



**HASTINGS**  
SECONDARY COLLEGE

EXCELLENCE - INNOVATION - OPPORTUNITY - SUCCESS

**PRELIMINARY ASSESSMENT SCHEDULE  
HANDBOOK 2017**

PORT MACQUARIE CAMPUS



# Hastings Secondary College



EXCELLENCE - INNOVATION - OPPORTUNITY - SUCCESS

## Preliminary Course Assessment Handbook

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**HASTINGS SECONDARY COLLEGE PRELIMINARY  
ASSESSMENT POLICY- BOARD OF STUDIES, TEACHING  
AND EDUCATIONAL STANDARDS NSW (BOSTES)  
REQUIREMENTS**

**A. Course completion criteria**

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

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

**B. Attendance**

BOSTES does not set a minimum attendance for the satisfactory completion of a course, but a principal may determine that, due to absence, course completion criteria may not be met.

Absences from school are regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

**C. 'N' determination**

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or carer (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent. Students who have not complied with the above requirements at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination.

To qualify for the Higher School Certificate (HSC) a student must satisfactorily complete a preliminary pattern of study made up of at least 12 preliminary units and an HSC pattern of study comprised of at least 10 units. If a student satisfactorily completes less than ten units he/she will receive a Record of School Achievement (RoSA).

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

**The principal must**

- (a) advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination
- (b) advise the parent or carer in writing if the student is under 18
- (c) request from the student and/or parent/carer a written acknowledgement of the warning
- (d) issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements)
- (e) retain a copy of the warning notice and other relevant documentation

#### **D. Completion of preliminary assessment tasks**

BOSTES expects students to attempt all assessment tasks set.

For all Board Developed Courses (except Life Skills courses) BOSTES requires all students to follow an assessment program and have an assessment mark submitted. For VET courses students are required to follow a schedule of competency based assessment events.

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in the course.

A student who does not comply with the assessment requirements and receives a non-completion determination ('N' determination) in a course will have neither an assessment mark nor an examination mark awarded for that course.

In the case of extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

#### **E. VET courses**

In the case of VET courses studied at school, there is ongoing assessment of the competencies throughout the course. Students will receive an individual Competency Record Card which is updated progressively throughout the course. Individual course teachers will provide a course handbook which includes assessment information.

Work placement is a mandatory HSC requirement for all VET framework courses and appropriate minimum hours must be completed prior to completion of every course. The Board will not recognise the course if you have not completed the work placement requirements. This will result in an 'N' determination for the HSC.

#### **F. Course assessment**

Assessments for each course at Hastings Secondary College are intended to measure each student's achievement of a wide range of syllabus outcomes as required in the syllabus document for each course.

The purpose of the assessment program in each course is to assist the school in determining a student's satisfactory completion of each course and to be able to submit an assessment grade to the Board of Studies for the preliminary course or Record of School Achievement (RoSA).

School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment program for each course is contained in this handbook.

Students who do not comply with the assessment requirements in any course will have this considered in relation to satisfactory completion of a course; and may be deemed to have not satisfactorily completed that course.

The College expects students to undertake all assessment tasks set in HSC courses and requires all students to follow an assessment program in each course studied.

Student assessments in each course are submitted to BOSTES towards the end of Term 3 in the HSC year.

#### **School assessments**

You are required to complete school-based assessment tasks for each Board Developed HSC course you study and RTO competency based assessment events for VET courses. This applies to all school and TAFE courses, regardless of the number of units attempted.

## **G. Assessment schedules**

This handbook contains the assessment schedules for all preliminary courses. Each faculty has the responsibility of framing assessment schedules which conform to BOSTES requirements.

### **i) Schedule of tasks**

Where the assessment tasks involve students in substantial outside of school preparation, no more than two tasks will be set for completion on any one day.

The college sets assessment free periods prior to senior examination periods, one week prior to the Mid Course and End of Course examinations

While every attempt has been made to make the scheduling and nature of tasks as detailed as possible, students should note that the teaching program in each of the courses is flexible and minor changes may need to be made to the schedule.

### **ii) Notification of tasks**

Students will be informed, in writing, of the set dates and details of each assessment task, at least two weeks prior to the task. Details will include

- the nature of the task
- the outcomes being assessed
- the weighting of the task
- due date for the task

All tasks to be completed out of class will have an 'Assessment Task Notification' attached as the front cover.

Students will be notified, in writing, of any alterations to the schedule or nature of assessment tasks, or of any other changes to assessment procedures or policy.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, and to discuss any necessary re-arrangements to the scheduling of each task.

## **H. Handing tasks In**

The task is to be handed in at the start of class on the due date indicated by the teacher and the task must be signed off as proof that you have handed your task in by the due date.

## **I. Illness and misadventure provisions**

The school is sympathetic to the student with physical or emotional problems, as well as other circumstances that could make the completion of an assessment task difficult. However, in fairness to all students, the correct procedure must be followed in all cases where an extension of time is requested.

The application must be made on the official school illness and misadventure form no later than the end of the school day on the due date, except in special cases. When a student is absent and unable to contact the school on the due date, an application must be submitted on the first day the student returns to school (An illness and misadventure form can be found on Page 16 of this handbook).

Applications must be supported by valid reasons that will be considered by the teacher and faculty head teacher concerned. If there is concern about the validity of an application, the principal, or deputy principal will be consulted and a medical certificate may be required.

## **J. School-based activities**

Students involved in school based activities such as representative sport, work placement etc. must contact the teacher or relevant head teacher prior to the due date if special consideration or alternative arrangements are required.

## **K. Late submission of assessment tasks**

The due date for each faculty's assessment tasks will be established in advance and communicated to students. Faculties will co-operate in the setting of reasonable schedules of tasks.

All tasks will be assigned an official due date. Unless specified otherwise all hand-in tasks are to be submitted at the beginning of that subject's lesson.

Students are to attend school for the entire day that an assessment task is due or scheduled and follow their normal timetabled lessons. Non-attendance or partial attendance will result in penalties being applied, unless there are extenuating circumstances.

## **L. Penalty for non-completion of in-school tasks and examinations**

Zero marks will be awarded for that task unless an illness/misadventure form has been submitted and approved. An 'N' award warning letter will be sent by the school indicating a new date by which the task needs to be completed.

## **M. Penalty for non-submission of hand-in tasks**

If a student does not apply for an extension and submits a hand-in assessment task late, a 10% penalty per day, up to a maximum of five days, including weekends will apply. After five days a zero mark will be awarded. (The 10% penalty will be based on the weight of the assessment task, e.g. a task weighted at 20% will be penalised by two marks out of 20 for each day late)

## **N. Non-attempts of assessment tasks**

Non-attempts are recorded. A warning letter will be sent by the school indicating a new date by which the task needs to be completed.

If the task is completed to a satisfactory standard by the new date, the zero mark remains for assessment purposes but the 'non-attempt' is removed for 'N' Determination purposes.

## **O. Absence from an assessment task conducted at school**

Students will not be allowed to sit for an in-class task or test before the due date unless it is deemed by the head teacher to be an extreme case. Unless circumstances are extenuating, it is expected that students will notify the head teacher of their absence prior to the date of the task. The student must provide evidence that the absence was/is unavoidable (e.g. medical certificate).

Under these circumstances the head teacher concerned may

- accept the task
- allow the missed task to be undertaken
- allow a substitute task to be undertaken
- allow the award of an estimate for the task
- award zero marks for the assessment task if the reason for the absence is unacceptable.
- grant an extension

## **P. Alterations to assessment policy**

No alteration to this assessment policy will be made without the permission of the relevant principal/s and appropriate notice will be given to students.

## **Q. Reporting**

Marks will be recorded and maintained by subject teachers. Students will receive marks for each assessment task and will be informed of their cumulative assessment ranking but not their cumulative assessment mark.

## **R. School expectations**

It is expected

- the student's attendance, conduct and progress will be satisfactory
- the student will follow a pattern of study that makes him/her eligible for the award of the HSC
- the student will study appropriate courses as approved by BOSTES
- the student will complete all the requirements of each course including any necessary oral, aural, practical, field work, project work, class work
- the student will have completed, and made a genuine attempt at, all tasks required as part of the assessment schedules
- the student will avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is their own or acknowledges the contribution of others
- the student will sit for, and make a genuine attempt at, any examination set as part of the course including the Higher School Certificate examination

It is essential that students take the assessment program seriously, organise themselves and plan their workload appropriately.

## **S. Misconduct, malpractice and plagiarism**

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, may lead to a mark of zero being awarded for the task or examination.

Malpractice is any activity that allows a student to gain an unfair advantage over other students. 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 that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules



- cheating in an examination
- using non-approved aids 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 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.

Students must comply with the teacher's instructions in relation to the assessment task. Whenever malpractice during an assessment task by a student is suspected, the incident will be referred to the head teacher and deputy principal to decide on appropriate action. This may result in the student receiving a zero '0' mark for that task.

All students (except those entered only for Stage 6 Life Skills courses) are required to have satisfactorily completed *HSC: All My Own Work* or its equivalent before any preliminary course entries can be submitted.

Students who engage in malpractice in assessment tasks will be recorded on the BOSTES malpractice register by their school. The *Register of Malpractice* will be maintained by the school principal or their delegate.

#### **T. Reviews and appeals**

Marks awarded for each assessment task can only be queried at the time the task is returned to the students.

Any student who wishes to appeal against the administration or marking of a task, must do so at the time of the task, or when the task is returned to that student. In the first instance students must discuss this with the class teacher. This may be further referred to the head teacher and/or deputy principal for a decision.

### **1. What are my Rights and Responsibilities?**

Students have the responsibility to

- be informed - read and understand this document
- be organised so that all tasks are completed by the due date
- communicate promptly and appropriately any concerns or confusion
- make good use of the resources provided by the school; and
- produce work, which is their best, and their own original work at all times.

All students have the right to

- receive adequate feedback on all assessment tasks
- access the reviews/appeals process if necessary
- illness/misadventure appeals for preliminary course examinations and assessment tasks; and
- malpractice protection in order to ensure equity in the assessment process

### **2. What does satisfactory completion of the preliminary course mean?**

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

- (a) Followed the course developed or endorsed by the BOSTES, and
- (b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) Achieved some or all of the course outcomes
- (d) VET courses only - in addition to achieving competencies, complete mandatory work placement requirements

### **3. What are included as course requirements?**

Course requirements have two major parts

- (a) Course work - This includes class work, class tests, essays, tasks set in class, assignments and regular homework.
- (b) Preliminary assessment tasks - These are clearly identified tasks that must be completed in each course. This handbook contains the assessment schedules for all preliminary courses.

NB. Completion of assessment tasks alone does not mean the course outcomes have been met.

### **4. What if I choose to ignore aspects of course work and/or assessment tasks?**

Students are expected to attempt all work (see question 3 above). Failure to work with due diligence and sustained effort and/or failure to make a genuine attempt at work could result in the award of an 'N' (non-completion)

determination. Failure to complete, submit or be present for an assessment task without a valid reason could result in the award of an 'N' (non-completion) determination.

Students and parents/carers will be informed in writing if the student is at risk of being given an 'N' (non-completion) determination in any course.

Parents/carers will be given at least two (2) Warning Letters of an 'N' determination.

**NB.** A response from the student's parent/carer is encouraged. However, a failure to respond does not negate the fact that the notification has occurred.

### 5. What if my progress is causing concern?

If any aspects of a student's progress warrant concern, 'N' award warning letters will be sent. Students who are in danger of not meeting course requirements will be interviewed and a series of measures will be undertaken with the student in an effort to improve their overall progress. This will include a monitoring program and further reviews of the student's progress.

### 6. What happens if I fail to complete, submit or be present for an assessment task?

(a) Report to the class teacher to inform them that a task has been missed. Ask for a misadventure/illness application form if needed.

(b) A misadventure/illness application must be submitted by the end of the school day on the due date to the head teacher. The application will be considered by the head teacher and in some circumstances the deputy principal.

(c) If a misadventure/illness application is **not** submitted by the end of the school day on the due date to the head teacher of the faculty concerned.

*Note* If the student is absent or unable to contact the school on the due date, the application must be submitted by the end of the school day on the first day the student returns.



- Student, teacher and head teacher negotiate a time to complete the task or an alternate task regardless of whether or not an assessment mark is to be awarded.

- Reason for application is considered and a determination made.

- zero '0' awarded for in-school tasks and examinations

*or*

- Hand-in assessment tasks submitted late will receive a 10% penalty per day up to a maximum of five days, including weekends. After five days a zero mark will be awarded.

### Other points

- in the case of illness, an application form must be accompanied by a medical certificate or other appropriate supporting documentation.
- hand-in assessment tasks submitted late will receive a 10% penalty per day up to a maximum of five days, including weekends. After five days a zero mark will be awarded. (the 10% penalty will be based on the weight of the assessment task, e.g. a task weighted at 20% will be penalised by two marks out of 20 for each day late)
- no consideration can be given when students choose not to complete, submit or be present for an assessment task/s by the due date/time.
- no consideration can be given when a student fails to submit a misadventure/illness application by the end of the school day on the first day of return to school.
- the task will still have to be completed to satisfy course requirements.

## **7. What are my attendance requirements?**

Principals may determine that, as a result of absence, the course completion criteria have not been met. Absence, partial truancy and partial attendance (i.e. lateness) will be regarded seriously by the principal. Students will be warned if absences are placing them at risk of an 'N' determination being awarded.

Where an assessment task is to be completed at school, students are expected to attend lessons that are scheduled for them on the preceding school day and on the day of the task. Being absent to prepare assessment tasks by set dates shows poor management and is regarded as seriously as truancy.

Where a hand-in assessment task is completed at home, the student must attend school for the full day and hand the assessment in at the beginning of the lesson.

## **8. What does misadventure mean?**

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the documentary evidence that is handed in to support the misadventure claim.

**The following circumstances are examples of situations where considerations cannot be given**

- routine medical appointments
- driving tests, social visits or too tired
- illness without a doctor's/medical certificate or other appropriate supporting documentation
- misadventure without reasonable proof
- misreading of the times or instructions given

## **9. What happens when I know before a task that I will be absent?**

Notice of foreseeable absences must be brought to the attention of the class teacher and subject head teacher prior to the assessment task due date, who will advise the student on their options.

Students are permitted to submit tasks prior to the due date in these situations as long as this is agreed upon by the teacher. It is the students' responsibility to plan around foreseeable absences.

## **10. When and how will I be given notice of assessment tasks?**

At the commencement of the preliminary course, students will be given assessment schedules for each course. These schedules are guidelines that indicate the number of tasks, due week/s and the nature of the task/s, along with assessment weightings and components.

Students will be given at least two (2) weeks notification in writing before each assessment task is due to be completed. This notification will occur in class.

Sometimes it may be necessary to change the date of a particular task due to unforeseen circumstances. The class will be informed in writing of any change. Where possible, two (2) weeks notices will be given.

## **11. What happens if I am absent from class on the day assessment task notification details are given? (NB. These will be in writing).**

You are always responsible for finding out work missed in your subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to

the student to negotiate a solution with the class teacher (taking into account practical restraints). The head teacher will make the final decision in these circumstances.

#### **12. What do I do when handing in a task done outside class time?**

The student must present the task to the class teacher, subject head teacher or nominated teacher at the beginning of the lesson on the due date. Do not assume the due time is negotiable; it is absolute.

At the time the student will sign the assessment task registration.

Students who are absent on the day must follow late submission procedures (refer to section **K**) and may incur a penalty or be awarded a zero (refer to sections **L** and **M**).

#### **13. What are my responsibilities regarding submission of hand-in tasks other than written ones?**

Students must ensure that any devices (e.g. USB storage) are operable on standard school equipment. It is the student's responsibility to check this before submission.

#### **14. What is a non-serious attempt?**

Tasks completed or submitted in a course that are, in the professional judgment of a teacher, not meeting even a basic/elementary level of achievement of the course outcomes or show a non-genuine attempt can be regarded as a non-serious attempt, and registered as a zero '0' mark.

Students who make a non-serious attempt will be required to re-do/complete the task to a standard that meets the course outcomes as required by the Board of Studies. However, the mark awarded for the re-submission of the task will not be included in the final assessment mark.

The head teacher may be involved in making a final decision in the case of a non-serious attempt.

#### **15. Can I query results of individual assessment tasks?**

Yes, students can query aspects related to the task. However, any appeals over an individual task must be made on the day of the task or when the task is returned to the student. Direct these queries to the class teacher or relevant head teacher.

#### **16. What is meant by 'unfair advantage/malpractice' in examinations?**

Every effort is made to ensure all students have the same advantage. To guarantee this, students sitting any examination or completing any task must follow procedures and rules to stop any unfair advantage. The following information applies in all examinations.

##### **Examination includes major school exams and in-school tests/assessments**

- Students may not borrow any equipment from any person during an examination.
- No student may communicate or attempt to communicate with any other person, except the supervising teacher, during an examination.
- The penalty for communication or attempted communication could lead to the loss of all the marks for an examination or assessment.
- If you wish to ask a question during an examination, please raise your hand and a teacher will come to you. **DO NOT** leave your seat.
- Action will be taken against any student who disrupts or attempts to disrupt any part of an examination in any way.
- The above rules apply from the time the student enters the exam room until all papers are handed in and the student has been formally dismissed

Examination includes major school examinations and in-school tests/assessments.

**17. What is meant by 'unfair advantage/malpractice' in assessment tasks?**

If a student has been found to have gained an unfair advantage by

- plagiarism
- gaining help from other students
- submitting work of others as their own
- or for any of the reasons contained in the exam information in Qu. 16, a zero '0' mark may be awarded.

**18. Can I complete class or assessment tasks at home?**

Some assessment tasks in different courses require that all the work on the task is completed under the supervision of the class teacher. Other courses require lesser degrees of supervision. Students must clarify the supervision requirements of each task undertaken.

In courses where it is a requirement to complete tasks under teacher supervision it is the right of the teacher to register a '0' for the task if this basic requirement has not been met or has been violated. Teachers must not provide extra time out of normal lesson times to allow students to complete in-class tasks.

**19. What happens regarding assessment and satisfactory completion in competency-based courses?**

Students in these courses have a formal assessment program involving set assessment events based on industry standard competencies. Satisfactory completion requires students to achieve certain competencies within the course being studied.

It should be noted however, that where a student has not successfully completed modules, it is a matter for the teacher's professional judgment to determine whether the attempts made by the student to complete the course are genuine.

**20. How will my progress in the preliminary course be reported?**

Students will receive two reports. A Mid Course report and an End of Course report will be issued.

*NB. Where students are not making genuine attempts towards satisfactorily completing a course, notification will be given in writing to parents/guardians.*

**21. What information will be contained in reports?**

The two course reports will contain information about the level of achievement in meeting course outcomes, as well as profiles and examination marks and ranks.

**22. Under what circumstances can I be given an 'N' determination or not achieve a satisfactory result in a course?**

A student may not be credited with satisfactory completion of a course if they have not

- (a) followed the course developed or endorsed by the Board; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.
- (d) *VET courses only* - in addition to achieving competencies, complete mandatory work placement requirements

With respect to (a), (b) and (c) above, the school is required to send two (2) warning letters.

**BOSTES expects students to attempt all assessment tasks set.**

For all Board Developed Courses (except VET courses and Life Skills courses) BOSTES requires all students to follow an assessment program and have an assessment mark submitted.

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in the course.

A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

In the case of extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

## Illness and Misadventure or Extension Application

Student name \_\_\_\_\_ Course (tick) Preliminary  HSC

Course name \_\_\_\_\_ Campus \_\_\_\_\_

Task missed \_\_\_\_\_ % weight \_\_\_\_\_

**OR**

Task attempted \_\_\_\_\_ % weight \_\_\_\_\_

Teacher's name \_\_\_\_\_ Date due/scheduled \_\_\_\_\_

Reasons for application \_\_\_\_\_

\_\_\_\_\_

Documentary evidence attached? Yes  No  If Yes, please list \_\_\_\_\_

\_\_\_\_\_

1. Student's signature \_\_\_\_\_ Date \_\_\_\_\_

2. Parent/carer's signature \_\_\_\_\_ Date \_\_\_\_\_

3. Class teacher's comment (optional) \_\_\_\_\_

\_\_\_\_\_

**This form is now to be handed to**  Faculty head teacher by \_\_\_\_\_ (date)

### Head teacher determination

- Task to be accepted .....
- Missed task to be completed on ..... (date) .....
- Alternative task to be completed on / by ..... (date).....
- An estimate to be awarded .....
- A zero mark to be awarded .....
- Extension granted. Due date \_\_\_\_\_

You will be informed of the outcome of this application within **two** school days of lodgement.  
*I acknowledge the outcome of this determination.*

Student \_\_\_\_\_ Parent/carer \_\_\_\_\_ Date \_\_\_\_\_

**IF YOU ARE NOT SATISFIED WITH THE DETERMINATION, YOU MAY APPEAL IN WRITING TO THE DEPUTY PRINCIPAL WITHIN FIVE SCHOOL DAYS OF RECEIVING THE RESULT OF THIS APPLICATION.**



## SENIOR EXAMINATION RULES AND PROCEDURES

### Examination attendance rules

- i. It is your responsibility to check your examination timetable and ensure you are at school ten (10) minutes before the scheduled starting time for each examination.
- ii. School uniform is to be worn for each internal examination.
- iii. Students should notify their home campus of their absence on the morning of the examination; otherwise a mark of zero will be awarded.
- iv. A medical certificate must be supplied to the student's home school deputy principal when they return.
- v. If you miss an examination simply because you have misread the timetable, you must contact your deputy principal immediately.
- vi. Cross Campus courses: These procedures also apply for cross campus examinations. Campus deputy principals will communicate regarding any examination issues.

### Equipment for the examinations

- i. You may only take equipment listed below into the examination room in a clear plastic sleeve.
  - black pens (blue is also acceptable but black is easier for markers to read)
  - pencils, erasers, sharpener (use pencils where specifically directed)
  - a ruler marked in millimetres and centimetres
  - highlighter pen
- ii. You may not bring any paper, printed or written material or correction fluid/tape into the examination room.
- iii. It is your responsibility to be aware of, and provide, the equipment you are allowed to bring for each examination. If you are allowed a scientific calculator, check that it is on the Board's approved list (available on Students Online). Make sure any equipment, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.
- iv. Mobile phones and electronic devices such as organisers, MP3 players and dictionaries are to be switched off and left in bags in the designated area
- v. You are not permitted to borrow equipment during examinations
- vi. Bringing water is encouraged but must be brought in a clear bottle

### Examination room procedures

- i. You must sit at the desk assigned to you by the supervisor.
- ii. All examinations have either 5 or 10 minutes reading time. During this time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations where dictionaries are permitted, you may consult your dictionary during reading time.
- iii. You must
  - a. write your student number or name on all writing booklets, special answer books and answer sheets, as per campus instructions or unless that information is pre-printed.
  - b. remain seated, facing forward and quiet for the duration of the examination.
  - c. stop writing immediately when told to do so by the supervisor.
  - d. arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them.
- iv. You must not
  - a. begin writing until instructed to do so by the supervisor
  - b. leave the examination room (except in an emergency). If you have to leave you will be supervised while you are absent from the examination room and the time of your absence will be recorded.
  - c. remove an examination paper from the examination room.

### Conduct during the examinations

- i. You must follow the supervisors' instructions at all times.
- ii. You are required to remain until the end of each examination.
- iii. You must behave in a polite and courteous manner towards the supervisors and other students.
- iv. You must not
  - a. speak to any person other than a supervisor during an examination.
  - b. behave in any way likely to disturb the work of any other student or upset the conduct of the examination.
  - c. eat in the examination room (except for medical reasons).
  - d. take any writing booklets, whether used or not, from the examination room.
- v. If you do not make a serious attempt at an examination, you may receive a mark of zero (0). Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious.

## ANCIENT HISTORY PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	Oral/ Research Task	Long Response	Mid Course Examination	Source-based Writing Task	Structured Answer	End of Course Examination	
	Term 1 Week 9	Term 2 Week 2	Term 2 Weeks 5-6	Term 2 Week 10	Term 3 Week 6	Term 3 Weeks 9-10	
	P1.1, P3.1, P3.3, P3.6, P4.7, P4.2	P3.4, P4.1, P1.1, P2.1	P1.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.2	P3.2, P3.1, P3.4	P2.1, P3.1, P3.4	All Outcomes	
Knowledge and understanding of course content	15	15	-	-	5	5	<b>40</b>
Source-based skills; analysis, synthesis and evaluation of historical information from a variety of sources	-	-	-	15	-	5	<b>20</b>
Historical inquiry and research including mandatory historical investigation	-	-	-	-	10	10	<b>20</b>
Communication of historical understanding in appropriate forms	-	-	10	-	-	10	<b>20</b>
<b>Marks %</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>30</b>	<b>100</b>

### Outcomes

- P1.1 A student describes and explains the contribution of key people, groups, events, institutions, societies and sites within the historical context
- P2.1 A student identifies historical factors and explains their significance in contributing to change and continuity in the ancient world
- P3.1 A student locates, selects and organises relevant information from a variety of sources
- P3.2 A student identifies relevant problems of sources in reconstructing the past
- P3.3 A student comprehends sources and analyses them for their usefulness and reliability
- P3.4 A student identifies and accounts for differing perspectives and interpretations of the past
- P3.5 A student discusses issues relating to ownership and custodianship of the past
- P3.6 A student plans and presents the findings of historical investigations, analysing and synthesising information from a range of sources
- P4.1 A student uses historical terms and concepts appropriately
- P4.2 A student communicates knowledge and understanding of historical features and issues using appropriate oral and written forms

## BIOLOGY PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Practical	Mid Course Examination	Research Assignment	Practical	End of Course Examination	
	Term 1 Week 7	Term 2 Weeks 5-6	Term 2 Week 9	Term 3 Week 5	Term 3 Weeks 9-10	
	P2, P11, P12, P13, P14, P15	All Outcomes	P1, P2, P3, P4, P5, P13, P14, P15	P2, P11, P12, P13, P14, P15	All Outcomes	
Knowledge and understanding	-	10	10	-	20	<b>40</b>
Planning and conducting first hand investigations	15	-	-	15	-	<b>30</b>
Scientific thinking, problem solving and communication	-	10	10	-	10	<b>30</b>
<b>Marks %</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>30</b>	<b>100</b>

### Outcomes

- P1 A student outlines the historical development of major biological principles, concepts and ideas
- P2 A student applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology
- P3 A student assesses the impact of particular technological advances on understanding in biology
- P4 A student describes applications of biology which affect society or the environment
- P5 A student describes the scientific principles employed in particular areas of biological research
- P6 A student explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- P7 A student describes the range of organisms in terms of specialisation for a habitat
- P8 A student analyses the interrelationships of organisms within the ecosystem
- P9 A student explains how processes of reproduction ensure continuity of species
- P10 A student identifies and describes the evidence for evolution
- P11 A student identifies and implements improvements to investigation plans
- P12 A student discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13 A student identifies appropriate terminology and reporting styles to communicate information and understanding in biology
- P14 A student draws valid conclusions from gathered data and information
- P15 A student implements strategies to work effectively as an individual or as a team member
- P16 A student demonstrates positive values about and attitudes towards both the living and nonliving components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

## BUSINESS STUDIES PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	In-Class assessment	Mid Course Examination	Portfolio Media File	Business Plan	End of Course Examination	
	Term 1 Week 6	Term 2 Weeks 5-6	Term 2 Week 9	Term 3 Week 5	Term 3 Weeks 9-10	
	P1, P2, P6	P1, P2, P4, P5, P6, P9, P10	P1, P2, P3, P4, P5, P6, P7	P4, P8, P9	P1, P2, P3, P4, P5, P6, P10	
Knowledge and understanding of course content	5	10	5	5	15	<b>40</b>
Stimulus-based skills	-	-	5	5	10	<b>20</b>
Inquiry and research	-	-	10	10	-	<b>20</b>
Communication of business information, ideas and issues in appropriate forms.	-	5	5	5	5	<b>20</b>
<b>Marks %</b>	<b>5</b>	<b>15</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Outcomes

- P1 A student discusses the nature of business, its role in society and types of business structure
- P2 A student explains the internal and external influences on businesses
- P3 A student describes the factors contributing to the success or failure of small to medium enterprises
- P4 A student assesses the processes and interdependence of key business functions
- P5 A student examines the application of management theories and strategies
- P6 A student analyses the responsibilities of business to internal and external stakeholders
- P7 A student plans and conducts investigations into contemporary business issues
- P8 A student evaluates information for actual and hypothetical business situations
- P8 A student evaluates information for actual and hypothetical business situations
- P10 A student applies mathematical concepts appropriately in business situations

## CHEMISTRY PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Practical	Mid Course Examination	Practical	Research	End of Course Examination	
	Term 1 Week 6	Term 2 Weeks 5-6	Term 2 Week 7	Term 3 Week 7	Term 3 Weeks 9-10	
	P2, P 11, P12, P13, P15	All Outcomes	P2, P11, P12, P13, P14, P15	P1, P2, P3, P4, P5, P13, P14, P15	All Outcomes	
Knowledge and understanding	-	10	-	10	20	<b>40</b>
Planning and conducting first hand investigations	15	-	15	-	-	<b>30</b>
Scientific thinking, problem solving and communication	-	10	-	10	10	<b>30</b>
<b>Marks %</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Outcomes

- P1 A student outlines the historical development of major principles, concepts and ideas in chemistry
- P2 A student applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on the first-hand investigations in chemistry
- P3 A student assesses the impact of particular technological advances on understanding in chemistry
- P4 A student describes applications of chemistry which affect society or the environment
- P5 A student describes the scientific principles employed in particular areas of research in chemistry
- P6 A student explains trends and relationships between elements in terms of atomic structure and bonding
- P7 A student describes chemical changes in terms of energy inputs and outputs
- P8 A student describe factors that influence the type and rate of chemical reactions
- P9 A student relates the uses of carbon to the unique nature of carbon chemistry
- P10 A student applies simple stoichiometric relationships
- P11 A student identifies and implements improvements to investigation plans
- P12 A student discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13 A student identifies appropriate terminology and reporting styles to communicate information and understanding
- P14 A student draws valid conclusions from gathered data and information
- P15 Implements strategies to work effectively as an individual or as a member of a team
- P16 demonstrates positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

# COMMUNITY AND FAMILY STUDIES PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Resource Management Interview	Individuals and Groups Case study	Families and Communities	End of Course Examination	
	Term 1 Week 4	Term 2 Week 2	Term 3 Week 6	Term 3 Weeks 9-10	
	P1.2, P4.1, P4.2, P6.1	P1.2, P2.1, P4.1, P4.2	P2.2, P3.2, P4.1, P4.2, P6.1	P1.1, P2.4, P3.1, P5.1	
Knowledge and understanding of how the following impact on wellbeing: resource management, positive relationships, range of societal factors, nature of groups, families and communities	10	10	10	10	40
Skills in applying management processes 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	5	10	10	10	35
<b>Marks %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## Outcomes

- P1.1 A student describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 A student proposes effective solutions to resource problems
- P2.1 A student accounts for the roles and relationships that individuals adopt within groups
- P2.2 A student describes the role of the family and other groups in the socialisation of individuals
- P2.3 A student examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 A student analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1 A student explains the changing nature of families and communities in contemporary society
- P3.2 A student analyses the significance of gender in defining roles and relationships
- P4.1 A student utilises research methodology appropriate to the study of social issues
- P4.2 A student presents information in written, oral and graphic form
- P5.1 A student applies management processes to maximise the efficient use of resources
- P6.1 A student distinguishes those actions that enhance wellbeing

## CONSTRUCTION PRELIMINARY ASSESSMENT 2017

Assessment Events for Certificate II Construction CPC20211		Event 0		Event 1	Event 2
		Construction GIT	Pre-event 1 Literacy and Numeracy	Carpentry Field	Workplace Communication
		Term 1 Weeks 1-2	Term 1 Weeks 1-3	Terms 1, 2 and 3	Term 3 Weeks 5-7
Code	Unit of Competency				
<b>CPCC OHS1001A</b>	Work Safely in the construction industry	X			
<b>CPCC CM1015A</b>	Carry out measurements and calculations				
<b>CPCC CM2001A</b>	Read and interpret plans and specifications				
<b>CPCC CM1013A</b>	Plan and organise work				
<b>CPCC OHS2001A</b>	Apply WHS requirements, policies and procedures				
<b>Core+ CPCC CA2011A</b>	Handle carpentry materials			X	
<b>CPCC CA2002B</b>	Use carpentry tools and equipment			X	
<b>CPCC JN2001A</b>	Assemble components			X	
<b>CPCC JN2002B</b>	Prepare for off-site manufacturing processes			X	
<b>CPCC CM1014A</b>	Conduct workplace communication				X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards a Certificate II Construction Pathways CPC20211.

**The examination events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOSTES reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

## DRAMA PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Group Performance Log Book	Theatre Practitioners (Theatrical Traditions and Performance Styles)	Individual Project	Comparative Study of Texts	End of Course Examination	
	Term 1 Week 9	Term 2 Week 3	Term 2 Week 9	Term 3 Week 7	Term 3 Weeks 9-10	
	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4	P1.4, P1.8, P2.2, P2.4, P3.2, P3.3, P3.4, P3.1	P1.4, P1.8, P2.2, P2.4, P3.2, P3.3, P3.4, P3.1	P1.1, 1.2, 1.3, 1.4, P1.5, 1.6, P1.7, 1.8, 2.1, 2.3, P2.4, 2.5, P2.6, 3.1, 3.2, 3.3, P3.4	P3.2, P3.3, P2.1, P2.3, P2.4, P2.5, P2.6, P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8	
Making	5	10	10	-	15	40
Performing	10	5	5	10	-	30
Critically Studying	5	5	5	10	5	30
<b>Marks %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

### Outcomes

- P1.1 A student develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 A student explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 A student demonstrates performance skills appropriate to a variety of styles and media
- P1.4 A student understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 A student understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 A student demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 A student understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 A student recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1 A student understands the dynamics of actor-audience relationship
- P2.2 Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 A student demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 A student performs effectively in a variety of styles using a range of appropriate performance spaces
- P2.5 A student understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 A student appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1 A student critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 A student understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 A student analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4 A student appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest



## ENGLISH ADVANCED PRELIMINARY ASSESSMENT 2017

Course Component		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
		Extended Written Response	Extended Written Response	Mid Course Examination	Oral Task	Extended Written Response	End of Course Examination	
		Term 1 Week 8	Term 2 Week 3	Term 2 Weeks 5-6	Term 3 Week 1	Term 3 Week 7	Term 3 Weeks 9-10	
		P1, P2, P4, P11, P12A, P13	P3, P5, P6, P7, P8, P12	P1, P2, P11, P12A, P13	P3, P5, P7, P8, P9, P11	P1, P2, P3, P4, P10, P13	All Outcomes	
Syllabus component	Area of Study	25	-	5	-	-	10	40
	Elective A	-	15	-	-	-	5	20
	Elective B	-	-	-	-	15	5	20
	Elective C	-	-	-	15	-	5	20
<b>Marks %</b>		<b>25</b>	<b>15</b>	<b>5</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>100</b>
Language mode	Reading	10	-	-	-	5	10	25
	Writing	10	5	-	-	-	15	30
	Speaking	-	-	-	15	-	-	15
	Listening	5	10	-	-	-	-	15
	Viewing and representing	-	-	-	-	10	5	15
<b>Marks %</b>		<b>25</b>	<b>15</b>	<b>5</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>100</b>

### Outcomes

- P1 A student describes and explains the relationships between composer, responder, text and context in particular texts
- P2 A student describes and explains relationships among texts
- P3 A student develops language relevant to the study of English
- P4 A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses
- P5 A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning
- P6 A student engages with a wide range of texts to develop a considered and informed personal response
- P7 A student selects appropriate language forms and features, and structures to explore and express ideas and values
- P8 A student articulates and represents own ideas in critical, interpretive and imaginative texts
- P9 A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas
- P10 A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts
- P11 A student draws upon the imagination to transform experience into text
- P12 A student reflects on own processes of responding and composing
- P12A A student demonstrates a capacity to understand and use different ways of responding to and composing particular texts
- P13 A student reflects on own processes of learning

# ENGLISH STANDARD PRELIMINARY ASSESSMENT 2017

Course Component		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
		Extended Written Response	Extended Written Response	Mid Course Examination	Oral Task	Extended Written Response	End of Course Examination	
		Term 1 Week 8	Term 2 Week 3	Term 2 Weeks 5-6	Term 3 Week 1	Term 3 Week 7	Term 3 Week 9-10	
		P1, P5, P7, P9, P10, P13	P2, P3, P4, P8, P11	P1, P5, P7, P9, P10, P13	P1, P2, P3, P6, P8, P10	P1, P2, P3, P6, P12	All outcomes	
Syllabus component	Area of Study	25	-	5	-	-	10	40
	Module A	-	15	-	-	-	5	20
	Module B	-	-	-	15	-	5	20
	Module C	-	-	-	-	15	5	20
<b>Marks %</b>		<b>25</b>	<b>15</b>	<b>5</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>100</b>
Language mode	Listening	5	10	-	-	-	-	15
	Speaking	-	-	-	15	-	-	15
	Reading	10	-	-	-	5	10	25
	Writing	10	5	5	-	5	5	30
	Viewing and Representing	-	-	-	-	5	10	15
<b>Marks %</b>		<b>25</b>	<b>15</b>	<b>5</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>100</b>

## Outcomes

- 1 A student demonstrates an understanding of the relationships between composer, responder, text and context.
- 2 A student identifies and describes relationships among texts
- 3 A student develops language relevant to the study of English
- 4 A student identifies and describes language forms and the features and structures of particular texts which shape meaning and influence responses
- 5 A student describes the ways different technologies and media of production affect the language and structure of particular texts
- 6 A student engages with a wide range of texts to develop a considered and informed personal response
- 7 A student selects appropriate language forms and features and structures of texts to explore and express ideas and values
- 8 A student articulates and represents own ideas in critical interpretive and imaginative texts
- 9 A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas
- 10 A student analyses and synthesises information and ideas from a range of texts for a variety of purposes audiences and contexts
- 11 A student draws upon the imagination to transform experience and ideas into text
- 12 A student reflects on own processes of responding and composing
- 13 A student reflects on own processes of learning

## ENGLISH STUDIES PRELIMINARY ASSESSMENT 2017

Course Component		Task 1	Task 2	Task 3	Task 4	Weighting %
		Film Review	News Report	Resume	Job Application Letter	
		Term 1 Week 8	Term 2 Week 3	Term 3 Week 1	Term 3 Week 7	
		P1.1, P1.2, P1.3, P1.4, P3.1, P3.2	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3	P1.1, P1.2, P1.3, P1.4, P3.1, P3.2, P4.1, P4.2,	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P4.1, P4.2	
Syllabus Component	Knowledge and Understanding	10	10	-	10	30
	Reading, Listening, Viewing, Writing, Speaking and Representing	10	10	10	-	30
	Language Skills	-	-	10	15	25
	Planning Skills	5	5	5	-	15
Marks %		25	25	25	25	100

### Outcomes

- P1.1 A student has experience of extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
- P1.2 A student explores the ideas and values of the texts
- P1.3 Identifies how language and other techniques are used to convey meaning in extended and short texts in a range of forms
- P1.4 A student produces a range of texts in different forms
- P2.1 A student comprehends written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- P2.2 A student demonstrates skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- P2.3 A student demonstrates familiarity with the language conventions of a variety of textual forms, including literary texts, informative texts and texts used in vocational contexts
- P3.1 A student recognises a range of purposes for and contexts in which language is used and the appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes
- P3.2 A student recognises a range of audience and the appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
- P4.1 A student plans and organises, with teacher support to complete tasks or projects, both individually and collaboratively
- P4.2 A student works effectively, both as an individual and within a group, to locate and communicate information and ideas related to a variety of topics

## ENGLISH EXTENSION 1 PRELIMINARY ASSESSMENT 2017

<b>Course Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	Sustained Composition	Extended Written Response	Extended Written Response	End of Course Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7	Term 3 Weeks 9-10	
	P1, P3	P1, P2	P1, P2	P1, P2, P3	
Knowledge and understanding of complex texts and of how and why they are valued.	5	5	5	10	<b>25</b>
Skills in - complex analysis - sustained composition - independent investigation	5	5	5	10	<b>25</b>
<b>Marks %</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>

### Outcomes

- P1 A student understands how and why texts are valued in and appropriated into a range of contexts
- P2 A student develops skills in independent investigation, involving particular texts and their manifestations in various forms, and within particular cultural contexts
- P3 A student develops skills in extended composition in a range of modes and media for different audiences and purposes

## FOOD TECHNOLOGY PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Food Availability and Selection	Nutrition	Mid Course Examination	Food Quality	End of Course Examination	
	Term 1 Week 7	Term 2 Week 3	Term 2 Weeks 5-6	Term 3 Week 6	Term 3 Weeks 9-10	
	P1.1, P1.2, P3.2	P2.1, P3.1, P3.2, P4.2, P4.3, P5.1	P1.1, P1.2, P2.1, P3.1, P3.2, P4.2, P4.3, P5.1	P2.2, P3.2, P4.1, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1	
Knowledge and understanding of food technology	-	-	10	-	10	<b>20</b>
Skills in researching, analysing and communicating food ideas	10	10	-	10	-	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	-	10	-	15	5	<b>30</b>
Skills in designing, implementing and evaluating solutions to food situations	5	5	-	5	5	<b>20</b>
<b>Marks %</b>	<b>15</b>	<b>25</b>	<b>10</b>	<b>30</b>	<b>20</b>	<b>100</b>

### Outcomes

- P1.1 A student identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 A student accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1 A student explains the role of food nutrients in human nutrition
- P2.2 A student identifies and explains the sensory characteristics and functional properties of food
- P3.1 A student assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2 A student presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1 A student selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 A student plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 A student selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 A student applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P5.1 A student generates ideas and develops solutions to a range of food situations

## GEOGRAPHY PRELIMINARY ASSESSMENT 2017

<b>Course Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Weighting %</b>
	Geographical Report: Biophysical Interactions	Mid Course Examination	Research Report: Global Challenges	Research Report/ Fieldwork Senior Geography Report	End of Course Examination	
	Term 1 Week 9	Term 2 Weeks 5-6	Term 3 Week 2	Term 3 Week 5	Term 3 Weeks 9-10	
	P2, P3, P6, P8, P12	P1, P2, P3, P4, P7, P8, P9, P10, P11, P12	P1, P3, P5, P7, P8, P12	P6, P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	
Knowledge and understanding of course content	5	10	5	5	15	<b>40</b>
Geographical tools and skills	-	5	-	-	15	<b>20</b>
Geographical inquiry and research, including fieldwork	-	-	5	15	-	<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	5	-	5	5	<b>20</b>
<b>Marks %</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>35</b>	<b>100</b>

### Outcomes

- P1 A student differentiates between spatial and ecological dimensions in the study of geography
- P2 A student describes the interactions between the four components which define the biophysical environment
- P3 A student explains how a specific environment functions in terms of biophysical factors
- P4 A student analyses changing demographic patterns and processes
- P5 A student examines the geographical nature of global challenges confronting humanity
- P6 A student identifies the vocational relevance of a geographical perspective
- P7 A student formulates a plan for active geographical inquiry
- P8 A student selects, organises and analyses relevant geographical information from a variety of sources
- P9 A student uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10 A student applies mathematical ideas and techniques to analyse geographical data
- P11 A student applies geographical understanding and methods ethically and effectively to a research project
- P12 A student communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

## HOSPITALITY KITCHEN OPERATIONS PRELIMINARY ASSESSMENT 2017

Assessment Events for Certificate II in Kitchen Operations SIT20312		Event 1	Event 2	Event 3	Mid Course Examination *	End of Course Examination *	Work Placement 1 *
		Let's Get Inducted	Cook Safe, Clean Safe, Eat Safe	Title TBA			
		Term 1 Week 9 31/03/2017	Term 2 Week 3 9/05/2017	Term 3 Week 7 28/08/2017	Term 2 Weeks 5-6 Date TBA	Term 3 Weeks 9-10 Date TBA	Term 3 Weeks 3/4/5 31/07/2017 to 18/08/2107
Code	Unit of Competency						
SITH CCC011	Use cookery skills effectively (Holistic)						
SITH INDS002	Source and use information on the hospitality industry	X					
SITX FSA001	Use hygienic practices for food safety		X				
SITX WHS001	Participate in safe work practices		X				
SITH CCCO01	Use food preparation equipment		X	X			
SITH CCC005	Prepare dishes using basic methods of cookery			X			
SITH KOP001	Clean Kitchen premises and equipment			X			

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations (SIT20416) or a Statement of Attainment towards a Certificate II in Kitchen Operations (SIT20416).

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOSTES reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement.

Competency assessment is graded as 'not yet competent', 'developing', 'competent'. This means a course mark is not allocated.

# INDUSTRIAL TECHNOLOGY PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Task	Industry Study and Focus Area Manufacturing Technology	Practical Task	End of Course Examination	
	Term 2 Week 3	Term 2 Week 9	Term 3 Week 5	Term 3 Weeks 9-10	
	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P1.1, P1.2, P3.2, P4.2, P5.1, P5.2, P6.1, P7.1, P7.2	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	Range of outcomes covered to date	
Study of the organisation and management of an individual business within the focus area	-	10	-	5	<b>15</b>
Design and plan projects through the completion of associated folios	5	-	5	-	<b>10</b>
Manage work through the completion of a management folio linked to each project produced	10		10		<b>20</b>
Developing knowledge and skills through the construction of a number of projects Acquisition of relevant practical skills	16	6	16	2	<b>40</b>
Developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects	2	8	2	3	<b>15</b>
<b>Marks %</b>	<b>33</b>	<b>24</b>	<b>33</b>	<b>10</b>	<b>100</b>

## Outcomes

- P1.1 A student describes the organization and management of an individual business within the focus area industry
- P1.2 A student identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies.
- P2.1 A student describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 A student works effectively in team situations
- P3.1 A student sketches, produces and interprets drawings in the production of projects
- P3.2 A student applies, research and problem-solving skills
- P3.3 A student demonstrates appropriate design principles in the production of projects
- P4.1 A student demonstrates a range of practical skills in the production of projects
- P4.2 A student demonstrates competency in using relevant equipment, machinery and processes
- P4.3 A student identifies and explains the properties and characteristics of materials/components through the production of projects.
- P5.1 A student uses communication and information processing skills
- P5.2 A student uses appropriate documentation techniques related to the management of projects
- P6.1 A student identifies the characteristics of quality manufactured products
- P6.2 A student identifies and explains the principles of quality and quality control
- P7.1 A student identifies the impact of one related industry on the social and physical environment
- P7.2 A student identifies the impact of existing, new and emerging technologies of one related industry on society and the environment.



## LEGAL STUDIES PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Annotated Media File	Mid Course Examination	Research and Oral Presentation	Prepared In-class Essay	End of Course Examination	
	Term 1 Week 8	Term 2 Weeks 5-6	Term 2 Week 9	Term 3 Week 6	Term 3 Weeks 9-10	
	P1, P2, P3, P4, P6, P8	P1, P2, P3, P4, P6, P8, P9	P1, P4, P6, P8, P9	P2, P4, P5, P6, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Knowledge and understanding of course content	10	10	10	15	15	<b>60</b>
Inquiry and Research	5	-	5	5	5	<b>20</b>
Communication of legal studies information, issues and ideas in appropriate forms	5	-	5	5	5	<b>20</b>
<b>Marks %</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Outcomes

- P1 A student identifies and applies legal concepts and terminology
- P2 A student describes the key features of Australian and International Law
- P3 A student describes the operation of domestic and international legal systems
- P4 A student discusses the effectiveness of the legal system in addressing issues
- P5 A student describes the roles of law in encouraging cooperation and resolving conflicts as well as initiating and responding to change
- P6 A student explains the nature of the interrelationship between the legal system and society
- P7 A student evaluates the effectiveness of the law in achieving justice
- P8 A student locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9 A student communicates legal information using well-structured responses
- P10 A student accounts for differing perspectives and interpretations of legal information and issues

# MATHEMATICS EXTENSION 1 PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Weighting %
	Test	Mid Course Examination	End of Course Examination	
	Term 1 Week 9	Term 2 Weeks 5-6	Term 3 Weeks 9-10	
	P1,2,3	P1,2,3	All Outcomes	
Concepts, skills and techniques	15	15	20	50
Reasoning and communication	10	20	20	50
<b>Marks %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Outcomes

- PE1 A student appreciates the role of mathematics in the solution of practical problems
- PE2 A student uses multi-step deductive reasoning in a variety of contexts
- PE3 A student solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
- PE4 A student uses the parametric representation together with differentiation to identify geometric properties of parabolas
- PE5 A student determines derivatives which require the application of more than one rule of differentiation
- PE6 A student makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations

## MATHEMATICS PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Test 1	Mid Course Examination	Test 2	End of Course Examination	
	Term 1 Week 9	Term 2 Weeks 5-6	Term 3 Week 5	Term 3 Weeks 9-10	
	P1, P2, P3	P4, P5, P6	P1, P2, P3, P4, P5, P6	All Outcomes	
Concepts, skills and techniques	10	15	5	20	50
Reasoning and communication	10	10	15	15	50
<b>Marks %</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>	<b>100</b>

### Outcomes

- P1 A student demonstrates confidence in using mathematics to obtain realistic solutions to problems
- P2 A student provides reasoning to support conclusions which are appropriate to the context
- P3 A student performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
- P4 A student chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
- P5 A student understands the concept of a function and the relationship between a function and its graph
- P6 A student relates the derivative of a function to the slope of its graph
- P7 A student determines the derivative of a function through routine application of the rules of differentiation
- P8 A student understands and uses the language and notation of calculus

# MATHEMATICS GENERAL PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Test 1	Mid Course Examination	Test 3	End of Course Examination	
	Term 1 Week 9	Term 2 Weeks 5-6	Term 3 Week 3	Term 3 Weeks 9-10	
	MVA, MGP1, MGP2, MGP3	MVA, MGP4, MGP5, MGP6	MVA, MGP1, MGP2, MGP3, MGP4, MGP5, MGP6	All Outcomes	
Concepts, skills and techniques	10	10	10	20	<b>50</b>
Reasoning and communication	10	10	10	20	<b>50</b>
<b>Marks %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Outcomes

- MVA A student will develop a positive attitude to Mathematics and appreciate its capacity to provide enjoyment and recreation
- MGP-1 A student uses mathematics and statistics to compare alternative solutions to contextual problems
- MGP-2 A student represents information in symbolic, graphical and tabular form
- MGP-3 A student represents the relationships between changing quantities in algebraic and graphical form
- MGP-4 A student performs calculations in relation to two dimensional and three dimensional figures
- MGP-5 A student demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units
- MGP-6 A student models financial situations relevant to the student's current life using appropriate tools
- MGP-7 A student determines an appropriate form of organisation and representation of collected data
- MGP-8 A student performs simple calculations in relation to the likelihood of familiar events
- MGP-9 A student uses appropriate technology to organise information from a limited range of practical and everyday contexts
- MGP-10 A student justifies a response to a given problem using appropriate mathematical terminology

## METAL & ENGINEERING PRELIMINARY ASSESSMENT 2017

Assessment Events for Certificate I Engineering MEM10105		Event 1	Event 2	Event 3	Event 4	Mid Course Examination	Work Placement 1*	End of Course Examination *
		Engineering Induction	Work Health and Safety	Technical Drawing	Measurement and Calculation			
		Term 1 Week 5	Term 1 Week 10	Term 2 Week 10	Term 3 Week 6	Term 2 Weeks 5-6	Term 2 Week 7	Term 3 Weeks 9-10
Code	Unit of Competency							
N/A	Manufacturing, engineering and related services industries induction	X						
MEM 13014A	Apply principles of occupational health and safety in the work environment		X					
MEM 11011B	Undertake manual handling		X					
MEM 09002B	Interpret technical drawing			X				
MEM 12023A	Perform engineering measurements				X			
MEM 12024A	Perform computations				X			

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I Engineering MEM10105 or a Statement of Attainment towards Certificate I Engineering MEM10105

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOSTES reporting requirements.**

\* Selected units only to be confirmed by your teacher.

\*\* Confirmed by your teacher

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as 'not yet competent' or 'competent'. In some cases other descriptive words may be used leading up to 'competent'. This means a course mark is not allocated.

## MODERN HISTORY PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Historical Investigation Research Oral	Mid Course Examination	Research	Source Analysis	End of Course Examination	
	Term 1 Week 8	Term 3 Weeks 5-6	Term 3 Week 2	Term 3 Week 6	Term 3 Weeks 9-10	
	P1.1, P1.2, P3.1, P3.2, P3.4, P3.5, P4.2	P1.1, P2.1, P3.3, P4.1,	P1.2, P2.1, P3.1, P3.2, P4.2	P1.1, P3.2, P3.3, P3.4	P2.1, P3.3, P3.4, P4.1, P4.2	
Knowledge and understanding of course content	-	10	15	5	10	<b>40</b>
Source-based skills analysis, synthesis and evaluation of historical information from a variety of sources	-	10	-	10	-	<b>20</b>
Historical inquiry and research including mandatory historical investigation	10	5	-	-	5	<b>20</b>
Communication of historical information in appropriate forms	10	-	-	-	10	<b>20</b>
<b>Marks %</b>	<b>20</b>	<b>25</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>100</b>

### Outcomes

- P1.1 A student describes the role of key individuals, groups and events of selected studies from the eighteenth century to the present
- P1.2 A student investigates and explains the key features and issues of selected studies from the eighteenth century to the present
- P2.1 A student identifies forces and ideas and explains their significance in contributing to change and continuity from the eighteenth century to the present
- P3.1 A student asks relevant historical questions
- P3.2 A student locates, select and organises relevant information from different types of sources
- P3.3 A student comprehends and analyses sources for their usefulness and reliability
- P3.4 A student identifies and accounts for differing perspectives and interpretations of the past
- P3.5 A student plans and presents the findings of historical investigations, analysing and synthesising information from different types of sources
- P4.1 A student uses historical terms and concepts appropriately
- P4.2 A student communicates a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

## MUSIC 1 PRELIMINARY ASSESSMENT 2017

	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Course Component</b>	Aural, Musicology and Performance: Methods of Notating Music	Mid Course Examination Aural and Viva Voce: Film Music	Composition: Film Music	End of Course Examination Performance and Aural: Australian Music	
	Term 1 Week 10	Term 2 Weeks 5-6	Term 2 Week 9	Term 3 Weeks 9-10	
	P1, P4, P6, P9, P10, P11	P4, P6, P8, P10, P11	P2, P3, P5, P8, P10, P11	P1, P4, P6, P9, P10, P11	
Performance	10	-	-	15	<b>25</b>
Composition	-	-	25	-	<b>25</b>
Musicology	15	10	-	-	<b>25</b>
Aural	-	5	-	20	<b>25</b>
<b>Marks %</b>	<b>25</b>	<b>15</b>	<b>25</b>	<b>35</b>	<b>100</b>

### Outcomes

- P1 A student performs music that is characteristic of the topics studied
- P2 A student observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 A student improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 A student recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 A student comments on and constructively discusses performances and compositions
- P6 A student observes and discusses concepts of music in works representative of the topics studied
- P7 A student understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 A student identifies, recognises, experiments with and discusses the use of technology in music
- P9 A student performs as a means of self-expression and communication
- P10 A student demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 A student demonstrates a willingness to accept and use constructive criticism

## PDHPE PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Body in Motion Practical and Written task	Mid Course Examination	Better Health for Individuals Research Task	Options Research and Presentation	End of Course Examination	
	Term 1 Week 7	Term 2 Weeks 5-6	Term 2 Week 8	Term 3 Week 3	Term 3 Weeks 9-10	
	P7, P9	All Outcomes	P3, P4, P5, P6, P15, P16	P6, P17	All Outcomes	
Knowledge and understanding of - factors that affect health - the way the body moves	10	10	5	5	10	<b>40</b>
Skills in: - influencing personal and community health - taking action to improve participation and performance in physical activity	5	5	5	5	10	<b>30</b>
Skills in critical thinking research and analysis	5	5	5	5	10	<b>30</b>
<b>Marks %</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>30</b>	<b>100</b>

### Outcomes

- P1 A student identifies and examines why individuals give different meanings to health
- P2 A student explains how a range of health behaviours affect an individual's health
- P3 A student describes how an individual's health is determined by a range of factors
- P4 A student evaluates aspects of health over which individuals can exert some control
- P5 A student describes factors that contribute to effective health promotion
- P6 A student proposes actions that can improve and maintain an individual's health
- P7 A student explains how body systems influence the way the body moves.
- P8 A student describes the components of physical fitness and explains how they are monitored
- P9 A student describes biomechanical factors that influence the efficiency of the body in motion
- P10 A student plans for participation in physical activity to satisfy a range of individual needs
- P11 A student assesses and monitors physical fitness levels and physical activity patterns
- P12 A student demonstrates strategies for the assessment, management and prevention of injuries in first aid settings. (option 1)
- P15 A student forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16 A student uses a range of sources to draw conclusions about health and physical activity concepts
- P17 A student analyses factors influencing movement and patterns of participation



## PHYSICS PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Test	Mid Course Examination	Secondary Sources	End of Course Examination	
	Term 1 Week 10	Term 2 Weeks 5-6	Term 3 Week 4	Term 3 Weeks 9-10	
	P6, P8, P11, P12, P13, P14, P15	P1, P2, P3, P4, P5, P6, P7, P8, P16	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P16	All Outcomes	
Knowledge and understanding	-	20	-	20	<b>40</b>
Planning and conducting first hand investigations	-	5	10	15	<b>30</b>
Skills scientific thinking, problem solving and communication	20	-	5	5	<b>30</b>
<b>Marks %</b>	<b>20</b>	<b>25</b>	<b>15</b>	<b>40</b>	<b>100</b>

### Outcomes:

- P1 A student outlines the historical development of major principles, concepts and ideas in physics
- P2 A student applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics
- P3 A student assesses the impact of particular technological advances on understanding in physics
- P4 A student describes applications of physics which affect society or the environment
- P5 A student describes the scientific principles employed in particular areas of research in physics
- P6 A student the forces acting on an object which cause changes in its motion
- P7 A student describes the effects of energy transfers and energy transformations
- P8 A student explains wave motions in terms of energy sources and the oscillations produced
- P9 A student describes the relationship between force and potential energy in fields
- P10 A student describes theories and models in relation to the origins of matter and relates these to the forces involved
- P11 A student identifies and implements improvements to investigation plans
- P12 A student discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13 A student identifies appropriate terminology and reporting styles to communicate information and understanding in physics
- P14 A student draws valid conclusions from gathered data and information
- P15 A student implements strategies to work effectively as an individual or as a member of a team
- P16 A student demonstrates positive values about, and attitude towards, both the living and non-living components of the environment, ethical behavior and a desire for a critical evaluation of the consequences of the applications of science

## RETAIL SERVICES PRELIMINARY ASSESSMENT 2017

Assessment Events for Certificate III in Retail Services SIR30216		Event 1	Event 2	Event 3	Mid Course Examination*	Work Placement *	End of Course Examination*
		'The Market' Awareness	Happy Customers	Balancing Act			
		Term 1 Week 7	Term 2 Week 7	Term 3 Week 7	Term 2 Weeks 5-6	Term 2 Weeks 7-9	Term 3 Weeks 9-10
Code	Unit of Competency						
SIRX IND001	Work effectively in a service environment	X					
SIRX WHS002	Contribute to workplace health and safety	X					
SIRX CEG001	Engage the customer		X				
SIRX COM002	Work effectively in a team		X				
SIRX SLS001	Sell to the retail customer		X				
SIRR RTF001	Balance and secure point-of-sale terminal			X			
SIRX SLS002	Follow point-of-sale handling procedures			X			

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail Services SIR30216 or a Statement of Attainment towards a Certificate III in Retail Services SIR30216.

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOSTES reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as 'not yet competent' or 'competent'. In some cases other descriptive words may be used leading up to 'competent'. This means a course mark is not allocated.

## SENIOR SCIENCE PRELIMINARY ASSESSMENT 2017

Course Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Mid Course Examination	Practical Exam	End of Course Examination	
	Term 1 Week 9	Term 2 Weeks 5-6	Term 3 Week 5	Term 3 Weeks 9-10	
	P3, P5, P13, P16	All Outcomes	P8, P11, P12, P13, P14	All Outcomes	
Knowledge and understanding	5	10	5	20	40
Skills: First hand investigations	15	5	5	5	30
Skills: Scientific thinking & problem solving	5	5	15	5	30
<b>Marks %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Outcomes:

- P1 A student outlines the historical development of scientific principles, concepts and ideas
- P2 A student applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations
- P3 A student assesses the impact of particular technological advances on science
- P4 A student identifies applications of science that affect society and the environment
- P5 A student identifies areas of current scientific research
- P6 A student identifies the origins of Earth's resources
- P7 A student explains relationships between organisms in the environment
- P8 A student describes reactions between compounds
- P9 A student describes the structure of body organs and systems
- P10 A student describes the effect of energy transfers and transformations
- P11 A student identifies and implements improvements to investigation plans
- P12 A student discusses the validity and reliability of data gathered from first-hand investigations and secondary sources.
- P13 Identifies appropriate terminology and reporting styles to communicate information and understanding in science
- P14 A student draws valid conclusions from gathered data and information.
- P15 A student implements strategies to work effectively as an individual or as a member of a team
- P16 A student demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

## SLR PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 2	Task 4	Weighting %
	Skill Based Assessment	Recreational Activity Assessment	Skill Based Assessment	Class Presentation	
	Term 1 Week 5	Term 2 Week 3	Term 2 Week 10	Term 3 Week 4	
	2.1, 1.3, 1.1	1.1, 2.1, 2.3	4.4, 3.4, 3.1, 1.1	2.3, 1.2	
Knowledge and understanding	10	15	10	15	50
Skills	15	10	15	10	50
<b>Marks %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Outcomes

- 1.1 A student applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 A student explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 A student demonstrates ways to enhance safety in physical activity
- 1.4 A student investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 A student critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 A student describes administrative procedures that support successful performance outcomes
- 2.1 A student explains the principles of skill development and training
- 2.2 A student analyses the fitness requirements of specific activities
- 2.3 A student selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 A student describes the relationship between anatomy, physiology and performance
- 3.1 A student selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 A student designs programs that respond to performance needs
- 3.3 A student measures and evaluates physical performance capacity
- 3.4 A student composes, performs and appraises movement
- 3.5 A student analyses personal health practices
- 3.6 A student assesses and responds appropriately to emergency care situations
- 3.7 A student analyses the impact of professionalism in sport
- 4.1 A student plans strategies to achieve performance goals
- 4.2 A student demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 A student makes strategic plans to overcome the barriers to personal and community health
- 4.4 A student demonstrates competence and confidence in movement contexts
- 4.5 A student recognises the skills and abilities required to adopt roles that support health, safety and physical activity

## VISUAL ARTS PRELIMINARY ASSESSMENT 2017

Course Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Case Study and Body Of Work	Mid Course Examination Criticism	Practical Task	Written Response	End of Course Examination Art Making and Criticism	
	Term 1 Week 9	Term 2 Weeks 5-6	Term 2 Week 9	Term 3 Week 5	Term 3 Weeks 9-10	
	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Art Making	15	-	15	-	20	<b>50</b>
Art Criticism and Art History	10	10	-	10	20	<b>50</b>
<b>Marks %</b>	<b>25</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>40</b>	<b>100</b>

### Outcomes

- P1 A student explores the conventions of practice in art-making
- P2 A student explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 A student identifies the frames as the basis of understanding expressive representation through the making of art
- P4 A student investigates subject matter and forms as representations in art-making
- P5 A student investigates ways of developing coherence and layers of meaning in the making of art
- P6 A student explores a range of material techniques in ways that support artistic intentions
- P7 A student explores the conventions of practice in art criticism and art history
- P8 A student explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 A student identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 A student explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

# Preliminary Course Assessment Task Calendar 2017

## Port Macquarie Campus

<b>Term 1 2017</b>	
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	Community and Family Studies
<b>Week 5</b>	Metal and Engineering, SLR
<b>Week 6</b>	Business Studies, Chemistry
<b>Week 7</b>	Biology, Food Technology, PDHPE, Retail Services,
<b>Week 8</b>	English (Advanced), English (Standard), English Studies, Legal Studies, Modern History,
<b>Week 9</b>	Ancient History, Drama, Geography, Hospitality, Mathematics (Extension 1), Mathematics, Mathematics General, Senior Science, Visual Arts,
<b>Week 10</b>	English (Extension 1), Metal and Engineering, Music 1, Physics

<b>Term 2 2017</b>	
<b>Week 1</b>	
<b>Week 2</b>	Ancient History, Community and Family Studies, Geography
<b>Week 3</b>	Drama, English (Advanced), English (Standard), English Studies, Food Technology, Hospitality, Industrial Technology, SLR
<b>Week 4</b>	<b>Assessment Free period</b>
<b>Week 5</b>	<b>Mid Course Examinations</b>
<b>Week 6</b>	
<b>Week 7</b>	Chemistry, Retail Services
<b>Week 8</b>	PDHPE
<b>Week 9</b>	Biology, Business Studies, Drama, English (Extension 1), Industrial Technology, Legal Studies, Music 1, Visual Arts
<b>Week 10</b>	Ancient History, Metal and Engineering, SLR

<b>Term 3 2017</b>	
<b>Week 1</b>	English (Advanced), English (Standard), English Studies
<b>Week 2</b>	Modern History
<b>Week 3</b>	Mathematics General, PDHPE
<b>Week 4</b>	Physics, SLR
<b>Week 5</b>	Biology, Business Studies, Geography, Industrial Technology, Mathematics, Senior Science, Visual Arts
<b>Week 6</b>	Ancient History, Community and Family Studies, Food Technology, Legal Studies, Metal and Engineering, Modern History
<b>Week 7</b>	Chemistry, Drama, English (Advanced), English (Standard), English Studies, English (Extension 1), Hospitality, Retail Services
<b>Week 8</b>	<b>Assessment Free period</b>
<b>Week 9</b>	<b>End Of Course Examinations</b>
<b>Week 10</b>	



