



Preliminary HSC Assessment Book 2018

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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 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 NESA 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 NESA 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. All my own work is completed during the Yr 10 transition week. Those who do not complete these modules must complete them at home and hand in screen shots of their results as evidence of completion to a satisfactory standard.

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 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 NESAs '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?

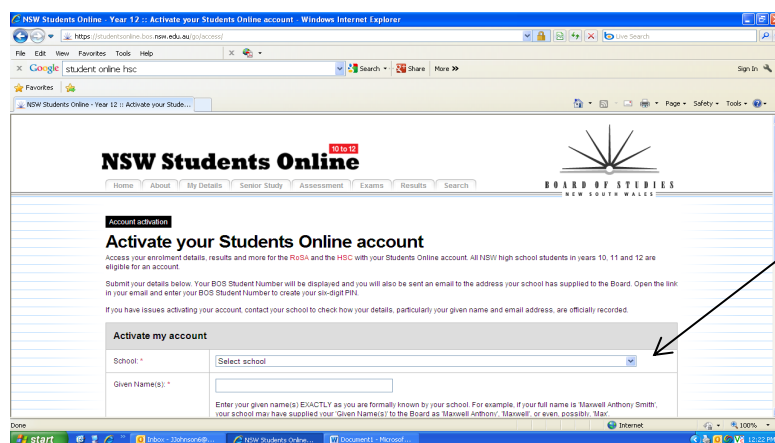
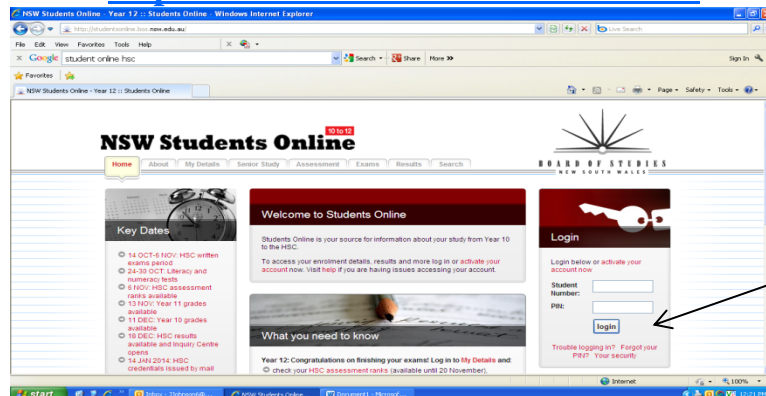
A. The Appeals Panel will consider your application and you will be informed of the outcome in writing?

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

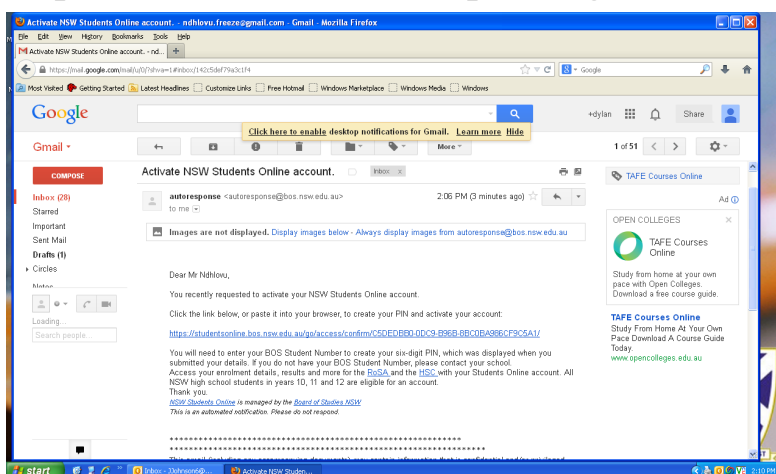
A. You may appeal to the NSW Education Standards Authority (old Board of Studies).

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

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



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)



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 Kaio at the Junior Campus office.

Disability Provisions

Section 10 of the Assessment, Certification and Examination (ACE) Manual on the BOSTES site at: <http://ace.bos.nsw.edu.au/> Provides information relating to Disability Provisions for examinations, who is eligible for such provisions and how these can be applied for.

Students who feel that they are eligible for Disability Provisions should apply to the relevant personnel at the College.

Life Skills

Students who are eligible to enrol in a Life Skills program, and who wish to qualify for a HSC, must still fulfil the requirements for a Higher School Certificate, outlined in Section 8.2.1 of the ACE Manual on the BOSTES site.

Students who feel that they are eligible to enrol in a Life Skills course should apply to the relevant personnel at the College. <http://ace.bos.nsw.edu.au/>

Students Who Transfer to St Andrews College during the Preliminary and HSC Course

The BOSTES Assessment Manual (ACE Manual 2005) states that: Students transferring up to 30 June in the HSC examination year will be considered as students of the new school. The assessment marks awarded to those students are the responsibility of the new school.

Students transferring after 30 June will be considered students of their previous school for the purposes of internal assessment.

The previous school is to provide assessment marks for HSC courses for students who transfer after 30 June in the year of the Higher School Certificate examination. The marks will be developed from assessment information collected during the students' period at the school. For the purpose of moderation, these students will be treated as members of the previous school.

Assessment marks gained at another school are not transferable to St John Paul II Catholic College. The student's final assessment mark will be determined by considering only those tasks completed at St John Paul II Catholic College. Correct statistical methods will be employed to determine the final result so as to ensure fairness for all concerned.

Glossary of Terminology Relating to Assessment

- Assessment FOR learning

This relates to assessment activities, both formal and informal, which are linked closely to the outcomes, focus on what the students can do and what they need to work on to help them learn better. It provides ways for students to use feedback from assessment, helps them to take responsibility for their own learning, via self, peer and teacher assessment, and is inclusive of all learners.

- Assessment AS learning

This refers to assessment activities which are explicitly built into the teaching and learning program. This could relate, for example, to a specific project where students are learning specific skills and content in a planned sequence which they then apply during to the project. Ongoing feedback at each stage enables them to make adjustments to the product in order to apply the learning to a specific activity.

- Assessment OF learning

This implies a focus at the end of a learning sequence to assess performance in relation to the skills and knowledge covered in that sequence of learning. Using reflection tools and teacher feedback this can then also become an Assessment FOR learning activity.

- Standards Referenced

Course standards are found in two interrelated elements:

- outcomes and syllabus content and
- performance bands

Teachers use these standards as a reference point for planning teaching and learning programs and for assessing and reporting student progress.

- Competency Based Assessment VET courses focus on particular skills.

Students are assessed on whether they are competent or not yet competent in relation to that skill i.e. can they perform that skill or not at this point in time.

NESA Site References:

Stage 6 Syllabuses. This section includes: The syllabus, Assessment and Reporting information, Performance Bands, Rubrics (if applicable) and other support/resource material (if applicable) http://www.boardofstudies.nsw.edu.au/syllabus_hsc/

Past HSC Examination Papers and Comments from the Marking Centre and Marking Guidelines http://www.boardofstudies.nsw.edu.au/hsc_exams/

Plagiarism

http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/hsc-assessments-works-advice-students.html

Search for “HSC: All My Own Work – A program in ethical scholarship for HSC students”.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

General information relating to the HSC for students, parents, teachers and school executive:

http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies

Reference: The Assessment, Certification and Examination (ACE) Manual describes procedures and rules for the HSC.

The reference relevant for non-submission of tasks can be found in Section 8.13.4 of the ACE Manual.

The BOSTES web address for the ACE Manual is

<http://ace.bos.nsw.edu.au/>

Students Wishing to Leave School

As of January 2010, New South Wales has a new school leaving age, meaning students will complete Year 10 and then have a number of options in which to participate until at least age 17.

Under the new arrangements, once students have completed Year 10 there are a number of options from which to choose. You can stay at school and continue into Year 11, do an apprenticeship or a traineeship and/or study vocational courses at TAFE or other approved education or training. You can be in employment, as long as it is full-time, paid work. You can also do a combination of a number of these.

It is a good idea to see Ms. May, the careers advisor, if you find yourself in this situation.

You will need to continue until you are 17 years of age unless you opt for one of the following:

- a. in approved education or training OR
- b. in full-time, paid employment (average 25 hours/week) OR
- c. in a combination.

If you intend to leave school before you are 17 you will need to provide the College with documentation as to your intended option on leaving.

Once you have left and given evidence of your employment and/or training, the school can request a ROSA.

More information <http://www.schools.nsw.edu.au/> (Adapted from DET Information Sheet)

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.

In summary, to qualify for the award of a Record of School Achievement, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board;
- and completed Year 10.

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/>

Illness/Misadventure Application Form

School Based Assessment

Student's Name: _____ Learning Group: _____

KLA: _____

Subject: _____

Class Teacher: _____

Assessment Task Due Date: _____

Name of Task: _____

Type of Task (*tick one*) ☐ In – Class Task or ☐ Hand - in Task

Outline the circumstances of your case.

.....
.....

Do you have a Doctor's Certificate to support your case? If YES, attach it to the back of this form.

Do you have any other documentary evidence to support your case? YES/NO
If YES, list below the nature of the evidence and attach it to the back of this form.

.....
.....

Declaration

I declare that the above information is a true and accurate account of the circumstances surrounding the non-completion on/by the due date of the assessment task stated.

Student's Signature: _____ Date: _____

1. Please attach your doctor's certificate or relevant documentation to this form.
2. Attach this form to your task, if a hand – in task.
3. Sign the register – office staff will countersign your submission.

Application for Assessment Appeal

Student name:	Year:
Course:	Date of application:

Reason for making appeal (*please tick one of the following*)

- ☐ the published Assessment Policy and procedure has not been correctly followed
- ☐ the result awarded has not been accurately recorded
- ☐ the ranking is inaccurate
- ☐ the cumulative ranking is inaccurate
- ☐ the feedback has not supported the mark received

Before submitting this Application for Assessment Appeal, please ensure that you attach evidence that an error has been made and provide copies of any material supporting your appeal.

Student signature: _____ Date: _____

Parent / carer signature: _____ Date: _____

The Appeals Panel, consisting of the College Principal, Assistant Principal – Learning, Leader of Learning KLA and Leader of Learning Pastoral, will convene to consider this appeal.

Once a decision has been reached the Assistant Principal – Learning, will inform the student in writing.

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.

Business Services Competency Assessment Plan Year 11 2018

	Unit (s)	Assessment
Module 1	Touch Type <ul style="list-style-type: none"> BSBITU307 Develop keyboarding speed and accuracy 	<u>Terms 1, 2 & 3 2018</u> <ul style="list-style-type: none"> Questions Structured Activities Observation
Module 2	Business Basics <ul style="list-style-type: none"> BSBWHS201 Contribute to health and safety of self and others BSBITU203 Communicate electronically BSBITU201 Produce simple word processed documents 	<u>Terms 1 & 2 2018</u> <ul style="list-style-type: none"> Questions Structured Activities Observation
Module 3	Workplace Information <ul style="list-style-type: none"> BSBINM201 Process and maintain workplace information BSBWOR202 Organise and complete daily work activities (15 HRS) BSBCUS20 Deliver a service to customers (15 HRS) BSBIND201 Work effectively in a business environment (25HRS) 	<u>Terms 2, 3 & 4 2018</u> <ul style="list-style-type: none"> Questions Structured Activities Observation

Construction Competency Assessment Plan Year 11 2018

	Unit (s)	Assessment
Module 1	Safe Industry Measures <ul style="list-style-type: none"> • CPCCWHS1001 Prepare to work safely in the construction industry • CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry • CPCCCM1015A Carry out measurements and calculations 	<u>Term 1 2018</u> <ul style="list-style-type: none"> • Questions • Structured Activities • Observation
Module 2	Bang It Up <ul style="list-style-type: none"> • CPCCCA2002B Use carpentry tools and equipment (Prerequisite CPCCOHS2001A) • CPCCCA2011A Handle carpentry materials (Prerequisite CPCCOHS2001A) • CPCCCM1014A Conduct workplace communication 	<u>Term 2 2018</u> <ul style="list-style-type: none"> • Questions • Structured Activities • Observation
Module 3	All Framed Up CPCCCM2001A Read and interpret plans and specifications CPCCCM1012A Work effectively and sustainably in the construction industry	<u>Term 3 2018</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 two days at the College. The date will be advised in Term 1. Students who are absent will be required to undertake this unit externally through an approved provider at their own expense.

Entertainment Industry Competency Assessment Plan Year 11 2018

	Unit (s)	Assessment
Module 1	Safe and Sound <ul style="list-style-type: none"> • CPCCWHS1001 Prepare to work safely in the construction industry • CUAWHS302 Apply work health and safety practices • CUASOU301 Undertake live audio operations 	<u>Term 1 and 2 2018</u> <ul style="list-style-type: none"> • Questions • Structured activities • Observation
Module 2	Bright Lights <ul style="list-style-type: none"> • CUAINND301 Work effectively in the creative arts industry • SITXCCS006 Provide service to customers • CUALGT301 Operate basic lighting • CUALGT304 Install and operate follow spots 	<u>Term 3 and 4 2018</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 two days at the College. The date will be advised in Term 1. Students who are absent will be required to undertake this unit externally through an approved provider at their own expense.

Hospitality Competency Assessment Plan Year 11 2018

	Unit (s)	Assessment
Module 1	Safe and Hygienic Workplaces <ul style="list-style-type: none"> • SITXWHS001 Participate in safe work practices • SITXFSA001 Use hygienic practices for food safety • SITXFSA002 Participate in safe food handling practices 	<u>Term 1 2018</u> <ul style="list-style-type: none"> • Questions • Structured activities • Observation
Module 2	Kitchen Skills <ul style="list-style-type: none"> • SITHKOP001 Clean kitchen premises and equipment • SITHCCC001 Use food preparation equipment • SITHCCC003 Prepare and present sandwiches • SITHCCC002 Prepare and present simple dishes 	<u>Term 2 & 3 2018</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:
 - Business Services 13/8/18 to 17/8/18
 - Construction 13/8/18 to 17/8/18
 - Hospitality 29/10/18 to 2/11/18
- 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 2 Week 4**, 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 work placement 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:**

Upheld

Rejected

ASSESSMENT SCHEDULES 2018

RELIGIOUS EDUCATION

ENGLISH

MATHS

SCIENCE

CREATIVE ARTS

HSIE

LOTE

PDHPE

TAS

Studies of Religion 2 Unit					
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

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

ST ANDREWS COLLEGE
Catholic Studies Preliminary 2018

Syllabus Component	Task 1 Search for Meaning	Task 2 Jesus of history, Christ of faith	Task 3 Religion in Australia	Syllabus Weighting
	Extended response	PBL task	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

St Andrews College Marayong

Preliminary English Extension 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Imaginative Response	Research Project	Preliminary Examination	
Task Type	Extended Response	Multimodal Presentation	Examination	
Due Date	Term 1 Week 8 <i>Week Beginning: 19th March</i>	Term 3 Week 2 <i>Week Beginning: 30th July</i>	Term 3 Week 8 <i>Week Beginning: 10th September</i>	
Outcomes Assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Syllabus components listed: Knowledge and understanding texts and why they are valued	15	20	15	50
Skills in: <ul style="list-style-type: none"> • Complex analysis • Composition • Investigation 	10	20	15	50
Cumulative Weighting:	30	40	30	100

St Andrews College Marayong

Preliminary English Advanced 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Reading to Write	Critical Study of Literature	Preliminary Examination	
Task Type	Multimodal Presentation	Critical Response	Examination	
Due Date	Term 1 Week 9 <i>Week Beginning: 26th March</i>	Term 1 Week 8 [Week beginning 19 Mar 2018]	Term 3 Week 8 <i>Week Beginning: 10th September</i>	
Outcomes Assessed	EA11-2, EA11-3, EA11-4, EA11-5, EA11-9	EA11-1, EA11-3, EA11-5, EA11-8	EA11-1, EA11-3, EA11-5, EA11-6, EA11-7, EA11-8	
Syllabus components listed: Knowledge and understanding of course content	20	15	15	50
Skills in: <ul style="list-style-type: none"> Responding to texts Communication of ideas appropriate to audience, purpose and context across all modes 	20	15	15	50
Cumulative Weighting	40	30	30	100

St Andrews College Marayong Preliminary English Standard 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Reading to Write	Close Study of Literature	Preliminary Examination	
Task Type	Multimodal Presentation	Extended Response	Examination	
Due Date	Term 1 Week 9 <i>Week Beginning: 26th March</i>	Term 1 Week 8 [Week beginning 19 Mar 2018]	Term 3 Week 8 <i>Week Beginning: 10th September</i>	
Outcomes Assessed	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7	EN11-1, EN11-3, EN11-5, EN11-8	EN11-1, EA11-3, EA11-5, EA11-6, EA11-8	
Syllabus components listed: Knowledge and understanding of course content	20	15	15	50
Skills in: <ul style="list-style-type: none"> • Responding to texts • Communication of ideas appropriate to audience, purpose and context across all modes 	20	15	15	50
Cumulative Weighting	40	30	30	100

St Andrews College Marayong Preliminary English Studies 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Achieving Through English	The Way We Were	Play the Game	
Task Type	Job Application Texts Portfolio	Museum Audio Guide	Sports Texts Multimodal Portfolio	
Due Date	Term 1 Week 7 <i>Week Beginning: 19th March</i>	Term 2 Week 9 <i>Week Beginning 25 Mar 2018</i>	Term 3 Week 10 <i>Week Beginning: 24th September</i>	
Outcomes Assessed	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-9,	ES11-1, ES11-2, ES11-3, ES11-5, ES11-8, 11ES-9, ES11-10	ES11-1, ES11-2, ES11-3, 11ES-5, 11ES-6, 11ES-8, 11ES-9	
Syllabus components listed: Knowledge and understanding of course content	20	15	15	50
Skills in: <ul style="list-style-type: none"> • Comprehending Texts • Communicating ideas • Using language accurately, appropriately and effectively 	20	15	15	50
Cumulative Weighting	30	30	40	100

St Andrews College Preliminary Mathematics Extension I 2018

	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 8/9	
	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

St Andrews College Preliminary Mathematics 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
	Class Assessment	Open Book Test	End of Course Examination	
	In Class Test	In Class Task	Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
	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

St Andrews College Preliminary Mathematics Standard 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
	Open Book Test In Class Task	Research Task Research Assignment	End of Course Examination Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Cumulative Weighting	30	30	40	100

St Andrews College Year 11 Biology 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Practical Examination	Depth Study Presentation	Yearly Examination	
Due date	Term 1 Week 9-10	Term 3 Week 4	Term 3 Weeks 8-9	
Outcomes Assessed	BIO11/12-1, BIO11/12-2 BIO11/12-3, BIO11/12-7 BIO11-9	BIO11/12-1, BIO11/12-4 BIO11/12-5, BIO11/12-6 BIO11/12-7, BIO11-10	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Cumulative Weighting	30	30	40	100

St Andrews College Year 11 Chemistry 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Depth Study Modelling task	Practical Test and Analysis of Data	Yearly Examination	
Due date	Term 1 Week 8	Term 2 Week 7-8	Term 3 Weeks 8-9	
Outcomes Assessed	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-7, CH11-8	CH11/12-3, CH11/12-4 CH11/12-6, CH11/12-7 CH11-8, CH11-9	CH11/12-1, CH11/12-2 CH11/12-4, CH11/12-6 CH11/12-7, CH11-8 CH11-9 CH11-10 CH11-11	
Skills in Working Scientifically	15	20	25	60
Knowledge and understanding	10	15	15	40
Cumulative Weighting	25	35	40	100

St Andrews College Year 11 Investigating Science 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Practical Test	Depth Study Report	Yearly Examination	
Due date	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 8-9	
Outcomes Assessed	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4 INS11/12-5, INS11/12-6 INS11/12-7, INS11-8	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4 INS11/12-5, INS11/12-6 INS11/12-7, INS11-8, INS11-9	INS11/12-4 INS11/12-5, INS11/12-6 INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11	
Skills in Working Scientifically	20	30	10	60
Knowledge and understanding	10	10	20	40
Cumulative Weighting	30	40	30	100

St Andrews College Year 11 Physics 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Practical Examination	Depth Study Research and Presentation	Yearly Examination	
Due date	Term 1 Week 9	Term 2 Week 5	Term 3 Week 8-9	
Outcomes Assessed	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11-8	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-7, PH11-8, PH11-9	PH11/12-1, PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	
Skills in Working Scientifically	20	30	10	60
Knowledge and understanding	10	10	20	40
Cumulative Weighting	30	40	30	100

ST ANDREWS COLLEGE, MARAYONG

Music 1 Year 11 Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Jazz Presentation Performance and Analysis.	Composition/ & Process Music software, recording an original work & Oral Presentation	End of Course Exam Performance & Aural Exam	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8	
Outcomes assessed	P1, P2, P4, P5, P7, P8	,P3, P5, P7, P8. P9,P10,P11	P2, P3, P6, P7, P8.	
Components				Weighting %
Performance	10		15	25
Composition		25		25
Musicology	10	15		25
Aural			25	25
Total %	20	40	40	100

Assessment Plan Preliminary – Photography, Video and Digital Imaging 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
	Portfolio of Works and Workbook(PD)	Portfolio of Works and Workbook(PD)	Portfolio of Works and Workbook(PD)	
Date Due	Term 2 Week 1	Term 2 Weeks 10	Term 3 Week 10	
Outcomes	M1,M2,M3,M4,M5,M6 CH1,CH2,CH3,CH4,CH5	M1,M2,M3,M4,M5,M6 CH1,CH2,CH3,CH4,CH5	M1,M2,M3,M4,M5,M6 CH1,CH2,CH3,CH4,CH5	
Critical and Historical Studies	10	10	10	30
Making	20	20	30	70
Cumulative Weighting	30	30	40	100

YR 11 VISUAL ARTS ASSESSMENT PLAN 2018

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Documenting Practice Documentary analysis of a selected artist's practice through the frames Submission of 3–5 experimental artworks demonstrating how this analysis has informed developments in the student's artmaking practice	Exploring Representation Submitted artwork(s) exploring historical and contemporary representations of the self portrait VAPD including the selection of 5–10 seminal artworks annotated to account for historical changes in the representation of self portraits over time and place	Yearly Examination Art Criticism and Art History Written Examination	
Timing	Term 2 Week 1	Term 3 Week 4	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P3, P9, P10	P1, P2, P3, P4, P7, P10	P7, P8, P9, P10	
Component				Syllabus Weighting
Art Criticism and Art History	20	10	20	50%
Art Making	20	30		50%
Total %	40	40	20	100%

St Andrews College Year 11 Ancient History 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Old Kingdom Egypt	Historical Investigation	Examination	
Task Type	Research/Oral	Formal Essay	Examination	
Due Date	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	AH11-2 AH11-3 AH11-5 AH11-9	AH11-4 AH11-7 AH11-8 AH11-9	AH11-1 AH11-5 AH11-2 AH11-6 AH11-3 AH11-7 AH11-4 AH11-9	
Knowledge and understanding of course content	15		20	35
Historical skills in the analysis and evaluation of sources and interpretations		15	10	25
Historical inquiry and research	10	5		15
Communication of historical understanding in appropriate forms	5	10	10	25
Cumulative Weighting	30	30	40	100

St Andrews College Year 11 Business Studies 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Nature of Business	Business Report	Examination	
Task Type	Submitted Group Project Submitted + In class Task	Submitted Report	Examination	
Due Date	Term 1 Week 7	Term 2 Week 4	Term 3 Weeks 8/9	
Outcomes Assessed	P1 P7 P2 P8 P6	P4 P8 P7 P9	P1 P5 P9 P2 P6 P10 P3 P7 P4 P8	
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	5	5	10	20
Inquiry and research	5	5	10	20
Communication of business information, ideas and information in appropriate forms	5	5	10	20
Cumulative Weighting	25	25	50	100

St Andrews College Year 11 Economics 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Introduction to Economics	Labour Markets	Examination	
Task Type	Submitted Research	Submitted Research In-class Task	Examination	
Due Date	Term 1 Week 7	Term 3 Week 4	Term 3 Weeks 8/9	
Outcomes Assessed	P1 P9 P2 P10 P4 P12	P1 P8 P2 P9 P3 P10	P1 P7 P5 P8 P6 P11	
Knowledge and understanding of course content	10	10	20	40
Stimulus based skills		10	10	20
Inquiry and Research	10	10		20
Communication of economic information in appropriate forms	10		10	20
Cumulative Weighting	30	30	40	100

St Andrews College Year 11 Geography 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Biophysical Interactions	Senior Geography Project	Examination	
Task Type	Fieldwork Report	Project	Examination	
Due Date	Term 1 Week 11	Term 3 Week 1	Term 3 Weeks 8/9	
Outcomes Assessed	P1 P9 P2 P10 P3 P12 P8	P7 P10 P8 P11 P9 P12	P1 P5 P9 P2 P6 P10 P3 P7 P11 P4 P8 P12	
Knowledge and understanding of course content	10	5	25	40
Geographical skills and tools	5	10	5	20
Geographical inquiry and research including fieldwork	10	10		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
Cumulative Weighting	30	30	40	100

St Andrews College Year 11 Legal Studies 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	The Legal System	Individual and the law	Examination	
Task Type	Annotated Media File	Submitted Task In Class Task	Examination	
Due Date	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	P1 P8 P2 P9 P3 P10	P4 P7 P5 P9 P6 P10	P1 P6 P2 P7 P3 P9 P5	
Knowledge and understanding of course content	10	10	20	40
Analysis and Evaluation		10	10	20
Inquiry and Research	10	10		20
Communication of legal information. Ideas and issues in appropriate forms.	10	10		20
Cumulative Weighting	30	40	30	100

St Andrews College Year 11 Modern History 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Age of Imperialism	Historical Investigation	Examination	
Task Type	Research/Oral	Formal Essay	Examination	
Due Date	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	MH11-2 MH11-3 MH11-5 MH11-9	MH11-4 MH11-7 MH11-8 MH11-9	MH11-1 MH11-5 MH11-2 MH11-6 MH11-3 MH11-7 MH11-4 MH11-9	
Knowledge and understanding of course content	15		20	35
Historical skills in the analysis and evaluation of sources and interpretations		15	10	25
Historical inquiry and research	10	5		15
Communication of historical understanding in appropriate forms	5	10	10	25
Cumulative Weighting	30	30	40	100

St Andrews College Year 11 Society & Culture 2018

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Social and Cultural World	Personal and Social Identity	Examination	
Task Type	Research/Oral	Research	Examination	
Due Date	Term 1 Week 9	Term 2 Week 5	Term 3 Weeks 8/9	
Outcomes Assessed	P1 P7 P3 P9 P4 P10	P1 P8 P2 P9 P6 P10	P1 P5 P2 P6 P3 P9 P4 P10	
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	5	20	5	30
Communication of information, ideas and issues in appropriate forms	10	5	5	20
Cumulative Weighting	25	35	40	100

St Andrews College 2018
Japanese Continuers PRELIMINARY COURSE
Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Nature of Task Response to spoken/visual texts and oral presentation	Nature of Task Response to written/visual texts and designing information	Nature of Task Preliminary Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 7/8	
Outcomes Assessed	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 3.5, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6, 4.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening	20		10	30
Reading		20	10	30
Speaking	10		10	20
Writing		10	10	20
Cumulative Weighting Total %	30	30	40	100

Community and Family Studies 2 Unit Preliminary 2018

Syllabus Component	Task 1 Resource Management	Task 2 Individuals and Groups	Task 3 Preliminary Examination	Syllabus Weighting
	Community Interview	Leadership Presentation	Examination	
	Week 7 Term 1	Week 10 Term 2	Week 7/8 Term 3	
Outcomes Assessed	P1.1, P4.1 P4.2, 5.1 P7.1	P2.1, P2.3, P4.1, P4.2	Most Outcomes	
Knowledge & Understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Cumulative Weighting	30	35	35	100

Personal Development Health & Physical Education 2 Unit Preliminary 2018

Syllabus Component	Task 1 Body In Motion	Task 2 Better Health	Task 3 Preliminary Examination	Syllabus Weighting
	Lab Report	Critical Analysis	Examination	
	Week 10 Term 1	Week 9 Term 2	Week 7/8 Term 3	
Outcomes Assessed	P8, P11, P16, P17	P2, P3, P4, P5, P6, P15, P16	Most Outcomes	
Knowledge and understanding of course content	15	10	15	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Cumulative Weighting	35	30	35	100

Sport, Lifestyle & Recreation - 2 Unit Preliminary 2018

Syllabus Component	Task 1 Fitness	Task 2 Sports Coaching	Task 3 European Handball	Syllabus Weighting
	Fitness Program	Coaching Demonstration	Skill Demonstration	
	Week 8 Term 1	Week 5 Term 2	Week 10 Term 3	
Outcomes Assessed	P1.2, 1.3, 2.2, 3.2, 3.3, 4.1	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	25	25		50
Skills	15	15	20	50
Cumulative Weighting	40	40	20	100

ASSESSMENT SCHEDULE

Design & Technology Preliminary 2018

Syllabus Component	Task 1 Design R Chair	Task 2 Design R Clock (40pg Folio Limit)	Task 3 Preliminary Course Examination	Syllabus Weighting
	Research Task	Project + Folio	Examination	
	T1 W10	T2 W9	T3 W7/8	
	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
Knowledge and understanding of course content	10	10	20	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60%
Cumulative Weighting	30%	40%	30%	100%

YR 11 ENGINEERING STUDIES 2018

Syllabus Component	Task 1	Task 2	Task 3	Syllabus Weightings
Task type	Research Task & Quiz	Engineering Report	Yearly Examination	
Due Date	Term 2 Week 2	Term 3 Week 3	Term 3: Week 8/9	
Outcomes assessed	P1.1 P2.1 P3.1 P4.1 P4.2 P4.3	P1.1 P2.1 P3.1 P3.2 P3.3. P4.1 P4.2 P4.3 P5.1 P6.2	P1.1 P1.2 P2.2 P3.1 P3.3. P4.1 P4.3 P5.1 P5.2 P6.1	
Knowledge and understanding of course content	20		40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	30		40
Cumulative Weighting	30	30	40	100

YR 11 FOOD TECHNOLOGY

Syllabus Component	Task 1	Task 2	Task 3	Syllabus Weightings
Task type	Information Report and Practical	Experimentation Portfolio and Oral Presentation	Yearly Examination	
Due Date	Food Order: Term 1, Week 7 Information report and Practical: Term 1 Week 10	Portfolio: Term 2, Week 10 Oral Presentation: Term 3, Week 2	Term 3: Week 8/9	
Outcomes assessed	P1.2, P4.2	P2.2, P3.2, P4.1, P4.4, P5.1	P1.1,P1.2,P2.1,P3.1 P4.1, P4.3	
Knowledge and understanding of food technology	10	5	25	40
Skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		30
Cumulative Weighting	30%	35%	35%	100

Industrial Technology 2018 Year 11

	Task 1	Task 2	Task 3	Syllabus Weighting
Task Name	Industry Study	Preliminary Project	Preliminary Examination	
Task Type	Report	Project	Examination	
Due Date	Term 2 Week 2	Term 3 Week 5	Term 3 Week 8/9	
Outcomes Assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Cumulative Weighting	20	40	40	100

TEXTILES AND DESIGN

Task Name	Task 1 Communicating as a Designer	Task 2 Deconstructing Textiles	Task 3 Values and the Textile Industry	Syllabus Weighting
Task Type	Manufacturing Methods Portfolio	Project 1: Focus Area Choice construction and documentation	Yearly Exam	
Date Due	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8/9	
Outcomes assessed	P1.1, P1.2, P2.2, P2.3, P4.1	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P2.2, P3.1, P3.2, P4.1, P5.1, P5.2, P6.1	
Knowledge and understanding of course content	10		40	50
Skills and knowledge in the design, manufacture and management of a major textiles project	20	30		50
Cumulative Weighting	30%	30%	40%	100

