

# ***PRELIMINARY ASSESSMENT HANDBOOK***

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## MESSAGE FROM THE PRINCIPAL

This booklet has been prepared by the staff of MacKillop College to inform parents and students of the Assessment Scheme applicable to the Preliminary Course. It is a reflection of the current assessment policy and procedure throughout New South Wales in general, and MacKillop College in particular. The booklet also details, course by course, the means by which each course will arrive at its final Student Assessment Mark for the Preliminary Course.

Each Course Assessment Schedule will identify the:

- a) components to be assessed in the course
- b) weightings for each component in the course
- c) type of Assessment Task (e.g. exam, essay, fieldwork)
- d) mark value of each task in relation to the total number of tasks for the course.

In other words, students should make it their business to know:

What is to be assessed;  
How it will be assessed;  
When it will be assessed, and  
The relative value of each task.

Assessment is an ongoing process at MacKillop College. The Preliminary course will be assessed regularly, using a variety of assessment instruments. Students are reminded of the importance of all work set during Years 11 and 12 - not only major Assessment Tasks - in order to perform adequately in their course of study. Minor Assessment Tasks provide excellent preparation for major Assessment Tasks and external examinations. They are subsequently regarded as important learning strategies.

This booklet also clearly states the separate responsibilities of the College and the student. These responsibilities should be read carefully and understood because of the significant implications they have for each student's results.

Any questions regarding specific aspects of this Assessment Policy should be directed, in the first instance, to the class teacher concerned, and then to the Assistant Principal if necessary.

I hope you make profitable use of your time, and wish you every success in senior studies at MacKillop College.

**Mrs Anne O'Brien**  
**Principal**

## MESSAGE FROM THE ASSISTANT PRINCIPALS

Welcome to MacKillop College, Port Macquarie. We hope your stay with us over the coming two years is a happy, productive and successful one. You have before you a tremendous opportunity to achieve your very best in so many areas, including academic achievement, we hope you take the opportunity and use it to your best advantage.

We have produced this assessment handbook in order to help you (and your parents) to understand the regulations governing your assessment during your Preliminary courses. In some cases, you will find these quite similar to what you have been used to in Year 10, while in other cases they may be quite different. We have attempted to make the assessment process and regulations in Year 11 as similar as possible to those in Year 12, in order that you become thoroughly familiar with all requirements and procedures by the time you start doing HSC assessment tasks.

By "Assessment Tasks" in the Preliminary course, we mean those tasks which contribute directly to the marks and grades which will be reported on your half-yearly report and your end of Preliminary course report. During your courses you will be doing smaller, in-class assessments which may not contribute directly to your reported mark. Please do not neglect or denigrate the importance of these types of tasks, they form an important part of your revision and practice of essential skills in each subject, and reinforce your understanding of your preliminary courses, which in turn form the foundation for your HSC courses to be built upon.

In the following pages of this booklet, you will find the regulations (both NSW Educational Standards Authority and College-based) which govern your assessment in Preliminary Courses. Also you will find an outline for each preliminary course showing how students in that course will be assessed. This information will include number of tasks, weighting of tasks, nature of each task and approximate timing of each task. Each of your teachers will issue you in class with written details of each task as the time approaches. As well as this, a planner will be issued early in each term showing the timing of each assessment task to be given in that term. This will be issued via the College Newsletter, emailed to individual students and on the College website.

Also enclosed in this booklet is a list of verbs and their meanings. This list has been issued by the NSW Educational Standards Authority (NESA) and contains key words to be used in all subjects. It is essential that you understand these terms, as they will be used in assessment tasks (both Preliminary and HSC) and exams (Preliminary exams, Trial HSC and HSC exams). The marks you are awarded for answers will depend largely on how well you have addressed these directive verbs.

We wish you luck in each of your courses over the next two years. If you are willing to work hard and do your very best in all aspects of your studies, then you can be well pleased with your final results, no matter what they might be. We urge you to read this handbook carefully, the onus is on you to know what is in it. Finally, please do not hesitate to contact Mr Kelly or Mr McQueen if you have any questions about anything in this handbook, and do not hesitate to come to either of us, or your Pastoral Co-ordinator or your classroom teacher if you are having any problems at all.

Best wishes,

**Mr Adam Kelly & Mrs Jennifer Campbell**  
**Assistant Principals**

## STUDENT INFORMATION

**THE COLLEGE ASSESSMENT POLICY IS CONSISTENT WITH THE GUIDELINES PROVIDED BY THE NSW EDUCATIONAL STANDARDS AUTHORITY.** The following policies and procedures formulated for MacKillop College are in keeping with policies and guidelines as stated by the NSW Educational Standards Authority.

**COURSE ASSESSMENT POLICIES.** Each course has stated its assessment procedures and this information is communicated in this handbook. These policies are designed to measure the achievements of each student in the components of course and subject objectives selected for assessment by NESA. Various measures will be used in such a way as to make the final mark an accurate representation of the degree of achievement by the student, in relation to all other students.

**WHERE STUDENTS ARE IN DIFFERENT CLASSES IN A PARTICULAR SUBJECT** assessment strategies will be common across all classes so that comparisons can be made and the students considered, for assessment purposes, as part of the one group.

**THE LEADER OF CURRICULUM WILL BE RESPONSIBLE FOR THE ASSESSMENT PROCEDURE.** One of the main functions of this person will be to co-ordinate the assessment tasks given by various subjects and thus try to avoid student "overload" at particular times in the year. To this end, an assessment task planner will be issued early in each term. This planner will show the due date of every assessment task in all subjects for that term.

The planner will be issued via the College Newsletter, website and emailed to students, and should form an integral part of each students "strategic plan" for the term.

**SUBMISSION OF STUDENTS OWN WORK.** All work to be included as part of the assessment profile must be the student's own individual effort, not that of others. Students may be required to sign a statement to this effect. Work which is copied, taken wholly or substantially from the Internet or shows signs of extensive "outside assistance", may be awarded zero marks, or incur a penalty.

The purpose of the assessment procedure is to reward students for their individual efforts over the duration of the assessment period. Thus it is essential that the assessment be the student's own individual effort, not that of others. Therefore, with designated assessment tasks such as home assignments and research tasks, students may be required to sign a statement that the work is in fact, essentially their own work and not plagiarised from any other source (refer to What is Plagiarism and Referencing p. 11 & 12). If, at a subsequent date, the work is found to be not essentially their own, a mark of zero may be recorded for the assignment. Further, students who lend their work for such purposes may be penalised and are jeopardising the marks they have gained and their rank position.

**FORMAT OF TASKS.** Assessment tasks are NOT to be submitted in electronic format (unless requested by a teacher for a particular task). Only hard copies of tasks will be accepted.

**STUDENTS' RECORDS.** Accurate records will be maintained by College staff according to the subject's individual program for assessment. Each student will be made aware of his/her progress while privacy provisions are such that results for other students will not be published.

**SUBMISSION TIMES FOR ASSESSMENTS.** All assessment tasks must be submitted to the teacher by **8.55a.m.** on the morning of the due date. This time applies whether the student is attending classes that day, or the assessment is being delivered by someone else. This time represents an absolute limit, and it is recommended that students should aim for a much earlier submission time. It is strongly recommended that students move all "due dates" forward by one day, thus avoiding any last minute delays or emergencies.

## **PENALTY RULES GOVERNING ASSESSMENT TASKS.**

Percentage penalties for missed or late tasks:

- one day late **or part thereof** – 30% of the available marks
- 2, 3 or 4 days late – 20% of the available marks for each day
- 5 days late – remaining 10% of the available marks.

These penalties include weekend days.

**IN ALL CASES** – Students are strongly advised to notify the school as early as possible if they anticipate any difficulties in submitting or completing any assessment task.

It remains the responsibility of the student to complete tasks according to instructions and to seek any consideration if this is not possible.

**Appeals** must be made, in writing, to the Assistant Principal within three school days of the assessment date. This appeal will be examined by a senior assessment committee. This committee's decision will be final.

### **TYPE OF ASSESSMENT TASKS**

There are two types of assessment tasks:

Type 1 – **IN CLASS ASSESSMENT TASK** e.g. tests, exams, in-class essays, practical tasks, administered on a given date.

Type 2 – **HAND IN TASKS** i.e. tasks prepared predominantly out of class and submitted on a given date e.g. essays, research projects, reports.

### **RULES APPLYING TO TYPE 1 – IN CLASS ASSESSMENT TASKS**

Students should not present for an assessment task having already missed classes that day.

If a student is unable to attend classes prior to an assessment task then it will be presumed that the student would not be well enough to perform to the best of their ability in the assessment task if attempted that day. The student should, therefore, obtain a doctor's certificate on that day, and present it to the Assistant Principal as soon as possible.

In general, where an in class task has been missed, students should be prepared to attempt that task (or a substitute) **immediately** on their return to school, which may involve withdrawal from normal lessons in order to complete the task. The student should obtain a doctor's certificate and present it to the Assistant Principal as soon as possible. Students should report to the Assistant Campus Principal **before 8.55a.m.** on the following day. It must not be assumed that estimates or z scores will be used for missed in class assessment tasks.

Failure to comply with the procedures will incur the penalties as detailed in "Percentage Penalties for Missed or Late Tasks" stated previously.

Absence from school or lessons in the **TWO DAYS** prior to an assessment task (or 1 day if due on a Tuesday), must be explained by a doctor's certificate, unless the absence is due to attendance at a school organised or approved activity. The doctor's certificate **MUST** be presented to the Assistant Principal immediately on return to school after the absence. Otherwise the students will incur the penalties as detailed in "Percentage Penalties for Missed or Late Tasks" stated previously.

## **RULES APPLYING TO TYPE 2 – HAND-IN ASSESSMENT TASKS**

Where a student is absent on the day that a hand in task is due to be submitted as an assessment, **arrangements must be made for the material to be delivered to the College** as early as possible that day, but **no later than 8.55a.m.** Delivery of research material in the afternoon by a student who has not attended classes that day would be deemed as unacceptable by the College and will incur the penalties as detailed in “Percentage Penalties for Missed or Late Tasks” stated previously.

Where **accident, illness or misadventure** prevents a hand in task being completed on time, an application for consideration should be submitted on the special form provided in this booklet, on or preferably before, the due date. Copies of these forms are available from the Assistant Principal or the College office. It is mandatory to present a doctor’s certificate if illness is to be the grounds for Special Consideration.

The application form is to be submitted to the Assistant Principal. Extensions of time should not be sought verbally from course teachers.

Students should not assume that such requests will be granted, and should obtain written confirmation of the results of such requests from the Assistant Principal.

Absences from school or lessons in the **two days** prior to the due date of a hand in task, (or 1 day if due on a Tuesday), must be explained by a doctor’s certificate, unless the absence is due to attendance at a school organised or approved activity. The doctor’s certificate **must** be presented to the Assistant Principal immediately on return to school after the absence. Otherwise the students will incur the penalties as detailed in “Penalty Rules Governing Assessment Tasks”.

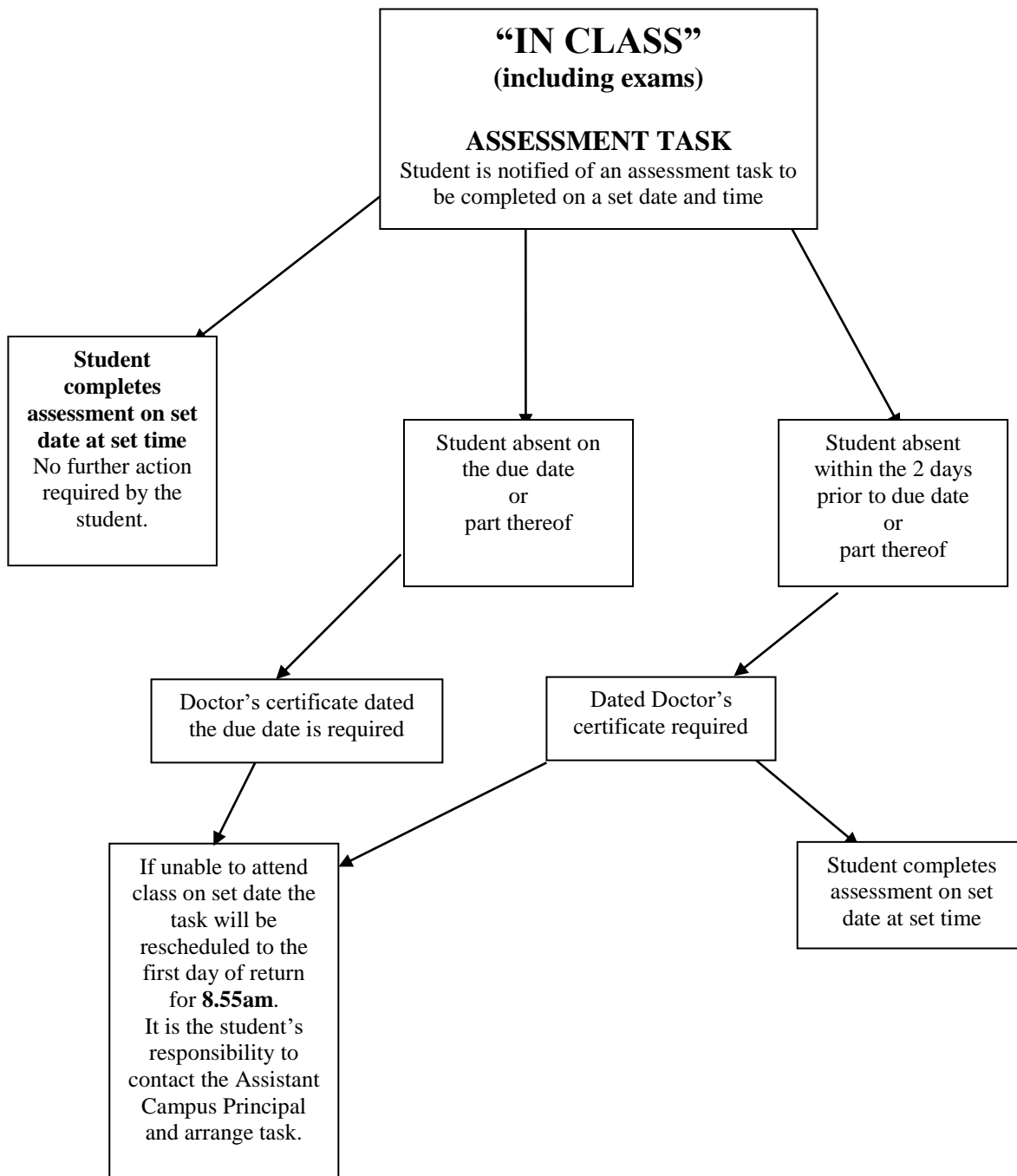
## **ASSESSMENT PERIODS**

Please be aware that assessments not attempted within the allocated assessment periods will, in most circumstances, result in a zero mark for that particular assessment.

## **REVIEW OF ASSESSMENT MARKS**

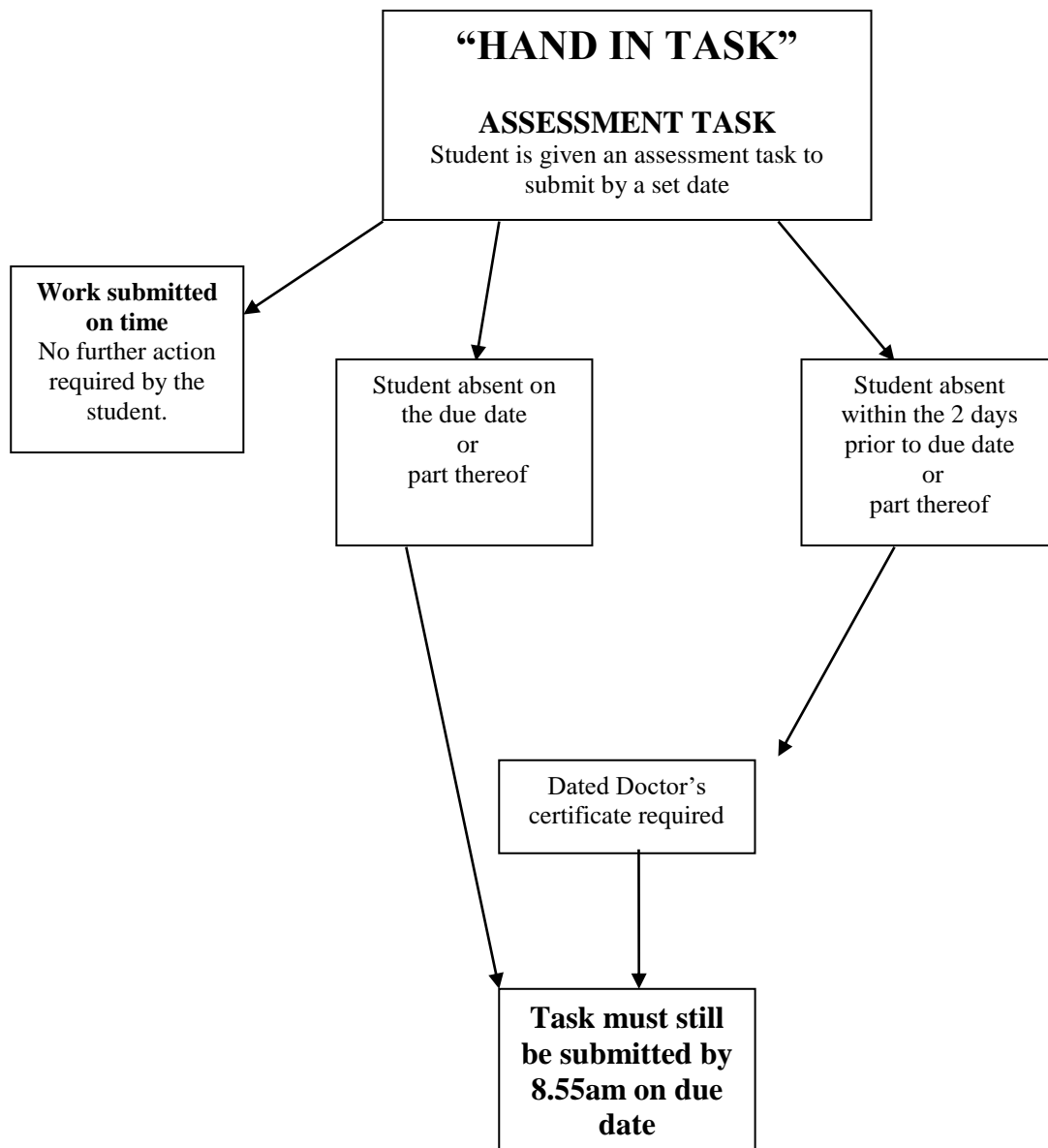
Any request for a review of marks for an individual task should be made in the first instance to the class teacher. Should the student wish to appeal further, the appeal should be made in writing to the relevant Leader of Learning, and if necessary a final appeal may be made in writing to the Senior Assessment Committee by way of the Leader of Curriculum.

# Assessment Guidelines





# Assessment Guidelines



## **SPECIAL CONSIDERATION FOR ILLNESS / ACCIDENT / MISADVENTURE**

Students should not assume that such requests will be granted, and should obtain written confirmation of the results of such requests from the Assistant Principal.

Where grounds for accident / illness / misadventure exists, then the following provisions may apply:

- a) An Extension of Time may be granted.
- b) A 'Substitute Task' (and a time limit) may be given by the teacher.
- c) An 'Estimate' may be given by the teacher, but this will only be used in exceptional circumstances. E.g., Where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate. The teacher may authorise the use of an estimate based on other appropriate evidence.
- d) A "Z" score based on marks gained in previous Assessment Tasks may be calculated by the course teacher. A "z" score would only be used under exceptional circumstances. As a general rule, every effort will be made to have a student complete the original, or a substitute, assessment task.

The final decision as to which of the above alternatives will be adopted will be made by the Assistant Principal in consultation with the Principal.

**FAILURE TO COMPLETE AN ASSESSMENT TASK.** In all other cases where a candidate fails to complete Assessment tasks totalling 50% or more of the final course assessment mark, the Principal must certify that the course has not been studied satisfactorily.

### **FAILURE OF TECHNICAL EQUIPMENT**

Failure of equipment such as computers, printers etc. will NOT be accepted as a reason for failure to submit an Assessment Task. Students are strongly advised to print material on a progressive basis, and retain all rough work relating to a task, so these may be submitted if a failure of equipment occurs. Students should also keep back-up copies of all work in progress in different storage locations/devices. Students are also strongly advised to aim to complete tasks well before the due date, so any problems which may occur can be overcome on time.

**CHANGES TO COLLEGE POLICY.** College policy as detailed in this book may be changed in the light of experience gained, and / or as unforeseen problems arise, or to improve the efficiency of the Assessment system. If this occurs:

- a) Students will be notified in advance.
- b) No student will be penalised / disadvantaged as a result of changes made, in regard to assessment marks / rank gained, up to the time of change.

### **"N" DETERMINATIONS:**

In order for a student to be considered as having satisfactorily completed a Preliminary or HSC course, they must have:

- a) followed the course developed or endorsed by the Board
- 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.

Any student failing to satisfy one or more of the above criteria may be awarded an "N" determination by the school, in which case the NSW Educational Standards Authority will not recognise enrolment in the particular course.

An “N” Determination will only be given after at least 2 warning letters have been issued to the student and parents, and extensive consultation has taken place in an attempt to rectify the situation.

**SENIOR ASSESSMENT COMMITTEE.** A ' Standing Committee' will be established within the College to:

- a) monitor the working of the Assessment System within the College;
- b) make recommendations in regard to students missing examinations;
- c) examine student appeals against penalties etc. and make a determination about such appeals;
- d) deal with any other assessment matters referred to it.

This Committee shall consist of:

- a) Assistant Principal;
- b) Leader of Curriculum;
- c) Leader of Learning.

This Committee will also function as the Senior Assessment Review Panel should the need arise.

### **SPECIAL PROVISIONS FOR EXAMINATIONS**

The school follows the NSW Educational Standards Authority policy for students who require special assistance in completing examinations.

In some cases students may be unable to demonstrate their learning or competency in a given examination due to a medical condition or a learning difficulty. In such cases special provisions may include a reader/writer, a computer, additional time for the examination, small group or separate supervision.

In all cases parents are asked to contact the Assistant Principal directly and early in the year, to request special provisions for their child. A committee will then gather evidence and determine what, if any, provisions will be granted.

Mr Adam Kelly & Mrs Jennifer Campbell  
Assistant Principals

## **WHAT IS PLAGIARISM?**

Plagiarism is the use of another person's work without acknowledgement. Examples include:

- direct duplication, by copying (or allowing to be copied) another's work. This includes copying from a book article, web site, or another student's assignment;
- paraphrasing another person's work with minor changes, but keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new document;
- submitting an assignment that has already been submitted for assessment in another subject;
- presenting an assignment as independent work when it has been produced in whole or part in collusion with other people, e.g. another's student's work;
- the action or practice of plagiarising, the taking and using as one's own the thoughts, writings, or inventions of another;
- a stolen idea, design, passage or work.

### **How can you avoid plagiarism?**

To avoid plagiarism, you must give credit whenever you

- quote from someone's actual spoken or written words
- use another person's ideas, opinions, or theories in an assignment or essay
- make use of pieces of information, such as statistics, graphs, drawings, that are not common knowledge
- paraphrase another person's spoken or written words.

### **How can you avoid unintentional plagiarism?**

- use quotation marks around everything that comes directly from a text or article
- try to summarise ideas and arguments in your own words – don't just rearrange a few words here and there
- check that you have correctly paraphrased and acknowledged the original ideas
- check your summary against the original text.

### **Plan your work**

- plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn't give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline, they are more likely to plagiarise unintentionally or succumb to the temptation to 'cut and paste' information directly from electronic resources.
- learn how to acknowledge your sources of information
- the golden rule – make sure your assignments are referenced correctly.

## **MALPRACTICE AND PLAGIARISM IN TASKS**

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

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

The Leader of Learning and class teacher should determine the extent of malpractice and then consult with the Assistant Principal and the Leader of Curriculum for guidance on each suspected case. If malpractice is proven, a zero mark should be considered for that task. In some circumstances, a substitute task may be administered with significantly different supervision. In the case of plagiarism, non-plagiarised material should be marked. Where the majority of the submitted work is plagiarised then the complete task will be awarded zero marks.

Whichever approach is taken, the penalty should be appropriate to the seriousness of the offence.

## **REFERENCING**

- Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.
- Inaccurate references or, worse still, no references at all can be regarded as plagiarism. All assignments must contain references; an unreferenced assignment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.
- References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.

### **References in the Text of your Essay**

Correct referencing of your work reduces the possibility of accidental plagiarism. Use the bibliography guide to correctly reference your work.

In the author-date (Harvard system), a textual citation generally requires only the name of the author(s) and the year of publication (and specific page(s) if necessary).

This may appear at the end of a sentence, before the full stop.

Alternatively, the author's surname may be integrated into the text, followed by the year of publication in parentheses.

The full reference must be listed at the end of your essay in your bibliography.

### Examples

- It is futile to maintain that the sexes are interchangeable (Moir & Jessel 1991, p.94).
- Moir and Jessel (1991, pp.93-4) have shown that it is futile to maintain that the sexes are interchangeable.

Refer to your Librarian for further information.

## KEY WORDS FOR THE HIGHER SCHOOL CERTIFICATE

To help develop a consistent understanding of some key words in the HSC, the following glossary provides the meaning of these words as they generally apply across subject areas.

Account	Account for: state reasons for, report. Give an account of; narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain / determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes / categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse / evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note / indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely the relevant details
Synthesise	Putting together various elements to make a whole

## **EXAMINATION PREPARATION & RULES**

Know your timetable - no provision is made for extra time if you are late, or miss an exam. Exam timetables will be posted in PC rooms, and will be issued in the College newsletter and emailed to students. (Students will receive individual copies of HSC Examination timetables).

All students should be assembled outside the exam room 5 MINUTES before the scheduled starting time of each exam.

Make sure you have all you require before you enter the exam room. Bags and books are not to be brought into the exam room. Pencil cases need to be transparent. Water bottles are allowed.

All writing paper will be provided.

You will not be allowed to borrow any equipment during the exam.

If you need an explanation for any part of the exam paper, raise your hand and wait for the Supervisor.

You will not be allowed to leave the room or move about within the room once the exam has commenced.

Student ID cards are to be placed at the top right corner of examination table.

You must remain in the exam room for the duration of the exam.

You must keep total silence for the duration of the exam. When you have finished your exam place it face down on the desk and wait for instructions from your teacher or supervisor.

Hand up exam sections according to instructions.

Mobile phones and other electronic devices are not permitted in examination rooms apart from approved calculators.

If there is cheating during the exam, you will receive zero marks for that particular exam. Your parents will be notified immediately and asked to attend the College for discussions regarding any possible further disciplinary action.

If you are unable to attend an exam for any reason, you must notify the school as soon as possible. Documentary evidence is required to explain absence from an exam.



# **PRELIMINARY COURSE ASSESSMENT GRIDS**

**2017**

**Please Note:**

**Specific dates for assessment tasks will be issued at the beginning of each term in the Term Assessment Planner**

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**ANCIENT HISTORY**

Preliminary Syllabus Outcomes which Relate to the Components	Preliminary Syllabus Components	Syllabus Weightings %	Task 1 Case Study	Task 2 Ancient Society 1	Task 3 Ancient Society 2	Task 4 Historical Investigation	TOTAL %
			Date Due Term 1 Week 8	Date Due Term 2 Week 3/4	Date Due Term 3 Week 1	Date Due Term 3 Week 8	
			Task: Extended Response	Task: Exam	Task: Source Analysis	Task: Research Task	
P1.1, P2.1, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.1, P4.2	Knowledge and Understanding of Course Content	40	15	15	5	5	40
	Source-Based Skills	20		5	15		20
	Historical Inquiry and Research	20	5			15	20
	Communication of Historical Understanding in Appropriate Forms	20	5	5	5	5	20
<b>Task Value %</b>			25	25	25	25	100
<b>Syllabus Outcomes Assessed by the Task</b>			P1.1, P2.1, P3.1, P3.2, P3.3, P3.6 P4.1, P4.2	P1.1, P2.1, P3.1, P3.4, P3.5, P3.6, P4.1, P4.2	P1.1, P3.1, P3.2, P3.3, P3.6, P4.1, P4.2	P1.1, P2.1, P3.1, P3.2, P3.5, P3.6, P4.1, P4.2	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**BIOLOGY**

Preliminary Syllabus Outcomes Which relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 1 Week 9/10	Date Due Term 2 Week 3/4	Date Due Term 3 Week 7/8	Date Due Term 3 Exam period	
			Task First hand investigations	Task Mid course test	Task Field Trip Report: Rock Platform	Task End of Preliminary course Exam	
P1 - P16	Knowledge and Understanding	40		15		25	40
	Skills in planning and conducting first-hand investigations. Gathering first-hand data. Processing information from secondary sources	30	10		15	5	30
	Skills in scientific thinking and problem solving. Communicating information and understanding	30	15		10	5	30
<b>Task Value %</b>			25	15	25	35	100
<b>Syllabus Outcomes assessed by the Task</b>			P1, P3, P6, P11, P12, P13, P14	P1, P2, P5, P7, P8, P13, P14	P1, P2, P3, P4, P5, P7, P8, P9, P10, P13, P14, P15	P1 – P15	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**BUSINESS STUDIES**

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTAL %
			Topic 1	Topics 1 & 2	Topic 2	Topic 3	
			Date Due	Date Due	Date Due	Date Due	
			Term 1 Week 9	Term 2 Week 3/4	Term 3 Week 2	Term 3 Week 9/10	
			Task: Stimulus Task	Task: Half Yearly Exam	Task: In Class Task	Task: Research task	
P1 – P10	Knowledge & Understanding	40		20	10	10	40
	Stimulus-Based Skills	20	5	5	5	5	20
	Inquiry & Research	20	5			15	20
	Communication	20	5	5	5	5	20
<b>Task Value %</b>			15	30	20	35	100
<b>Syllabus Outcomes assessed by the Task</b>			P1, P2, P6, P7, P8	P1, P2, P3, P6, P8, P9	P2, P4, P5, P8, P9, P10	P1, P2, P3, P4, P6, P7, P8, P9, P10	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**CHEMISTRY**

Preliminary Syllabus Outcomes Which may relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 1 Week 8	Date Due Term 2 Week 3/4	Date Due Term 3 Week 5/6	Date Due End Term 3 Exam Period	
			Task 1: Skills in scientific thinking, problem solving and first hand investigations)	Task 2: Mid Course Test (covering Topics 8.2 and 8.3)	Task 3: Skills in first-hand investigations; and scientific thinking and problem solving.)	Task 4: End of Preliminary course exam. (All topics, covered)	
P1 – P15	Knowledge and Understanding	40		15		25	40
	Skills in planning and conducting first-hand investigations. Gathering first-hand data. Processing information from secondary sources	30	10		15	5	30
	Skills in scientific thinking and problem solving. Communicating information and understanding	30	15		10	5	30
<b>Task Value %</b>			25	15	25	35	100
<b>Syllabus Outcomes likely to be assessed by the Task</b>			P2, P6, P8, P9, P10, P11, P12, P13, P14, P15	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P2, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**COMMUNITY & FAMILY STUDIES**

Preliminary Syllabus Outcomes Which may relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 1 Week 8	Date Due Term 2 Week 3/4	Date Due Term 3 Week 6	Date Due End Term 3 Exam Period	
			Task 1: Support Services Analysis (HI)	Task 2: Written Research and analysis (IC)	Task 3: Prepared Essay (IC)	Task 4: Final Exam	
	Knowledge, understanding of how the following impact on wellbeing: resource management, positive relationships, range of societal factors and nature of groups, families and communities.	40	5	10	10	15	40
	Skills in: applying management processes to meet the needs of individual, groups, families and communities; planning to take responsible action to promote well-being.	25	5	5	5	10	25
	Knowledge & understanding about research methodology and skills in researching, critical thinking, analysing and communicating	35	10	10	10	5	35
<b>Task Value %</b>			20	25	25	30	100
<b>Syllabus Outcomes likely to be assessed by the Task</b>			P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1	P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.1	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P5.1, P6.1, P6.2	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**DANCE**

Preliminary Syllabus Outcomes Which relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	TOTAL
			Australian Dance History	Safe Dance Practice and Interpretation	Composition	
			<b>Date Due</b> Term 2 Week 3/4	<b>Date Due</b> Term 2 Week 8	<b>Date Due</b> Term 3 Week 9/10	
			<b>Task:</b> Written examination	<b>Task:</b> Performance of dances, journal, oral presentation (HI/IC)	<b>Task:</b> Composition, rationale, oral presentation, journal	
P1.1, P1.2, P1.3, P1.4*, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6*, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7*, P4.1, P4.2, P4.3, P4.4 P4.5* *Values and Attitudes.	Core Performance	40		40		40
	Core Composition	20			20	20
	Core Appreciation	20	20			20
	Core Additional: Performance	10		10		10
	Core Additional: Composition	10			10	10
<b>Task Value %</b>			20	50	30	100
<b>Syllabus Outcomes Assessed by the Task</b>			P1.4, P4.1, P4.3	P1.1, P1.2, P2.2, P2.5	P3.2, P3.4, P3.5, P3.6	

**\*Core Additional: to be allocated by the teacher to suit the specific circumstances/context of the class**

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**DESIGN AND TECHNOLOGY**

Preliminary Syllabus Outcomes which relate to the Components	Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTAL %
			Date Due Term 1 Week 11	Date Due Term 2 Week 3/4	Date Due Term 3 Week 2	Date Due Term 3 Week 8	
			Task: Design Brief 1	Task: Theory Exam	Task: Design Brief 2	Task: Innovation Research Assignment	
P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	Designing & producing	100	25	20	35	20	100
<b>Task Value %</b>			25	20	35	20	100
<b>Syllabus Outcomes assessed by the Task</b>			P1.1,P3.1,P4.1, P4.2, P5.1,P5.2, P5.3 P6.2	P1.1,P4.1,P4.2 P4.3,P5.1, P5.2,P5.3,P6.2	P2.2,P3.1,P4.1, P4.2, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1,P2.1,P2.2 P4.1, P4.3	



**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**DRAMA**

Preliminary Syllabus Outcomes which Relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTAL %
			Studies in Drama 1	Group Performance	Individual Project	Studies in Drama 2	
			Date Due Term 1 Week 10	Date Due Term 2 Week 8	Date Due Term 3 Week 2	Date Due Term 3 Week 9/10	
			Task: Workshop Written	Task: Workshop Written	Task: Workshop Written	Task: Workshop Written	
P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7*, P1.8*, P2.1, P2.2, P2.3, P2.4, P2.5*, P2.6*, P3.1, P3.2, P3.3, P3.4*. *Values and Attitudes.	Making	40			Workshop 15 Written 10	Workshop 15	40
	Performing	30	Workshop 15	Workshop 15			30
	Critically Studying	30	Written 10	Written 10		Written 10	30
<b>Task Value %</b>			25	25	25	25	100
<b>Syllabus Outcomes Assessed by the Task</b>			P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3	P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3	P1.2, P1.4, P1.5, P1.6	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P3.1, P3.2, P3.3	

**Workshop / practical activities are to the value of 60%. Written responses are to the value of 40%.**

**Making 40%, Performing 30%, Critically Studying 30%.**

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**ECONOMICS**

<b>Preliminary Syllabus Outcomes which relate to the Components</b>	<b>Preliminary Syllabus Components</b>	<b>Preliminary Syllabus Weighting %</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>TOTAL %</b>
			<b>Date Due</b>	<b>Date Due</b>	<b>Date Due</b>	<b>Date Due</b>	
			Term 1 Week 10	Term 2 Week 3/4	Term 3 Week 2	Term 3 Week 9/10	
			<b>Task:1</b>	<b>Task:2</b>	<b>Task:3</b>	<b>Task:4</b>	
	Knowledge and understanding of course content	40	5	10	5	20	40
	Stimulus-based skills	20	10	5		5	20
P1 – P12	Inquiry and research	20	5		15		20
	Communication of economic information, ideas and issues in appropriate forms	20	5	5	5	5	20
<b>Task Value %</b>			25	20	25	30	100
<b>Syllabus Outcomes assessed by the Task</b>			P1, P2, P3, P8, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11,	P1, P3, P5, P7, P9, P10, P12	P1, P2, P3, P5, P6, P7, P8, P10, P11,	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**ENGINEERING STUDIES**

Preliminary Syllabus Outcomes which relate to the Components	Syllabus Components	Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTALS %
			Date Due Term 1 Week 7	Date Due Term 2 Week 3/4	Date Due Term 3 Week 7	Date Due Term 3 Week 9/10	
			Task: Exam – Engineering Fundamentals	Task: Half Yearly Exam	Task: Engineering Report – Bio medical	Task: Preliminary Exam	
P1.1 - P6.2	Knowledge and understanding of engineering principles and developments in technology	50	10	15		25	50
	Skills in research, problem solving and communication related to engineering	30	5	5	15	5	30
	Understanding of the scope and role of engineering including management and problem solving.	20	5	5	10		20
<b>Task Value %</b>			20	25	25	30	100
<b>Syllabus Outcomes assessed by the Task</b>			P2.1, P3.2, P4.1 P 4.2, P4.3	P1.2, P 2.1, P3.1, P.3.3,	P1.1, P2.2, P3.2, P4.1, P4.2, P4.3 P5.1, P5.2 P6.1	P1.1, P1.2, P 2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P6.1, P6.2	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**ENGLISH ADVANCED**

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components & Weightings	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTAL %
			AOS	Module A	Module B	AOS	
			Film: <i>Looking For Alibrandi</i>	Shakespearean Drama: <i>Othello</i>	Prose Fiction and Film: <i>Robinson Crusoe and Cast Away</i>	<i>Reading Task</i>  <i>and</i> <i>Composing Task</i>	
			Date due:	Date due:	Date due:	Date due:	
			Term 2 - Wk 2 Term 2 - Wk 3/4	Term 2 Week 9	Term 3 Week 7	Term 3 Week 9/10	
			Task: Non Exam Hand In	Task: Non Exam In Class	Task: Non Exam In Class	Task: Exam In Class	
P1 – P13	Area of Study	50	20			30	50
P1 – P13	Module A	25		25			25
P1 – P13	Module B	25			25		25
<b>Task Value %</b>			20	25	25	30	100
<b>Syllabus Outcomes assessed by the Task</b>			P1, P2, P3, P4, P5, P6, P8, P10, P12, P13	P1, P3, P4, P7, P8	P1, P2, P3, P4, P5, P7, P8, P9, P11, P12, P12A	P1 - P13	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**ENGLISH ADVANCED**

Preliminary Modes to be assessed across the components	Preliminary Syllabus Weightings  %	Task 1 AOS Film: <i>Looking For Alibrandi</i>	Task 2 Module A Shakespearean Drama: <i>Othello</i>	Task 3 Module B Prose Fiction and Film: <i>Robinson Crusoe and Cast Away</i>	Task 4 AOS <i>Reading Task</i> And <i>Composing Task</i>	TOTAL %
		<b>Date due:</b> Term 2 - Wk 2 Term 2 - Wk 3/4	<b>Date due:</b> Term 2 Week 9	<b>Date due:</b> Term 3 Week 7	<b>Date due:</b> Term 3 Week 9/10	
		<b>Task:</b> Non Exam Hand In	<b>Task:</b> Non Exam In Class	<b>Task:</b> Non Exam In Class	<b>Task:</b> Exam In Class	
<b>Listening</b>	15		15			15
<b>Speaking</b>	15	15				15
<b>Reading</b>	25	5		5	15	25
<b>Writing</b>	30		10	5	15	30
<b>Viewing / Representing</b>	15			15		15
<b>Task Value %</b>		20	25	25	30	100
<b>Syllabus Outcomes assessed by the Task</b>		P1, P2, P3, P4, P5, P6, P8, P10, P12, P13	P1, P3, P4, P7, P8	P1, P2, P3, P4, P5, P7, P8, P9, P11, P12, P12A	P1 - P13	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**ENGLISH EXTENSION ONE**

Preliminary Components to be assessed	Weightings  %	Task 1	Task 2	Task 3	TOTAL  %
		<i>Texts, Culture &amp; Values</i> – <i>The Apocalypse in Context</i>	<i>Texts, Culture &amp; Values</i> – <i>The Apocalypse in Context</i>	<i>Texts, Culture &amp; Values</i> – <i>The Apocalypse in Context</i>	
		Date Due	Date Due	Date Due	
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9/10	
		Task 1:	Task 2:	Task 3:	
		In-class critical response	In-class Seminar Presentation	Preliminary Exam	
<b>Knowledge and understanding of complex texts and of how and why they are valued.</b>	25	5	10	10	25 (50%)
<b>Skills in:</b> • <b>complex analysis</b> • <b>sustained composition</b> • <b>independent investigation.</b>	25	5	10	10	25 (50%)
<b>Task Value %</b>		10	20	20	50 (100%)
<b>Syllabus Outcomes assessed by the Task</b>		P1, P2, P3	P1, P2, P3	P1, P2, P3	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**ENGLISH STANDARD**

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components & Weightings	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTAL %
			AOS	Module A	Module B	AOS	
			Film: <i>Looking For Alibrandi</i>	Poetry: <i>Mark O'Connor</i>	Prose Fiction: <i>Raw</i>	<i>Reading Task</i>  <i>And</i> <i>Composing Task</i>	
			<b>Date due:</b> Term 2 - Wk 2 Term 2 - Wk 3/4	<b>Date due:</b> Term 2 Week 9	<b>Date due:</b> Term 3 Week 7	<b>Date due:</b> Term 3 Week 9/10	
			<b>Task:</b> Non Exam Hand In	<b>Task:</b> Non Exam In Class	<b>Task:</b> Non Exam In Class	<b>Task:</b> Exam In Class	
P1 – P13	<b>Area of Study</b>	50	20			30	50
P1 – P13	<b>Module A</b>	25		25			25
P1 – P13	<b>Module B</b>	25			25		25
<b>Task Value %</b>			20	25	25	30	100
<b>Syllabus Outcomes assessed by the Task</b>			P1, P2, P3, P4, P5, P6, P7, P8, P10, P12, P13	P1, P2, P3, P4, P5, P8, P9	P1, P6, P7, P8, P9, P10, P11, P12	P1 - P13	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**ENGLISH STANDARD**

Preliminary Modes to be assessed across the components	Preliminary Weightings %	Task 1 AOS Film: <i>Looking For Alibrandi</i>	Task 2 Module A Poetry: <i>Mark O'Connor</i>	Task 3 Module B Prose Fiction: <i>Raw</i>	Task 4 AOS <i>Reading Task And Composing Task</i>	TOTAL %
		Date due: Term 2 - Wk 2 Term 2 - Wk 3/4	Date due: Term 2 Week 10	Date due: Term 3 Week 7	Date due: Term 3 Week 9/10	
		Task: Non Exam Hand In	Task: Non Exam In Class	Task: Non Exam In Class	Task: Exam In Class	
<b>Listening</b>	15		15			15
<b>Speaking</b>	15	15				15
<b>Reading</b>	25	5		5	15	25
<b>Writing</b>	30		10	5	15	30
<b>Viewing / Representing</b>	15			15		15
<b>Task Value %</b>		20	25	25	30	100
<b>Syllabus Outcomes assessed by the Task</b>		P1, P2, P3, P4, P5, P6, P7, P8, P10, P12, P13	P1, P2, P3, P4, P5, P8, P9	P1, P6, P7, P8, P9, P10, P11, P12	P1 - P13	



**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**FRENCH**

Syllabus Outcomes Which relate to the Components	Syllabus Components	Syllabus Weightings  %	Task 1	Task 2	Task 3	Task 4	Total  %
			Date Due Term 1 Week 9	Date Due Term 2 Week 6	Date Due Term 3 Week 7	Date Due Term 3 Week 9/10	
			Task 1: Reading and Responding	Task 2: Listening and Responding	Task 4: Speaking	Task 5: Exam	
P1.1 – P4.3	Reading and Responding	40%	15%			25%	40%
	Writing in Language	15%				15%	15%
	Listening and Responding	25%		15%		10%	25%
	Speaking	20%			20%		20%
	15%	20%	15%	15%	20%	50%	100%
<b>Task Value %</b>			P1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	P3.1, 3.2, 3.3, 3.4, 3.5, 3.6	P1.1, 1.2, 1.3, 1.4, 4.1	P1.1 – P4.3	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**GEOGRAPHY**

Preliminary Syllabus Outcomes Which relate To the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 1 Week 10	Date Due Term 2 Week 3/4	Date Due Term 3 Week 3	Date Due Term 3 Week 9/10	
			Task 1: Geographical Inquiry	Task 2: Mid Year Exam	Task 3: Senior Geography Project	Task 4: Final Exam	
P1 - P11	Knowledge and understanding of course content	40		10	10	20	40
	Geographical tools and skills	20	5	5	5	5	20
	Geographical inquiry and research, including fieldwork	20	10		10		20
	Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5	5	20
<b>Task Value %</b>			20	20	30	30	100
<b>Syllabus Outcomes assessed by the Task</b>			P1, P2, P3, P6, P7, P8, P9, P10, P11, P12	P2, P4, P10, P12	P1, P6, P7, P9, P10, P11, P12	P2, P3, P4, P5, P7, P8, P10, P12,	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**SIT20312 CERTIFICATE II IN KITCHEN OPERATIONS (HOSPITALITY)**

Preliminary Units of Competency	Task 1	Task 2	Task 3	TOTALS
	Date due: Term 1	Date due: Term 2	Date due: Term 3	
	Task – Test	Task – Half Yearly Exam	Task – Final Prelim Exam	
Core Units SITXFSA001 SITXINV002	20			20
Core Units SITHCCC001 SITXFSA001 SITHCCC002 SITXINV002		40		40
Core Units SITHCCC001 SITXFSA001 SITHCCC002 SITXINV002			40	40
<b>TOTALS %</b>	20	40	40	100

**Competence based assessment** – students in this course work to develop competencies, skills and knowledge described by each unit. Students will be progressively assessed as “competent” or “not yet competent” in individual units of competency.

**Work Placement** – minimum mandatory requirement is 70 hours of industry work placement.

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS AND FURNITURE INDUSTRIES**

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	TOTAL %
			Date Due Term 2 Week 3/4	Date Due Term 3 Week 2	Date Due Term 3 Week 8	
			Task: Mid Year Exam	Task: Industry Study	Task: Practical Project 2	
P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P4.4, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry.	40	10	20	10	40
	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects.	60	10		50	60
<b>Task Value %</b>			20	20	60	100
<b>Syllabus Outcomes assessed by the Task</b>			P1.2, P2.1, P4.3, P5.1 P6.1, P6.2	P1.1, P1.2 P5.1, P6.1 P6.2, 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	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**LEGAL STUDIES**

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTAL %
			The Legal System	The Legal System & The Individual and The Law	The Individual and The Law & Law in Practice	All Topics	
			Date Due	Date Due	Date Due	Date Due	
			Term 1 Week 9	Term 2 Week 3/4	Term 2 Week 9	Term 3 Week 9/10	
			Task:	Task:	Task:	Task:	
			Hand in Research	Half Yearly Exam	Research – in class	Final Exam	
P1 – P10	Knowledge & Understanding	60	5	20	10	25	60
	Research	20	5		15		20
	Communication	20	5	5	5	5	20
<b>Task Value %</b>			15	25	30	30	100
<b>Syllabus Outcomes assessed by the Task</b>			P1, P2, P4, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P5, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**MATHEMATICS GENERAL 2**

Preliminary Syllabus outcomes which relate to the Components	Preliminary Syllabus Components	Preliminary Component Weightings %	Task 1	Task 2	Task 3	Task 4	TOTAL %
			Date Due Term 1 Week 7	Date Due Term 2 Week 3/4	Date Due Term 3 Week 2	Date Due Term 3 Week 9/10	
			<u>Test:</u> Algebra I Probability	<u>Exam:</u> Mid Year All topics covered to date	<u>Test:</u> Algebra II Finance II	<u>Open Book Test:</u> Final Preliminary Exam	
MGP1 – MGP10	Concepts, Skills & Techniques	50	7.5	12.5	10	20	50
	Reasoning & Communication	50	7.5	12.5	10	20	50
<b>Task Value %</b>			15	25	20	40	100
<b>Syllabus Outcomes assessed by the task</b>			MGP1, 2, 3, 8, 10	MGP 1 – 10	MGP 1, 2, 3, 6, 9, 10	MGP 1 – 10	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**MATHEMATICS**

Preliminary Syllabus outcomes which relate to the Components	Preliminary Syllabus Components	Preliminary Component Weightings  %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 1 Week 8	Date Due Term 2 Week 3/4	Date Due Term 3 Week 3	Date Due Term 3 Week 9/10	
			Test:  Basic Arithmetic & Algebra.	Mid Year Exam	Open Book Test: -Linear Functions -Functions & Graphs -Tangent to a Curve and Differentiation	Test:  Final Preliminary Exam	
P1 - P8	Concepts, Skills & Techniques	50	7.5	10	12.5	20	50
	Reasoning & Communication	50	7.5	10	12.5	20	50
<b>Task Value %</b>			15	20	25	40	100
<b>Syllabus Outcomes assessed by the task</b>			P2, P3, P4	P2, P3, P4, P5	P2, P4, P6, P7, P8	P2, P3, P4, P5, P6, P7, P8	

**PRELIMINARY COURSE ASSESSMENT GRID**

**2017**

**MATHEMATICS EXTENSION 1**

Preliminary Syllabus outcomes which relate to the Components	Preliminary Syllabus Components	Preliminary Component Weighting  %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 1 Week 7	Date Due Term 2 Week 3/4	Date Due Term 3 Week 3	Date Due Term 3 Week 9/10	
			<u>Test:</u> Basic Arithmetic & Algebra.	<u>Exam:</u> Mid Year	<u>Test:</u> Parabola / Quadratic Polynomial Locus Problems Permutations & Combinations	<u>Test:</u> Final Preliminary Exam	
P2 – P8	Concepts & Techniques	50	7.5	12.5	10	20	50
PE1 - PE6	Reasoning & Communication	50	7.5	12.5	10	20	50
<b>Task Value %</b>			15	25	20	40	100
<b>Syllabus Outcomes assessed by the task</b>			P2, P3, P4, PE2, PE3	P2, P3, P4, P5, PE2, PE3	PE2, PE3, PE4, PE6	PE2, PE3, PE4, PE5, PE6	



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**MODERN HISTORY**

Preliminary Syllabus Outcomes which Relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings  %	Task 1 Case Study 1	Task 2 Case Study 2	Task 3 Historical Investigation	Task 4 Core Study	TOTAL  %
			Date Due Term 1 Week 7	Date Due Term 2 Week 3/4	Date Due Term 2 Week 9	Date Due Term 3 Week 8	
			Task: Extended Response	Task: Oral Presentation	Task: Research Task	Task: Source Analysis	
P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P3.4, P3.5, P4.1, P4.2.	Knowledge and Understanding of Course Content	40	20	15		5	40
	Source-Based Skills	20				20	20
	Historical Inquiry and Research	20			20		20
	Communication of Historical Understanding in Appropriate Forms	20	5	10		5	20
<b>Task Value %</b>			25	25	20	30	100
<b>Syllabus Outcomes Assessed by the Task</b>			P1.1, P1.2, P2.1, P3.4, P4.1, P4.2.	P1.1, P1.2, P2.1, P3.4, P4.1, P4.2.	P1.1, P3.1, P3.2, P3.4, P3.5, 4.2	P1.1, P2.1, P3.3, P3.4, P4.1, P4.2.	

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**MUSIC 1**

Preliminary Syllabus Outcomes	Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4	Task 5	TOTAL %
			Term 1 Week 11	Term 2 Week 3/4 Half-Yearly Exam	Term 2 Week 11	Term 3 Week 8	Term 3 Week 9/10 Yearly Exam	
P1, P2, P3, P5 P7, P8, P9, P10, P11.	Performance Core	25%	Part A Solo Performance (Methods of Notation) 15%		Part A Ensemble Performance (Jazz) 10%			25%
P3, P4, P5, P7, P8, P10, P11.	Composition Core	25%			Part B Improvisation (Jazz) 10%	Part A Composition (Film music) 15%		25%
P2, P4, P5, P6, P8, P10, P11.	Musicology Core	25%	Part B Case Study (Methods of Notation) 10%			Part B Viva Voce (Film Music) 15%		25%
P4, P6, P8, P10, P11.	Aural Core	25%		Aural Skills Written Exam 10%			Aural Skills Written Exam 15%	25%
<b>Task Value %</b>			25%	10%	20%	30%	15%	100%
<b>Syllabus Outcomes assessed by the Task</b>			P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11	P4, P6, P8, P10, P11	P1, P2, P3, P4, P5, P7, P8, P9, P10, P11	P2, P3, P4, P5, P6, P7, P8, P10, P11	P4, P6, P8, P10, P11	

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**2017**

**PDHPE**

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	TOTAL %
			Date Due Term 1 Week 7	Date Due Term 2 Week 3/4	Date Due Term 3 Week 9/10	
			Task 1: Core 1 Health Profile	Task 2: Core 1 / Fitness Choices Half Yearly Exam	Task 3: Core 2 / First Aid Movement Analysis / Athlete case study	
P1 - P17	Knowledge and understanding of: <ul style="list-style-type: none"> <li>factors that affect health</li> <li>The way the body works</li> </ul>	40	5	15	20	40
	Skills in: <ul style="list-style-type: none"> <li>Influencing personal and community health</li> <li>Taking action to improve participation and performance in physical activity</li> </ul>	30	5	10	15	30
	Skills in: critical thinking, research and analysis	30	15	10	5	30
<b>Task Value %</b>			25	35	40	100
<b>Syllabus Outcomes assessed by the Task</b>			P1, P2, P3, P4, P6	P1, P2, P3, P4,P5, P6, P10, P15, P16	P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	

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**PHYSICS**

Preliminary Syllabus Outcomes Which relate To the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 1 Week 9/10	Date Due Term 2 Week 3/4	Date Due Term 3 Week 5/6	Date Due Term 3 Week 9/10	
			Task 1: Skills in gathering, processing, analysing and presenting information	Task 2: Mid-course test	Task 3: Skills in gathering, processing, analysing and presenting information	Task 4: Final Preliminary exam	
P1 - P14	Knowledge and Understanding	40		15		25	40
	Skills in planning and conducting first-hand investigations. Gathering first-hand data. Processing information from secondary sources	30	15		10	5	30
	Skills in scientific thinking and problem solving. Communicating information and understanding	30	10		15	5	30
<b>Task Value %</b>			25	15	25	35	100
<b>Syllabus Outcomes assessed by the Task</b>			P12, P13, P14	P1, P2, P3, P4, P5, P6, P7	P12, P13, P14, P15	P1 - 14	

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**SENIOR SCIENCE**

Preliminary Syllabus Outcomes Which relate To the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings  %	Task 1	Task 2	Task 3	Task 4	Total %
			Date Due Term 1 Week 9	Date Due Term 2 Week 3/4	Date Due Term 3 Week 7	Date Due Term 3 Week 9/10	
			Task 1: First Hand Investigation (Skills in scientific thinking and problem solving)	Task 2: Mid-course exam	Task 3: First Hand Investigation (Skills in planning and conducting first hand investigations.)	Task 4: End of Preliminary course exam	
P1 - P15	Knowledge and Understanding	40		15		25	40
	Skills in planning and conducting first-hand investigations. Gathering first-hand data. Processing information from secondary sources	30	10		15	5	30
	Skills in scientific thinking and problem solving. Communicating information and understanding	30	15		10	5	30
<b>Task Value %</b>			25	15	25	35	100
<b>Syllabus Outcomes assessed by the Task</b>			P2, P8, P11, P12,	P1, P4, P5, P6, P7, P9	P2, P13, P14,	P1, P3, P4, P5, P7, P9, P10, P11, P15	

**PRELIMINARY COURSE ASSESSMENT GRID**  
**2017**

**STUDIES OF RELIGION 1 UNIT**

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings	Task 1	Task 2	Task 3	TOTALS
			Nature of Religion and Beliefs	Religious Tradition Studies Islam	Religious Tradition Studies Christianity	
			Date Due	Date Due	Date Due	
			Term 1 Week 11	Term 2 Week 10	Term 3 Week 9/10	
			Task:	Task:	Task:	
			Stimulus Response	Research Task	Exam	
P1 - 9	Knowledge and Understanding	20 (40%)	5	5	10	20 (40%)
	Source-based skills	10 (20%)	5		5	10 (20%)
	Investigation and research	10 (20%)		10		10 (20%)
	Communication of ideas of information and ideas and issues in appropriate forms	10 (20%)		5	5	10 (20%)
<b>Task Value %</b>			10	20	20	50 (100%)
<b>Syllabus Outcomes assessed by the Task</b>			P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P3, P4, P5, P6, P7, P8, P9	

**PRELIMINARY COURSE ASSESSMENT GRID**  
**2017**

**STUDIES OF RELIGION 2 UNIT**

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1 Nature of Religion and Beliefs	Task 2 Judaism	Task 3 Islam	Task 4 End of Preliminary Exam. all topics	TOTAL %
			Date Due Term 1 Week 6	Date Due Term 2 Week 3	Date Due Term 3 Week 1	Date Due: Term 3 Week 9/10	
			Task Stimulus Response	Task Research Task	Task Prepared Task	Task Exam	
P1 - P9	Knowledge and Understanding	40	5	10	10	15	40
	Source based skills	20	10			10	20
	Investigation and research	20		5	5	10	20
	Communication of information and ideas and issues in appropriate forms	20		5	5	10	20
<b>Task Value %</b>			15	20	20	45	100
<b>Syllabus Outcomes assessed by the Task</b>			P1, P2, P6, P8	P3,P4, P5, P6, P7, P8, P9	P3,P4, P5, P6, P7, P8, P9	P1, P2, P6, P7, P8, P9	

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**TEXTILES & DESIGN**

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTAL %
			Date Due Term 2 Week 2	Date Due Term 2 Week 3/4	Date Due Term 3 Week 8	Date Due Term 3 Week 9/10	
			Task: Textile Project and folio (1) Design	Task: Half Yearly Exam	Task: Textile Project and folio (2) Properties and Performances	Task: Yearly Exam	
P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P5.1, P5.2, P6.1	Knowledge and understanding of textiles and the textiles industry	50		20		30	50
	Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	50	25		25		50
<b>Task Value %</b>		100	25	20	25	30	100
<b>Syllabus Outcomes assessed by the task</b>			P1.1, P1.2, P4.1, P5.1, P5.2, P6.1	P1.1, P1.2, P3.1, P3.2	P2.1 P2.2 P2.3, P3.1, P3.2, P4.1	P1.1 P1.2 P3.1 P3.2 P4.1 P5.1 P 5.2, P6.1	



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**VISUAL ARTS**

Preliminary Syllabus Outcomes which relate to the Components	Preliminary Syllabus Components	Preliminary Syllabus Weightings %	Task 1	Task 2	Task 3	TOTAL %
			Date Due Term 2 Week 2	Date Due Term 3 Week 4	Date Due Term 3 Week 9/10	
			Task: Vanitas work - Artmaking	Task: Social & Political Art - Artmaking	Task: Exam	
P1 - P10	Art Making	50	25	25		50
	Art Historical & Critical	50			50	50
<b>Task Value %</b>			25	25	50	100
<b>Syllabus Outcomes assessed by the Task</b>			P1, P3, P4, P5, P6	P1, P2, P4, P5, P6	P7, P8, P9, P10	