **No application for illness/misadventure will be accepted after 1 week from the due date of the assessment task.**
 - iii. If any assessment task is missed for any other serious reason, the student may be required to submit documentary evidence to the Director of Studies. The online Illness/Misadventure Form must be completed.
 - iv. Any assessment task which is missed, and for which an acceptable reason is not given, will be recorded as a zero mark and a warning letter will be issued. Student's details will then be added to the NESA HSC Assessment Task Malpractice Register.
 - v. If a student is taken suddenly ill at school, he or she must contact the relevant Leader of Learning - KLA, relevant Leader of Learning - Pastoral or the Director of Studies before leaving the College.

10. Malpractice

- a. Malpractice is an 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 whole, and presenting it as their own;
 - using material directly from books, journals, recorded media 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 rule;
 - cheating in an HSC exam;

- using non-approved aids in an assessment task;
 - giving false reasons for not handing in work by the due date;
 - helping another student to engage in malpractice.
- b. The NESA has published guidelines concerning take home assessment tasks and submitted works. The guidelines have been published below and should be read in conjunction with each student's understanding from All My Own Work Programme.

“The academic honesty of students in completing assessment tasks, and of teachers and others in guiding students, underpins the integrity of the HSC.

Throughout the assessment process, the highest level of integrity and honesty is required. Failure to meet this requirement may limit a student's marks and jeopardise their HSC.

A student's mark is determined by the quality of the work produced by the student only. Any take-home assessment task or submitted work must formally acknowledge any words, ideas, designs or workmanship of others used in producing the work. It is the student's responsibility to ensure that all unacknowledged work is genuinely their own.

The following apply to take-home assessment tasks and submitted work.

1. Practices and assistance that do not require formal acknowledgement:

- i. Discussion of the student's ideas with other people such as teachers, mentors, tutors, family members or friends
- ii. Discussion of resources that the student has found
- iii. Seeking explanation of texts and concepts
- iv. Learning of skills to use in the development of the work
- v. Work produced by the student in class under the teacher's supervision
- vi. General teaching and learning of course materials and content
- vii. Minor editing; spelling and grammar checks
- viii. Simple assistance such as photocopying and transporting materials

2. Practices and assistance that do require formal acknowledgement:

- i. The contribution of others' words, ideas, designs or workmanship to the development of the student's work
- ii. Any components of the work that have been written, created or developed by others
- iii. Use or inclusion of material from other sources such as books, journals and electronic sources including the internet.
- iv. Use or inclusion of the work, ideas or designs gained through group work from other group members
- v. Practical, technical or expert assistance provided by others e.g. welding, cinematography and desk top publishing.

If in doubt, students are advised to acknowledge assistance that has contributed to their work.”

- c. The College uses software on all formal tasks to check for plagiarism. In the event of malpractice or dishonesty, a mark of zero may result. If this is a serious breach of the rules of conduct in assessment, then this could result in the student being made ineligible for the HSC. Parents / guardians will be notified in writing.
- d. In the event of malpractice the College makes notification to the NESA Malpractice Register if any allegation is substantiated in any HSC course.
- e. Appeals against imposed penalties because of malpractice should be directed in writing to the Director of Studies. This is a matter of internal discipline and is at the sole discretion of the Director of Studies.

11. Record of School Achievement (RoSA)

A Record of School Achievement (RoSA) is a credential that is given to a student who decides to leave school after completing Stage 5 (Year Ten) and before completing their Higher School Certificate.

It will show a student's school achievement up to the time that they leave school and not just the end of Year 10.

It will be based on moderated, school based assessments. Students have the opportunity to sit a Literacy and Numeracy test – via Schools Online – and this may form part of the RoSA credential. Such tests are generally available in May of each year.

To receive a RoSA, a student must meet the College's attendance requirements. The grade is indicative of the General Course Performance Descriptors provided by the NESA.

- A. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B. The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D. The student has a limited knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

12. Advice and Support

- a. Assessment for each course is the responsibility of the Leader of Learning - KLA in which the course falls.
- b. Overall responsibility for assessment tasks is taken by the Director of Studies.
- c. If a student needs advice with any part of your senior programme, either in the Preliminary or Higher School Certificate year, the Director of Studies, relevant Leader of Learning - KLA or the Year 12 Leader of Learning – Pastoral can assist them.
- d. Students are encouraged to seek advice from the course teacher or relevant Leader of Learning - KLA. This will enable each student to increase their understanding of the requirements of the task and obtain a creditable level of achievement.
- e. Be mindful of **plagiarism**: Taking and using another person's work and claiming it as your own is plagiarism. If direct words are used, they must be referenced, i.e. they must be placed in quotation marks and the source and page number acknowledged. There are penalties imposed for plagiarism.

Students are encouraged to:

BE ORGANISED: Use your calendar. Mark when your assessments, outings, work, family engagements, etc are and plan your assessment work time so as to finish them on time. Ensure you plan time to study for each examination task.

Begin the first stages of an assessment task the night you get it. Make sure you understand the task and see your teacher immediately if you don't. Start your collection of information as soon as possible if it is a research task.

Don't spend all your study time on assessments. Give time also to organising, revising and learning from your class notes, texts and by resources. Plan for this.

Check out the marking guidelines for a task or find out what you have to do to achieve at the high and highest levels of achievement. See how close you can get to it.

Evaluate your work when the assessment task is returned. Work with your teacher on this but be settled and calm when you do.

Course Assessment Schedules

SECTION B

Ancient History (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 7	Term 2 Weeks 4-6	Term 2 Week 9	Term 3 Week 1	Term 3 Weeks 9/10
		Source Analysis (In Class)	Mid-Course Exam	Research (hand in)	Research (Hand-in)	End of Course Exam
Knowledge and understanding of course content	40	10	5	5	5	15
Source-Based Skills	20	5	5		5	5
Historical Inquiry and Research	20	10			10	
Communication of historical understanding in appropriate forms	20		5	5	5	5
Task Weight	100	25	15	10	25	25
Outcomes Assessed		P1.1, P2.1, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6	P1.1, P3.1, P3.2, P4.1, P4.2	P1.1, P2.1, P4.1, P4.2	P2.1, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.1, P4.2	P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2

Biology (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Weeks 4-6	Term 3 Week 3	Term 3 Weeks 9/10
		Fieldwork and Report	Mid-Course Exam	Practical Report	End of Course Examination
Knowledge and Understanding of: <ul style="list-style-type: none"> ▪ the history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and development in biology (P1-5) ▪ cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution (P6-10) 	40	5	15	5	15
Skills in: <ul style="list-style-type: none"> ▪ planning and conducting first hand investigations (P11) ▪ gathering and processing first hand data (P12) ▪ gathering and processing relevant information from secondary sources (P12) 	30	10		15	5
Skills in <ul style="list-style-type: none"> ▪ communicating information and understanding (P13) ▪ developing scientific thinking and problem solving techniques (P14) 	30	5	5	10	10
Task Weight	100	20	20	30	30
Outcomes Assessed		P5, P6, P7, P8, P11, P12, P13, P14	P1-P8, P13 - P14	P2, P3, P5, P6, P7, P10, P12, P13, P14, P15	P1-16

Business Studies (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Weeks 4-6	Term 3 Week 8	Term 3 Weeks 9/10
		Case Study Investigation	Mid-Course Exam	Business Plan	End of Course Exam
Knowledge and understanding of course content	40		15		25
Stimulus-based Skills	20			20	
Inquiry and Research	20	20			
Communication of business information, ideas and issues in appropriate forms	20		5	10	5
Task Weight	100	20	20	30	30
Outcomes Assessed		P1, P2, P6, P8	P1- P10	P1, P3-P10	P1-P10

Catholic Studies (2017)

Type of Course: Board Endorsed (Parramatta Diocesan Course) Non-ATAR

Unit Value: 1

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Weeks 4-6	Term 3 Weeks 9/10
		Research / Pamphlet	Mid-Course Exam Prepared Essay	End of Course Exam
Core 1 Search for Meaning	15	15		
Core 2 Jesus of History, Christ of Faith	17.5		17.5	
Living Texts	17.5			17.5
Task Weight	50	15	17.5	17.5
Outcomes Assessed		C6.1, C6.9, C6.10, C6.11, C6.12	C6.1, C6.9, C6.10, C6.11, C6.12	C6.1, C6.9, C6.10, C6.11, C6.12

Chemistry (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 2	Term 2 Weeks 4-6	Term 3 Weeks 1	Term 3 Weeks 9/10
		Response to Research	Mid-Course Exam	Practical Investigation	End of Course Exam
Knowledge and understanding of: <ul style="list-style-type: none"> the history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry atomic structure, periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry 	40	10	10		20
Skills in: <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources 	30		5	20	5
Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	30	15	5	5	5
Task Weight	100	25	20	25	30
Outcomes Assessed		P1, P3, P4, P13	P1, P2, P6, P7, P10, P11, P12, P14	P11-14	P1-P16

Drama (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

PRELIMINARY ASSESSMENT GRID

Course Components	Weighting	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Term 1 Week 10	Term 2 Weeks 4-6	Term 3 Week 1	Term 3 Week 7	Term 3 Weeks 9/10
		Playbuilding	Mid-Course Exam	Production Folio	Final Performance Examination	End of Course Exam
Making	40	10 (5 Performance 5 Logbook)		10 (5 Project 5 Crew)	20 (10 Performance 10 Actor's Script Book)	
Performing	30	5		15 (5 workshop 5 Crew 5 Project)	10	
Critically Studying	30		20 (10 Exam 10 Theatrical Review)			10
Task Weight	100	15	20	25	30	10
Outcomes Assessed		1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.3, 2.4, 2.6	3.1, 3.2, 3.3, 3.4	1.4, 1.6	1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.1, 2.3, 2.4, 2.5, 2.6	3.1, 3.2, 3.3

Earth and Environmental Science (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Weeks 4-6	Term 3 Week 6	Term 3 Weeks 9/10
		Field Report	Mid-Course Exam	Practical Investigation	End of Course Exam
Knowledge and understanding of: <ul style="list-style-type: none"> the history, nature, and practice of Earth and Environmental Science, applications and uses of Earth and Environmental Science and their implications for society and the environment, and current issues, research and developments in Earth and Environmental Science the resources of the Earth, the abiotic features of the environment, models to explain structures and processes of change, Australian resources and biotic impacts on the environment 	40	5	15	5	15
Skills in: <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources 	30	10		15	5
Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	30	5	5	10	10
Task Weight	100	20	20	30	30
Outcomes Assessed		P2, P5, P7-10, P11, P12, P13	P1-P4, P7, P8, P10	P6, P11-P15	P1-P16

Economics (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 6	Term 2 Weeks 4-6	Term 2 Week 7	Term 3 Weeks 9/10
		Research / In Class Response <i>Introduction to Economics</i>	Mid-Course Exam	Research Task In-Class Response <i>Financial Markets - Budgets</i>	End of Course Exam
Knowledge and understanding of course content	40		15		25
Inquiry and research	20		10		10
Stimulus-based skills	20	10		10	
Communication of economic information, ideas and issues in appropriate forms	20	10		10	
Task Weight	100	20	25	20	35
Outcomes Assessed		P1, P4, P7, P9, P10	P1-5, P7-12	P1, P2, P7, P8, P9, P10	P1-12

English Advanced (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

PRELIMINARY ASSESSMENT GRID

Course Components		Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
			Term 1 Week 6	Term 1 Week 10	Term 2 Weeks 4-6	Term 3 Week 2	Term 3 Weeks 9/10
			Listening / Writing	Writing	Mid-Course Exam Speech	Visual Representation	End of Course Exam
Area of Study: Belonging - Novel		40	20 15 (Listening) 5 (Writing)	20 15 (Writing) 5 (Reading)			
Electives	Comparative Study of Texts – Film / Drama	15			15 (Speaking)		
	Critical Study of Texts - Poetry	15				15 (Viewing / Representing)	
	Representation and Text – Non Fiction	30					30 (5 Reading 25 Writing)
Task Weight		100	20	20	15	15	30
Outcomes Assessed			7, 8, 11	2, 4, 6	7, 8, 10, 12	5, 8, 9, 11, 12, 12A, 13	1, 3, 4, 6, 7

English Standard (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components		Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
			Term 1 Week 6	Term 1 Week 10	Term 2 Weeks 4-6	Term 3 Week 2	Term 3 Weeks 9/10
			Listening / Writing	Writing	Mid-Course Exam Speech	Visual Representation	End of Course Exam
Area of Study: Belonging - Prose		40	20 (15 Listening 5 Writing)	20 (15 Listening 5 Writing)			
Electives	Experiences Through Language – Drama	15			15 (Speaking)		
	Close Study of a Text - Poetry	15				15 (Viewing / Representing)	
	Texts and Society - Film	30					30 (5 Reading 25 Writing)
Task Weight		100	20	20	15	15	30
Outcomes Assessed			1, 7, 8, 11	2, 4, 6	3, 8, 10, 12	5, 8, 9, 11, 12, 13	1, 4, 6, 7, 10

English Studies (2017)

Type of Course: Content Endorsed (Non ATAR)

Unit Value: 2

PRELIMINARY ASSESSMENT GRID

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9
		On the Road English and Travel Research / Portfolio	English on the Big Screen (Documentary)	MANDATORY Achieving Through English – The Workplace Writing / Speaking
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.	30	10	10	10
Students will develop skills in reading, listening and viewing and in writing, speaking and representing.	30	15	15	
Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	25	10		15
Students will develop skills in planning and working individually and collaboratively.	15		10	5
Task Weight	100	35	35	30
Outcomes Assessed		P1, P2, P3	P1, P2, P3, P4	P1, P3, P4

English Extension 1 (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 1

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 6	Term 3 Weeks 9/10
		Imaginative Response	Speaking / Listening	Viewing/Rep	End of Course Exam
Knowledge and understanding of complex texts and of how and why they are valued.	25	5	5	5	10
Skills in: <ul style="list-style-type: none"> • complex analysis • sustained composition • independent investigation 	25	5	5	5	10
Task Weight	50	10	10	10	20
Outcomes Assessed		1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3

Food Technology (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 8	Term 2 Weeks 4-6	Term 3 Week 1	Term 3 Week 7	Term 3 Weeks 9/10
		Research Report and Practical	Mid-Course Exam	Food Availability Research	Food Properties	End of Course Exam
Knowledge and understanding of food availability and selection, food quality and nutrition	20		10			10
Skills in researching, analysing and communicating food issues	30	10		5	10	5
Skills in experimenting with and preparing food by applying theoretical concepts	30	5		15	10	
Skills in designing, implementing and evaluating solutions to food situations.	20	5		5	10	
Task Weight	100	30	10	20	25	15
Outcomes Assessed		P3.2, P4.1, P4.2, P5.1	P1.1, P1.2, P2.2	P3.2, P4.1, P4.4, P5.1	P3.1, P3.2, P4.3, P5.1	P1.1, P2.1, P2.2, P3.1

Fundamentals of English (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 1

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 9	Term 3 Week 9
		Folio	Oral	Research Presentation
Module A: Approaches to the Area of Study in English	20	20 (Reading / Writing)		
Module B: Oral Communication Skills	15		15 (Speaking / Listening)	
Module D: Investigative Skills	15			15 (Viewing / Representing)
Task Weight	50	20	15	15
Outcomes Assessed		1, 3, 4, 5, 7	2, 5, 6, 10	1, 8, 9, 11

Industrial Technology - Multimedia (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 8	Term 2 Week 3	Term 2 Week 9	Term 3 Week 7	Term 3 Weeks 7
		Individual Skills	Industry Study Report /Exam	Short Film/Movie Tailer	Infographic/ Typography	End of Course Exam
Industry Study	20		15			5
Design	10	5			5	
Management & Communication	15	5		10		
Production	30	5		10	15	
Industry Related Manufacturing Technology	25	5		5		15
Task Weight	100	15	15	25	25	20
Outcomes Assessed		P1.2, P3.1, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P3.2, P6.2, P7.1, P7.2	P1.2, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	P1.2, P3.1, P3.3, P4.1, P4.2, P4.3, P5.2, P6.1	P1.1, P3.2, P6.2, P7.1, P7.2

Legal Studies (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Weeks 4-6	Term 3 Week 8	Term 3 Weeks 9/10
		Research Task The Constitution	Mid-Course Exam	Research Task Case Study - Women	End of Course Exam
Knowledge and understanding of course content	60		25		35
Inquiry and Research	20	10		10	
Communication of Legal Studies information, issues and ideas in appropriate forms	20	5	5	5	5
Task Weight	100	15	30	15	40
Outcomes Assessed		P1, P5 -P10	P1- P10	P1, P4 - P10	P1- P10

Mathematics General (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Weeks 4-6	Term 3 Week 2	Term 3 Weeks 9/10
		Exam	Mid-Course Exam	Exam	End of Course Exam
Concepts, skills and techniques	50	7.5	15	10	17.5
Reasoning and Communication	50	7.5	15	10	17.5
Task Weight	100	15	30	20	35
Outcomes Assessed		MGP 1-5, MGP 9-10	MGP 1-10	MGP 1-10	MGP 1-10

Mathematics (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Weeks 5/6	Term 3 Week 2	Term 3 Weeks 9/10
		Exam	Mid-Course Exam	Exam	End of Course Exam
Concepts, skills and techniques	50	7.5	15	10	17.5
Reasoning and Communication	50	7.5	15	10	17.5
Task Weight	100	15	30	20	35
Outcomes Assessed		P1-4	P1-5	P1-5	P1-8

Mathematics Extension 1 (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 1

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Weeks 4-6	Term 3 Week 3	Term 3 Weeks 9/10
		Exam	Mid-Course Exam	Exam	End of Course Exam
Concepts, Skills and Techniques	25	3.75	7.5	5	8.75
Reasoning and Communication	25	3.75	7.5	5	8.75
Task Weight	50	7.5	15	10	17.5
Outcomes Assessed		PE1-3	PE1-3, PE6	PE1-3, PE6	PE 1-6

Modern History (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 10	Term 2 Weeks 4-6	Term 2 Week 10	Term 3 Week 8	Term 3 Weeks 9/10
		Historical Investigation Research	Mid-Course Exam	Research Essay	Source Analysis (In Class)	End of Course Exam
Knowledge and understanding	40	5	5	5	5	20
Source-based skills	20	5	5		5	5
Historical inquiry and research	20	10		10		
Communication of historical understanding in appropriate forms	20	5	5	5	5	
Task Weight	100	25	15	20	15	25
Outcomes Assessed		P1.2, P2.1, P3.4, P3.5, P4.2	P1.1, P1.2, P2.1, P3.2, P3.3, P3.4, P4.1, P4.2	P1.1, P1.2, P3.4, P3.5, P4.1, P4.2	P2.1, P3.3, P3.4, P4.1, P4.2	P1.1, P1.2, P2.1, P3.3, P3.4

Music 1 and Music 2 (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Weeks 4-6	Term 3 Week 6	Term 3 Weeks 9/10
		Musicology Research and Viva Voce	Mid-Course Exam and Performance	Composition Portfolio	End of Course Exam
Performance	25		10		15
Composition	25			25	
Musicology	25	25			
Aural	25		10		15
Task Weight	100	25	20	25	30
Outcomes Assessed		P2, P4, P5, P6, P8	P1, P2, P5, P7, P4, P6, P8	P3, P5, P7, P8	P1, P2, P5, P7, P4, P6, P8

Personal Development, Health and Physical Education (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Weeks 7/8	Term 2 Weeks 4-6	Term 3 Week 5	Term 3 Week 7	Term 3 Weeks 9/10
		PBL Project – Health Presentation	Mid-Course Exam Extended Response Case Study	Movement Analysis & Construction	First Aid Scenarios/ Course	End of Course Exam
Knowledge and understanding of: <ul style="list-style-type: none"> factors that affect health the way the body moves 	40		5		5	30
Skills in: <ul style="list-style-type: none"> influencing personal and community health taking action to improve participation and performance in physical activity 	30	15	5	10		
Skills in critical thinking, research and analysis	30	5	5	10	10	
Task Weight	100	20	15	20	15	30
Outcomes Assessed		P4, P5, P6, P10, P11, P15, P16	P3, P5, P6, P10, P15, P16	P7-11, P16, P17	P5, P12, P16	P1, P2, P3, P4, P6, P7, P8, P9, P15, P17

Physics (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Weeks 4-6	Term 3 Week 6	Term 3 Weeks 9/10
		Response to Research	Mid-Course Exam	Practical Investigation	End of Course Exam
Knowledge and understanding of: <ul style="list-style-type: none"> the history, nature and practice of physics, applications and uses of physics and their implications for society and the environment and the current issues, research and development in physics (P1-5) kinematics and dynamics, energy, waves, fields and matter (P6-10) 	40	10	10		20
Skills in: <ul style="list-style-type: none"> planning and conducting first hand investigations (P11) gathering and processing first hand data (P12) gathering and processing relevant information from secondary sources (P12) 	30		5	20	5
Skills in <ul style="list-style-type: none"> communicating information and understanding (P13) developing scientific thinking and problem solving techniques (P14) working individually and in teams (P15) 	30	15	5	5	5
Task Weight	100	25	20	25	30
Outcomes Assessed		P3, P4, P5, P8 P12, P13, P14, P16	P1-P3, P7- P9, P9, P11-P16	P6-9, P11-P15	P1-P16

Senior Science (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 4	Task 5
		Term 1 Week 9	Term 2 Weeks 4-6	Term 3 Week 7	Term 3 Weeks 9/10
		Response to Research	Mid-Course Exam	Practical Investigation	End of Course Exam
Knowledge and understanding of: <ul style="list-style-type: none"> the history, nature, and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and developments in science the resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy 	40	5	10	5	20
Skills in: <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources 	30	5	5	15	5
Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	30	10	5	10	5
Task Weight	100	20	20	30	30
Outcomes Assessed		P1- P7	P1- P14	P3-P10 P12-P15	P1- P16

Sport, Lifestyle and Recreation (2017)

Type of Course: Content Endorsed (Non ATAR)

Unit Value: 1

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Weeks 9/10	Term 2 Weeks 3-6	Term 3 Weeks 5/6	Term 3 Week 9
		PBL Project	Group Presentations/ Lessons	Aquatics Technique Presentation	Final Website
Individual Games and Sports Applications	15		10		5
Games and Sports Applications	20	15			5
Sports Coaching and Training: Aquatics	15			10	5
Task Weight	50	15	10	10	15
Outcomes Assessed		1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.3, 2.2, 3.1, 3.6, 4.5	1.1, 1.3, 1.6, 2.1, 2.2, 2.4, 3.1, 3.2, 4.1, 4.4, 4.5

Studies of Religion I (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 1

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Weeks 9	Term 2 Weeks 4-6	Term 3 Weeks 9/10
		Source Questions	Mid-Course Exam	End of Course Exam
Knowledge and understanding of course content	10	5	5	10
Source-based skills	10	5		5
Investigation and research	10		10	
Communication of information, ideas and issues in appropriate forms	10	5		5
Task Weight	50	15	15	20
Outcomes Assessed		P2, P4, P5, P7-P9	P1, P3, P4-P6, P8	P2, P3, P5- P9

Studies of Religion II (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Weeks 4-6	Term 3 Week 3	Term 3 Weeks 9/10
		Source Questions	Mid-Course Exam Prepared Essay	Research Response	End of Course Exam
Knowledge and Understanding of course content	40	5	10	10	15
Source-based skills	20	5	5		10
Investigation and research	20	5		5	10
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
Task Weight	100	20	20	20	40
Outcomes Assessed		P2, P4, P5, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8	P1, P3-P9	P2, P3, P5, P6, P7, P8, P9

Textiles and Design (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 2 Week 1	Term 2 Weeks 4-6	Term 2 Week 10	Term 3 Week 6	Term 3 Weeks 9/10
		Design Project 1	Mid-Course Exam	Research Task	Design Project 2	End of Course Exam
Practical <ul style="list-style-type: none"> Skills in experimentation, design and manipulation of textiles 	50	20			30	
Theory <ul style="list-style-type: none"> Knowledge and understanding of ACTFAI and textile requirements 	50		20	10		20
Task Weight	100	20	20	10	30	20
Outcomes Assessed		P1.1, P.12, P2.1, P2.2, P2.3, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P1.1, P2.1	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P5.1, P5.2, P6.1

Visual Arts (2017)

Type of Course: Board Developed (ATAR)

Unit Value: 2

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 10	Term 2 Weeks 4-6	Term 2 Week 7	Term 3 Week 8	Term 3 Weeks 9/10
		Exhibition and VAD Research	Mid-Course Exam	Exhibition and VAD Research	Exhibition and VAD Research	End of Course Exam
Artmaking	50	10		15	25	
Art Criticism and Art History	50		20			30
Task Weight	100	10	20	15	25	30
Outcomes Assessed		P1-P4	P7-P9	P1-6	P1-6	P7-10

Visual Design (2017)

Type of Course: Content Endorsed (Non-ATAR)

Unit Value: 1

Preliminary Assessment Grid

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 2 Week 2	Term 3 Week 8	Term 3 Weeks 9/10
		Research Essay	Design Making	End of Course Exam
Designing and Making	35		25	10
Critical and Historical Studies	15	7.5		7.5
Task Weight	50	7.5	25	17.5
Outcomes Assessed		CH1-4	DM1-6	DM1-5, CH1-4

Vocational Education and Training Framework Courses

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

School Delivered

- **CPCO211 Certificate II Construction – 240 hours**
- **CUA30415 SOA Certificate III Entertainment – 240 hours**
- **SIT20316 Certificate II 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:

- work place performance
- role play/simulation
- oral questioning
- tests or examinations
- demonstration of specific skills/knowledge
- a project
- written exercises
- oral presentations
- finished products

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.

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 (Construction, Entertainment 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 CPC0211 Certificate II in Construction (2017)

Type of Course: Board Developed (ATAR – Category B)

Unit Value: 2

Preliminary Assessment Grid

Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, to determine the student's competency against set standards. A student's understanding of the underpinning knowledge and skills is tested in the end-of-year exam.

Course Components	Syllabus Weighting	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Term 1 2017	Term 2 2017	Term 3 2017	Term 1 2018	Term 2 2018
Safe Industry Measures	Competent or Progressing Towards Competency	✓				
Bang it Up			✓			
All Framed Up						✓
Brick and Concrete Shoes				✓		
School Based Project					✓	
Competency being assessed		CPCCOHS1001A CPCCOHS2001A CPCCCM1015A	CPCCCM1014A CPCCCA2011A CPCCA2002A	CPCCBL2001A CPCCBL2002A CPCCCOO2013A CPCCCM2006A	CPCCCM2001A CPCCM1012A	CPCCCM2005A CPCCCM1013A CPCCCM2004A
Type of Task		Questioning, Observation & Structured Activities INDUCTION FLOAT	Questioning, Observation & Structured Activities SAW HORSE	Questioning, Observation & Structured Activities BRICK AND BLOCK	Questioning, Observation & Structured Activities FRAMING	Questioning, Observation & Structured Activities SCHOOL BASED

VET CUA30415 SOA in Certificate III in Entertainment (2017)

Type of Course: Board Developed (ATAR - Category B)

Unit Value: 2

Preliminary Assessment Grid

Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, to determine the student's competency against set standards. A student's understanding of the underpinning knowledge and skills is tested in the end-of-year exam.

Course Components	Syllabus Weighting	TASK 1	TASK 2
		Term 1-2 2017	Term 2-3 2017
Safe and Sound	Competent or Progressing Towards Competency	✓	
Bright Lights First Aid			✓
Competency being Assessed		CPCCOHS101A CUSOHS301A CUASOU301	CUAIND301 SITXCCS303 CUALGT301 HLTAID003
Type of Task		Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities

VET SIT20316 Certificate II in Hospitality – (2017)

Type of Course: Board Developed (ATAR – Category B)

Unit Value: 2

Preliminary Assessment Grid

Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, to determine the student's competency against set standards. A student's understanding of the underpinning knowledge and skills is tested in the end-of-year exam.

Course Components	Syllabus Weighting	TASK 1	TASK 2	TASK 2	TASK 4
		Term 1 2017	Term 2 2017	Term 3 2017	Term 4 2017
Safe and Hygienic Workplaces	Competent or Progressing Towards	✓			
Kitchen Skills			✓	✓	
Food and Beverage Skills					✓
Competency Assessed		SITXWHS001 SITXFSA001 SITXFSA002	SITHKOP001 SITHCCC001 SITHCCC003 SITHCCC002	SITHKOP001 SITHCCC001 SITHCCC003 SITHCCC002	SITHFAB005 SITXCCS003 SITHFAB004 BSBWOR203 SITHFAB007 SITHIND003
Type of Task		Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities

St Patrick's Marist College

Year 11

2017 ASSESSMENT TASK CALENDAR

TERM	DATE	SUBJECT	TASK
Term 1	7 March	Economics	Task 1 Comparative
		English Advanced	Task 1 Listening / Writing
		English Standard	Task 1 Listening / Writing
	13 March	Mathematics 2 Unit	Task 1 Exam
		PDHPE	Task 1 Presentation (over 2 weeks)
		Mathematics General	Task 1 Exam
	14 March	Business Studies	Task 1 Case Study Investigation
		Biology	Task 1 Fieldwork & Report (in class)
	15 March	Legal Studies	Task 1 Constitution (hand in)
		Ancient History	Task 1 Source Analysis (in class)
	16 March	Earth & Environmental Science	Task 1 Field Report
	17 March	Mathematics Ext 1	Task 1 Exam (before school)
	20 March	Food Technology	Task 1 Practical (in class)
		Physics	Task 1 Response (in class)
	21 March	Industrial Technology - Multimedia	Task 1 Individual Skills Task (hand in)
		English Extension 1	Task 1 Imaginative Response
		English Studies	Task 1 Research / Portfolio
	23 March	Food Technology	Task 1 Theory (hand in)
	24 March	Music	Task 1 Research & Viva Voce (in class)
	27 March	Senior Science	Task 1 Response (in class)
	28 March	English Fundamentals	Task 1 Folio
	29 March	Sports, Lifestyle & Recreation	Task 1 PBL (to week 10)
	31 March	Studies of Religion 2	Task 1 Source Questions (in class)
		Studies of Religion 1	Task 1 Source Questions (in class)
		Catholic Studies	Task 1 Research / Pamphlet
	3 April	Drama	Task 1 Playbuilding
		Modern History	Task 1 Investigation / Research (hand in)
	4 April	Visual Arts	Task 1 Exhib & VAD Research (all wk)
English Advanced		Task 2 Writing	
English Standard		Task 2 Writing	

Term 2	27 April	Chemistry	Task 1 Response
	28 April	Textiles & Design	Task 1 Design Project (hand in)
	4 May	Visual Design	Task 1 Research Essay
	9 May	Sports, Lifestyle & Recreation	Task 2 Presentations (ongoing to wk 3- 6)
	12 May	Industrial Technology - Multimedia	Task 2 Individual Study Report
	Term 2 – Weeks 4-6 Mid Course Exams		
	5 June	Economics	Task 3 Research Response (in class)
		Visual Arts	Task 3 Exhibition & VAD Res (hand in)
	14 June	English Extension 1	Task 2 Speaking / Listening
	19 June	Food Technology	Task 3 Theory (hand in)
	20 June	English Studies	Task 2 Documentary
	22 June	English Fundamentals	Task 2 Oral
	23 June	Ancient History	Task 3 Research (Hand in)
		Industrial Technology - Multimedia	Task 3 Short Film / Movie Trailer
26 June	Textiles& Design	Task 3 Research Task hand in)	
	Food Technology	Task 3 Practical (in class)	
27 June	Modern History	Task 3 Research Essay (hand in)	
Term 3	20 July	Chemistry	Task 3 Practical Investigation
	24 July	Drama	Task 3 Production Folio
	25 July	Mathematics General 2	Task 3 Exam
		Mathematics	Task 3 Exam
		English Advanced	Task 4 Visual Representation
		English Standard	Task 4 Visual Representation
	28 July	Mathematics Ext 1	Task 3 Exam (before school)
	1 August	Biology	Task 3 Prac investigation (in class)
	4 August	Studies of Religion 2	Task 3 Research Response
	14 August	PDHPE	Task 3 Movement
	15 August	Sports, Lifestyle & Recreation	Task 3 Presentation (ongoing week wk 5)
	16 August	Ancient History	Task 4 Research (hand in)
	21 August	Earth & Environmental Science	Task 3 Prac Investigation (in class)
		Food Technology	Task 4 Prac (in class)
		Physics	Task 3 Prac Investigation (in class)
	25 August	Textiles & Design	Task 4 Design Project 2 (hand in)
		Music	Task 3 Composition Portfolio (hand in)
	28 August	Senior Science	Task 4 Prac Investigation (in class)
	29 August	English Extension 1	Task 3 Viewing / Representation
	30 August	Food Technology	Task 4 Theory (hand in)
		PDHPE	Task 4 First Aid Course
	31 August	Drama	Task 4 Performance (evening)
	1 September	Modern History	Task 4 Source Analysis (in class)
		Industrial Technology - Multimedia	Task 4 infographic/Typography Task
	4 September	Visual Arts	Task 4 Prac (hand in all week)
		Legal Studies	Task 3 In class response
	5 September	Visual Design	Task 2 Exhibition & VDD (hand in all wk)
		Business Studies	Task 3 Business Plan (hand in)
	6 September	English Fundamentals	Task 3 Research Presentation
	12 September	Sports, Lifestyles & Recreation	Task 4 Final Website
13 September	English Studies	Task 3 Writing / Speaking	
Term 3 – Weeks 9/10 End Course Exams			



St Patrick's Marist College

Preliminary Assessment Agreement Form

I (please print full name), _____ have read and understand the requirements of Assessment as outlined in the Preliminary Assessment Policy and Schedules Handbook.

In particular, I understand and accept the following:

1. A student must complete all the Assessment requirements in each course to be considered to have completed the Course.
2. Work submitted must be the student's own work. There are penalties for plagiarism and copying.
3. A student must submit all required Assessment Tasks. This includes completing all examination tasks.
4. Penalties are involved if Assessment Tasks are not attended or are submitted late. I understand the penalties involved as outlined in the handbook.
5. Parents/Guardians will be notified by the College in writing regarding late submission, non attendance at each Task or non-submission of Tasks.
6. Documentary evidence must be provided for a student who is claiming illness or misadventure as the reason for late submission, non submission or non attendance of a Task.
7. It is a student's responsibility to follow the correct procedure in submitting Assessment Tasks. If a student is to be away on the day of an Assessment Task the College must be informed.
8. Should a problem arise regarding an Assessment Task the student must approach the Head of Department before the due date for that Task.
9. **It is the student's responsibility to ensure they have a backup copy for any task that is submitted, whether it is handwritten or typed.**
10. It is the responsibility of all students to return **marked** assessment tasks to their parents/guardians for their signature.
11. There is an appeal process if a student considers they have been disadvantaged.

Student's Name (please print) _____ Homeroom: _____

Student's signature: _____ Date: _____

Mother / Guardian: _____ Father / Guardian: _____