



**Marist College North Shore**

# **ASSESSMENT PROGRAMME**

**2012**

**PRELIMINARY YEAR  
(YEAR 11)**

# Marist College North Shore



Founded 1888

## PRELIMINARY YEAR ASSESSMENT TASK SCHEDULE 2012

Term 1				
Week	Subject	Task	Date	Period
5				
6	Hospitality	Written task	6/3	8.15-8.35
	Mathematics	Class Test	9/3	P3 + 4
7	Mathematics Ext 1	Class Test	12/3	P1
	General Maths	Class Test	12/3	P4 + 6
	Modern History	Research Essay – Hand in task	12//3	P2 +5
	Physics	In class Examination	13/3	P3+ 4
	Economics	Stimulus Response – Hand in task	14/3	8.15-8.35
	Catholic Studies	Orals – in class	All week	
	Industrial Technology	Practical	Start 14/3	
8	IPT	Research and Portfolio – Hand in task	20/3	8.15-8.35
	Drama	Group Performance and Essay	20/3	8.15-8.35
	Business Studies	Media File and Research task – Hand in	20/3	8.15-8.35
	Music	Composition	21/3	8.15-8.35
	Visual Arts	Body of Work and Case Studies	23/3	8.15-8.35 + p2
	Physics	In class test	23/3	P1 + 2
9	Ancient History	Research Task – Hand in task	26/3	P1 + 2
	English Advanced	Speeches – in class (Ongoing Weeks 9 + 10 )	26/3 +	Starting P2
	English Standard	Speeches – in class (Ongoing Weeks 9 + 10)	26/3 +	Starting P2
	Hospitality	Practical and Written Exams	Start 26/3	
	SLR	Coaching Lab (in class)	27/3	P6
	Chemistry	Research Task	27/3	8.15-8.35
	Construction	Work Cover and Cement Float	27/3	
	Industrial Technology	Folio	27/3	8.15-8.35
	Studies of Religion 2	In class task – religions of Ancient Origins	28/3	P3
10	English Advanced	Speeches – in class (Ongoing Weeks 8 + 9)	2/4	
	English Standard	Speeches – in class (Ongoing Weeks 8 + 9)	2/4	
	Biology	Fieldwork/Report	2/4	8.15-8.35
	PDHPE	Research Task – Core 1	2/4	8.15– 8.35
	Legal Studies	Topic Test	6/4	P3

Term 2				
Week	Subject	Task	Date	Period
2	Design and Technology	Design Fundamentals – hand in task	1/5	8.15-8.35
3	Geography	Field Trip Report Due	9/5	8.15-8.35
	English Ext 1	Hand in task	10/5	8.15-8.35
	Modern History	Examination	7/5	P5 + 6
	Mathematics	Examination	9/5	P2 + 3
	Mathematics Ext 1	Examination	11/5	P3
4				
	Ancient History	Examination	15/5	P3+4
	Studies of Religion 2	Oral Presentation and written report	All week	
	Studies of Religion 1	Oral Presentation and written report	All week	
	Business Studies	Stimulus Task	14/5	P1
	Maths General	Exam	18/5	P4 + 6
	PDHPE	In class Exam	18/5	P1 + 2
	Physics	Practical	18/5	
Hospitality work placement (19 students)				
5	Economics	Stimulus Response in class	21/5	P2
	IPT	In class examination	21/5	
	Physics	Practical	22/5	P1 + 2
	Industrial Technology	Project and Folio	23/5	8.15-8.35
	Maths General	Exam	25/5	P4 + 6
	Hospitality	Work Placement Journal/Diary	25/5	8.15-8.35
6	Chemistry	In class Examination	28/5	
	Construction Work Placement ( 10+ students)			
7	SLR	Resistance Training programme – Hand in task	5/6	8.15-8.35
	Construction	Work Placement Journal / Diary	4/6	8.15-8.35
	Design and Technology	Research Task – Hand in	6/6	8.15-8.35
8	English Standard	Writing task (Pre-prepared)	13/6	P6
	English Advanced	Writing task (Pre-prepared)	13/6	P6
	Physics	Research Task – hand in	12/6	8.15-8.35
	Biology	Practical (BIO2)	15/6	P1+2
	Modern History	Source Analysis – Hand in Task	15/6	P2 + 5
9	Music	Composition	19/6	8.15-8.35

	Legal Studies	Research Task – Hand in	20/6	8.15-8.35
	Visual Arts	Case Studies	20/6	8.15-8.35
	Biology	Practical (BIO1)	28/6	P5 + 6
	Geography	Class Test	19/6	P3
	Construction	Tool Box	18/6	8.15-8.35
	Industrial Technology	Report		8.15-8.35
10	Drama	Play Building – Performance and Log Book	26/6	8.15-8.35
	Catholic Studies	Hand in task	26/6	8.15-8.35
	Studies of Religion 2	Research paper – Islam	26/6	8.15-8.35
	English Ext 1	Hand in task (Critique and Composition)	27/6	8.15-8.35

Term 3				
Week	Subject	Task	Date	Period
1	Economics	Oral Task – Group assessment	16/7	Ongoing
	Maths General	Class Test	20/7	P4 + 5
2	Chemistry	Practical	23/7	
	Studies of Religion 1	Research and hand in task – Judaism	24/7	8.15-8.35
	Studies of Religion 2	Research and hand in task – Islam	24/7	8.15-8.35
	Mathematics Ext 1	Class Test	24/7	P3
	Mathematics	Class Test	25/7	P1 +2
3	<b>MINISTRY WEEK</b>			
4	Economics	Research Task (Individual)	8/8	8.15-8.35
5				
	Legal Studies	Oral and Written Task	13/8	8.15-8.35
	Geography	Senior Geography Project - Final Hand in	14/8	8.15-8.35
	PDHPE	Lab Report – Core 2 and First Aid – hand in	14/8	8.15-8.35
	Business Studies	Oral Presentation	15/8	Ongoing
6	Biology	Research Task – Hand in task	20/8	8.15-8.35
7				
	Visual Arts	Body of Work	27/8	P6
	Modern History	Source Analysis – Hand in task	27/8	P2 + 5
	Ancient History	Source Analysis – Hand in Task	27/8	P1 + 2
	Music	Performance and Viva Voce	27/8	P5 + 6
	IPT	Practical and Portfolio	27/8	
	SLR	Research assignment – hand in task	28/8	8.15-8.35
	Design and Technology	Hand in task	29/8	8.15-8.35
	Drama	Course Production – Performance and Log Book	30/8	8.15-8.35
8	Industrial Technology	Major Project and Folio	3/9	8.15-8.35
	English Standard	Hand in task (Viewing/Representing)	5/9	8.15-8.35
	English Advanced	Hand in task(Oral/Podcast)	5/9	8.15-8.35
	English Ext 1	Hand in task	5/9	8.15-8.35
	Business Studies	Business Plan – Hand in	8/9	8.15-8.35
9	<b>ASSESSMENT BLOCK</b>			
10				

## SECTION ONE

### HIGHER SCHOOL CERTIFICATE – PRELIMINARY YEAR (YEAR 11) ASSESSMENT POLICY

The following policy relates to Assessment Tasks in all HSC courses conducted at Marist College North Shore.

Formal Assessment Task results contribute to the overall mark achieved by a student and subsequently contribute to his school-based Assessment Mark submitted for the HSC.

#### **SATISFACTORY COMPLETION OF A COURSE**

*“To have satisfactorily completed a course, students will have -*

- *followed the course;*
- *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- *achieved some or all of the course outcomes.”* [ACE 11.4]

**ATTENDANCE** → At Marist College North Shore, 85% attendance is considered a minimum.

- a) Exceptional cases involving less than 85% attendance need to be **approved by the Headmaster**.
- b) In particular, any extended overseas leave requires the **approval of the Headmaster two weeks prior** to the student commencing their leave.
- c) There are to be no unexplained absences.
- d) Attendance deemed unsatisfactory will proceed to Review Process.

**PARTICIPATION** → A GENUINE ATTEMPT must be made concerning the learning and teaching activities of a course.

- a) Participating in a course involves completing assignments, homework and set tasks.
- b) It is up to the teacher’s professional judgment to determine what constitutes genuine participation.
- c) Those deemed unsatisfactory will be referred to the Review Process.

**COMPLETION** → A student must make A GENUINE ATTEMPT at all Assessment Tasks in each course in which he is entered.

#### **OF ASSESSMENT**

## TASKS

- a) Any student who fails to complete Assessment Tasks worth in excess of 50 percent of the available marks will be issued with an official Board of Studies (BOS) “N” (Non-Completion) notice, which will disqualify him from this particular course.
- b) This may in turn disqualify him from receiving the HSC and possibly an ATAR.
- c) Warnings are sent to parents in writing if this eventuality appears likely.

## UNSATISFACTORY COMPLETION OF A COURSE

**STEP 1**      **→**      **NOTIFICATION** Parents will be notified by letter when students are reviewed for their performance in a course. This formal WARNING is called an ‘**N-Warning**’.

- The appropriate Studies Coordinator / Head of Department, Senior Academic Advisor and Director of Teaching and Learning are responsible for notifying parents at all stages of a review of a student’s performance in a course.

**STEP 2**      **→**      Students are given OPPORTUNITY TO RECTIFY THEIR SITUATION.

- ATTENDANCE may involve students being placed on an attendance contract to meet requirements.
- PARTICIPATION may involve students being placed on a CLASS contract to meet requirements.
- COMPLETION OF ASSESSMENT requires students to complete the assessment task within a two week period.

**STEP 3**      **→**      **SECOND N-WARNING LETTER SENT** - Students are given a **second** opportunity to rectify their situation.

**STEP 4**      **→**      **UNSATISFACTORY DETERMINATION (N-AWARD)** An unsatisfactory result in a course will be determined by the Headmaster, in conjunction with the Director of Teaching and Learning.

- This will occur after an Assessment Appeals Process has been completed.
- The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results.

## SCHEDULE OF TASKS

**STEP 1** → **NOTIFICATION OF TASKS** - The Schedule of Tasks (Section 2) indicates specific dates scheduled from Term 1 2012 to Term 3, 2012.

- For hand-in assessment tasks, written notice will also be given outlining details and marking criteria at least two weeks prior to the task date. Teachers should use their professional judgement to ensure students have adequate time to prepare for each task.
- For in-class tasks and examinations, written notice may be given outlining details prior to the task date; however, students should use the schedule of tasks for task dates, weightings and outcomes assessed.
- Notification of change will be given in writing at least two weeks prior to the task date.

**STEP 2** → **WRITE IN STUDENT DIARY AND FAMILY CALENDAR** - It is the student's responsibility to know and understand the expectations, tasks and timing for each of their courses.

## REPORTING AND TASK FEEDBACK

All students will receive meaningful feedback on their performance in each Assessment Task.

**TIMING** → Feedback will normally be provided as a raw mark, and/or ranked position within the course cohort.

- ✓ If it is a major task and undertaken by a large group, feedback will normally be within **10 school days**.

**NATURE** → The College will provide each student with formal details of his **ranked position** within this school's candidature for each course, as part of his final HSC report.

- ✓ Board of Studies regulations prohibit the College from providing a raw aggregate of marks scored in any course or subject.

**APPEAL** → Appeals against the ranking may be made within **three school days** of receiving it and should be directed through the **Director of Teaching and Learning**. **SEE APPEALS PROCESS**

- ✓ The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them.

## Submission of Tasks

- ELECTRONIC** → ALL RESEARCH TASKS for Year 11 must be ELECTRONICALLY submitted by 8.15am on the due date or handed in as a HARD COPY at the La Valla Hall between 8.15-8.35am.
- ALL students are to submit tasks ON TIME regardless of illness on the day.
  - Teachers will inform students how the task is to be submitted.
  - Tasks will be time stamped with the student's name when submitted electronically.
  - Storage devices e.g. USB, cannot be submitted for a task.
  - COMPUTER MALFUNCTION cannot be used as a reason for submitting a task late.
  - To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.
- GROUP WORK** → The EXPECTATIONS of the TASK will be made clear in WRITING relating to what is required of each individual within that group, as distinct from what is expected of the group as a whole.
- The group work may require each student to submit his own report. In this case, the task may be based on shared research and analysis. However, the final presentation will be the work of each individual student.
  - Where a group submission is to be made, the teacher will generally award the group mark to each individual student. However, where there is evidence to support the suggestion that there has been an inequitable distribution of work, or a group member has failed to make satisfactory contribution to the group presentation, the teacher has the right to vary the marks in order to reflect this.
  - Normally a logbook or other electronic means of tracking student contribution is a co-requisite of such tasks.
- LATE SUBMISSION** → Students who are late submitting a task on the due date. **MUST** submit the task the very next day they attend school to their Class Teacher or the appropriate Studies Coordinator/Head of Department **even if there is NO scheduled lesson on that day.**
- EXTENSIONS** → Under EXCEPTIONAL CIRCUMSTANCES the Director of Teaching and Learning may grant an extension.
- In this case, parents should contact the Director of Teaching and Learning, either in writing or by telephone, to request an extension.
  - Medical or other documentation supporting the request may be required.
  - Extensions may only be requested with a minimum of **THREE DAYS PRIOR** to the due date of the submitted task.

***The College accepts no responsibility for a student's work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.***

# PROCEDURES FOR STUDENT ABSENCE FROM AN ASSESSMENT TASK

## UNFORESEEABLE ABSENCE

**NOTE:** ALL RESEARCH TASKS for Year 12 must be ELECTRONICALLY submitted by 8.15am on the day the task is due, or handed in as a hard copy between 8.15 – 8.35am at the La Valla Hall unless otherwise stated by the Subject Coordinator. ***This means ALL students are to submit assignments On TIME regardless of illness on the day.***

**STEP 1** → **NOTIFY** the Director of Teaching and Learning personally before 8.30am on the morning of the task or task due-by date. (Tel: 9957 5000)

**STEP 2** → **OBTAIN** documentation

- Illness – a Doctor's Medical Certificate will be required covering the absence.
- Funeral – a detailed letter from home prior to the assessment task.

Other documentation such as police reports in the case of accidents, hospital documents for family illness or other equivalent professional (objective) documents may be considered. Letters from family members or friends are rarely acceptable.

**STEP 3** → **SUBMIT** documentation to Director of Teaching and Learning. This must be done before the commencement of the student's first period on the day of his return to the College.

A student must:

- Complete all details on the absence form.
- Attach documentation to the form and submit it to the Director of Teaching and Learning.

***Documentation provided must cover all days absent from the College up to and including the task date OR from the task date until the day before returning to College. Undocumented absence beyond this/these dates may result in a zero determination.***

## WHEN IS A DOCTOR'S CERTIFICATE REQUIRED?

A Doctor's Certificate is required if a student is absent:

- the week before the Assessment Block
- the day before an assessment task is due.
- for College Events such as Opening Mass, Swimming Carnival etc
- the last day of Term.

### FORESEEABLE ABSENCE - LEAVE

A student requiring Leave must obtain written permission from the Headmaster before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

**STEP 1** → **OBTAIN** approval from the Headmaster.

- Parent/Guardian to write letter to the Headmaster requesting leave **at least two weeks prior to the leave.**
- Student to deliver letter to College Office, **not Tutor Teacher.**
- The Headmaster will respond in writing.

**STEP 2** → **RESCHEDULE** task(s) with the Director of Teaching and Learning and the Senior Academic Advisor **PRIOR** to leave.

- Student must discuss with the Director of Teaching and Learning details of the task(s) that will be missed during their absence.
- Arrangements will then be made regarding submission of missed task(s) with the Director of Teaching and Learning and the relevant Studies Coordinator.

### FORESEEABLE ABSENCE – PRIOR APPOINTMENTS

An appointment made for the date or submission of an Assessment Task is not an acceptable reason, unless there is an emergency as evidenced by acceptable documentation. Such documentation would need to be presented before the appointment (if it was known), or immediately upon return. If it is not possible to present documentation before the task date, the student or his parent/guardian must telephone the Director of Teaching and Learning on the day of the appointment to inform her of the circumstances. Failure to comply may result in a zero determination for the Assessment Task.

**STEP 1** → **SCHEDULING APPOINTMENTS**

- Check appointments and task dates at beginning of the year.
- Reschedule appointments, where possible, and ensure further clashes are avoided.

**STEP 2** → **NOTIFY** the Director of Teaching and Learning of absence **BEFORE** task date. (Tel: 9957 5000)

**STEP 3** → **RESCHEDULE** task with Director of Teaching and Learning **BEFORE** the due date.

- Student must discuss with Director of Teaching and Learning details of task(s) will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).

**STEP 4** → **SUBMIT** documentation to Director of Teaching and Learning.  
(Refer to Step 3 Instructions on previous page.)

***If a student complies with these requirements,*** then he may:

- i) sit the task or a substitute task; or
- ii) be provided with an ***estimate***.

# PENALTIES APPLIED FOR STUDENTS NOT MEETING REQUIREMENTS

## PENALTIES FOR LATE SUBMISSION WITHOUT SUPPORTING DOCUMENTATION

The following penalties will apply in the case of an Assessment Task not being submitted on time and where there is no acceptable supporting documentation.

**ONE SCHOOL DAY LATE** ~~20%~~ **→ of the total mark awarded will be deducted**

– Parents notified via the diary by the classroom teacher.

**TWO DAYS LATE** **→ 40% the total mark awarded will be deducted**

– Parents notified via the diary by the classroom teacher.

**MORE THAN THREE** ~~zero~~ **→ awarded**  
**SCHOOL DAY LATE**

- In this case, the task must still be submitted.
- This will be marked and returned to the student with feedback.
- The mark, however, may not contribute to the aggregated assessment mark in that subject or course.
- **Failure to submit the task may lead to an “N” determination.**
- **PARENTS NOTIFIED IN WRITING BY THE STUDIES COORDINATOR AND THE DIRECTOR OF TEACHING AND LEARNING.**

**LATE SUBMISSION** **→** For assessments that CANNOT BE SUBMITTED ELECTRONICALLY, students who are late in submitting a task on a given day **MUST** hand in the task the next day they attend school to their class teacher or the appropriate Studies Coordinator **even if there is NO scheduled lesson on that day.**

- There is NO EXCUSE for submitting a RESEARCH TASK LATE if these can be submitted electronically.

## MALPRACTICE IN EXAMINATIONS AND EXAMINATION-TYPE TASKS

All Assessment Tasks are conducted under conditions set by the College, and are based on HSC Examination Rules and Procedures as specified by the BOS. Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

**Two main breaches are outlined below:**

**NOTES** → If a student is found to have notes, texts or summaries of the subject being examined with him during an examination (whether he uses them or not) it will be assumed that it was for the purpose of using it during the examination and he may be awarded a zero determination for that task.

- Students who accidentally take notes, texts etc into an examination-type task must report this to the supervising teacher immediately they become aware of the fact.
- Supervising teachers will take the material from the student, make a note of the incident on your paper and report it to the Studies Coordinator. However, no action will be taken provided no evidence exists that shows the material was used during the examination.

**MOBILE** → Students are NOT permitted to take mobile phones into an examination.

**PHONES**

- Any student who is found to have taken a mobile phone into an examination will be penalised.

**PENALTIES** → **EXAMINATIONS** – a zero determination for the whole paper.

## APPEALS PROCESS

### ZERO OR N-WARNINGS

The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results. If a student has a Zero determination or 'N-Warning' made against him, he has the **right of** appeal.

- STEP 1**      ➔      **LODGE APPEAL** with the **Director of Teaching and Learning**.
- Must be lodged within three school days of receiving the zero or 'n-warning' notice.
  - See the Director of Teaching and Learning for the appropriate paper work.
- STEP 2**      ➔      **SUBMITTED** to the College Assessment Appeals Committee.
- This committee will consider the procedures surrounding the determination and evaluate them against the College's Assessment Policy and the requirements of the BOS.
  - This committee is made up of the Director of Teaching and Learning, the relevant Studies Coordinator, the Assistant Principal and where necessary a Year 12 Leader.
- STEP 3**      ➔      **LODGE APPEAL** with the **Board of Studies**.
- Failure at STEP TWO procedure may lead a student to appeal to the BOS, in which case he must see the Director of Teaching and Learning for details of the procedure to be followed.

### APPEAL AGAINST MARKS OR RANKS AWARDED

- STEP 1**      ➔      **NOTIFY TEACHER** at the time assessment task is handed back.
- The task **MUST NOT** go home if an appeal is to be lodged.
  - Hand back the task to the Class Teacher with reasons for the appeal outlined on the front of the task.
- STEP 2**      ➔      **REMARKING OF TASK** - The task may be remarked by a different teacher OR reviewed by the teacher who initially marked the task.
- Marks may change at this stage or further explanation as to why marks were not awarded given.
- STEP 3**      ➔      **SPEAK TO** the appropriate Studies Coordinator about the reasons for the appeal of marks or rank.
- Marks may change at this stage or further explanation as to why marks were not awarded given.
- STEP 4**      ➔      **LODGE APPEAL** with the **DIRECTOR OF TEACHING AND LEARNING**.
- **MARKS** – May only be lodged if the assessment task or exam paper has **not been taken home**.
  - **RANKS** – Must be lodged within three school days of receiving the RANKS notice.
  - **STEP TWO** procedure followed.

### ILLNESS AND MISADVENTURE

Students whose performance during the HSC Examination is impaired by either illness or misadventure (the death of a family member or friend for example) **must make the supervisor of the examination aware of the situation prior to or during the examination. The student must see the Director of Teaching and Learning as soon as possible in order to commence the necessary paperwork.** Documentation including professional assessment will be needed to support the claim. Should the claim be upheld, the student's Assessment Mark **or** his Examination Mark (whichever is the higher) will be awarded in the affected course or courses.

## SECTION TWO

### SUBJECT ASSESSMENT POLICIES AND SCHEDULES

**Please note:**

*Dates are correct at the time of printing 9/02/2012.  
Any changes made after this date may be found in  
the electronic version located on the College website:  
[www.maristcollege.com](http://www.maristcollege.com)*

*This booklet forms official notification of assessment  
task for the Preliminary Year.*

*Where ever possible students will be given  
two weeks notice of assessment scheduling  
for Assessment Blocks.*

# ANCIENT HISTORY

Assessment Policy

2012 Preliminary Year

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Week 9 (26/3/12) Day 1, P1 + 2	Term 2, Week 3 (15/5/12 ) Day 7, P3+4	Term 3, Week 7 (27/8/12) Day 1, P1 + 2	Term 3 Weeks 9-10
	<i>Type of Task</i>	Research Task Hand in Task	Examination	Source Analysis Hand in Task	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding of Course Content	40%	5	10	10	15
Source-based Skills	20%			20	
Historical Inquiry and Research	20%	15			5
Communication of Historical understanding in appropriate forms	20%	5	5	5	5
<i>Outcomes</i>		P3.1, 3.3, 3.4, 3.5, 3.6,4.1, 4.2	1.1, 2.1, 3.2, 4.1,4.2	3.2, 3.3, 3.4, 4.1, 4.2	1.1, 2.1, 4.1, 4.2
<i>Task Weighting</i>	100%	25	15	35	25

## Ancient History - Summary of Internal Assessment

Internal Assessment	Weighting %
In designing an assessment program that maintains the weightings of each course component the following distribution of areas of assessment should be observed:	
Knowledge and Understanding of Course Content	40%
Source-based Skills	20%
Historical Inquiry and Research	20%
Communication of Historical Understanding in appropriate forms	20%
	<b>100%</b>

### Objectives

A student develops knowledge and understanding about:

- People and events in the context of their time
- Change and continuity over time
- Key historical terms, themes and concepts
- Significant historiographical issues
- Undertake historical enquiries
- Communicate using appropriate historical text types

### Ancient History - Preliminary Course Outcomes

A student:

- P1.1 Identifies and analyses the contribution of key people, groups, events, institutions, societies and historical sites
- P2.1 Identifies factors that contribute to change and continuity in the ancient world
- P2.2 Describes the significance of factors affecting change and continuity
- P3.1 Uses key historical terms and concepts appropriately to answer historical questions
- P4.1 Identifies different types of evidence of the ancient past and explains the implications of the problems of evidence for reconstructing the past
- P4.2 Identifies different interpretations of the past
- P4.3 Makes deductions from a variety of sources and assesses their usefulness
- P4.4 Discusses different perspectives on ownership and custodianship of the past
- P5.1 Selects and organises relevant historical and archaeological information from a variety of sources and evaluates the information and sources for their usefulness, validity and bias
- P5.2 Plans a historical investigation, analyses and synthesises historical and archaeological information from a variety of perspectives and sources and presents the findings of the investigation
- P6.1 Communicates through well-structured texts to explain, argue, discuss, analyse and evaluate historical information, ideas and issues using appropriate written, oral and graphic forms
- P6.2 Negotiates in groups to allocate tasks, establish roles, procedures and evaluation strategies to achieve appropriate goals in set deadlines in order to develop and complete historical investigations

**\*\* No more than 40 % weighting may be allocated to tests and examinations.**

# BIOLOGY

Assessment Schedule

2012 Preliminary Year

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Week 10 (2/4/12)	Term 2, Week 8 +9 (15/6/12) Day 10, P1 +2 (11BIO2) (18/06/12) Day 1, P5 + 6(11BIO1)	Term 3 Week 6 (20/8/12) Before School	Term 3, Weeks 9 -10
	<i>Type of Task</i>	Field Work / Report	In class Practical	Hand in Research Task	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding	40%	10	5	5	20
Planning and conducting first-hand investigations	30%		20	10	
Scientific thinking, problem-solving	30%	10		10	10
<i>Outcomes</i>		P1, 3, 5-9, 12-14	P2, 6, 12-15	P1,3,5,8-10,12-15	P1-14
<i>Task Weighting</i>	100%	20%	25%	25%	30%

## Biology – Summary of Internal Assessment

Component	Weighting %
Knowledge and understanding of: <ul style="list-style-type: none"> <li>• the history, nature, and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and developments in biology</li> <li>• cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution</li> </ul>	40
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30
Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions	30
	<b>100%</b>

## Biology – Preliminary Course Outcomes

- P1 Outlines the historical development of scientific principles, concepts and ideas
- P2 Applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations
- P3 Assesses the impact of particular technological advances on science
- P4 Identifies applications of science that affect society and the environment
- P5 Identifies areas of current scientific research
- P6 Explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- P7 Describes the range of organisms in terms of specialisation for a habitat
- P8 Analyses the interrelationships of organisms within the ecosystem
- P9 Explains how processes of reproduction ensure continuity of species
- P10 Identifies and describes the evidence for evolution
- P11 Identifies and implements improvements to investigation plans
- P12 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 biology
- P14 Draws valid conclusions from gathered data and information
- P15 Implements strategies to work effectively as an individual or as a team member

# BUSINESS STUDIES

Assessment Schedule

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>Date of Task</b>	Term 1, Week 8 (20/3/12) Day 2	Term 2, Week 4 (14/5/12) All students sit task P1	Term 3, Week 5 (15/8/12) Presentation (8/9/12) Written Plan	Term 3, Weeks 9-10
	<b>Type of Task</b>	Nature of Business – Research Task	Business Management	Business Planning	Preliminary Exam
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and Understanding of Course Content	40%	5	5	15	15
Stimulus-based Skills	20%		10		10
Inquiry and Research	20%	10		10	
Communication of Business Information, Ideas and Issues in Appropriate Form	20%	5	5	5	5
<b>Outcomes</b>		P1-2,4-6,8-9	P1-4,6,8,10-11	P1	P1-6, 8-12
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## Business Studies – Summary of Internal Assessment

The suggested components, weightings and tasks for the Preliminary Course are set out below.

Component	Tasks	Weighting %
Knowledge and Understanding of Course Content	Class tests and exams, multiple-choice items, short answers, analyses of case studies, extended responses	40
Stimulus Based Skills	Oral presentation	20
Inquiry and Research	This task may be either a Business Investigation of a small business or a Small Business Plan (details p 23)	20
Communication of Business Information, Ideas and Issues in Appropriate Form	Tasks may include interpretation and analysis of stimulus material, case study analysis, excursion reports, group tasks	20
		<b>100%</b>

## Business Studies – Preliminary Course Outcomes

- P 1.1 Describes the nature of business and its role in society
- P 1.2 Analyses types of business structures
- P 2.1 Assesses the role, importance and interdependence of key business functions in the operation of a business
- P 2.2 Discusses the relationship between business planning and business operations
- P 2.3 Assesses business planning processes
- P 3.1 Explains the business life cycle and indicates the challenges that each stage presents for management
- P 3.2 Explains the responsibilities of business to internal and external stakeholders
- P 4.1 Explains the interrelationship between the internal and external factors on business
- P 4.2 Describes the internal or external factors contributing to the success or failure of business
- P 5.1 Selects, organises and evaluates information and sources for usefulness and reliability
- P 5.2 Plans and conducts an investigation into business to present findings in an appropriate business format
- P 5.3 Communicates business information, ideas and issues relevant business terminology and concepts in appropriate forms
- P 5.4 Uses planning and review strategies effectively to manage complex tasks and techniques appropriately in business contexts
- P 5.5 Works independently and in groups to achieve appropriate goals in set timeframes
- P 5.6 Applies mathematical concepts appropriately in business situations

**\*\* No more than 50% weighting may be allocated to tests and examinations.**

# CATHOLIC STUDIES

Assessment Schedule

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
	<i>Date of Task</i>	Term 1, Week 7 (All week)	Term 2, Week 10 (26/6/12)	Term 3, Weeks 9-10
	<i>Type of Task</i>	Oral Task C6-2 Nature of Religion	Research Task B6-1 Mission, Leadership and Ministry	Exam A6-1 Christology
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
The Nature of Religion	20	20		2.5
Mission, Leadership and Ministry	20		20	2.5
Christology	10			5
<i>Outcomes</i>				
<i>Task Weighting</i>	50	20	20	10

## Catholic Studies – Preliminary Course Outcomes

A student:

- C6.2.1 Appreciates how religion explores and explains the enduring questions of human life and experience.
- C6.2.3 Describes the religious dimension of human experience and the variety of ways in which people express their relationship with God.
- C6.2.3 Pose questions and research and communicate answers given by religions to fundamental human realities.
  
- B6.3.1 Appreciates the importance of commitment to one’s own tradition as a way of making meaning of human experience.
- B6.3.2 Demonstrates knowledge of the principal beliefs, rituals and ethical teachings of Catholicism.
- B6.3.3 Articulates and synthesises the principal beliefs, rituals and ethical teachings of the Catholic Church.
  
- E6.1.1 Appreciates how individuals can make positive contributions to their own lives and the lives of others.
- E6.1.2 Explains the place of compassion and justice in the way the followers of Jesus are called to live.
- E6.1.3 Applies principles of virtue, especially justice and compassion, to one’s decisions and actions.
  
- B6.1.1 Is open to involvement in leadership and service activities.
- B6.1.2 Distinguishes the place of leadership, mission and ministry in the life of the Church.
- B6.1.3 Appreciates the call to leadership and other forms of service for the baptised.

# CHEMISTRY

Assessment Schedule

2012 Preliminary Year

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Week 9 (27/3/12) Before school	Term 2, Week 6 (28/5/12)	Term 3, Week 2 (23/7/12)	Term 3, Weeks 9-10
	<i>Type of Task</i>	Research Task – hand in	In class Examination	Practical – in class	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding	40%	5	10	5	20
Planning and conducting first-hand investigations	30%	10		20	
Scientific thinking, problem-solving	30%	5	10	5	10
<i>Outcomes</i>		P1-8,10,12-16	P1-8, 10-15	P1-3,5-8,10-15	P1-16
<i>Task Weighting</i>	100%	20%	20%	30%	30%

## Chemistry – Summary of Internal Assessment

Component	Weighting %
Knowledge and understanding of: <ul style="list-style-type: none"> <li>The history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry</li> <li>Atomic structure and periodic table, energy, chemical reactions, carbon chemistry and stoichiometry</li> </ul>	40
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30
Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions	30
	<b>100%</b>

## Chemistry – Preliminary Course Outcomes

- P1 Outlines the historical development of scientific principles, concepts and ideas
- P2 Applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations
- P3 Assesses the impact of particular technological advances on science
- P4 Identifies applications of science that affect society and the environment
- P5 Identifies areas of current scientific research
- P6 Explains trends and relationships between elements in terms of atomic structure and bonding
- P7 Describes chemical changes in terms of energy inputs and outputs
- P8 Describes factors that influence the type and rate of chemical reactions
- P9 Relates the uses of carbon to the unique nature of carbon chemistry
- P10 Applies simple stoichiometric relationships
- P11 Identifies the need for, drafts and improves investigation plans
- P12 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
- P14 Draws valid conclusions from gathered data and information
- P15 Implements strategies to work effectively as an individual or as a member of a team

# CONSTRUCTION

Assessment Policy

2012 Preliminary Year

Assessment Task Distribution Table

	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>	Term 1, Week 9 (27/3/2012)	Term 2, Week 7 (4/6/2012)	Term 2, Week 9 (18/6/2012)	Term 3, Weeks 8-9
<i>Type of Task</i>	Work Cover OH&S Induction and Cement Float	Work Placement Journal and Diary Due	Tool Box	Preliminary Exam
<i>Outcomes</i>	CPCCOHS2001A CPCCCM2005A	CPCCM1002A CPCCM1003A CPCCM1004A CPCCOHS1001A	CPCCCM2005A CPCCCM1003A	CPCCM1002A CPCCCM1003A CPCCCM1004A CPCCOHS1001A

## Construction – Preliminary Course Competencies

CPCCCM1002A	Work Effectively and Sustainably in the Construction Industry
CPCCCM1003A	Plan and Organise Work
CPCCCM1004A	Conduct Workplace Communication
CPCCCM1005A	Carry out Measurements and Calculation
CPCCCM2001A	Read and Interpret Plans and Specifications
CPCCCM2005A	Use Construction Tools and Equipment
CPCCOHS1001A	Work Safely in the Construction Industry
CPCCOHS2001A	Apply OHS Requirements, Policies and Procedures in the Construction Industry

### Note:

- The Preliminary Exam will be used as a report mark.
- Unit and elements of competencies are provided to students with assessment plans.
- On-going practical tasks assessing competencies will be scheduled throughout the year.
- Work Placement is a mandatory component of course assessment. Students MUST comply with all requirements of work placement (35 hours) regulations. Students who are absent from their Work Placement MUST provide a Doctor's Certificate for each day absent.

# DESIGN AND TECHNOLOGY

Assessment Policy

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 3</i>	<i>Task 4</i>	<i>Task 5</i>
	<i>Date of Task</i>	Term 2, Week 2 (1/5/2012)	Term 2, Week 7 (6/6/2012)	Term 3, Week 7 (29/8/2012)	Term 3, Weeks 8-9
	<i>Type of Task</i>	Design Fundamentals (Let's Build a Pool) Hand in	Research Task (Frank Gehry) Hand in	TASK 4 (Lighten Up Will You) Hand in	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Design Projects	50%	15%	5%	25%	5%
Presentation of Research	25%	10%	5%	10%	
Design Theory	25%		10%		15%
<i>Outcomes</i>		P1.1, P3.1, P4.1, P5.2, P6.2	P2.1, P2.2, P5.3, P6.1,	P4.1, P4.3, P5.1, P5.2, P6.1	P1.1, P2.2, P3.1, P4.3
<i>Task Weighting</i>	100%	25%	20%	35%	20%

## Design and Technology – Summary of Internal Assessment

Internal Assessment	Weighting %
<p><b>Design Projects (at least 2)</b>            Each design project may emphasise aspects associated with designing and producing            Examples may include:</p> <ul style="list-style-type: none"> <li>– a response to a given brief which demonstrates creative ideas development</li> <li>– a response to a student generated brief with a specific focus, e.g. environmental consequences of design</li> <li>– students conducting market research to identify a need or opportunity, then working collaboratively to develop ideas</li> </ul>	60
<p><b>Presentation of Research</b>            Examples may include:</p> <ul style="list-style-type: none"> <li>– an investigation of the interrelationship of design disciplines</li> <li>– a detailed examination of the designing and producing activities which support successful design, especially in organisations</li> </ul>	20
<p><b>Test type tasks</b>            Example: – a response to a hypothetical situation</p>	20
	<b>100%</b>

### A student will develop:

- Knowledge and understanding about design theory and design processes in a range of contexts
- Knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment
- Creativity and an understanding of innovation and entrepreneurial activity in a range of contexts
- Skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities

## Design and Technology – Preliminary Course Outcomes

- P1.1 Examines design theory and practice, and considers the factors affecting designing and producing in design projects.
- P2.1 Identifies design and production processes in domestic, community, industrial and commercial settings.
- P2.2 Explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects.
- P3.1 Investigates and experiments with techniques in creative and collaborative approaches in designing and producing.
- P4.1 Uses design processes in the development and production of design solutions to meet identified needs and opportunities.
- P4.2 Uses resources effectively and safely in the development and production of design solutions.
- P4.3 Evaluates the processes and outcomes of designing and producing
- P5.1 Uses a variety of management techniques and tools to develop design projects.
- P5.2 Communicates ideas and solutions using a range of techniques
- P5.3 Uses a variety of research methods to inform the development and modification of design ideas.
- P6.1 Investigates a range of manufacturing and production processes and relates these to aspects of design projects.
- P6.2 Evaluates and uses computer-based technologies in designing and producing.

# DRAMA

Assessment Schedule

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Date of Task</b>	Term 1, Week 8 (20/3/12)	Term 2, Week 10 (26/6/12)	Term 3, Week 7 (30/8/12)
	<b>Type of Task</b>	Group Performance and Essay	Playbuilding: Performance and Logbook	Course Production: Performance and Logbook
<b>Component being assessed</b>	<b>Syllabus Weighting</b>			
<b>Making</b>	<b>40%</b>	15	20	5
<b>Performing</b>	<b>30%</b>	5	5	20
<b>Critically Studying</b>	<b>30%</b>	10	10	10
<b>Outcomes</b>		P1.1, 1.3 – 1.8, P2.1, 2.3 – 2.6, P3.1- 3.4	P1.1 – 1.8, P2.1 – 2.6, P3.1, 3.4	P1.1 – 1.8, P2.1- 2.6, P3.1-3.4
<b>Task Weighting</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

## Drama – Summary of Internal Assessment

Component	Weighting%
Making	40
Performing	30
Critically Studying	30
	<b>100%</b>

## Drama – Preliminary Course Outcomes

A student:

- P1.1 Develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 Explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 Demonstrates performance skills appropriate to a variety of styles and media
- P1.4 Understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 Understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 Demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 Recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1 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 Demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 Performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance space
- P2.5 Understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6 Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1 Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4 Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

# ECONOMICS

Assessment Policy

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Week 7 (14/3/12) Day 5	Term 2, Week 5 (21/5/12) All students completed during P2	Term 3, Week 1 (16/7/12) Group (8/8/12) Individual	Term 3, Weeks 9-10
	<i>Type of Task</i>	Economics Report (Take home) Introduction to Economics	Stimulus Response (In class) Markets	Part 1: Oral Task (Group) Part 2: Extended Response (Individual)	Final Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding of Course Content	40%	5	5	15	15
Stimulus-based Skills	20%		10		10
Inquiry and Research	20%	5		15	
Communication of Economic Information, Ideas and Issues in Appropriate Forms	20%	5	5	5	5
<i>Outcomes</i>		P1, 2, 7-10, P12	P1-3,7-10	P1,3, 7-10, P12	All outcomes
<i>Task Weighting</i>	100%	15%	20%	35%	30%

## Economics – Summary of Internal Assessment

Component	Weighting%
Knowledge and Understanding of Course Content	40
Stimulus-based Skills	20
Inquiry and Research	20
Communication of Economic Information, Ideas and Issues in Appropriate Forms	20
	<b>100%</b>

### Objectives

A student will develop knowledge and understanding about:

- The economic behaviour of individuals, firms, institutions and governments
- The function and operation of markets
- The operation and management of economies
- Contemporary economic problems and issues facing individuals, firms and governments
- Investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources
- Communicate economic information, ideas and issues in appropriate forms

## Economics – Preliminary Course Outcomes

A student:

- P1 Demonstrates understanding of economic terms, concepts and relationships
- P2 Explains the economic role of individuals, firms and government in an economy
- P3 Describes, explains and evaluates the role and operation of markets
- P4 Compares and contrasts aspects of different economies
- P5 Analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 Explains the role of government in the Australian economy
- P7 Identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 Applies appropriate terminology, concepts and theories in economic contexts
- P9 Selects and organises information from a variety of sources for relevance and reliability
- P10 Communicates economic information, ideas and issues in appropriate forms
- P11 Applies mathematical concepts in economic contexts
- P12 Works independently and in groups to achieve appropriate goals in set timelines

**\*\* No more than 50% weighting may be allocated to tests and examinations.**

# ENGLISH (STANDARD)

Assessment Schedule

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		Task 1	Task 2	Task 3	Task 4
	<i>Date of Task</i>	Term 1, Week 9-10 (26/03/12)	Term 2, Week 8 (13/6/12)	Term 3, Week 8 (5/09/12)	Term 3, Weeks 8-9
	<i>Type of Task</i>	Oral, Representing and Reflection	Writing Task In class	Viewing and Representing Task	Exam Paper One and Two HSC Style
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Area of Study – Journey	40%	25			15
Texts and Society – Consumerism, Bruce Dawe	20%			15	5
Close Study of Text – Novel <i>Animal Farm</i>	20%		15		5
Language of Texts – Power and Corruption	20%			15	5
<i>Outcomes</i>		P3-5, P7-9, P11-12	P1-10, P12	P1-11	P1-11
<i>Task Weighting</i>	100%	25%	15%	30%	30%

# ENGLISH (ADVANCED)

Assessment Schedule

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1 Week 9-10 (26/03/12)	Term 2, Week 8 (13/6/12)	Term 3, Week 8 (5/9/12)	Term 3, Weeks 9-10
	<i>Type of Task</i>	Interpretive Response: Listening and Viewing	Writing Task In class	Oral/Podcast	Exam Paper One and Two HSC Style
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Area of Study – Journeys	40%	25			15
Critical Study of Text – Shakespeare’s Othello	20%		15		5
Poetry – Texts in Time	20%			15	5
Satire	20%			15	5
<i>Outcomes</i>		P3-5, P7-9, P11-12	P1-10, P12	P1-11	P1-10
<i>Task Weighting</i>	100%	25%	15%	30%	30%

## English (Standard) – Summary of Internal Assessment

Syllabus Components	Syllabus Component Weighting %
Area of Study	40
Texts and Society – Growing Up	30
Close Study of Text – Film	30
<b>Total</b>	<b>100</b>

Modes to be assessed across the components	Weighting %
Listening	15
Speaking	15
Reading	25
Writing	30
Viewing/Representing	15
<b>Total</b>	<b>100</b>

### English – Preliminary Course Outcomes

1. A student describes and explains the relationships between composer, responder, text and context in particular texts.
  2. A student describes and explains relationships among texts.
  3. A student develops language relevant to the study of English.
  4. A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.
  5. A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.
  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 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 into text.
  12. A student reflects on own processes of responding and composing.
- 12A. *Advanced only***  
A student demonstrates a capacity to understand and use different ways of responding to and composing particular texts.
13. A student reflects on own processes of learning.

# ENGLISH (EXTENSION 1)

Assessment Schedule

2012 Preliminary Year

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
	<i>Date of Task</i>	Term 2, Week 2 (10/5/12)	Term 2 Week 10 (27/6/12)	Term 3, Weeks 8
	<i>Type of Task</i>	Speaking, Representing and Reflection	Critique and Composition	Mini Major Work (Reading and Writing)
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Texts, Culture and Society	50	15	20	15
<i>Outcomes</i>		P1-3	P1-3	P1-3
<i>Task Weighting</i>	100%	30%	40%	30%

## English (Extension 1) – Summary of Internal Assessment

Syllabus Components	Syllabus Component Weighting
Texts, Culture and Value	50
<b>Total</b>	<b>50</b>

Modes to be assessed across the components	Weighting %
Speaking/Listening	10
Reading/Writing	30
Viewing/Representing	10
<b>Total</b>	<b>50</b>

## Extension 1 English - Preliminary Course Outcomes

1. A student understands how and why texts are valued in and appropriated into a range of contexts.
2. A student develops skills in independent investigation involving particular texts and their manifestations in various forms, and within particular cultural contexts.
3. A student develops skills in sustained composition in a range of modes and media for different audiences and purposes.

# GEOGRAPHY

## Assessment Schedule

## 2012 Preliminary Year

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 2 Week 2 (9/05/12)	Term 2, Week 9 (19/6/12)	Term 3, Week 5 (14/8/12) <b>Draft due Term 1, Week 6 (6/3/12)</b>	Term 3, Weeks 9-10
	<i>Type of Task</i>	Fieldwork: Biophysical Interactions (Hand in)	In class task: Biophysical Interactions/Population Geography	Senior Geography Projects. (Hand in)	Final Exam: All topics
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding of course content	40%	5	10	5	20
Geographical tools and skills	20%	5	5	5	5
Geographical inquiry and research, including fieldwork	20%	10		10	
Communication of geographical information, ideas and issues in appropriate forms	20%	5	5	5	5
<i>Outcomes</i>		P2,3,7-12 P11-12	P1-3, 7, 10	P7-12	P1-5, 7, 10,12
<i>Task Weighting</i>	100%	25%	20%	25%	30%

Internal assessment	Weighting
Knowledge and understanding of course content	40
Geographical tools and skills	20
Geographical inquiry and research, including fieldwork	20
Communication of geographical information, ideas and issues in appropriate forms	20
	100%

Preliminary Outcomes:

**The student:**

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

# HOSPITALITY KITCHEN OPERATIONS

Assessment Policy

2012 Preliminary Year

**Assessment Task Distribution Table**

	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<b>Date of task</b>	6/3/2012 Term 1, Week 6	26/3/2012 to 30/3/2012 Term 1, Week 9	25/5/2012 Term 2, Week 5	Assessment Week Term 3, Week 9- 10
<b>Task Description</b>	Written Task Report Hygiene Procedures	Examination Practical and Theory – Workplace Safety	Work Placement Journal/Diary	Preliminary Examination
<b>Competencies</b>	SITXOHS002A	SITXOHS001A SITXOHS001B	SITXOHS001B SITXCOM001A SITXFSA001A SITXCOM004A	SITXOOHS001A SITXCOM004A

## Hospitality – Preliminary Course Competencies

SITXOHS001B	Follow health, safety and security procedures
SITXOHS002A	Follow Workplace Hygiene Procedures
SITXFSA001A	Implement Food Safety Procedures
SITXCOM001A	Work with Colleagues and Customers
SITXCOM004A	Communicate on the Telephone

### Note:

- The Preliminary Exam will be used as a report mark.
- Unit and elements of competencies are provided to students with assessment plans.
- On-going practical tasks assessing competencies will be scheduled throughout the year.
- Work Placement is a mandatory component of course assessment. Students MUST comply with all requirements of work placement (35 hours) regulations. Students who are absent from their Work Placement MUST provide a Doctor's Certificate for each day absent.

# INDUSTRIAL TECHNOLOGY

Assessment Policy

2012 Preliminary Year

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>	<i>Task 5</i>
	<i>Date of Task</i>	Term 1 Practical- Weeks 6-7 (14/3/2012) Folio- Week 9 (27/3/2012)	Term 2, Week 5 (23/5/12)	Term 2, Week 9 (18/6/12)	Term 3, Week 9 (3/9/12)	Term 3, Weeks 9-10
	<i>Type of Task</i>	Project and Folio	Project and Folio	Report (Industry Study)	Major Project and Folio	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>					
Industry Study	15%			10%		5%
Design	10%		5%		5%	
Management and Communication	20%	10%			10%	
Production	40%	10%	10%		20%	
Industry-Related Manufacturing Technology	15%			5%		10%
<i>Outcomes</i>		P2.2, P4.2, P5.1, P6.1, P6.2	P2,1 P3.1, P4.1	P1.1, P1.2, P7.1, P7.2	P3.2, P3.3, P4.1, P4.3, P5.2,	P1.1, P1.2, P3.2, P4.3, P5.1, P6.2, P7.1
<i>Task Weighting</i>	100%	20%	15%	15%	35%	15%

## Industrial Technology – Summary of Internal Assessment

Component	Weighting %
Industry study	15
Design	10
Management and communication	20
Production	40
Industry-related manufacturing technology	15
	<b>100</b>

### Objectives

Students will develop:

- Knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry
- Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment
- Competence in designing, managing and communicating within a relevant industry context
- Knowledge and skills in producing quality products
- Knowledge and skills in communication and information processing related to the industry focus area
- an appreciation of quality products and the principles of quality control
- an appreciation of the relationships between technology, the individual, society and the environment

### Industrial Technology – Preliminary Course Outcomes

A student:

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

# INFORMATION PROCESSES & TECHNOLOGY

Assessment Schedule

2012 Preliminary Year

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Week 8 20/3/2012	Term 2, Week 5 (21/5/12)	Term 3, Week 7 (27/8/2012)	Term 3, Assessment Week Weeks 9-10
	<i>Type of Task</i>	Research Task Portfolio	In-class Examination	Developing Systems and Tools Practical and Portfolio	Preliminary Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Introduction to Information Skills and Systems	20%	10%			10%
Tools for Information Processes	50%	10%	15%	15%	10%
Developing Information Systems	30%	5%	5%	15%	5%
<i>Outcomes</i>		P1.1, P2.2, P4.1	P3.1, P5.1, P6.2	P3.1,P5.1, P6.2	P1.2, P2.1, P6.1, P7.1
<i>Task Weighting</i>	100%	25%	20%	30%	25%

## Information Processes and Technology – Summary of Internal Assessment

Component	Weighting %
Introduction to Information Skills and Systems	20
Tools for Information Processes	40
Planning, Design and Implementation	20
Personal and Group Systems and Projects	20
	<b>100</b>

### Objectives

Students will develop:

- Knowledge and understanding of the nature and function of information systems
- Knowledge and understanding of interrelationships among information processes
- An understanding and appreciation of social and ethical issues pertaining to information systems, technologies and processes
- An understanding and appreciation of the emerging nature of information systems, technologies and processes within a historical context
- Skills in the discriminatory selection and ethical use of appropriate resources and tools to support information systems
- Skills and techniques to creatively and methodically plan, design and implement information systems to address needs
- Skills in management, communication and teamwork in relation to individual and group activities

### Information Processes and Technology – Preliminary Course Outcomes

A student:

- P1.1 Describes the nature of information processes and information technology
- P1.2 Classifies the functions and operations of information processes and information technology
- P2.1 Identifies the information processes within an information system
- P2.2 Recognises the interdependence between each of the information processes
- P3.1 Identifies social and ethical issues
- P4.1 Describes the historical development of information systems and relates these to current and emerging technologies
- P5.1 Selects and ethically uses computer based and non-computer based resources and tools to process information
- P6.1 Analyses and describes an identified need
- P6.2 Generates ideas, considers alternatives and develops solutions for a defined need
- P7.1 Recognises and applies management and communication techniques to project work
- P7.2 Uses technology to support group work

# LEGAL STUDIES

Assessment Schedule

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Week 10 (6/4/12) Day 6, P3	Term 2, Week 9 (20/6/12) Day 3	Term 3, Week 5 (13/8/12) Day 1	Term 3, Weeks 9-10
	<i>Type of Task</i>	The Legal System: Topic Test	Individual and the Law: Research on a contemporary issue	Law in Practice: Oral and Written Task	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding of Course Content	60%	10	10	10	30
Research	20%		10	10	
Communication	20%	5	5	10	
<i>Outcomes</i>		P3,5-6,8-9	P6-10	P1, P3-4, P6 -10	P1 – P7, P9 – P10
<i>Task Weighting</i>	100%	15%	25%	30%	30%

## Legal Studies – Summary of Internal Assessment

Component	Weighting %
Knowledge and Understanding of Course Content	60
Research	20
Communication	20
	<b>100</b>

## Legal Studies – Preliminary Course Outcomes

- P1 Identifies and applies legal concepts and terminology.
- P2 Describes the key features of Australian and international law.
- P3 Describes the operation of domestic and international legal systems
- P4 Discusses the effectiveness of the legal system in addressing issues.
- P5 Describes the role of law in encouraging co-operation and resolving conflict, as well as initiating and responding to change.
- P6 Explains the nature of the interrelationship between the legal system and society.
- P7 Evaluates the effectiveness of the law in achieving justice.
- P8 Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents.
- P9 Communicates legal information using well-structured responses.
- P10 Accounts for differing perspectives and interpretations of legal information and issues.

# MATHEMATICS

Assessment Schedule

Preliminary Year 2012

**Assessment Task Distribution and Weighting Table**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>Date of Task</b>	Term 1, Week 6 (9/3/12) P3,4	Term 2, Week 3 (9/5/12) P2,3	Term 3, Week 2 (25/7/12) P1, 2	Term 3, Weeks 9-10
	<b>Type of Task</b>	Class Test	Examination	Class Test	Final Preliminary Examination
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Concepts, skills and techniques	50%	5	10	15	20
Reasoning and communication	50%	5	10	15	20
<b>Outcomes</b>		P2, 3	P5,6,8	P3,4,5	P2-11
<b>Task Weighting</b>	<b>100%</b>	<b>10%</b>	<b>20%</b>	<b>30%</b>	<b>40%</b>

## Mathematics – Summary of Internal Assessment

Component	Weightings
<b>Concepts, skills and techniques</b> Concepts, skills and techniques: Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical concepts.	50
<b>Reasoning and communication:</b> Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.	50
<b>Total %</b>	<b>100</b>

Measuring attainment of the assessment components will involve assessing a student's ability in relation to aspects of the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses such as:

### Concepts, skills and techniques

- recalling mathematical terminology and concepts
- identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution
- applying appropriate techniques to solve routine problems.

### Reasoning and communication

- interpreting information from theoretical and practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways
- explaining terminology, concepts, techniques for solution or aspects of a solution, using written and/or spoken language and diagrams
- interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems
- evaluating methods of solution in terms of efficiency and breadth of application, and recognising limitations to the validity of solutions.

### Notes on assessment of Mathematics, Mathematics Extension 1 and Mathematics Extension 2

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. Up to 20% of the internal assessment mark submitted to the Board of Studies for the Mathematics course may be based on the Preliminary course.

## Mathematics – Preliminary Course Outcomes

A student:

- P1** Demonstrates confidence in using mathematics to obtain realistic solutions to problems
- P2** Provides reasoning to support conclusions which are appropriate to the context
- P3** Performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
- P4** Chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
- P5** Understands the concept of a function and the relationship between a function and its graph
- P6** Relates the derivative of a function to the slope of its graph
- P7** Determines the derivative of a function through routine application of the rules of differentiation
- P8** Understands and uses the language and notation of calculus

# MATHEMATICS (GENERAL)

Assessment Schedule

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Week 7 (12/3/12) P4 + 6	Term 2, Week 5 (25/5/12) P4,5	Term 3, Week 1 (20/7/11) P4,5	Term 3, Weeks 9-10
	<i>Type of Task</i>	Class Test	Examination	Class Test	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Concepts, skills and techniques	50%	7.5	12.5	10	20
Reasoning and communication	50%	7.5	12.5	10	20
<i>Outcomes</i>		P1-3,5,7,8,11	P5,6,8	P3-5	P2-11
<i>Task Weighting</i>	100%	15%	25%	20%	40%

## Mathematics (General) – Summary of Internal Assessment

Component	Weightings
<b>Concepts, skills and techniques</b> Concepts, skills and techniques: Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical concepts.	50
<b>Reasoning and communication:</b> Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.	50
<b>Total %</b>	<b>100</b>

Measuring attainment of the assessment components will involve assessing a student's ability in relation to aspects of the General Mathematics course such as:

### Concepts, skills and techniques

- recalling mathematical terminology and concepts
- identifying the nature of mathematical problems from practical contexts, and appropriate techniques for solution
- applying appropriate techniques to solve routine problems.

### Reasoning and communication

- interpreting information from practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways
- explaining terminology, concepts, techniques for solution or aspects of a solution, using written and/or spoken language and diagrams
- interpreting and using mathematical models, and constructing mathematical arguments to solve familiar and unfamiliar problems

### Notes on assessment of General Mathematics

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. Up to 30% of the internal assessment mark submitted to the Board of Studies may be based on the Preliminary course.

### General Mathematics – Preliminary Course Outcomes

A student:

- P1 Develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation
- P2 Applies mathematical knowledge and skills to solving problems within familiar contexts
- P3 Develops rules to represent patterns arising from numerical and other sources
- P4 Represents information in symbolic, graphical and tabular forms
- P5 Represents the relationships between changing quantities in algebraic and graphical form
- P6 Performs calculations in relation to two-dimensional and three-dimensional figures
- P7 Determines the degree of accuracy of measurements and calculations
- P8 Models financial situations using appropriate tools
- P9 Determines an appropriate form of organisation and representation of collected data
- P10 Performs simple calculations in relation to the likelihood of familiar events
- P11 Justifies his/her response to a given problem using appropriate mathematical terminology

# MATHEMATICS (EXTENSION 1)

Assessment Schedule

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Week 7 (12/3/12) P1	Term 2, Week 3 (11/5/12) P3	Term 3, Week 2 (24/07/12) P3	Term 3, Weeks 9-10
	<i>Type of Task</i>	Class Test	Examination	Class Test	Final Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Concepts, skills and techniques	50%	5	10	15	20
Reasoning and communication	50%	5	10	15	20
<i>Outcomes</i>		PE2, PE3	PE5, PE6, PE8	PE3, PE4, PE5,	PE2-PE11
<i>Task Weighting</i>	<b>100%</b>	<b>10</b>	<b>20%</b>	<b>30%</b>	<b>40%</b>

## Mathematics Extension 1 – Summary of Internal Assessment

Component	Weightings
<b>Concepts, skills and techniques</b> Concepts, skills and techniques: Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical concepts.	50
<b>Reasoning and communication:</b> Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.	50
<b>Total %</b>	<b>100</b>

Measuring attainment of the assessment components will involve assessing a student's ability in relation to aspects of the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses such as:

### Concepts, skills and techniques

- recalling mathematical terminology and concepts
- identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution
- applying appropriate techniques to solve routine problems.

### Reasoning and communication

- interpreting information from theoretical and practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways
- explaining terminology, concepts, techniques for solution or aspects of a solution, using written and/or spoken language and diagrams
- interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems
- evaluating methods of solution in terms of efficiency and breadth of application, and recognising limitations to the validity of solutions.

### Notes on assessment of Mathematics, Mathematics Extension 1 and Mathematics Extension 2

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. Up to 20% of the internal assessment mark submitted to the Board of Studies for the Mathematics course may be based on the Preliminary course.

## Extension 1 Mathematics – Preliminary Course Outcomes

A student:

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

# MODERN HISTORY

Assessment Schedule

2012 Preliminary Year

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Week 7, (12/3/11) Day 1, P2 + 5	Term 2, Week 3 (7/5/12) Day 1, P5+6	Term 3, Week 8, (5/9/12) Day 8, P2 +5	Term 3 Weeks 9 - 10
	<i>Type of Task</i>	Essay (Hand in Task)	Examination	Source Analysis (Hand in Task)	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding of Content	40%	5	10	10	15
Source-Based Skills	20%			20	
Historical Inquiry and Research	20%	15			5
Communication of Historical Understanding in Appropriate Forms	20%	5	5	5	5
<i>Outcomes</i>		P1.2, 2.1, 4.1, 4.2	P1.1, 2.1, 3.4, 4.2	P3.2, 3.3, 3.4, 4.2	P1.1, 2.1, 3.3, 3.4, 4.2
<i>Task Weighting</i>	100%	25	15	35	25

## Modern History – Summary of Internal Assessment

Component	Weighting %
Knowledge and understanding of content	40
Source-based skills	20
Historical inquiry and research	20
Communication of Historical understanding in appropriate forms	20
	100

## Modern History – Preliminary Course Outcomes

A student develops the skills to:

- P1.1 Investigate and explain the key features and issues of selected studies from the late eighteenth century to the present
- P1.2 Describe the role of key individuals, groups and events of selected studies from the late eighteenth century to the present
- P2.1 Identify forces and ideas and explain their significance in contributing to change and continuity from the late eighteenth century to the present
- P3.1 Ask relevant historical questions
- P3.2 Locate, select and organise relevant information from different types of sources
- P3.3 Evaluate sources for their usefulness and reliability
- P3.4 Identify and account for differing perspectives and interpretations of the past
- P3.5 Present the findings of historical investigations, analysing and synthesising information from different types of sources
- P4.1 Use historical terms and concepts appropriately
- P4.2 Communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms
- P4.3 Negotiate in groups to plan and conduct historical investigations

**\*\* No more than 40% weighting may be allocated to tests and examinations.**

# MUSIC 1

Assessment Policy

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Week 8 (21/3/12)	Term 2, Week 9 (19/6/12)	Term 3, Week 7 (27/8/12)	Term 3 Weeks 9-10
	<i>Type of Task</i>	Portfolio 1 – 20 <sup>th</sup> Century Music	Portfolio Topic 2 – Popular Music	Portfolio Topic 3 – Instrument and its Repertoire Performance.	Aural Exam and Performance
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Performance	25%			10	15
Composition	25%	7	18		
Musicology	25%			25	
Aural	25%				25
<i>Outcomes</i>		P 3 - 10	P 3- 10	P1-6,9-10,	P1-7, 9 -10
<i>Task Weighting</i>	100%	7 %	18%	35%	40%

## Music 1 – Summary of Internal Assessment

Component	Weighting %
Performance	25
Composition	25
Musicology	25
Aural	25
	<b>100</b>

## Music 1 – Preliminary Course Outcomes

**Objective:** To develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.

Through activities in performance, composition, musicology and aural, a student:

- P1 Performs music that is characteristic of the topics studied
- P2 Observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 Recognises and identifies the concepts of music and discusses their use in a variety of musical styles

**Objective:** To develop the skills to evaluate music critically.

Through activities in performance, composition, musicology and aural, a student:

- P5 Comments on and constructively discusses performances and compositions
- P6 Observes and discusses concepts of music in works representative of the topics studied

**Objective:** To develop an understanding of the impact of technology on music.

Through activities in performance, composition, musicology and aural, a student:

- P7 Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 Identifies, recognises, experiments with and discusses the use of technology in music

**Objective:** To develop personal values about music.

Through activities in performance, composition, musicology and aural, a student:

- P9 Performs as a means of self-expression and communication
- P10 Demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 Demonstrates a willingness to accept and use constructive criticism

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Assessment Policy

2012 Preliminary Year

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Week 10 (2/4/12) Day 6	Term 2, Week 4 (18/5/12) Day 10 , P1+2	Term 3, Week 5 (14/8/11) Day 2	Term 3, Weeks 9-10
	<i>Type of Task</i>	Research Task on Core 1 - Hand in	In Class Exam	Lab Report – Core 2 & First Aid (Hand in)	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
<b>Knowledge and Understanding of:</b> <ul style="list-style-type: none"> <li>Factors that affect health</li> <li>The way the body moves</li> </ul>	40%	10	10	10	10
<b>Skills in:</b> <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	5	10	10
<b>Skills in Critical Thinking, Research and Analysis</b>	30%	5	5	10	10
<i>Outcomes</i>		P2-6, P15-16	P1-7	P8-12,15-17	P1-17
<i>Task Weighting</i>	100%	20%	20%	30%	30%

## PDHPE – Summary of Internal Assessment

Component	Weighting %
Knowledge and Understanding of: <ul style="list-style-type: none"><li>• Factors that affect health</li><li>• The way the body moves</li></ul>	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
Skills in Critical Thinking, Research and Analysis	30
	<b>100%</b>

## PDHPE – Preliminary Course Outcomes

A student:

- P1 Identifies and examines why people give different meanings to health and to physical activity
- P2 Explains how nutrition, physical activity, drug use and relationships affect personal health
- P3 Recognises that health is determined by sociocultural, economic and environmental factors
- P4 Identifies aspects of health over which individuals can exert some control
- P5 Plans for and can implement actions that can support the health of others
- P6 Proposes actions that can improve and maintain personal health
- P7 Explains how body structures influence the way the body moves
- P8 Describes the components of physical fitness and explains how they are monitored
- P9 Describes biomechanical factors that influence the efficiency of the body in motion
- P10 Plans for participation in physical activity to satisfy a range of individual needs
- P11 Assesses and monitors physical fitness levels and physical activity patterns
- P12 Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 Develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 Forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 Utilises a range of sources to draw conclusions about health and physical activity concepts
- P17 Analyses factors influencing movement and patterns of participation

**\*\* No more than 50% weighting may be allocated to tests and examinations.**

# PHYSICS

Assessment Policy

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Week 8 (23/3/12) Day 10, P1+2	Term 2, Week 4 (18/5/12) Day 10, P1+2	Term 3, Week 8 (12/6/12)	Term 3, Weeks 9-10
	<i>Type of Task</i>	In class test	Practical	Research Task – Hand in	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding	40%	5	10	10	15
Planning and conducting first-hand investigations	30%	5	10	5	10
Scientific thinking, problem-solving	30%	5	5	10	10
<i>Outcomes</i>		P2, 6,7, 11-15	P2,7,9, 11-15	P1, 3-5,7,8,10,13,14	P1-15
<i>Task Weighting</i>	100%	15%	25%	25%	35%

## Physics – Summary of Internal Assessment

Component	Weighting%
Knowledge and understanding of: <ul style="list-style-type: none"> <li>• the history, nature, and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics</li> <li>• kinematics and dynamics, energy, waves, fields and matter</li> </ul>	40
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30
Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions	30
	<b>100</b>

## Physics – Preliminary Course Outcomes

A student :

- P1. Outlines the historical development of major principles, concepts and ideas in physics
- P2. 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. Assesses the impact of particular technological advances on understanding in physics
- P4. Describes applications of physics which affect society or the environment
- P5. Describes the scientific principles employed in particular areas of research in physics
- P6. Describes the forces acting on an object which cause changes in its motion
- P7. Describes the effects of energy transfers and energy transformations
- P8. Explains wave motions in terms of energy sources and the oscillations produced
- P9. Describes the relationship between force and potential energy in fields
- P10. Describes theories and models in relation to the origins of matter and relates these to the forces involved
- P11. Identifies the need for, drafts and improves investigation plans
- P12. 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
- P14. Draws valid conclusions from gathered data and information
- P15. Implements strategies to work effectively as an individual or as a member of a team

# SPORT, LIFESTYLE & RECREATIONAL

Assessment Schedule

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
	<i>Date of Task</i>	Term 1, Week 9 (27/3/12)	Term 2, Week 7 (5/6/12)	Term 3, Week 7 (28/8/12)
	<i>Type of Task</i>	Coaching Lab (In class)	Resistance Training (Hand in)	Research assignment (Hand in)
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Sports Coaching and Training	15	15		
Individual Games and Sports Applications	15		15	
Resistance Training	20			20
<i>Outcomes</i>		P1.1, 1.3, 2.1, 3.1,3.2,4.1,4.4	P1.1,1.3,2.1, 2.2,4.4,4.5	P1.1,1.3,2.1, 3.1,4.1,4.4
<i>Task Weighting</i>	50	15	15	20

## Sport, Lifestyle and Recreation – Summary of Internal Assessment

Component	Weighting %
Knowledge and Understanding	50
Skills	50
	100

## Sport, Lifestyle and Recreation – Course Outcomes

A student:

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 Explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 Demonstrates ways to enhance safety in physical activity
- 1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 Describes administrative procedures that support successful performance outcomes
- 2.1 Explains the principles of skill development and training
- 2.2 Analyses the fitness requirements of specific activities
- 2.3 Selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 Describes how societal influences impact on the nature of sport in Australia
- 2.5 Describes the relationship between anatomy, physiology and performance
- 3.1 Selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 Designs programs that respond to performance needs
- 3.3 Measures and evaluates physical performance capacity
- 3.4 Composes, performs and appraises movement
- 3.5 Analyses personal health practices
- 3.6 Assesses and responds appropriately to emergency care situations
- 3.7 Analyses the impact of professionalism in sport
- 4.1 Plans strategies to achieve performance goal
- 4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 Makes strategic plans to overcome the barriers to personal and community health
- 4.4 Demonstrates competence and confidence in movement contexts
- 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity

# STUDIES OF RELIGION (1 UNIT)

Assessment Schedule

2012 Preliminary Year

Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
	<i>Date of Task</i>	Term 2, Week 3 (All week)	Term 3, Week 2 (24/7/12)	Term 3, Weeks 9-10
	<i>Type of Task</i>	Oral Presentation and/or written report” Nature of Religion and Beliefs.	Research and Report on one religious tradition: Judaism	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and Understanding of Course Content	20	5	15	10
Source-based Skills	10	5		5
Investigation and Research	10		10	
Communication of Information, Ideas and Issues in Appropriate Forms	10	5		5
<i>Outcomes</i>		P1-2, P6-9	P3-9	P1-6,8,9
<i>Task Weighting</i>	50	15	15	20

# STUDIES OF RELIGION (2 UNIT)

Assessment Schedule

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<i>Date of Task</i>	Term 1, Week 9 (28/3/12)	Term 2, Week 3 (All week)	Term 3, Week 2 (24/7/12)	Term 3 9-10
	<i>Type of Task</i>	Research and Related In class response: Religions of Ancient Origin	Oral Presentation and/or written report: Nature of Religion and Beliefs.	Research and Report on one Religious Tradition: Islam	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding of Course Content	40%	10	5	10	15
Source-based Skills	20%	5	5		10
Investigation and Research	20%		5	5	10
Communication of Information, Ideas and Issues in Appropriate Forms	20%	5	5	5	5
<i>Outcomes</i>		P1-2, P6-9	P1-2, P6,8,9	P3-9	P1-9
<i>Task Weighting</i>	100%	20%	20%	20%	40%

## Studies of Religion – Summary of Internal Assessment

### Studies of Religion I

Component	Weighting %
Knowledge and Understanding of Course Content	20
Source-based Skills	10
Investigation and Research	10
Communication of Information, Ideas and Issues in Appropriate Forms	10
	50%

### Studies of Religion II

Component	Weighting %
Knowledge and Understanding of Course Content	40
Source-based Skills	20
Investigation and Research	20
Communication of Information, Ideas and Issues in Appropriate Forms	20
	100%

## Studies of Religion – Preliminary Course Outcomes

A student:

- P1 Describes the characteristics of religion and belief systems
- P2 Identifies the influence of religion and belief systems on individuals and society
- P3 Investigates religious traditions and belief systems
- P4 Examines significant aspects of religious traditions
- P5 Describes the influence of religious traditions in the life of adherents
- P6 Selects and uses relevant information about religion from a variety of sources
- P7 Undertakes effective research about religion, making appropriate use of time and resources
- P8 Uses appropriate terminology related to religion and belief systems
- P9 Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

# VISUAL ARTS

Assessment Schedule

2012 Preliminary Year

**Assessment Task Distribution and Weighting Table**

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
	<b><i>Date of Task</i></b>	Term 1, Week 8 (23/03/12) Day 10, P2	Term 2, Week 9 (20/06/12)	Term 3, Week 7 (27/8/12) Day 1, P6	Term 3, Weeks 9-10
	<b><i>Type of Task</i></b>	Body of Work and Case Studies	Case Studies- Hand in	Body of Work	Final Preliminary Exam
<b><i>Component being assessed</i></b>	<b><i>Syllabus Weighting</i></b>				
Art Making	50%	20		30	
Art Criticism and Art History	50%	10	15		25
<b><i>Outcomes</i></b>		P1-10	P7-10	P1-6	P7-10
<b><i>Task Weighting</i></b>	<b>100%</b>	<b>30%</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>

## Visual Arts – Summary of Internal Assessment

Internal Assessment	Weighting %
<p><b>Artmaking</b>            Knowledge, understanding and skills of content</p> <ul style="list-style-type: none"> <li>– artmaking as a practice</li> <li>– conceptual framework</li> <li>– frames</li> </ul> <p>evident in the lead-up working diaries, works under development, in the body of work, and student explanations</p>	50
<p><b>Art criticism and art history</b>            Knowledge, understanding and skills of content</p> <ul style="list-style-type: none"> <li>– art criticism and art history as practices</li> <li>– conceptual framework</li> <li>– frames</li> </ul> <p>evident in:</p> <ul style="list-style-type: none"> <li>• short answer responses and reports derived from critical and historical case studies applied to understanding of practice, the conceptual framework and frames</li> <li>• class essays</li> <li>• critical and contemporary reviews and reports in class</li> <li>• research techniques suited to criticism and history in the investigation of particular cases</li> <li>• research assignments</li> <li>• research essays</li> <li>• written and oral accounts of particular cases</li> </ul>	50
	<b>100</b>

## Visual Arts – Preliminary Course Outcomes

A student:

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

## SECTION THREE

### RULES AND PROCEDURES FOR EXAMINATIONS/TESTS








#### Examination Dates and Times

- ⌚ The College publishes the examination/test timetable and distributes copies to students. It is your responsibility to make sure you receive a timetable and read it carefully.
- ⌚ If you miss an examination simply because you have misread the timetable you will receive a mark of zero in that examination/test.
- ⌚ You must be at the examination/test location at least 15 minutes before the start of each examination/test.







#### Examination Attendance Rules

- 👉 You must sit for all examinations/tests/tasks unless prevented by illness or misadventure. If you cannot attend an examination/test because of illness or misadventure, notify the Director of Teaching and Learning immediately.
- 👉 If illness occurs before the examination and you are still able to attend, notify the Teacher-in-charge of the examination/test when entering the venue.

## Equipment for the Examination/Test

-  It is your responsibility to make sure that you know and possess the correct equipment.
-  Before the examination/test begins, staff supervising will inspect any equipment brought into the venue. It is recommended that you place all equipment into an A4 plastic sleeve.
-  Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an appeal on the grounds that your examination equipment did not work correctly.
-  Except for General Mathematics candidates, you may only use those calculator models that appear on the Board of Studies' list of approved calculators. Before the examination, you should verify with your teachers that your calculator is an approved model. General Mathematics students must comply with the special guidelines for calculators in the General Mathematics HSC Examination as advised by the Board of Studies.
-  Where students are permitted to take dictionaries into a Languages examination, dictionaries cannot be annotated in any way, including using stickers to mark a particular place.
-  You are not permitted to borrow equipment during examinations/tests.
-  Supervisors will not be responsible for the safekeeping of any unauthorised material and equipment, including mobile telephones.

## Examination/Test Room Procedures

-  You must sit at the desk designated by the Teacher-in-charge of the examination/test.
-  You must place your Photo Library Card at the top right hand side of the desk.  
If necessary, a drivers licence or travel pass will be acceptable.
-  It is your responsibility to check question papers to make sure there are no pages missing.
-  Reading Time – there will be between 5 and 10 minutes of reading and familiarisation time. You must not write during this time.
-  During written examinations/tests, you must:
  - Read the instructions on the front page of the examination paper carefully. Teachers supervising are not permitted to interpret questions or instructions relating to questions.
  - Write your name (or student number for Year 11 and 12 students) on all writing booklets/pages.
  - Write with black or blue pen. Pencil may be used only where specifically directed.
  - Make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong section or booklet, write a note on the front and back of all booklets that an answer has been written in the wrong place. Do not rewrite your answers, but ensure you label and hand in all parts of your answers.
  - Stop writing immediately when told to do so by the teacher supervising.
  - Arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them.
-  You must not:
  - Commence writing until instructed to do so by the Teacher-in-charge.
  - Write your name on answer books or sheets.
  - Leave the examination/test room (except in an emergency) without permission.

## Conduct During the Examination/Test

- ✓ You must follow the rules of the College at all times.
- ✓ You must follow the Teacher-in-charge's instructions at all times and must behave in a polite and courteous manner towards the teachers supervising and other students.
- ✓ You must not:
  - Eat in the examination/test room.
  - Speak to any person other than a teacher supervising during an examination/test.
  - Behave in any way likely to disturb the work of any other student or upset the conduct of the examination/test.
  - Take into the examination/test room any books, notes, any paper, or any equipment other than the equipment necessary.
  - Take a mobile phone into the examination/test room.
  - Take any electronic device into the examination/test room
  - Remove any examination/test booklets, whether used or not, from the room.  
Question papers may only be removed with the permission of the Teacher-in-charge.
- ✓ If you do not make a serious attempt at an examination, you may not receive a result in that examination. 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.
- ✓ Examination answers that contain frivolous or objectionable material may result in the cancelling of the examination and a zero mark being awarded.
- ✓ If you do not follow these rules, or if you cheat in the examinations/tests in any way, you may be removed from the examination/test venue and reported to the Curriculum Co-ordinator. The penalty will be a zero mark for that examination/test.

## What to do if you Miss an Examination Due to Illness or Misadventure

- ? You must notify the College (9957 5000) if you are prevented from attending an examination/test because of illness or misadventure.
- ? At the first opportunity after the test/examination you must provide written and complete details of your illness or misadventure, and describe how it affected your performance in the examination/test.
- ? Provide **independent written evidence** which specifies the dates during which your illness or misadventure has occurred. This documentation must be dated at the time of the examinations.

In the case of **illness**, the College requires a statement from a doctor or other health professional. The statement should describe the nature and effects of your illness and its implications for your examination presentation. ***Note that a medical certificate that merely states that you were unfit for study/work is not acceptable.***

In the case of **misadventure**, a Police Officer or a counsellor or another appropriate professional person should be approached for a written statement. Again, it should outline the nature and effects of your misadventure and its implications for your examination presentation.

***Complete documentation must be presented to the Director of Teaching and Learning on the morning of your return to school.***