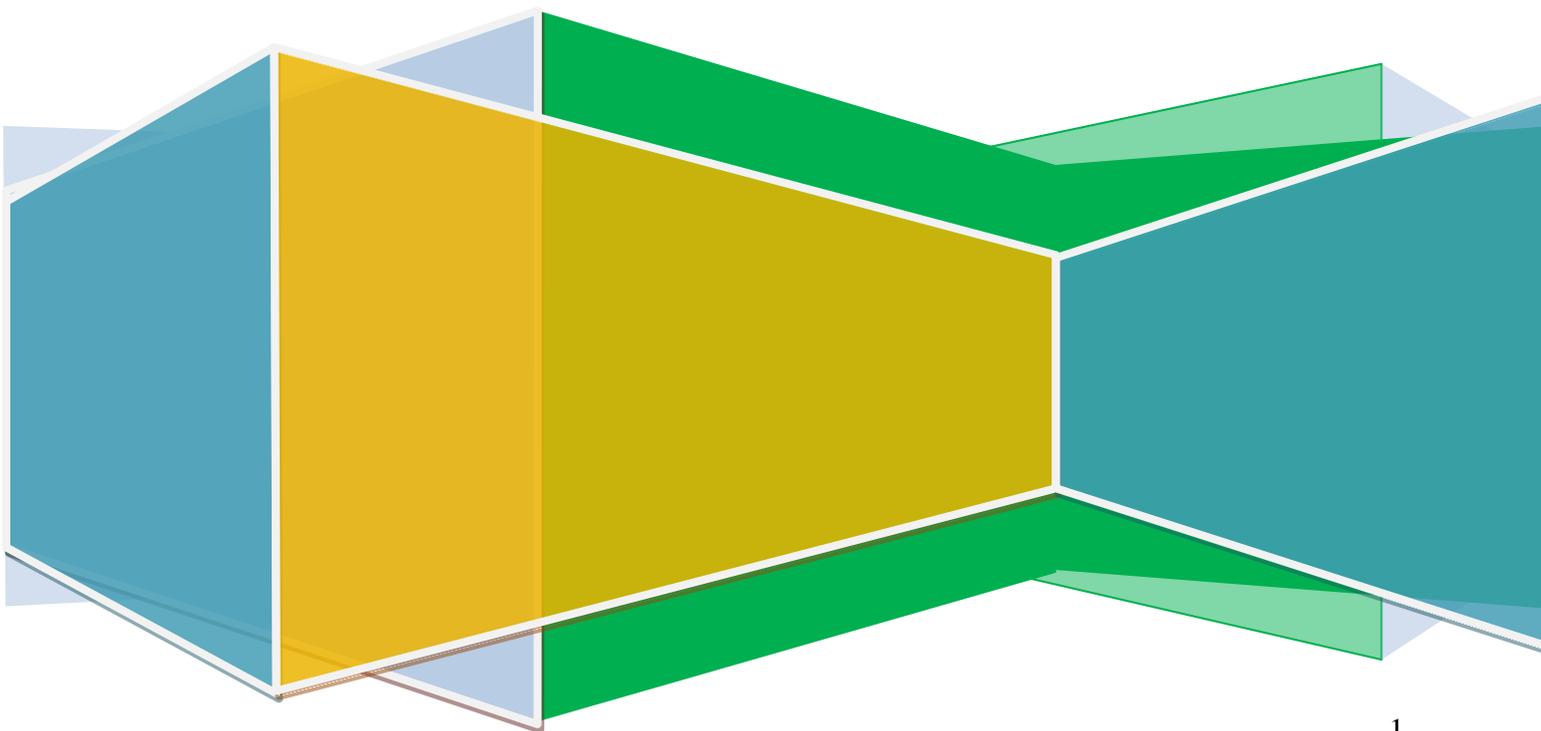




STAGE 6
Preliminary (Year 11)
ASSESSMENT BOOKLET

2017



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Section One	<u>Year 11 (Preliminary) Assessment Policy</u> Section One of this booklet aims to provide details of how St Peter's College implements the Assessment Programme for all courses offered at Year 11 (Preliminary) level.
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Disclaimer

The Assessment Policy and the procedures detailed in your Assessment Booklet are intended to ensure that:

- i) each student's school assessment mark is an accurate reflection of the student's work, and
- ii) the mark has been derived in a manner that is fair to all students.

At any time the College reserves the right to change any part of this policy and these procedures so that an individual student, or a group of students, cannot gain an unfair advantage over others, due to circumstances that the College is unable to predict and/or change.

Every effort has been made to ensure that the task types and assessment dates in your Assessment Booklet are accurate. However, there may be times when it is necessary to make changes to assessments and/or dates. Any and all changes will be authorised by the Director of Teaching, Learning and Innovation.

Year 11 and the Record of School Achievement (RoSA)

What is the Record of School Achievement (RoSA)?

The Record of School Achievement (RoSA) recognises student academic achievement before receiving their Higher School Certificate (HSC).

It is a cumulative credential; instead of just showing what student results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

What will be shown on the RoSA?

The RoSA will show your Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment.

How do I qualify for a RoSA?

The RoSA will be awarded to all eligible students when they leave school.

If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time.

To qualify for a result in a subject you must meet all completion criteria for it, including all formal and informal forms of assessment.

To receive a RoSA you will need to meet your school's attendance requirements.

You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving and if you are eligible, your RoSA credential will be sent directly to you.

It is important that students complete all set class work, homework and assignment work to be eligible for the RoSA. It is essential that all students complete and make a serious attempt at all tasks.

What results will be on my RoSA?

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgement.

Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks and class tasks that you are required to do throughout the year. Assessment tasks may include tests developed and used in your school.

The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades as outlined in the Course Performance Descriptors for each course.

The RoSA credential will report on your achievements in Year 11 (Preliminary) courses, using the general Board of Studies A to E grade table.

What are the literacy and numeracy tests?

If you have told your school you want to leave before the end of the Higher School Certificate, you will have the choice to sit for literacy and numeracy testing.

The tests will be offered online and will be taken at your school under the supervision of a teacher. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy. The Board will provide more information on this as the procedure is developed.

Recording extracurricular achievements

up2now is a BOSTES online package that allowed students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work. Details of its implementation in 2017 are yet to be released.

Higher School Certificate Assessment Policy and Procedures

Students in Year 11 should be aware of the assessment expectations in Year 12 which are outlined below.

The Higher School Certificate Reporting Procedures

What do students receive at the end of the HSC?

Each student will have two marks reported on their Year 12 Record of Achievement for each **Board Determined Course** they study – an Examination Mark and a Moderated Assessment Mark – both out of 100. 1 Unit Board courses (Extension 1 courses) are out of 50.

The Moderated School Assessment mark will form 50% of a student's HSC mark.

School based internal assessment

What is meant by assessment?

Assessment is the measure of actual student performance in various tasks. It is not a measure of potential performance or an estimate of general ability.

Assessment represents an integral part of the teaching and learning process and as such all assessment tasks set, must be completed.

Why is there school assessment?

Higher School Certificate school-based assessment allows students to receive credit for:

- achievement in those areas of study that cannot be fully covered by the HSC Examination, for example oral skills, practical work, research tasks etc.
- progressive efforts throughout the course rather than relying solely on their performance in the HSC Examination.

What is meant by "formal" and "informal" assessment?

Formal assessment refers to the schedule of tasks provided to each student for each course which have designated completion dates and which are calculated to determine their school-based assessment mark.

Informal assessment tasks and class work not included in the formal assessment schedule are significant as they:

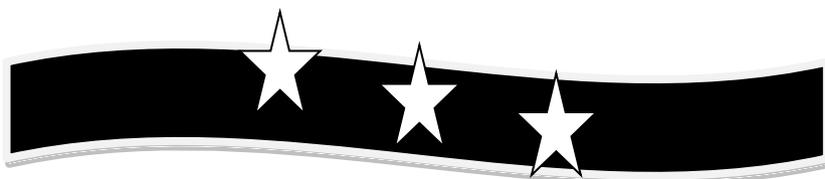
- assist in skill and knowledge development
- provide opportunities for students to consolidate conceptual understanding
- provide evidence of sustained and diligent effort

Because of this, students are expected to participate in and complete all set tasks, whether formal or informal.

Please note

It is a requirement that you not only satisfactorily complete formal assessment tasks, but participate in and complete ALL tasks required by the class teacher. All of these tasks indicate whether you have met the outcomes of the course.

SECTION ONE



ASSESSMENT POLICY

Year 11 Assessment Policy

The following policy relates to Assessment Tasks in all Year 11(Preliminary) courses conducted at St Peter's Anglican College.

1 **What is meant by an Assessment Schedule?**

An Assessment Schedule is the listing of assessment tasks students are required to complete for each course. This booklet provides the number, weighting and Term/Week in which the task is finally due. The classroom teacher will provide, in writing, the specific task requirements and Latest Submission Time no later than two weeks prior to the due date. This will include the day and period due.

2 **What must I do to have satisfactorily studied a course?**

A student must make a serious and satisfactory attempt at all Assessment Tasks and all class tasks in each course in which they are entered. To have satisfactorily studied a course a student must:

- follow the course developed/endorsed by NESA
- apply themselves with diligence and sustained effort to the **set tasks** (not just Assessment Tasks)
- achieve some or all of the course outcomes.

When a student fails to hand in or attend an assessment task and provides no relevant, acceptable documentation, the parents will be informed in writing of this non-completion. This requires the student to complete the task by the date indicated on the letter to ensure they achieve the relevant course outcomes of the task assessed. Penalties for late submission apply and are detailed below.

Any student who fails to complete Assessment Tasks worth in **excess of 50 percent** of the available marks will be issued with an "N" (Non-Completion) notice, which will disqualify them from this particular course. This **may** in turn disqualify them from receiving the HSC and possibly an ATAR. This may occur as students need a minimum of 12 units to satisfactorily complete Year 11. "N" warnings are sent to parents in writing if this eventuality appears likely.

3 **What is the Syllabus Outline?**

Each Board Developed Course and Content Endorsed Course follows a Syllabus developed by NESA. Students should expect to receive a copy of relevant syllabus outlines from their class teachers. These can be used by students to track their progress through a unit and for the development of unit summaries for revision purposes. Syllabus documents can also be obtained from the Board of Studies website: www.educationstandards.nsw.edu.au

4 **What are my responsibilities with regards to examinations tasks?**

For details of expectations during examination-type tasks, refer to the *Appendix 1*. However, please note that if a student is found to have notes, texts or summaries of the subject being examined with them during an examination *whether they use them or not* it will be assumed that it was for the purpose of using it during the examination and they may be awarded a zero determination for that task. Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

5 **What happens if I don't submit my own work?**

All work submitted for an Assessment Mark must be solely completed by the student.

In cases where an Assessment Task is completed either entirely or partially beyond College supervision (at home) a student may be asked to present written documentation that clearly states the work presented is the student's original work. In the case of some Research Tasks, Major Works or Projects, a student log or evidence of early drafts may be required by the teacher and must be presented upon request. If doubt arises regarding the authenticity and originality of the submitted work, the Director of Teaching, Learning and Innovation will be asked to consider the matter.

The student may appeal any decision within three days of written notification of the zero being given. The procedure for this is outlined below.

When instances of collusion, plagiarism and copying are substantiated, the following penalties will be applied:

- Research Tasks – a zero determination for the section or sections affected, or for the entire task.
- Examinations – in the case of cheating, a zero determination for the whole paper.

In both cases, should it be determined that a student willingly assisted another student, then that student may also be awarded a zero determination.

6 How will I be notified of an Assessment Task?

At the beginning of Year 11 students will be notified of the assessment schedule for each course. This will include the nature, weighting and approximate Latest Submission Time of each task and will be included in the Year 11(Preliminary) Assessment Booklet.

To ensure students have adequate time to prepare for an assessment task, they will be informed in writing of specific details pertaining to each assessment task approximately two weeks before its Latest Submission Time. This will be provided by their class teacher and will include information about how and when the task must be completed. Half Yearly and Yearly examinations will not require written notice to students as they are entered on the College calendar.

7 What happens if I am absent when an assessment task is given out?

It is the student's responsibility to obtain from the teacher information about any assessment tasks which may have been notified in their absence. They should email their class teacher and specifically request the task be sent to them if the absence is prolonged. They should go and see their teacher on the first day of their return and discuss the matter with them. Absence on the day of notification in itself is not grounds for an extension. It is your responsibility to refer to the schedule provided and know when to expect notification and seek it out. For prolonged absences it may be appropriate to apply for an extension. This process is outlined below. Please note that documentary evidence for the absence will be required.

8 How will I be informed of my Assessment Results?

Students will be awarded a result for each Assessment Task. Formal notification of a student's progress and results in each course will be provided by a formal College Report in Term 2 and at the official end of Year 11.

Marks/Results for individual Assessment tasks can only be queried at the time the tasks are returned to students. Students must approach their class teacher/Head of Department immediately, as queries will not otherwise be considered.

9 What is the Latest Submission Time (LST)?

When you are issued with an Assessment Task, you will have sufficient time to complete the task. The task will have the Latest Submission Time (LST) indicated. You should consider this to be the last time you can submit the task. Always aim to submit it before the LST. Submit your Assessment Task as soon as you have finished it.

10 How do I submit an Assessment Task?

Students are required to submit/complete all assessment tasks on the day and by the time indicated by their class teacher (LST). Failure to do so will result in the unsatisfactory completion of the task. Specific instructions regarding submission of tasks will be provided on the individual assessment task notification sheet. If no specific directions are given, the default procedure is to hand the task to the class teacher in the period you have that teacher on the LST.

11 Can I email an assessment task to my teacher?

It is the responsibility of the student to submit a hard copy of each Assessment Task by the LST. Teacher will not print copies of tasks for students.

It is advisable, though, to email a copy of your work to your teacher if:

- * You are having trouble printing and wish to have proof of the completion of the task
- * You are away on the day the task is due and wish to have proof that the task is done to support your Application for Extension or Alternative Task Form Appendix 3. You will need to email by the Period the task is due.
- * You have not completed the task by the LST and have no valid reason – you can be marked on what you submit if it is a serious attempt at the task.

In all cases, if emails are not received by the teacher, the student will be required to show that the email was sent by opening their "Sent" box and retrieving the email at school.

12 What happens if my teacher is absent on the LST?

Unless otherwise informed in the Period the task is due, you should submit the task to the relevant Head of Department.

13 What happens if I fail to attempt or submit a task (including being absent on the Latest Submission Time) and I have a valid reason?

If a student is unable to attend or submit a particular task on or by the set date of that task, the following procedures must be followed:

(a) The College must be notified directly on or before the morning of the task or LST. If the absence is foreseeable, the notification should be made before the day of the task. The College Office can be contacted on 02 4471 5111. Students should ask the office to notify the relevant class teacher of the absence. This does not constitute an extension on the task.

(b) In all cases of absence on the due date, the student must submit an Application for Extension or Alternative Task Form Appendix 3 with relevant documentation* to the relevant Head of Department before the commencement of the student's first period on the day of their return to school. The day or days absent must be indicated on the documentation which must include all days absent from school up to and including the task date or from the task date until the day preceding the date of return. Undocumented absence beyond this or these dates may result in a zero determination.

Students should attach a copy of what they have completed of the task to show that they have actually worked on it prior to the LST.

Students should not assume that their application will be accepted so they should endeavour to fulfil all assessment requirements by the LST.

**Please note: "Other relevant documentation" includes such things as Doctors' Certificate in the case of illness, funeral notices, police reports (in the case of a motor vehicle accident), hospital documentation (in case of illness of a family member), or other equivalent professional (objective) documentation.*

(c) If a student is present at school but does not hand in a task due to what they believe to be a valid reason, they should follow (b) above. They should present the teacher with what they have done of the task, even in draft form.

If the reason for not submitting/attempting a task is deemed valid, the student may be given an extension of the same task or a substitute task. In extreme circumstances, if the above is not possible, an estimate may be given. This would require discussion by the class teacher, Head of Department and the Deputy Head of School.

14 What happens if I have an appointment on the day of an Assessment Task?

An appointment made for the date of an Assessment Task or on LST, is not an acceptable reason for failure to submit unless there is an emergency as evidenced by acceptable documentation. In such a case the procedures outlined in 12(a), (b) and (c) should be followed.

If an appointment is made in advance, the student is expected to submit the task prior to the appointment. If it is an in class assessment, an alternative appointment date should be made.

Students should always be aware of their assessment schedules so that such clashes can be avoided. Students are encouraged to discuss ANY related issues with their class teacher and/or Department Head well before the LST so that solutions can be found.

15 What happens if I am absent for an examination?

Examination periods are indicated in the College Diary and on the Assessment Schedule in this booklet. It is the responsibility of the student to inform their parents or guardians of these dates so that student attendance during these periods is a priority.

If the absence occurs during an **examination period**, the student must follow the steps in 12 (a) and (b) then return on the first day after expiry of the period covered by the certificate or documentation, whether they have a scheduled examination on that day or not. Upon return to the College, they are to report immediately to the Director of Curriculum with a completed Application for Extension or Alternative Task Form Appendix 3. Rescheduling of the missed examinations will take place, should the reasons for the absence be acceptable. Failure to do so may lead to a zero being awarded to the student for the relevant examination.

16 What happens if I am on College Approved Leave when an Assessment Task is due?

A student requiring leave must obtain written permission from the Principal before the taking of the Leave. They should inform the Principal of any Assessment Tasks due during the proposed Leave. If Leave is granted, they must present this to the relevant Head of Department before the Leave is taken. The Head of Department may determine that:

- the task be handed in BEFORE the Leave is taken
- an Application for Extension or Alternative Task Form Appendix 3 is to be completed

17 What if I don't hand in a task because I have computer problems?

No allowance will be made for computer problems including:

- loss of data
- failure to print
- corrupted files

To minimise computer problems, consider:

- printing each page after completion
- backing up your files to multiple drives, be they physical or cloud based
- emailing the work to yourself
- not leave the printing of a task to the last day. Give yourself time to work on a solution to any technical problems.

It is the student's responsibility to ensure that appropriate steps have been taken to minimise computer problems. Planning to submit Assessment Tasks before the LST will also help avoid problems in this area.

18 How do I use the Application for Extension or Alternative Task Form?

This form must be completed and the process outlined on it followed. The student can discuss their situation with the class teacher but needs to submit the form to the relevant Head of Department as soon as possible. The final decision regarding the College's action will be made by the Director of Teaching, Learning and Innovation. See *Appendix 3*.

19 What happens if I don't have a valid reason for the late submission of an assessment task?

You will be awarded a zero mark for that task. A "Non-completion of a Preliminary Course" Official Warning Letter *Appendix 4* will be issued.

20 What happens if I don't have a valid reason for a non-attempt of an assessment task?

You will be awarded a zero mark for that task. A "Non-completion of a Preliminary Course" Official Warning Letter *Appendix 4* will be issued.

21 What happens if I don't have a valid reason for an absence on the day of an assessment task?

You will be awarded a zero mark for that task. A "Non-completion of a Preliminary Course" Official Warning Letter *Appendix 4* will be issued

22 What happens if I am awarded a zero mark for an assessment task?

In this case, the task response *must still be submitted* so that the student can show that they have achieved some of the outcomes of the course. It *will be marked* and returned to the student *with feedback*. The mark, however, *will not* contribute to the final assessment mark in that course.

23 Will my parent or caregiver be informed of the award of a zero mark?

In situations where any of the penalties outlined above are imposed, parents will be informed in writing as soon as possible. The notification letter must be signed by the parent(s) and returned to the Director of Teaching, Learning and Innovation immediately.

These "Non-completion of a Preliminary Course" Official Warning Letters *Appendix 4* carry formal warning of the possibility of an "N" determination. This will occur if a student fails to complete Assessment Tasks worth in excess of 50 percent of the available course marks, fails to achieve the outcomes of the course, or fails to satisfactorily participate in the course. Where a student is in danger of receiving an "N", their parents will be notified in writing allowing sufficient time for the student to remedy the problem.

24 Can I appeal a zero mark or an "N" Determination?

If a zero mark is awarded for a task, a student is entitled to appeal. They should complete the Preliminary Assessment Appeal Form *Appendix 2* (within 3 school days of the receiving notification) and follow the instructions on this form.

Should an "N" determination be made in a course, the student is entitled to appeal first of all to the College Assessment Appeals Committee* (within 3 school days of the receiving notification) using *Appendix 2*.

In both cases the student should contact the Director of Teaching, Learning and Innovation immediately for more details.

**This committee is made up of the Principal and Director of Teaching, Learning and Innovation.*

**Step-by-Step
Procedure for Completing Assessment Tasks**

Procedures	Student Responsibilities
1. Students receive assessment policy	<ul style="list-style-type: none"> • Read and highlight relevant information and subjects studied. • Devise a personal assessment timetable.
2. Students receive task notification at least two weeks before task LST that is listed in the assessment schedule	<ul style="list-style-type: none"> • Students read task requirements. If uncertain about any component of the task they should discuss it with their teacher or relevant Head of Department. • Attend school the day a task is held. • Hand in task before or during the period the day the task is due. (LST)
3. Requirements and /or expectations if absent from task/school	<p>If absent on day of task completion/LST, complete the following:</p> <ul style="list-style-type: none"> • notify school office that morning • - on first day of return speak to relevant Head of Department with <u>APPLICATION FOR EXTENSION OR ALTERNATIVE TASK FORM</u> and appropriate documentation.
4. Requirements if prior knowledge of absence from task or LST.	<ul style="list-style-type: none"> • Complete <u>APPLICATION FOR EXTENSION OR ALTERNATIVE TASK FORM WITH</u> relevant documentation and present to relevant Head of Department. • Follow instructions given.
5. Requirements if absent from examination period	<ul style="list-style-type: none"> • Notify school office the day of exam(s). • On first day of return to school meet with Director of Curriculum with <u>APPLICATION FOR EXTENSION OR ALTERNATIVE TASK FORM</u> with relevant documentation. • Follow instructions given.

Common Grade Scale for Preliminary Courses

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

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

A

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

B

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

C

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

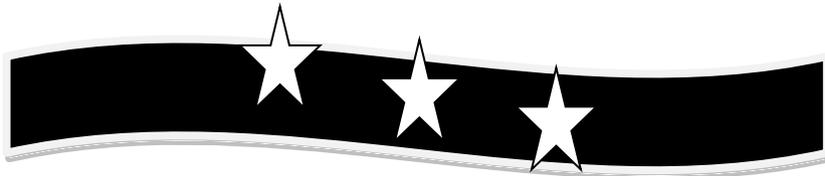
D

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

E

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

SECTION TWO



FORMS AND DOCUMENTS

APPENDIX 1



ST. PETER'S ANGLICAN COLLEGE

EXAMINATION RULES AND PROCEDURES

You must not:

- a) take a mobile phone or programmable watch into the examination room
- b) take any electronic device including a digital media player into the examination room
- c) speak to any person other than a supervisor during an examination
- d) behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- e) take into the examination room, or refer to during the examination, any books or notes, this booklet, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- f) eat in the examination room except as approved by the College
- g) take any writing booklets or examination papers from the examination room

You must:

- a) Arrive at the examination room 10 minutes before the exam start time. It is your responsibility to read the examination timetable correctly and to attend all your require exams.
- b) Bring all equipment in a plastic sleeve for checking. No pencil cases will be admitted.
- c) Only use your Board of Studies student number, not your name, on examination papers
- d) Plan to stay for the full examination time, using it to complete, check, correct and recheck your answers

Missed Examinations:

- a) In extreme circumstances, if you are unable to attend school and sit for one or more examinations, you must contact the College on the morning of the examination. You will be required to complete an APPLICATION FOR EXTENSION OR ALTERNATIVE TASK FORM and provide acceptable documentation to support your reason for absence. If ill, you will need a doctors' certificate. If the reason for absence has been accepted you will be required to sit your examination in the catch up examination period. **This period is any vacant time slot within the exam period and for two days after the examination period is completed.**
- b) If you miss an examination simply because you have misread the timetable, you must contact the College immediately. This is not an acceptable reason for absence. You will receive an examination mark of zero. However, you will be required to sit the examination during the catch up period so that outcomes of the course can be fulfilled.
- c) If you arrive late for an examination, no additional time will be provided.

General:

- a) No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during the examinations.
- b) If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room and will be reported to the Principal. You may receive zero marks for that examination paper and as a consequence you may be ineligible for a Higher School Certificate.
- c) If you do not make a serious attempt at an examination, you may not receive a result in that course and may not be eligible for the award of the Higher School Certificate. Teachers will bring to the Principal's attention examination answers that contain frivolous or objectionable material.
- d) Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.
- e) College uniform is to be worn.
- f) Students should not leave an examination early. At the very least, students need to follow the HSC regulation of not leaving in the first hour or in the last 15 minutes.



ST. PETER'S ANGLICAN COLLEGE

PRELIMINARY (YEAR 11) ASSESSMENT APPEAL FORM

This form is to be used to lodge any appeals relating to Preliminary Assessments within the school.

Category (please tick one)

- Appeal** in relation to the award of a zero mark
- Appeal** in relation to the award of an "N" determination

Name: _____ Date: _____

Course: _____ Class: _____

Task Title: _____ Weighting: _____

Directions.

1. State the full nature of your Appeal, clearly indicating all details. The appeal must contain **evidence** to support your case.
2. This form must be lodged with the **Director of Curriculum within three school days** of the return of the task/award of an "N" determination.

Nature of Appeal:

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Evidence Provided:

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.....

.....

Signed: _____

Result of Appeal	
Director of Curriculum:	Date:



ST. PETER'S ANGLICAN COLLEGE

APPLICATION FOR EXTENSION OR ALTERNATIVE TASK FORM

This form is to be used to apply for an extension to the LST of a task if you were absent for a valid reason on the LST OR if you consider you have grounds for an extension well before the due date. The Director of Curriculum makes the final decision on whether an extension will be granted.

Name: _____ Date: _____

Course: _____ Class: _____

Task Title: _____ Weighting: _____

Directions.

Outline the reasons for your Application for Extension. Your application must contain **evidence** (Eg. Documentation explaining absences, Leave Approval)

<p>If Application for Extension is being made BEFORE the LST (submit form minimum of ONE WEEK before LST):</p> <ol style="list-style-type: none"> 1) Present this form with supporting evidence to the relevant Head of Department a minimum of ONE week before the LST for comment. 2) The Head of Department will forward this form to the Director of Curriculum for discussion and decision. 3) The student will be notified of the decision a minimum of 3 days before the LST. 	<p>If Application for Extension is being made AFTER the LST, as a result of absence with valid reason on LST:</p> <ol style="list-style-type: none"> 1) Inform College of absence on task's LST. 2) On first day of return after absence, present completed form to Head of Department for comment. 3) The Head of Department will forward this form to the Director of Curriculum for discussion and decision. 4) Student is notified of decision and next step. 5) In the case of absence for examination, inform College of absence on the day then submit this form directly to the Director of Curriculum on the first day you return.
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Reasons for Application for Extension (continue over the page if necessary):
.....
.....

Evidence Provided:
.....
.....

In applying for this extension or alternative task, I guarantee that am not taking UNFAIR ADANTAGE over other students in tis course.

Signed: _____

Head of Department: I have noted the above application and request that an extension of time/alternative task SHOULD/SHOULD NOT be granted.

Extension time: _____ Days. Task is now due on _____

Comment:

Signature: Date:

Result of Application	
Director of Curriculum:	Date:

APPENDIX 4

SAMPLE WARNING LETTER – Non-Completion of a Preliminary Course

Dear _____
PARENT/GUARDIAN

**OFFICIAL WARNING
Non-completion of a Preliminary Course**

I am writing to advise that your son/daughter _____ is in
NAME
danger of not meeting the Course Completion Criteria for the Preliminary course,

COURSE NAME

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (eg 1st, 4th) **official warning** we have issued concerning _____.

COURSE NAME

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the Record of School Achievement. In Year 11, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met _____
STUDENT NAME *INDICATE (a), (b) OR (c)*
of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

In order for _____ to satisfy the Course Completion
STUDENT NAME
Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved.

Please discuss this matter with _____ and contact the
STUDENT NAME
school if further information or clarification is needed.

Yours sincerely,

CLASS TEACHER/HEAD TEACHER

PRINCIPAL

DATE

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____.
STUDENT NAME

Task name/course requirement/course outcomes	Date(s) course requirement(s) originally due (if applicable)	Action required by student	Date to be completed by (if applicable)



PLEASE DETACH THIS SECTION AND RETURN TO THE DIRECTOR OF CURRICULUM

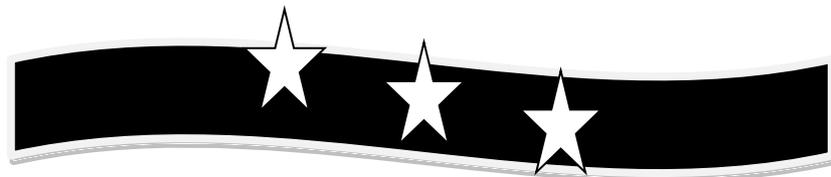
Requirements for the Satisfactory Completion of a Preliminary Course

- I have received the letter dated _____ indicating that _____
STUDENT NAME
 is in danger of not having satisfactorily completed _____
COURSE NAME
- I am aware that this course may not appear on his/her Record of School Achievement.
- I am also aware that the 'N' determination may make him/her ineligible to fulfil the requirements of Year 11.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

SECTION THREE



INDIVIDUAL COURSE ASSESSMENT SCHEDULES

Biology 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	Practical Skills/ DA Test	Half Yearly Examination	Field Work Investigation	Yearly Examination	
TIMING	Term 1 Week 8	Term 2 Week 4/5	Term 2 Week 9	Term 3 Week 8/9	
OUTCOMES	P1-3, 11-15	P1, 3, 4, 5, 6, 13, 14, 16	P2, 7, 8, 11-16	P1 –10, 13, 14, 16	
COMPONENT					
Knowledge and understanding of course content in Biology	5	10	5	20	40
Skills in planning, conducting and communication on first-hand investigations	10	0	15	5	30
Skills in scientific thinking, problem- solving and in communicating understanding and conclusions	5	10	5	10	30
TOTAL	20	20	25	35	100

Business Studies 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	Presentation	Half Yearly Examination	Business Plan	Yearly Examination	
TIMING	Term 1 Week 10	Term 2 Week 4/5	Term 3 Week 6	Term 3 Week 8/9	
OUTCOMES	P2, P5, P7, P8, P9	P1 – P6	P4, P8, P9	P1- 6, P10	
COMPONENT					
Knowledge and understanding		20		20	40
Stimulus – based skills		5	5	10	20
Inquiry and research	10		10		20
Communication of business information	10		10		20
TOTAL	20	25	25	30	100

Chemistry 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	First hand Investigation & Investigative Report	Half Yearly Examination	Data Analysis	Yearly Examination	
TIMING	Term 1 Week 8	Term 2 Week 4/5	Term 3 Week 5	Term 3 Week 8/9	
OUTCOMES	P4,7,11,12,13,14,15	P1, 2, 3, 4, 6, 7, 10, 11, 13, 14	P6,10,11,12,13,14	P1 - 15	
COMPONENT					
Knowledge and understanding	5	10	10	15	40
Skills in planning and conducting investigations	15	5	5	5	30
Skills in scientific thinking	5	5	5	15	30
TOTAL	25	20	20	35	100

English Advanced 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	Viewing Task	Half Yearly Examination	Shakespeare Oral Presentation	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 4/5	Term 3 Week 5	Term 3 Week 8/9	
Outcomes	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 12A, 13	1, 2, 2a, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 12a, 13			
COMPONENT					
Area of Study	20				40
Module A		15	20		35
Module B				25	25
Total Marks					100
Language Modes					
Listening	10		5		15
Speaking			15		15
Reading	10	5		5	20
Writing		10	5	20	35
Viewing / Representing	10		5		15
TOTAL	30	15	30	25	100%

English Standard 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	AoS Oral Presentation	Half Yearly Examination	Representational Task and Rationale	Yearly Examination	
Timing	Term 2 Week 1	Term 2 Week 4/5	Term 3 Week 1	Term 3 Week 8/9	
Outcomes	1, 2, 3, 4,5, 6,7,8,9 10,12, 13	1, 2, 3, 4, 6,7, 8, 10, 11	1, 3, 4, 6, 8	5, 6, 7, 9, 11	
COMPONENT					
Area of Study	30			10	40
Module A		15		15	30
Module B			30	0	30
Language Modes					
Listening	10			5	15
Speaking	15				15
Reading		5	5	10	20
Writing		10	15	10	35
Viewing / Representing	5		10		15
TOTAL	30	15	30	25	100

English Extension 2017

	Task 1	Task 2	Task 3	Weighting
TASK TITLE/TYPE	Creative Writing	Multimedia Presentation	Yearly Examination	
TIMING	Term 1 Week 8	Term 3 Week 2	Term 3 Week 8/9	
OUTCOMES	H1,2,3	H1,2,3	H1, 2, 3	
COMPONENT				
Knowledge and understanding of complex texts and of how and why they are valued	20		5	25
Skills in: complex analysis, sustained composition, independent investigation		20	5	25
TOTAL	20	20	10	50

Food Technology 2017

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
TASK TITLE/TYPE	Food Availability written report	Nutrition mini lesson oral and written presentation	Food Quality Storage Experiments	Nutrition essay	Yearly Examination	
TIMING	Term 1 Week 7	Term 2 Week 3	Term 2 Week 7	Term 3 Week 5	Term 3 Week 8/9	
OUTCOMES	P1.1, P1.2, P3.2	P2.1, P2.2 P3.1, P3.2, P4.3, P5.1	P2.2, P3.2, P4.1, P4.4 P5.1	P4.1, P4.2, P4.4	P1.1, P1.2, P2.1, P2.2, P3.1, P.3.2, P4.3, P5.1	
COMPONENT						
Knowledge and understanding	10				10	20
Research analysis and communication	10	10			10	30
Experimentation and preparation		5	10	15		30
Design implementation and evaluation		10	5	5		20
TOTAL	20	25	15	20	20	100

French Continuers 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	Listening and Responding Task	Half Yearly Examination	Speaking Task	Yearly Examination	
TIMING	Term 1 Week 8	Term 2 Week 4/5	Term 2 Week 8	Term 3 Weeks 8/9	
OUTCOMES	2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.5, 3.6 4.1	1.1, 1.2, 1.3, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2	
COMPONENT					
Speaking			20	5	25
Listening and Responding	15	10		5	30
Reading and Responding A		5		10	15
Reading and Responding B		5		10	15
Writing in French	5	5		5	15
TOTAL	20	25	20	35	100

Information Processes and Technology 2017

	Task 1	Task 2	Task 3	Task 4	Weighting	Task 1
TASK TITLE/TYPE	Introduction to Information Skills & Systems	Half Yearly Examination	Personal Projects	Project Manage and Develop an Information System	Yearly Examination	
TIMING	Term 1 Week 11	Term 2 Week 4/5	Term 2 Week 9	Term 3 Week 5	Term 3 Week 8/9	
OUTCOMES	P1.1, P1.2, P2.1, P3.1, P4.1, P5.1, P7.1, P7.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P6.1	P1.1, P1.2, P2.1, P2.2, P4.1	P1.1, P1.2, P2.2, P5.1, P6.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P6.1, P6.2	
COMPONENT						
Introduction to information skills and systems	10	5	5			20
Tools for information processes	5	10	10	15	10	50
Developing information systems		5		15	10	30
TOTAL	15	20	15	30	20	100

Design and Technology 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	Design theory and practice assignment	Design Project 1	Design Project 2	Yearly Examination	
TIMING	Term 1 Week 8	Term 2 Week 6	Term 3 Week 7	Term 3 Week 8/9	
OUTCOMES	P1.1, P1.2, P5.1, P7.1, P7.2	P2.1, P2.2, P3.2, P3.3, P5.2	P3.1, P4.1, P4.2, P4.3, P6.2	P1.1, P6.1, P7.1, P7.2	
COMPONENT					
Knowledge and skills in designing and producing Project work		20	25		45
Presentation of research	25	5			30
Test type tasks				25	25
TOTAL	25	25	25	25	100

Mathematics 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	In Class Task	Half Yearly Examination	In Class Task	Yearly Examination	
TIMING	Term 1 Week 11	Term 2 Week 4/5	Term 2 Week 10	Term 3 Week 8/9	
OUTCOMES	P1, P2, P3, P4, P5, P6, P7, P8				
COMPONENT					
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	15	15	5	15	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	-	15	10	25	50
TOTAL	15	30	15	40	100

Mathematics General 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	In Class Task	Half Yearly Examination	Assignment Plus In class Component	Yearly Examination	
TIMING	Term 1 Week 11	Term 2 Week 4/5	Term 2 Week 10	Term 3 Week 8/9	
OUTCOMES	MGP1, 2, 3, 4, 5, 6, 7, 8, 9, 10, VA	MGP1, 2, 3, 4, 5, 6, 7, 8, 9, 10, VA	MGP1, 2, 3, 4, 5, 6, 7, 8, 9, 10, VA	MGP1, 2, 3, 4, 5, 6, 7, 8, 9, 10, VA	
COMPONENT					
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of contexts	15	15	5	15	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models		15	10	25	50
TOTAL	15	30	15	40	100

Extension 1 Mathematics 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	In Class Task	Half Yearly Examination	In Class Task	Yearly Examination	
TIMING	Term 1 Week 10	Term 2 Week 4/5	Term 3 Week 2	Term 3 Week 8/9	
OUTCOMES	PE1, PE2, PE3, PE4, PE5, PE6				
COMPONENT					
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	3	10	2	10	25
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	2	5	3	15	25
TOTAL	5	15	5	25	50

Geography 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	Writing & Skills Task	Half Yearly Exam	Senior Geography Project	Yearly Examination	
TIMING	Term 1 Week 10	Term 2 Week 4	Term 3 Week 5	Term 3 Week 8/9	
OUTCOMES	P1, 2, 3, 5, 6, 9,10, 12, 13	P7, 8, 10, 11, 12, 13	P1, 4, 5,8, 9 10, 12, 13	P7, 8, 10, 11,12, 13	
COMPONENT					
Knowledge & Understanding of course content	5	10	5	20	40
Geographical Tools & Skills	5	5	5	5	20
Geographical inquiry and research, including fieldwork	5		15		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
TOTAL	20	20	30	30	100

Modern History 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	Research Task	Source Study	Historical Investigation	Yearly Examination	
TIMING	Term 1 Week 11	Term 2 Week 2	<i>Proposal</i> Term 2 Week 8 <i>Final</i> Term 3 Week 2	Term 3 Week 8/9	
OUTCOMES	P3.1,3.2,3.3,3.6, 4.1,4.2	P1.1,2.1,3.2,3.3, 3.4	P1.1,2.1,3.1,3.2, 3.6,4.1, 4.2	P1.1,2.1,3.2,3.3, 3.4,3.5, 3.6	
COMPONENT					
Knowledge and understanding of course content		10	5	25	40
Source-based skills		10		10	20
Historical inquiry and research	5		15		20
Communication of historical understanding in appropriate forms	10		10		20
TOTAL	15	20	30	35	100

Music 1 2017 (Preliminary)

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
TASK TITLE/TYPE	Composition Task	Viva Voce	Half Yearly Performance and Aural	Composition Task	Yearly Performance and Aural Examination	
TIMING	Term 1 Week 6	Term 2 Week 2	Term 2 Week 4	Term 3 Week 6	Term 3 Week 8/9	
OUTCOMES	P3, P4, P5, P10, P11	P4, P5, P6, P7, P10, P11	P1, P2, P4, P6, P8,	P2, P3, P4, P5, P6, P7, P8, P10, P11	P1, P2, P4, P6, P8,	
COMPONENT	Composition	Musicology	Performance and Aural	Composition and Musicology	Performance and Aural	
Performance			10		15	25
Composition	15			10		25
Aural			10		15	25
Musicology		10		15		25
TOTAL						100

PDHPE 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	Health and Physical Activity Report	Half Yearly Examination Body in Motion	Fitness Choices Presentation Report	Yearly Examination All topics	
TIMING	Term 1, Week 10	Term 2, Week 4/5	Term 3, Week 4	Term 3, Week 8/9	
OUTCOMES	P1, P2, P3, P4, P5, P6, P16	P2, P3, P7, P8, P9	P5, P6, P8, P10, P11, P15, P16, P17	P6, P7, P12, P15, P16	
COMPONENT					
Knowledge and understanding of: <ul style="list-style-type: none"> Factors that affect health 	10	20	5	10	45
Skills in: <ul style="list-style-type: none"> Influencing personal and community health Taking action to improve participation and performance in physical activity 	10		15		25
Skills in critical thinking, research and analysis	5	5	5	15	30
TOTAL	25	25	25	25	100

Physics 2017

	Task 1	Task 2	Task 3	Task 4	Weighting
TASK TITLE/TYPE	Practical Investigation and Data Analysis Moving About	Half Yearly Examination	Investigation Electrical Energy in the home	Final Examination	
TIMING	Term 1 Week 7	Term 2 Week 4/5	Term 3 Week 3	Term 3 Week 8/9	
OUTCOMES	P 2,6,11, 12,13,14,15	P1,3,4,6,7,8,9,11 12,13,15	P2,7,11,12,13,14 15	P 1-15	
COMPONENT					
Knowledge and understanding	5	10	5	20	40
Skills in planning and conducting investigations	10	5	10	5	30
Skills in scientific thinking	10	5	10	5	30
TOTAL	25	20	25	30	100

Textiles 2017

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
TASK TITLE/TYPE	Design Communication	Design Projects and folio	Properties and performance test	Design Projects and Folio	Yearly Exam	
TIMING	Term 1 Week 8	Term 2 Week 2	Term 2 Week 9	Term 3 Week 7	Term 3 Week 8/9	
OUTCOMES	P1.1, 1.2	P1.2,2.1, 2.2	P3.1, 3.2, 4.1	P2.1, 2.2	P1.1, 1.2, 5.1, 5.2, 6.1	
COMPONENT						
Knowledge and understanding of textiles and the textiles industry.	10	5	10	10	15	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies.		15	10	25		50
TOTAL	10	20	20	35	15	

Visual Arts 2017

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
TASK TITLE/TYPE	Research artists referring to the Frames and CF	Collection of Work	Editorial & written response (Frida Kahlo)	Collection of Work	Yearly Examination	
TIMING	Term 1 Week 10	Term 2 Week 2	Term 3 Week 2	Term 3 Week 7	Term 3 Week 8/9	
OUTCOMES	P2 P7 P8 P9 P10	P1 P2 P3 P4 P5 P6	P2 P7 P8 P9 P10	P1 P2 P3 P4 P5 P6	P2 P7 P8 P9 P10	
COMPONENT						
Art criticism and art history	15		15		20	50
Artmaking		25		25		50
TOTAL	15	25	15	25	20	100



Year 11 Assessment Schedule Summary 2017

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1						Music	Food Tech Physics	Eng (Adv) Eng (Ext) French D and T Biology Chemistry Textiles		Business Maths (Ext) Geography PDHPE Visual Art	IPT Maths Mod His
Term 2	Eng (Stan)	Mod His Music Visual Art Textiles	Food Tech	Half Yearly Exams Biology, Business, Chemistry, English, French, IPT, Maths, Maths (Ext), Geography, Music, PDHPE, Physics		D and T	Food Tech	French Mod His	IPT Biology Textiles	Maths	
Term 3	Eng (Stan)	Eng (Ext) Maths (Ext) Mod His Visual Art	Physics	PDHPE	Eng (Adv) Food Tech IPT Geography Chemistry	Business Music	D and T Visual Art Textiles	Yearly Exams Biology, Business, Chemistry, English, English (Ext), Food Tech, French, IPT, D and T, Maths, Maths (Ext), Geography, Modern History, Music, PDHPE, Physics, Textiles, Visual Art			

Slight alterations may be necessary due to unforeseen events