

Preliminary HSC Assessment Book 2017

Table of Contents

The Nature and Purpose of Assessment	4
HSC - a standards-referenced approach	5
The process of moderation	5
Requirements for the Award of the HSC	5
Requirements for the Award of an ATAR	6
Assessment and Reporting	7
College Responsibilities	7
Commencement of Assessment	8
Student Responsibilities	8
Illness/Misadventure	10
Deadlines and Extensions	11
Invalid or Unreliable Tasks	11
Malpractice	11
Non-Completion of Assessment Tasks	12
How your Final Assessment Mark is Determined	13
Appeals And Disputes Regarding Assessment	13
Summary - Assessment Appeal Procedures	14
How to activate your NSW Education Standards Authority (old Board of Studies) account online	15

The Nature and Purpose of Assessment

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.

In the context of the Preliminary Higher School Certificate a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

- a wider range of syllabus outcomes than may be measured by external examination alone
- multiple measures and observations made throughout the HSC course rather than a single assessment event.

It is a requirement of the Preliminary HSC school assessment program that for each course taught, schools must establish a program of assessment tasks. These tasks are conducted throughout Year 12 and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (old NSW Education Standards Authority (old Board of Studies)). School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:

- multiple measures generally give a more accurate measure of each student's achievement
- this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork or practical skills).

At the end of the course the marks for each task are aggregated using appropriate weightings previously published in the school's assessment policy to arrive at a final assessment mark for each student. These assessment marks, which are then submitted to the Board provide a rank order of students and show relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

Marks will continue to be used to measure and report student achievement in both the external examination and the school-based assessment at the HSC. Marks enable the characteristics that discriminate between different degrees of performance to be captured and used in reporting student performance in ways that are not possible if bands (or grades or levels) alone are used.

HSC - a standards-referenced approach

In a standards-referenced approach, the assessments submitted to the Board reflect the rank order and relative differences between the achievements of students, based on the extent to which students have demonstrated the specific knowledge and skills being assessed.

The standards that the rank order and differences are based on are explicit and are incorporated in the syllabus, examination tasks, performance descriptions and the HSC standards packages.

The process of moderation

Moderation will continue to be necessary in the high stakes environment of the HSC. Moderation is important in ensuring the assessments submitted by different schools can be compared. Statistical moderation is an effective and efficient means for ensuring comparability.

In the moderation process for the HSC, the assessment marks for a course submitted by each school are adjusted by a statistical process that takes into account the performance of the school group on the examination. This process ensures comparability between the assessment marks submitted by each school. The school group's initial examination marks, before they are aligned to the performance scale, are used to moderate the school group's assessment marks. Following the application of this procedure the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks.

Requirements for the Award of the HSC

The general requirements for the award of the HSC are:

1. you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
 - at least three courses of 2 units value or greater
 - at least four subjects
2. you must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
3. you must have sat for and made a serious attempt at the required Higher School Certificate examinations.

To be awarded the HSC from St Andrews College, you must also study one of the three Religion Courses listed later in this booklet.

Additional information:

The NESA publication, *Higher School Certificate Rules and Procedures* contains all the HSC rules and requirements you will need to know. This book has been distributed to all Year 12 2017 students.

All My Own Work

All students are required to have completed **All My Own Work** prior to the Preliminary Year. The College keeps a record of all students who have completed All My Own Work.

Requirements for the Award of an ATAR

The "ATAR" is the Australian Tertiary Admission Rank. The ATAR replaced the UAI (Universities Admission Index) as a means by which universities decide admissions.

The ATAR is a percentage measure which shows what percentage of students a particular candidate has performed better than. An ATAR of 50% indicates that the candidate has performed better than 50% of all students.

The ATAR is calculated from your English mark and the next best 8 units of Board Determined Courses that a student presents for the HSC examination. The ATAR is calculated using a process which compares degree of difficulty of different subjects before combining results.

Only Board Determined Courses can count towards the ATAR. Content Endorsed Courses and School Developed Courses cannot.

For the purposes of calculating the ATAR, all Board Determined Courses are classified as "Category A" or "Category B".

Students may count NO MORE THAN 2 units of "Category B" BDC subjects in their ATAR. Students can gain a completely valid HSC with more than 2 units of Category B subjects; the limitation applies simply to the calculation of the ATAR.

The ONLY Category B Board Determined Courses offered at St Andrews College are the Vocational Education Courses

In the Vocational Education (240 Hour) courses, there is an optional examination. The examination must be undertaken in order for the course to count for an ATAR, if required to make up the minimum 10 units.

Assessment and Reporting

Teachers utilise the syllabus packages outlined by the NSW Education Standards Authority (old NSW Education Standards Authority (old Board of Studies)) for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale. You can view these on the internet at either:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home/>

<http://www.boardofstudies.nsw.edu.au>

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

School-based assessment tasks will contribute 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

The other 50% will come from the HSC examination.

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

On satisfactory completion of your HSC you will receive a portfolio containing:

The HSC Testamur

- The official certificate confirming your achievement of all requirements for the award

The Record of Achievement

- This document lists the courses you have studied and reports the marks and bands you have achieved - ***it will also display students' preliminary course grades***

Course Reports

- For every HSC Board Developed Course (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.

College Responsibilities

St Andrews College will:

- set tasks to measure your performance in each component of a course
- tell you the percentage value of each task
- inform you in writing of:
 - ✓ the components and their weightings

- ✓ when tasks will take place. The assessment timeline will usually indicate the week in which a task will be completed and your class teacher will inform you in ample time (usually two weeks) if there are any changes to the timeline.
 - ✓ task criteria and outcomes to be assessed
 - ✓ the standards expected at each mark range
 - ✓ the mark value of each task
 - ✓ the nature of each task e.g. assignment, test, exam etc
 - ✓ administrative details of the tasks and procedures
- keep records of your performance in each task
 - provide you with information on your progress.
 - provide opportunities for students who miss tasks with acceptable reasons to be allowed to complete the task, do an alternate task or be given an estimate. The College reserves the right to determine which of these options will apply.

Commencement of Assessment

The Preliminary HSC Year commences at the beginning of Week 1, Term 1 2017 and assessment tasks can begin from that date. At the end of this booklet you will find two listings of the assessment program. The first is a chronological list of all assessment tasks for the entire assessment program while the second lists the tasks in each faculty, with the subjects in alphabetical order. You should use this listing, in conjunction with your Learning Planner and any information given to you by your teacher, to ensure the timely completion of all assessment tasks. The schedules may be varied by your class teacher if necessary but you will be given ample notice of any such changes. Please note that the majority of task dates fall on a Monday. This will usually mean that the task will fall in the week beginning that date. You will be notified of a specific date two weeks prior to the task when the criteria for the task will be given to you.

How you are notified of assessments:

Teachers will notify students of a task with at least 2 weeks notice. This notice may be given on Drews Learning. This assessment handbook also informs you of the dates and weightings of tasks.

Electronic submissions:

If you are asked to submit a task electronically, it is strongly advised that you back-up a copy of the task and you keep a receipt of the submission as evidence.

Late submissions:

Late submissions are given a zero mark. It is important that if you have reasons for handing in a task late, you follow the illness/misadventure procedures listed in this booklet.

Teacher Absence:

If a teacher is absent on the day a written, oral or performance task is to be administered; the College will determine whether another teacher can conduct the task, or whether it will need to be rescheduled. All students would be appropriately informed.

Student Responsibilities

A **minimum** of two weeks notice is given to students regarding assessment tasks. Notice may be displayed in a central location, such as **Drews Learning**. If a student is absent when a task

is handed out, it is the students' responsibility to follow this up and check ***Drews Learning*** for task notifications. The task notification will clearly indicate how and to whom the task is to be submitted.

You are expected to:

- attempt and complete all tasks to the best of your ability
- inform the Leader of Learning KLA of problems you may have in the completion of tasks
- inform the school by phone if you are absent for a task, complete an illness/misadventure form and provide the appropriate documentation, normally a doctor's certificate.
- read and understand the contents of this handbook and other documentation on assessment that is given to you.
- satisfactorily complete each course you are undertaking. This means that you will:
 - ✓ *follow the course developed or endorsed by the NSW Education Standards Authority (old Board of Studies)*
 - ✓ *apply yourself with diligence and sustained effort to the set tasks provided in the course by the school*
 - ✓ *achieve some or all of the outcomes of the course*

While the NSW Education Standards Authority (old Board of Studies) does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences.

Illness/Misadventure

Where a student misses a task through illness or misadventure they should:

1. Have their parent or caregiver **contact the school before 8.30am** on the day that they are away giving details of the task they have missed. A phone call is sufficient. **If the absence is due to illness, the student is required to see a doctor and obtain a Doctors Certificate on that day.**
2. On the first day they return to school the following procedures must be followed:
 - The student must report to the school office prior to commencement of Learning Group.
 - Provide a medical certificate (for illness) or suitable documentation (for misadventure).
 - Complete an Illness/Misadventure Form and sign. (Copies of this form are available at the school office). Attach either the medical certificate or documentation supporting reasons for misadventure to the Illness/Misadventure Form.
 - Submit your assignment (if applicable) with the Illness/Misadventure Form (and attachments) and place in a secured box in the office. Students will be asked to sign a register when these steps are completed. A member of the office staff will countersign to acknowledge receipt of the assessment and necessary documentation.

Missing an exam or in-class task:

Where a student has missed an in-class task or examination the three steps outlined above must be followed. In addition, the student **MUST** report to the relevant Leader of Learning KLA to be informed of what action they will need to take in relation to the missed task. Students are required to report to the Leader of Learning KLA by the end of recess (at the latest) on their return to school.

Depending on the circumstances a student may be required to:

- submit the original task
- submit an alternative task
- receive an estimate based on previous performance in similar tasks.

Students **MUST** also adhere to the following conditions relating to assessment tasks:

- **Students must attend all classes on the day an assessment task is due.**
- **Students are not permitted to turn up late because they have been working on a task.**
- **Students can be asked to produce a doctor's certificate *if they are absent the day before a task is due.***

(Relevant documentation will be required to support reason for lateness to school.)

- Tasks must be submitted at the time designated in the assessment guidelines.
- All tasks must be submitted regardless of the penalty.
- Tasks may be emailed to the school, mailed by registered post or brought to the school by a third party. It is the student's responsibility to ensure that the school has received the task by the due date.
- Failure to follow the procedure outlined above may result in a zero mark for the task.

Deadlines and Extensions

In general, extensions of time are *not given* for Assessment Tasks, except in extraordinary circumstances. Any request for extension must be made prior to the task being due by completing an Illness / Misadventure form. These forms can be found at the Student Services area of the front office. The form must be returned to the Assistant Principal – Learning and Teaching. Students will be informed in writing of the deadlines for all assessment tasks and under normal circumstances extensions will not be granted. In exceptional cases the provisions in Illness/ Misadventure will apply.

Procedure If A Student Anticipates Missing An Assessment Task, Or Is Not Able To Hand In A Task On Time.

If a student anticipates being away for any reason for any assessment task, they should discuss the matter with the teacher and the Leader of Learning KLA as early as possible. This includes tasks that occur at school on a given day and assignments that are handed in on a given day. If the Leader of Learning KLA deems that the circumstances are sufficient consideration will be given to set a task on an earlier, alternate date. In unusual circumstances the Assistant Principal – Learning and Teaching may consider an extension to the date.

Invalid or Unreliable Tasks

Should a task fail to discriminate or prove to be unreliable, the College retains the right to readminister that task in another form. Students will be given fair warning in writing of any changes.

Malpractice

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

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

In instances where a student is shown to have gained an unfair advantage a zero mark will be given. If a student assists another student to gain an unfair advantage, each student will receive zero for that Assessment Task.

In cases of 'proven malpractice' the College is required to enter information of the case of malpractice on the NESA 'Malpractice Register'.

In the case of suspected plagiarism, students will be required to **provide evidence** that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Non-Completion of Assessment Tasks

To receive the Higher School Certificate each student must demonstrate satisfactory attendance, participation, effort and achievement. This includes the submission of Assessment Tasks in all subject areas, and attendance at school on days where Assessment Tasks are to be done in-class.

If a student fails to submit an Assessment Task at the time specified, she or he may receive zero for that task. Late work will not be accepted or assessed, except when an extension has been approved as outlined above.

Parents will also receive an 'N Grade warning' letter, so that the problem can be rectified before the next Assessment Task is due.

Students, who subsequently submit a serious attempt at an assessment task, even though they will receive a zero mark, will be deemed as having satisfied that part of the assessment program.

Failure to submit more than 50% of the assessment tasks in any course may result in being ineligible for the HSC in that course.

Exceptions are for the following circumstances only.

1. *An illness for which a Doctor's Certificate is supplied, the school having been informed of the reason for the absence on the day.*
2. *Unforeseen circumstances at the Principal's discretion.*

How your Final Assessment Mark is Determined

Each time you complete and submit an assessment task it will be marked and, under normal circumstances, returned to you with some information or feedback on your performance. The marks will be submitted by your teacher to:

1. the Leader of Learning KLA and
2. the Central Mark Register

Once they are entered onto the Central Mark Register, all marks are adjusted so that they align with band levels. At the end of the Assessment period, these marks are aggregated in accordance with task weighting and your ranking is based on the aggregate mark. As each task in each course does not have exactly the same average mark and standard deviation, it is not possible to simply add up the marks and directly compare them to those of another student.

You may ask for your rank after the HSC Examinations are completed according to the release date set by NESA and if you feel that your rank is incorrect, you may ask for a review.

Appeals And Disputes Regarding Assessment

The Leader of Learning KLA, under the guidance of the Assistant Principal – Learning and Teaching, manage assessment. The determination of marks to be awarded in each assessment task will be under the discretion of these coordinators.

The Leaders of Learning KLA will complete the formulation of assessment ranking information for the provision to the NSW Education Standards Authority (old Board of Studies).

Students may appeal an assessment mark or ranking. Where disputes arise, questions of interpretation or practice will be determined by the Assessment Committee once a formal appeal has been lodged. **Students can find the Application for Assessment Appeal at the Student Services area in the front office.** The membership of this committee will be the Assistant Principal - Learning and Teaching, the Leader of Learning – KLA and the Leader of Learning - Pastoral. The formal appeal must be directed to the respective Leader of Learning KLA within twenty- four (24) hours of the return of the assessment task.

For HSC candidates, at the time of the announcement of the Rank Order at the conclusion of Year 12, students have the right of appeal if they believe that their rank is anomalous. Such appeals can only relate to the accuracy of the college's records and the appropriateness of its procedures. Appeals should be directed in writing within twenty four (24) hours to the College Principal who will convene the Appeal Committee. This committee will comprise the Assessment Committee plus the College Principal. The student and/or the student's parents/caregivers will have the right to speak to the Appeals Committee. Should the student not be satisfied with the ruling of the Appeal Committee, he or she has the right to appeal to the NSW Education Standards Authority (old Board of Studies) within the timeframe published annually by the Board.

Summary – Assessment Appeal Procedures

Q. Can I make an appeal against an assessment mark or rank?

**A. Yes, within 24 hours of the return of the assessment task.
For HSC marks the timeframe is two weeks.**

Q. How do I make the appeal?

A. Go to the Student Services area of the front office and collect a form – “Application For Assessment Appeal” see Appendix 2 at the back of this booklet

Fill it in and return it to the Assistant Principal

Q. How will the appeal be dealt with?

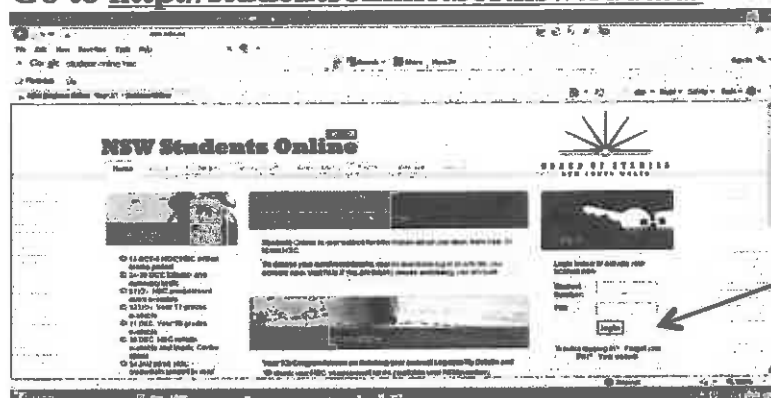
A. The Appeals Panel will consider your application and you will be informed of the outcome in writing?

Q. What if I am unsatisfied with the appeal outcome?

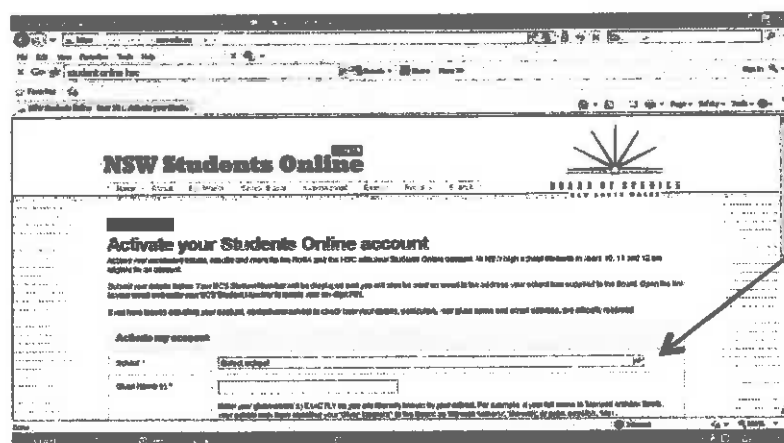
A. You may appeal to the NSW Education Standards Authority (old Board of Studies).

How to activate your NSW Education Standards Authority (old Board of Studies) account online

Go to <http://studentsonline.bos.nsw.edu.au/>

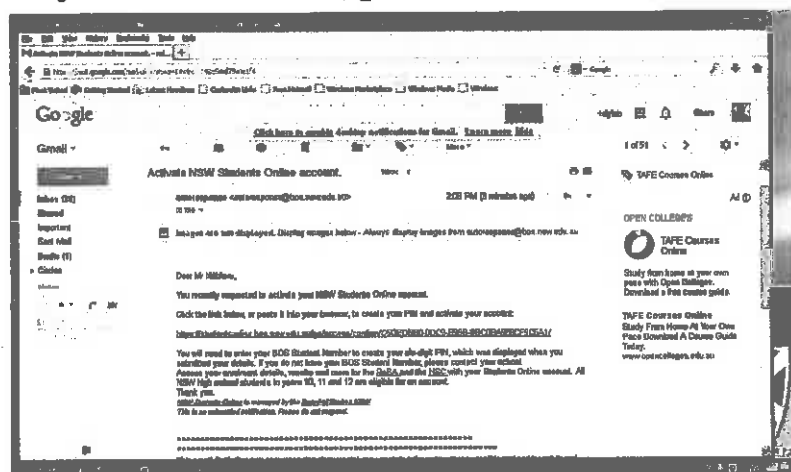


Go to Activate Your account in red under login



When you select the School you need to select St Andrews College, Marayong Not Breakfast Road Then proceed to answer all questions and submit. Your BOS# will appear write it down you will need it

Once you have done this you will be asked to go to your email you have registered at your school. (Your school email – if you have problems accessing your school email, please contact ICT for help through Drews Learning)



Click the link provided in the email

NSW Students Online

BOARD OF STUDIES
NEW SOUTH WALES

Enter and verify your new PIN and then a link "Confirm PIN"

Choose the six digit PIN that you will use each time you log in to your account and enter it below.

Your PIN must be a number between 100000 and 999999.

You need your account PIN each time you log into your NSW Students Online account, so it's up to you.

Your SOG Student Number was displayed when you submitted your details. If you do not have your SOG Student Number, please contact your school.

Enter your six-digit PIN

Verify your six-digit PIN

Confirm PIN

Login below to activate your account now

Student Number:

PIN:

Login

Trouble logging in? Forgot your PIN? Your security

*Enter your pin & confirm.
The next screen will confirm
your account is activated.*

Your NSW Education Standards Authority (old Board of Studies) account is now activated and ready to use please ensure you keep all these details and your email account register and active as you will use students online more and more leading up to you HSC.

Should you need to change your email or have any concerns regarding your NSW Education Standards Authority (old Board of Studies) account please contact Mrs Johnson at the Junior Campus office.

Assessment Procedures - RoSA

- All assessment procedures are aligned to the guidelines as set out in the Assessment, Certification, Examination website
- RoSA Grades are allocated, monitored and where necessary, moderated, according to the NESA website guidelines to RoSA grades.
- **The Record of School Achievement**

Assessing and grading student achievement

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

In setting activities or tasks, teachers give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, teachers build up a profile of the achievement of each student in relation to the course performance descriptors.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. For students undertaking courses without subject-specific course performance descriptors, (ie. Board Endorsed or Content Endorsed Courses) a grade from A to E should be assigned using the Common Grade Scale.

Where activities or tasks are scheduled throughout a course, greater weight would generally be given to those activities or tasks undertaken towards the end of the course. For example, in a 200-hour course extending over Years 9 and 10, the assessment information collected in Year 10 provides the more complete picture of student achievement.

Applying the course performance descriptors

Course performance descriptors have been developed for each course. They describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

Teachers make the final judgement of the most appropriate grade on the basis of available assessment information and with reference to the course performance descriptors. In applying these descriptors, teachers interpret them in terms of standards that can be achieved by Stage 5 students within the bounds of the course.

There are many suitable models that schools may consider appropriate in supporting teacher judgement. Two possible approaches are available, St Andrews College uses Method 2, outlined below:

Method 2

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.

3. Determine the weightings or relative importance of each activity.
4. Award marks for each completed activity.
5. Combine the marks awarded in each activity to obtain a total mark for each student.
6. On the basis of these marks, determine the order of merit for the group.
7. Refer to the course performance descriptors to relate the order of merit to grades awarded.

Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.

Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

ASSESSMENT TASK PROCEDURES

- Task notifications should be clear on the method of submission and cut off time for submission.
- ENSURE ALL STUDENTS SIGN FOR THE ASSESSMENT NOTIFICATION.
- It is recommended that the task notification appears on Drews Learning / Google classroom.

BEFORE A TASK BEGINS:

- Students will be reminded that they are about to start a formal task.
- Bags will be at the front/back or outside the classroom.
- Any mobile phones or other electronic devices should be removed from pockets, desks and placed in bags placed on silent or turned off.
- Notes, pencil cases, hats etc should not be on the desk.
- Students should be reminded of time limits and to attempt all questions. A non-serious attempt will be recorded on the BOSTES malpractice register.
- Put the start and finish time on the board. You may use an electronic timer that is projected, however, take note also of the time.
- Active supervision of assessment tasks is required, any evidence of Malpractice will be recorded.

AFTER A TASK

- A 2 week marking turn around is aimed for to ensure timely, meaningful feedback.
- After 1 extra week and/or upon students checking tasks, the task marks will be entered into the Markbook.
- All teachers will print a student sign off slip, generated from markbook.
- Students should sign that their marks are entered correctly. Staff will keep this document as confirmation that marks are correct.

ADJUSTMENTS

- Reasonable adjustments are to be made in accordance with the Disability Standards for Education. More information can be found at <http://resource.dse.theeducationinstitute.edu.au/>

ASSESSMENT IN VET COURSES

The Vocational Education and Training Courses offered for the 2017 Preliminary Year are **Construction, Entertainment, and Hospitality**. These courses deliver **dual qualifications** for the **Higher School Certificate (HSC)** and for the **Australian Qualifications Framework (AQF)** and as a result, each has dual assessment systems. The first is standards-referenced assessment (HSC) and the second is competency-based assessment (AQF). Standards-referenced assessment (HSC) refers to the Trial Exam in Year 12.

Competency-Based Assessment

VET courses are **competency-based**. This means that a student's **performance is judged against a prescribed standard** contained in each unit of competency, not against the performance of other students. **VET subjects are assessed on a continuous basis, even informally through observation over a period of time.**

During the two-year course the teacher will gather information and make judgements about a student's achievement. When a task, assignment, test or practical is administered the student will be judged as either **competent or not yet competent**. This judgement is made on the basis of a range of evidence, which may be in a variety of forms. The forms may include: simulated work environments, portfolios of evidence, observation and questioning. Students can expect to be instructed over a period of time and then assessed using a variety of different methods.

Competency-based assessment focuses on the **requirements of the workplace**. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined. As such, an **integrated or holistic approach** to assessment is adopted. This means that a number of elements of competency or even several units of competency are assessed together. To achieve an AQF VET Certificate or Statement of Attainment, a student must be assessed as competent according to the requirements set out in the national Training Package. Any student that is **deemed not yet competent** in a task needs to undertake an **additional form of assessment** to demonstrate competence, otherwise they will not complete all the qualifications for their competency task. Students are given additional opportunities to demonstrate competence.

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.

A schedule of assessment tasks follows. The tasks, outcomes and the timing of these may be modified according to student needs and course requirements. The majority of assessment occurs towards the final weeks of the module being delivered, with the exception of some practical coursework which accumulates ongoing evidence through the module. Additional tasks may also be undertaken depending on the units and elements of competency. As a result, this assessment schedule should only be used as a guide.

Please note that the competency assessment schedule may change subject to changes to the training package.

Construction Competency Assessment Plan Year 11 2017

	Unit (s)	Assessment
Module 1	CPCCOHS2001A Apply OHS policies, requirements and procedures CPCCWHS1001 Prepare to work safely in the construction industry CPCCCM1015A Carry out measurements and calculations	<u>Term 1 2017</u> <ul style="list-style-type: none"> • Questions • Structured Activities • Observation
Module 2	CPCCCA2002A Use carpentry tools and equipment CPCCCA2011A Handle carpentry materials CPCCCM1014A Conduct workplace communication	<u>Term 2 2017</u> <ul style="list-style-type: none"> • Questions • Structured Activities • Observation
Module 3	CPCCCM1012A Work effectively and sustainability in the construction industry CPCCCM2001A Read and interpret plans and specifications	<u>Term 3 2017</u> <ul style="list-style-type: none"> • Questions • Structured Activities • Observation

Please note: CPCCWHS1001 Prepare to work safely in the construction industry is delivered and assessed over one day. The date will be advised in Term 1. Students who are absent will be required to undertake this unit externally through an approved provider.

Entertainment Competency Assessment Plan Year 11 2017

	Unit (s)	Assessment
Module 1	CPCCWHS1001 Prepare to work safely in the construction industry CUSOHS301A Follow occupational health and safety procedures CUASOU301 Undertake live audio operations	<u>Term 1 and 2 2017</u> <ul style="list-style-type: none"> • Questions • Structured activities • Observation
Module 2	CPCCOHS1001A Work safely in the construction industry CUSOHS301A Follow occupational health and safety procedures CUASOU301 Undertake live audio operations	<u>Term 1 and 2 2017</u> <ul style="list-style-type: none"> • Questions • Structured activities • Observation
Module 3	CUAIND301 Work effectively in the creative art industry SITXCCS303 Provide service to customers CUALGT301 Operate basic lighting CUALGT304 Install and operate follow spots	<u>Term 3 and 4 2017</u> <ul style="list-style-type: none"> • Questions • Structured activities • Observation

Please note: CPCCWHS1001 Prepare to work safely in the construction industry is delivered and assessed over one day. The date will be advised in Term 1. Students who are absent will be required to undertake this unit externally through an approved provider.

Hospitality Competency Assessment Plan Year 11 2017

	Unit (s)	Assessment
Module 1	SITXWHS001 Participate in safe work practices SITXFSA001 Use hygienic practices for food safety SITXFSA002 Participate in safe food handling practices	<u>Term 1 2017</u> <ul style="list-style-type: none"> • Questions • Structured activities • Observation
Module 2	SITHKOP001 Clean kitchen premises and equipment SITHCCC001 Use food preparation equipment SITHCCC003 Prepare and present sandwiches SITHCCC002 Prepare and present simple dishes	<u>Terms 3 2017</u> <ul style="list-style-type: none"> • Questions • Structured activities • Observation

Work Placement

- Work placement is mandatory and allows students to apply the theory and practical skills learnt in class. Some competencies will also be assessed in the workplace.
- Allocated dates are as follows:
 - Construction: 18/9/17 to 22/9/17
 - Entertainment: scheduled as opportunities arise throughout the year
 - Hospitality: 16/10/17 to 20/10/17
- Please note with Entertainment, dates depend upon opportunities that arise, however the first opportunity will be the Easter Show.
- Students who **wish to source their own employer** must provide their teacher with the **following details by Term 3 Week 1**, otherwise they will be choosing from the list provided by local community partnership:
 - The name of the organisation;
 - The name of the person they have contacted in the organisation that has agreed to take them;
 - A contact phone number of the organisation/person.

Students are to also include their own details (name, phone number and homeroom).

- 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 must complete 70 hours of workplacement over the two years, otherwise they will not receive their HSC.
- 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, 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 also catch-up on all work missed in their other classes.
- Students must complete and submit all paperwork regarding work placement **ON TIME** to confirm their place 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 coordinator will assess the application and students will be informed as to the success of their application.
- Absences from work placement **MUST** be reported to the employer, the VET coordinator **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.
- Students must return their **Work Placement Employer Report and Assignment** on their **first day of return to school**. The report is copied and retained by the school. Failure to return the report will place your **HSC in jeopardy** as it is proof as to how many hours were completed.

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 Leader of Learning VET (LOLVET) and bring your task with you.
3. The LOLVET will discuss your concerns with you.
4. A joint meeting will be arranged between you, the teacher and the LOLVET so that your concerns and those of the teacher can be addressed.
5. The result of this meeting may be:
 - (a) A revised assessment by the teacher;
 - (b) A new assessment task for *part* of the disputed task; or
 - (c) A *full* assessment task to be completed in place of the disputed task.
6. If you are still dissatisfied, you will need to speak to the Learning and Teaching Coordinator.

A sample form for VET Assessment Appeal Submission is provided on the next page.

**Catholic Education Diocese of Parramatta
VET Assessment Appeal Submission**



**Catholic Education
Diocese of Parramatta**

Name: _____

Course: _____

School: _____

Teacher: _____

Please identify in the table below the units of competency that are the subject of the assessment appeal.

Unit Code(s)	Unit of Competency Title(s)	Date Assessed

Assessor's

Name: _____

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.

Grounds for appeal:

Signed: _____ **Date:** _____

Outcome of appeal:

Principal's Signature: _____

Date: _____

(To be filed with the class assessment record.)

Office Use Only:

Date Received: _____ **Received By:** _____

Date Reviewed: _____

Decision:

Unheld

Rejected

ST ANDREWS COLLEGE

Catholic Studies Preliminary 2017

Syllabus Component	Task 1 Search for Meaning	Task 2 Jesus of history, Christ of faith	Task 3 Religion in Australia	Syllabus Weighting
	Extended response	Research task submit	Research task	
	Week 6 Term 1	Week 6 Term 2	Week 5 Term 3	
	6.1, 6.9, 6.10, 6.11, 6.12	6.2, 6.9, 6.10, 6.11, 6.12	6.6, 6.9, 6.10, 6.11, 6.12	
Knowledge	5	5	10	20
Source based	5		5	10
Investigation		10		10
Communication	5		5	10
Cumulative Weighting	15	15	20	50

Studies of Religion 1 Unit				
Syllabus Component	Task 1 Nature of Religion	Task 2 Judaism	Task 3 Preliminary Examination	Syllabus Weighting
	Oral Task	Research In class task	Task type	
	Week 7 Term 1	Week 9 Term 2	Week 7-8 Term 3	
	P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P3, P4, P5, P6, P7, P8, P9	
Knowledge	5	5	10	20
Source based	5		5	10
Investigation		10		10
Communication	5		5	10
Cumulative Weighting	15	15	20	50

Studies of Religion 2Unit					
Syllabus Component	Task 1 Nature of Religion	Task 2 Judaism	Task 3 Christianity	Task 4 Preliminary Examination	Syllabus Weighting
	Oral Task	Research in class response	Research in class response		
	Week 7 Term 1	Week 3 Term 2	Week 8 Term 2	Week 7-8 Term 3	
	P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P3, P4, P5, P6, P7, P9	P1, P2, P3, P4, P5, P6, P8, P9	
Knowledge	5	10	10	15	40
Source based skills	5		5	10	20
Investigation and research	5	5		10	20
Communication of information	5	5	5	5	20
Cumulative Weighting	20	20	20	40	100

English Fundamentals Preliminary 2017				
Component	Task 1 Oral Communication	Task 2 Writing for Study	Task 3 Portfolio	Syllabus weighting
	Oral presentation	Brochure	Portfolio	
	Presentation in class/workbook	Submitted Task	Submitted task	
	Term 1 Week 9 28/3/2017	Term 2 Week 8 16/6/2017	Term 3 Week 10 18/9/2017	
	P4 P5 P6 P8 P9 P11	P2 P4 P5 P6 P7 P8 P9 P10 P11	P2 P4 P5 P6 P7 P8 P9 P10 P11	
	Max mark 100	Max mark 100	Max mark 100	
Listening	15			15
Speaking	15			15
Reading		10	15	25
Writing		15	15	30
ViewingRepresenting		5	10	15
Cumulative Weighting	30	30	40	100

Assessment for English Studies Preliminary 2017				
Syllabus Component	Task 1 Module 1	Task 2 Module 2	Task 3 Module 3	Syllabus weighting
	Week 9 Term 1	Week 9 Term 2	Week 7 Term 3	
	Outcomes assessed P1,P2,P3,P4	Outcomes assessed P1,P2,P4	Outcomes assessed P1,P2,P3,P4	
Knowledge of text types and techniques	15	15	0	30
Receptive and productive skills	5	10	15	30
Using language to suit purpose audience and context	5	5	15	25
Planning for individual and collaborative work	5	0	10	15
Task Weighting	30	30	40	100

ASSESSMENT SCHEDULE PRELIMINARY ENGLISH STANDARD 2017						
Syllabus Component	Task 1 Area of Study Celebrity & Fame	Task 2 Module 1	Task 3 Module 2	Task 4 Area of Study	Task 5 Modules 1&2	Syllabus Weighting
	Written Task	Written Task	Oral Task	Preliminary Exam	Preliminary Exam	
	Week 9 Term 1	Week 6 Term 2	Week 3 Term 3	Week 7 Term 3	Week 7 Term 3	
	Outcomes assessed 1,2,4,6,8,10	Outcomes assessed 1,3,4,8,11	Outcomes assessed 3,4,6,10	Outcomes assessed 1,2,4,6,7,8,10,11	Outcomes assessed 1,4,5,7	
Listening	5		5	5		15
Speaking			15			15
Reading	5	5		10	5	25
Writing	5	5		10	10	30
Viewing and Representing		10			5	15
Cumulative Weighting	15	20	20	25	20	100

ASSESSMENT SCHEDULE PRELIMINARY ENGLISH ADVANCED 2017						
Syllabus Component	Task 1 Area of Study Celebrity & Fame	Task 2 Module 1	Task 3 Module 2	Task 4 Area of Study	Task 5 Modules 1&2	Syllabus Weighting
	Written Task	Written Task	Oral Task	Preliminary Exam	Preliminary Exam	
	Week 9 Term 1	Week 6 Term 2	Week 3 Term 3	Week 7 Term 3	Week 7 Term 3	
	Outcomes assessed 1,2,4,6,8,10	Outcomes assessed 1,3,4,8,11	Outcomes assessed 3,4,6,10	Outcomes assessed 1,2,4,6,7,8,10,11	Outcomes assessed 1,4,5,7	
Listening	5		5	5		15
Speaking			15			15
Reading	5	5		10	5	25
Writing	5	5		10	10	30
Viewing and Representing		10			5	15
Cumulative Weighting	15	20	20	25	20	100

ASSESSMENT PLAN PRELIMINARY ENGLISH EXTENSION 1 2017				
Syllabus Component	Task 1	Task 2	Task 3	Syllabus Weighting
	Analytical Response	Creative and Analytical Response	Examination	
	Week 9 Term 1	Week 9 Term 2	Week 8 Term 3	
	Outcomes assessed P1,2,3	Outcomes assessed P1,2,3	Outcomes assessed P1,2,3	
Knowledge and understanding of complex texts and how and why they are valued	5	10	10	25
Skills in: <ul style="list-style-type: none"> • Complex analysis • Sustained composition • Independent investigation 	10	10	5	25
Cumulative Weighting	15	20	15	50

2017 PRELIMINARY MATHEMATICS GENERAL

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Class Assessment	Open Book Task	Focus Studies Assignment	End of Course Examination	
	In Class Test	In Class Task	Research Task	Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 2	Term 3 Week 7/8	
	MGP1, MGP2, MGP3, MGP4, MGP5, MGP9, MGP10.	MGP2, MGP3, MGP4, MGP5, MGP9, MGP10.	MGP1, MGP2, MGP3, MGP5, MGP6, MGP7, MGP8, MGP9, MGP10.	MGP1, MGP2, MGP3, MGP4, MGP5, MGP6, MGP7, MGP8, MGP9, MGP10.	
Concepts, Skills and Techniques	15	10	10	15	50
Reasoning and Communication	10	15	10	15	50
Cumulative Weighting	25	25	20	30	100

2017 PRELIMINARY MATHEMATICS

	Task 1	Task 2	Task 3	Syllabus Weighting
	Class Assessment	Open Book Task	End of Course Examination	
	In Class Test	In Class Task	Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7/8	
	P1, P2, P3, P4.	P1, P2, P3, P4, P5.	P1, P2, P3, P4, P5, P6, P7, P8.	
Concepts, Skills and Techniques	15	15	20	50
Reasoning and Communication	15	15	20	50
Cumulative Weighting	30	30	40	100

2017 PRELIMINARY MATHEMATICS EXTENSION I

	Task 1	Task 2	Task 3	Syllabus Weighting
	Class Assessment In Class Test	Partially Pre-released Assignment & In Class Task	End of Course Examination Examination	
	Term 1 Week 11	Term 2 Week 10	Term 3 Week 7/8	
	P1, P2, P3, P4, P5, PE1, PE6.	P1, P2, P3, P4, P5, PE1, PE2, PE6.	P1, P2, P3, P4, P5, P6, P7, P8, PE1, PE2, PE3, PE4, PE5, PE6	
Concepts, Skills and Techniques	15	15	20	50
Reasoning and Communication	15	15	20	50
Cumulative Weighting	30	30	40	100

ASSESSMENT PLAN PRELIMINARY BIOLOGY 2017

Syllabus Component	Task 1 Life on Earth	Task 2 Life on Earth/ Australian Biota	Task 3 Local Ecosystem	Task 4 All modules	Syllabus Weighting
Outcomes Assessed	Research Task	Mid Course Examination	Practical Skills Test	Preliminary Examination	
	Term 1 Week 7	Term 2 Week 8	Term 3 Week 4/5	Term 3 Week 7/8	
	P1, P3, P6, P13, P14, P15	All outcomes except 16	P11, P12, P13, P14	All outcomes except 16	
Knowledge and Understanding	10	10		20	40
First-hand Investigation	10		20		30
Scientific Skills	5	10	5	10	30
Cumulative Weighting	25	20	25	30	100

Preliminary Chemistry 2017

Syllabus Component	Task 1 Secondary Sources Investigation	Task 2 First- Hand Investigation	Task 3 Preliminary Examination	Task 4 Practical Examination	Syllabus Weighting
	Research Task	Research Task	Written Task	Practical	
	Term 1 Week 9	Term 3 Week 1	Term 3 Week 7/8	Term 3 Week 9	
Outcomes Assessed	P2 P5 P6 P12 P13 P14	P2 P11 P12 P13 P14 P15	All Outcomes Assessed	P2 P11 P12 P13 P14	
Knowledge & Understanding of content	5	9	20	6	40
First-hand and Second- hand Investigations	5	11	0	14	30
Scientific Skills	5	10	5	10	30
Maximum Mark	100	100	100	100	
Cumulative Weighting	15	30	25	30	100

St Andrews College 2017 ASSESSMENT PLAN FOR PRELIMINARY PHYSICS					
Syllabus Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Practical Research	Secondary Source Investigation	Preliminary examination	Practical Examination	
	Week 1 Term 2	Week 9 Term 2	Week 7/8 Term 3	Week 9 Term 3	
	P1 P2 P3 P4 P5 P6 P7 P11 P12 P13 P15	P1 P3 P4 P11 P13 P14	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P12 P13 P14 P16	P11 P12 P13 P14	
Knowledge and Understanding	5	10	20	5	40
First hand Investigation	12	11	0	7	30
Science Skills	3	4	10	13	30
Cumulative Weighting	20	25	30	25	100

ASSESSMENT PLAN 2017

Senior Science 2 Unit

Syllabus Component	Task 1 Humans at Work	Task 2 Humans at Work / Water	Task 3 Local Environment	Task 4 All Modules	Syllabus Weighting
Task Type	Research Task	Mid Course Examination	Practical skills Test	Preliminary Examination	
Due date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 7/8	Term 3 Week 7/8	
Outcomes Assessed	P2, P5, P11, P13, P14, P15	P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15	P11, P12, P13, P14	All outcomes	
Knowledge and understanding	10	10		20	40
First-hand investigation	10		20		30
Scientific skills	5	10	5	10	30
Cumulative Weighting	25	20	25	30	100

DRAMA						
Syllabus Component	Task 1 Stations of the Cross	Task 2 Theatrical Practitioners	Task 3 Individual Project	Task 4 Preliminary Examination	Task 5 Theatrical styles & Traditions	Syllabus Weighting
	Performance / Play Built / Group Devised	Performance Essay Based on Practitioner	Elements of Production / Individual Project	Written theoretical exam comprising of Content Areas 1, 2 & 3	Individual Performance	
	Performance Logbook	Logbook Performance	Portfolio Logbook Oral	Exam-written	Performance Logbook	
	Term 1 Week 9	Term 2 Week 10	Term 2 Week 10	Term 3 Week 7/8 ???	Term 3 Week 10	
Outcomes Assessed	P1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1	P1.8, 2.4, 2.6, 3.2, 3.3, 3.4 P1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 3.1	P1.4, 1.5, 1.6, 1.8, 2.1, 2.2, 2.5, 3.2, 3.3	P 2.6, 3.1, 3.2, 3.3	P1.1 1.2 1.3 1.4 1.5 1.6 2.1, 3.1, 3.2 3.3 3.4	
Making	9	10	10		10	40
Performing	5	10	10		5	30
Critical Study		10		15	5	30
Cumulative Weighting	15	30	20	15	20	100

YR 11 MUSIC 1 ASSESSMENT SCHEDULE

Syllabus Component	Task 1 Research / Score Analysis / Presentation	Task 2 Mid Course Exam	Task 3 Composition and Process	Task 4 Technology / Small Ensembles	Task 5 End of Course Exam	Syllabus Weighting
Task Description	Research and Score Analysis; Presentation of Topic 1 JAZZ	Aural Exam	Technology Composition and Process	Technology / Small Ensembles. (Performance and self critique)	Aural Exam and Musicology Exam (All Topics)	
Date	Week 9 Term 1	Week 8 Term 2	Week 3 Term 3	Week 7 Term 3	Week 7 Term 3	
Outcomes	P1, P2, P4, P5, P7, P8	P2, P4, P6, P8	P3, P5, P7, P8	P1, P2, P5, P7, P9 P10, P11	P2, P4, P6, P8	
PERFORMANCE	5%			20%		25%
COMPOSITION			25%			25%
MUSICOLOGY	10%				15%	25%
AURAL		10%			15%	25%
Cumulative Weighting	15 %	10 %	25 %	20 %	30 %	100 %

Assessment Plan Preliminary – Photography, Video and Digital Imaging 2017

	Task 1	Task 2	Task 3	Syllabus Weighting
	Portfolio of Works	Examination	Portfolio of Works and Process Diary	
Date Due	Term 2 Week 1	Term 3 Weeks 7/8	Term 3 Week 9	
Outcomes	M1,M2,M3,M4,M5,M6	CH1,CH2,CH3,CH4,CH5,M6	M1,M2,M3,M4,M5,M6	
Critical and Historical Studies		30		30
Making	20		50	70
Cumulative Weighting	20	30	50	100

YR 11 VISUAL ARTS ASSESSMENT PLAN 2017				
Syllabus Component	Task 1 Artworks	Task 2 Artworks	Task 3 Preliminary Examination	Syllabus Weighting
	Artwork/s & VAPD submission.	Artwork/s & VAPD submission.	Preliminary Exam – Art criticism and art history	
	Term 2 Week 1	Term 3 Week 3	Term 3 Weeks 7/8	
	P1, P2, P3, P4, P5, P6	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Outcomes Assessed				
Art Criticism and Art History			50%	50%
Art Making	20%	30%		50%
Cumulative Weighting	20%	30%	50%	100%

St Andrews College

**2017 ASSESSMENT PLAN
FOR
PRELIMINARY ANCIENT HISTORY**

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	History, Archaeology And Science Research	Preserved Human Remains Document Analysis Biographical Task	Historical Investigation Historiographical Research	Examination	
Knowledge and understanding of course content	Submitted in class Term 1 Week 5 RepID 11M P 1.1 P3.1, P3.4, P4.1, P4.2 5	Submitted in class Term 1 Week 10 RepID 11M P1.1, P2.1, P3.1, P3.2, P3.4	Submitted in-class Term 2 Week 8 RepID 11F P3.1, P3.4, P3.6, P4.1, P4.2 10	In school task Term 3 Week 7/8 RepID 11F P1.1, P2.1, P3.1, P3.3, P3.4, P4.1, 25	40
Source-based skills		10		10	20
Historical inquiry and research		10	10		20
Communication of historical understandings in appropriate forms	5	5	10		20
Cumulative Weighting	15	25	30	30	100

Preliminary Business Studies 2017/2018 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Nature of Business	Business Management	Business Planning	Preliminary Exam	
	Unit Test	Research Report	Research Report	Examination	
	In school task	Submitted task	Submitted task	In school task	
	P1, P2, P6, P7, P8	P4, P7, P8, P9	P3, P4, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
	Term 1 Week 7	Term 2 Week 4	Term 3 Week 6	Term 3 Week 7-8	
	Max Mark: 100	Max Mark: 100	Max Mark: 100	Max Mark: 100	
	Report ID: 11M Report Weight 100%	Report ID: 11F Report Weight 30%	Report ID: 11F Report Weight 35%	Report ID: 11F Report Weight 35%	
Knowledge and understanding of course content	5	5	10	20	40
Stimulus-based skills		5	5	10	20
Inquiry and research	5	5	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Cumulative Weighting	15	20	30	35	100

2017 Assessment Schedule for Preliminary Economics

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<i>In-class test (objective response and short-answer questions)</i>	<i>Research: Labour Market</i>	<i>Research and in-class task</i>	<i>Preliminary examination</i>	
	<i>Week 5, Term 1</i>	<i>Week 5, Term 2</i>	<i>Week 4, Term 3</i>	<i>Week 7-8, TERM 3</i>	
	P1, P2, P4, P5, P10	P1, P3, P5, P8, P9, P10, P12	P1, P2, P3, P5, P7, P8, P9, P10	P1, P2, P6, P7, P8, P10, P11	
	<i>In-class task</i>	<i>Submitted task</i>	<i>Submitted & in-class</i>	<i>In School task</i>	
<i>Knowledge and understanding of course content</i>	5	5	15	15	40
<i>Stimulus-based skills</i>	5	5			
<i>Inquiry and research</i>		10	10	10	20
<i>Communication of economic information, ideas and issues in appropriate forms</i>	5	5	5	5	20
Cumulative Weighting	15	25	30	30	100

2017

Assessment Plan

Preliminary Geography 2 Unit

Component	Task 1 Biophysical Interactions	Task 2 Global Challenges Population	Task 3 Senior Geography Project	Task 4 Preliminary Exams	Component Weighting
	Fieldwork Report for Kurnell	Research Report	Senior Geography Project	Examination	
	Submitted task	Submitted Task	Submitted task	Examination	
	Term 1 Week 10 31/3/2017	Term 2 Week 10 27/6/2017	Term 3 Week 1 21/7/2017	Term 3 Week 7/8 28/8/2017	
	P1 P2 P3 P8 P9 P10 P12	P4 P5 P8 P10 P12	P7 P8 P9 P10 P11 P12	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P12	
	Max mark 100	Max mark 100	Max mark 100	Max mark 100	
Knowledge & Understanding of course content	10	10		20	40
Geographical Skills and Tools	5	5		10	20
Geographical inquiry – research/fieldwork	5	5	10		20
Communication of geographical ideas, information and issues in various formats	5	5	10		20
Cumulative Weighting	25	25	20	30	100

2017 Assessment Schedule for Preliminary Legal Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Annotated media file: The Legal System	Research : Individual and the Law	Research/In class essay: Law in Practice	Preliminary examinations	
	Wk 6, Term 1	Wk 8, Term 2	Wk 4, Term 3	Wk 7-8, Term 3	
	P1, P2, P3, P8, P9, P10	P1, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P8, P9	P1, P2, P3, P4, P5, P6, P7, P9	
	Submitted	Submitted and in class task	Submitted and in-class task	In School task	
Knowledge and understanding of course content	5	15	10	30	60
Research	5	5	10		20
Communication	5	5	10		20
Cumulative Weighting	15	25	30	30	100

St Andrews College
2017 ASSESSMENT PLAN

FOR

PRELIMINARY MODERN HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Civil Rights Movement	The Meiji Restoration	Historical Investigation	Examination	
	Source Analysis	Research & Class Task	Historiographical Research		
	Submitted task Term 1 Week 7 RepID 11M 3.2,3,3,3,4	Submitted in class Term 2 Week 3 RepID 11F 1.1,1.2,2.1, 3.2,4.1,4.2	Submitted in class Term 2 Week 9 RepID 11F P3.1, P3.4, P3.5, P4.1, P4.2	In school task Term 3 Week 7/8 RepID 11F P1.1, P2.1, P3.2, P3.3, P3.4, P4.1, P4.2	
	5		10	25	
Knowledge and understanding of course content					40
Source-based skills		15			
Historical inquiry and research	5	5	10	5	20
Communication of historical understandings in appropriate forms	5	5	10		20
Cumulative Weighting	15	25	30	30	100

2017 ASSESSMENT SCHEDULE FOR PRELIMINARY SOCIETY AND CULTURE

Component	Task 1	Task 2	Task 3	Task 4	Component Weighting
	Social and Cultural World	Personal and Social Identity	Preliminary Exam	Intercultural Communication	
	In-class exam	Research/ Oral Task	In-school exam	Research/ Oral Task	
	P1, P3, P6, P9, P10	Submitted task and in class task	P1, P2, P3, P4, P5, P6, P7, P10	Submitted task and in-class task	
	Term 1 Week 6	Term 2 Week 5	Term 3 Week 7/8	P1, P3, P4, P10	
	Max Mark 100	Max Mark 100	Max Mark 100	Term 3 Week 10	
Knowledge and understanding of course content	10	10	20	10	50
Application and evaluation of social and cultural research methodologies	0	10	10	10	30
Communication of information, ideas and issues in appropriate forms	0	10	0	10	20
CUMULATIVE WEIGHTING	20	30	30	20	100

St Andrews College
Japanese Continuers PRELIMINARY COURSE 2017
Assessment Schedule

Component	Task 1	Task 2	Task 3	Syllabus Weighting
	Class Task	Class Task	Final Examination	
	Listening and Speaking	Reading and Writing	Listening, Speaking, Reading, Writing	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 7/8	
Outcomes Assessed	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3	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, 4.2, 4.3	
Speaking	10		10	20
Listening	15		10	25
Reading		20	20	40
Writing		10	5	15
Cumulative Weighting	25	30	45	100

Task 1 – Listening and Oral Communication skills Test

Task 2 – Reading and Responding, and Writing skills Test

Task 3 – Students will take an examination based on HSC format.

Community & Family Studies - 2 Unit Preliminary 2017

Syllabus Component	Task 1 Resource Management Community Interview	Task 2 Individuals & Groups Leadership Presentation	Task 3 Families & Communities Research & Questionnaire Devp	Task 4 Preliminary Exam Examination	Syllabus Weighting
	Week 7 Term 1	Week 5 Term 2	Week 5 Term 3	Week 7/8 Term 3	
Outcomes Assessed	P1.1, P4.1 P4.2, 5.1 P7.1	P2.1, 2.3, 4.1, 4.2	P3.1, P4.1, P4.2	Most Outcomes	
Knowledge & Understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> • resource management • positive relationships • range of societal factors • nature of groups, families and communities 	5	10	10	15	40
Skills in: <ul style="list-style-type: none"> • applying management process to meet the needs of individuals, groups, families and communities • Planning to take responsible action to promote wellbeing 	5	5	10	5	25
Knowledge and understanding about research, methodology and skills in researching, critical thinking, analysing and communicating	10	10	5	10	35
Cumulative Weighting	20	25	25	30	100

Personal Development Health & Physical Education 2 Unit Preliminary 2017

Syllabus Component	Task 1 Body In Motion	Task 2 Better Health	Task 3 Fitness Choices	Task 4 Preliminary Examination	Syllabus Weighting
	Lab Report	Critical Analysis	Survey & Report	Examination	
	Week 8 Term 1	Week 9 Term 2	Week 5 Term 3	Week 7/8 Term 3	
Outcomes Assessed	P8, P11, P16, P17	P2, P3, P4, P5, P6, P15, P16	P6, P10, P16, P17	Most Outcomes	
Knowledge & Understanding of: <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	15	5		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	10	5	30
Skills in critical thinking, research and analysis	10	5	10	5	30
Cumulative Weighting	25	25	20	30	100

Sport, Lifestyle & Recreation - 1 Unit Preliminary 2017

Syllabus Component	Task 1 Resistance Training	Task 2 Sports Coaching	Task 3 European Handball	Syllabus Weighting
	Program	Demonstration	Skill Demonstration	
	Week 10 Term 1	Week 5 Term 2	Week 5 Term 3	
Outcomes Assessed	P1.2, 1.3, 2.1, 2.2, 3.2	P1.3, 2.2, 3.1, 3.2, 4.2, 4.5	P1.1, 1.3, 2.1, 3.1, 4.4	
Knowledge and Understanding	20	25	5	50
Skills	10	25	15	50
Cumulative Weighting	30	50	20	100

ASSESSMENT SCHEDULE
Design & Technology Preliminary
2017

Syllabus Component	Task 1 Design R Bag Tag (20pg Folio Limit)	Task 2 Design R Chair (30pg Folio Limit)	Task 3 Design R Clock (40pg Folio Limit)	Task 4 Preliminary Course Examination	Syllabus Weighting
	Folio + Prac	Folio + Prac	Folio + Prac	Examination	
	T1 W10	T2 W8	T3 W6	T3 W7/8	
	P1.1, P3.1, P4.1, P5.1, P5.2, P5.3	P2.1, P3.1, P4.1, P4.3, P5.1, P6.1, P6.2	P1.1, P2.2, P4.1, P4.2, P5.2, P6.1, P6.2	P1.1, P2.2, P3.1, P4.2, P5.1, P5.2, P5.3	
Knowledge and skills in Design and Producing: Design Projects	15	15	15	5	50%
Knowledge and skills in Design and Producing: Presentation of Research	5	10	10		25%
Knowledge and skills in Design and Producing: Test-type Task				25	25%
Cumulative Weighting	20%	25%	25%	30%	100%

ASSESSMENT SCHEDULE Engineering Studies Preliminary 2017					
Syllabus Component	Engineering Fundamentals Module 1 Task 1	Braking Systems Module 3 Task 2	Biomedical Engineering Module 4 Task 3	Preliminary Examination Task 4	Syllabus Weighting
	Inclass Test T1 W8	Group Presentation T2 W7	Engineering Report T3 W5	Exam All Topics T3 W7/8	
	P1.2, P2.1, P3.1, P3.3, P6.1, P6.2	P2.1, P2.2, P3.2, P3.3, P4.1 P4.3, P5.1, P5.2	P1.1, P1.2, P2.1, P2.2, P3.2, P4.2, P4.3, P6.1, P6.2	All Outcomes	
Knowledge and understanding of engineering principles and developments in technology	5	10	15	20	50%
Skills in research, problem solving and communication related to engineering	10	5	5	10	30%
Understanding of the scope and role of engineering including management and problem solving	5	5	5	5	20%
Cumulative Weighting	20%	20%	25%	35%	100%

Industrial Technology: Multimedia Technologies

	Task 1	Task 2	Task 3	Week 6	Syllabus Weighting
	Project 1: Product and Folio	Project 2: Product and Folio	Industry Study Report with Oral Presentation	Preliminary Course Examination	
	Term 1 Week 11	Term 2 Week 9	Term 3 Week 6	Term 3 Week 7/8	
Outcomes Assessed	P2.1, P3.2, P3.3, P4.1, P4.2, P5.2, P6.2	P3.1, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2	P1.1, P1.2, P2.2 P3.2, P5.1, P7.1, P7.2	P1.1, P1.2, P3.1, P4.3, P6.1, P6.2, P2.1, P7.1, P7.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	20			20	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the production of projects		30	30		60
Cumulative Weighting	20	30	30	20	100

ASSESSMENT SCHEDULE Information Processes & Technology Preliminary 2017					
Components	Task 1 Assignment	Task 2 Practical Task	Task 3 Practical Task	Task 4 Preliminary Exam	Component Weighting
	Examination	Hand-in Task Information Systems Case Study	Group Task Development of an Information System	Examination End-of-course Examination	
	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3	Term 3 Week 7/8	
	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1	P2.1, P2.2, P3.1, P4.1	P2.1, P2.2, P3.1, P5.1, P6.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1,	
Introduction to Information Skills and Systems	10	5		5	20%
Tools for Information Processes		10	25	15	50%
Developing Information Systems		5	15	10	30%
Cumulative weighting	10%	20%	40%	30%	100%

Food Technology Preliminary 2 Unit 2016

Syllabus Component	Task 1 Food Availability & Selection	Task 2 Food Quality	Task 4 Preliminary Exam	Syllabus Weightings
Task type	Research, Food Preparation & Evaluation	Research, Knowledge Experimentation Evaluation	Examination: Knowledge & Communication of food ideas	
Date	Term1 Week 11	Term 2 Week 10	Term 3 Week 7/8	
Outcomes assessed	P1.1, P1.2, P4.2	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P3.1 P4.1	
Knowledge and understanding about Food technology	5	5	10	20
Skills in researching, analysis and communication of food issues	10		20	30
Skills in experimenting with and preparing food by applying theoretical concepts	15	15		30
Skills in designing, implementing and evaluating solutions to food situations	5	10	5	20
Cumulative Weighting	30%	30%	40%	100

