

ST JOSEPH'S CATHOLIC HIGH SCHOOL
PRELIMINARY ASSESSMENT
MANUAL 2017





Year 11 Assessment Policy

1. Rationale:

Through the development of effective and informative assessment teachers and students are able to identify specific learner strengths and needs whilst measuring achievement based on a wide range of syllabus outcomes and objectives.

Learners are entitled to be challenged, to take responsibility for their own learning, to be motivated to achieve their full potential and to receive meaningful feedback regarding their learning.

In addition Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding is a suitable basis for future learning.

1.1 Assessment Experiences & Plans

Students can expect assessment:

- To be valid and based on syllabus outcomes
- To include criteria to clarify for students what aspects of learning are being assessed
- To enable students to demonstrate their learning in a range of different contexts
- Be reliable, free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- To enable students and teachers to use feedback effectively and reflect on the learning process
- To be inclusive of and accessible for all students
- To be part of an ongoing process where progress is monitored over time.

Assessment across the many Key Learning Areas (KLA) of secondary schooling will vary considerably, however they are all designed to assess a student's achievement according to standards known as the common grade scale (A-E scale).

Assessment plans are required to be in place for each KLA, subject or course in Years 7 – 11. Assessment plans aim to provide an overview of how student performance will be assessed, monitored and recorded during a school calendar year.



1.2 Number of tasks & Submission

Assessment will take many forms throughout the calendar year and it is important to find a balance between obtaining sufficient information and not over assessing. It is for this reason that formal tasks will not exceed:

- **Stage 4 & 5 0 - 4 per year**
- **Year 11 2 unit courses (3 per year)**
- **Year 11 1 unit courses (2 per year)**
- **Year 12 (3 - 4 per year as prescribed by BOS excluding English and Music which can be 5)**

Assessment for learning (ongoing informal assessments) will be a prominent feature of the assessment plan in each year group reducing the amount of formal assessment throughout the year. In some cases informal assessment that is ongoing may be the preferred mode of assessment instead of formal assessment tasks. Faculties choosing to assess in this manner will inform students of this in their assessment plans.

Assessment will take place intermittently throughout the year across all KLA's to gather snapshots of each student's learning and provide further evidence to use in the grade allocation process.

Message for Students:

Every lesson counts when it comes to gaining the best possible grades

Classroom teachers will decide the mode of submission for assessments.

Assessments will be either completed during timetabled lessons or if externally completed, collected during specified lessons.

Assessment undertaken within courses remains significant to the grade allocation process in each Semester. Formal assessments will typically be summative in nature and be issued in the form of a notification, task outline and marking criteria. Informal assessments will be completed more frequently and act as ongoing skill and knowledge development checks for the benefit of formal assessment. As it will be occurring more frequently it will be a critical element of the grade allocation.

Assessment tasks will have an **appropriate amount of time** for completion and submission dates if published must be adhered to by all students. Failure to meet deadlines will result in written notification of late / non-submission and a personal consequence for each student, for example: Coordinator's withdrawal, after school community service or internal isolation depending on the frequency of infringement.



The consequence in most cases will be an allocated period of time to ensure that the required work is completed to a satisfactory standard. Late tasks can still be used in the grade allocation for each student but as year 7 – 11 are seen as preparation for the HSC it is important for students in 7 – 11 to take responsibility for their learning and completion of all required work items. Ongoing infringements with deadlines will result in further consequences at the discretion of the KLA Coordinator, Curriculum Coordinator and if further transgressions the Assistant Principal.

1.3 SJCHS Student Submission and Resubmission

Classroom teachers within each of the courses undertaken will specify modes of submission of assessment tasks. Students at SJCHS may be required to resubmit their work to further demonstrate their levels of achievement according to the standards, the common grade scale.

Classroom teachers and/or KLA Coordinators will outline the resubmission process when it is deemed appropriate or necessary. This will provide students with the opportunity to re-consolidate recent learning or enhance their skills further and act on the feedback provided by their teachers.

This process is only applicable to students in Year 7 – 11, as it doesn't align to the practices of the HSC.

1.4 Examination, Assessment Tasks & Holiday periods:

In the case of examination periods and / or Assessable items being implemented students will receive the adequate amount of notification of the task being completed at this time.

Examinations may be considered to be a formal assessment task and not additional to the assessment plans provided for each subject.

Assessment tasks can be assigned over holiday periods permitting that adequate instructional and time on task is provided.

1.5 Illness & Misadventure

Assessment of student's performance in tasks will be based on the student's actual performance, not potential performance. Where a student feels that circumstances outside their control have affected or may affect their performance in an individual assessment task, they may complete an **Illness / Misadventure Form** requesting special consideration.



Illness / Misadventure forms must be submitted prior to, on the day of the task or on the day of the student's return to school as applicable.

Forms are obtained from and returned to the relevant KLA coordinator with WRITTEN DOCUMENTATION (In 7 – 9 a parental letter may be sufficient). The appropriate paperwork needs to be filled out by ALL students.

NOTE: Illness / Misadventure Forms can also be obtained from the Curriculum Coordinator (Mr Hughes) or from the front office.

2. Procedures to ensure students are adequately informed of Assessment Tasks

2.1 At the commencement of each calendar year, students will be given a detailed Assessment Plan for each course that will include:

- The nature of each task
- How and when the task is to be submitted
- The outcomes to be assessed

2.2 To ensure students have adequate time to prepare for an assessment task, they will be informed of all details pertaining to the task before its due date, including:

- The scope of the assessment task
- The form it will take
- Proposed time and duration
- Specific details on how and when the task is to be submitted
- The outcomes to be examined
- The marking criteria

It is the responsibility of the KLA coordinator and Class teacher to ensure that all students receive relevant notification. This will take the form of a digital copy (sent only to student's school email addresses) although a hard copy may also be provided. Students must recognise that there is a shared responsibility in this area, and should make every effort to find out about work missed during any absence.

2.3 To ensure the integrity of formal assessment tasks, any change of scheduled date must be discussed with the Curriculum Coordinator and all affected students must be notified in writing of the change.



3. Grade Allocation

3.1 The Common Grade Scale:

The Board of studies has developed a set of general performance descriptors that describe grades A to E as five levels of achievement. The following table gives an indication of how these help to assess a student's performance across all elements of each course.

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.

A range of formal and informal assessment experiences are used throughout the learning and teaching of a particular KLA or course during a semester to develop holistic understanding of how a student is performing. These experiences will be developed and evaluated using the



standards-referenced approach, teacher professional collaboration and consistent teacher judgement (refer 3.3). This process would also include where applicable the establishment of shared understanding among teachers of a Year/grade or course of the definition of standards and the process of awarding final grades.

3.2 How are students informed of their progress?

Feedback will be provided to students and can occur at any point in the learning, teaching and assessment cycle and involves regular teacher–student dialogue to guide student learning. The nature of the assessment activity and the context of the learning influences the type of feedback provided to students. Teachers may engage students in the following forms of feedback:

- Whole class discussions to clarify the task during the activity, including online tools
- Whole class or individual student comments about aspects of the activity where students performed well, and how to improve
- Peer and self assessments and self reflections
- Checklists, criteria sheets, comments or grades
- Ongoing oral or written comments, including questioning students' understanding
- Cues, reinforcements or prompts to redirect learning
- Drafts and resubmissions
- Peer collaborations using online tools
- Written, audio or digital annotations
- Discussion of a range of student work samples and other examples beyond the classroom in relation to criteria.

Student performance in each subject will be **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual assessment experiences as determined by the criteria for the task and standards-referenced levels of achievement (A-E Grade scale) and in the recording of professional anecdotal notes by teachers.

4. Satisfactory Completion of Course

Students will be considered to have satisfactorily completed the subject being attempted if there is sufficient evidence that they have applied themselves with diligence and sustained effort to all set tasks; this includes formal and informal assessment and all classwork as it collectively contributes to their grade allocation.



5. Absences and Assessment Tasks

5.1 Absence on the day of completion / submission of an assessment task.

Students are required to provide written notification if circumstances occurring on the day or days leading into an assessment task prohibit the student submitting or completing the task on that day; or, if they have been disadvantaged in the preparation of the assessment task due to factors beyond their control.

5.1.1 If a student knows in advance that they are to be absent on the day of the completion/submission of a task, they must provide written documentation to the relevant KLA coordinator.

This is inclusive of Principal approved leave.

OR

5.1.2 If a student is absent due to illness/misadventure, they must approach the relevant KLA coordinator with their written documentation on the day of his or her return to school.

When the reason for illness / misadventure has been accepted, an extension of time or a rescheduled task may be provided by the classroom teacher.

For the above circumstances, the relevant KLA coordinator may:

- allow the student to complete the given task
- allow the student to complete an alternative task
- grant an extension of time

N.B Any requirements may be waived at the discretion of the Principal

6. Failure to meet assessment requirements

6.1 Late submission of an assessment task

If a task is not submitted by the specified due date, students will still be required to complete the task. It is the school's responsibility to ensure that students satisfactorily complete all set tasks throughout each course undertaken.



Failure to submit a task will result in the following consequences:

Initial incident/s :

- Written notification is provided to parents regarding the late submission.
- In addition the student completes the task at a time decided by the KLA Coordinator, classroom teacher and parent. This may be either in the afternoon after school or before school commences.
Please note that students will only be required to attend at this time until the work has been completed satisfactorily. Completion of the task prior to the organised date will result in the student not having to attend.
- Inability to attend will result in the task being completed at an alternate time that is arranged by the KLA coordinator of the affected subject whilst at school. Again students will only remain until the task is completed.

Ongoing late / non-submissions:

Personal consequences remain the same as above with the addition of a parental interview with Curriculum Coordinator. Further monitoring or work ethic through the use of personal booklets may be implemented, as may sanctions on personal time at school.

Further occasions:

Personal consequences continue as above with the addition of a parental interview with the Assistant Principal and / or Principal. The use of other behaviour modification strategies may again be implemented at this time whilst continued monitoring of work ethic through the use of personal booklets.

6.2 Non-genuine attempt at a task

If a student is deemed to have not made a genuine attempt in any item of assigned work the classroom teacher will ask for the work to be re-submitted to a satisfactory standard. The process of undertaking this can be either managed by the classroom teacher or may follow the procedures for late submission / non-submission as outlined above.



6.3 Malpractice

Plagiarism and/or cheating in an assessment task will be deemed MALPRACTICE and the student will not have their result contribute to their grade allocation. Whilst collaboration between students will occur in regard to take home tasks, it is an expectation that each student's submission will be distinctly individual.

Where two or more tasks are identical students will be notified and required to resubmit an alternative task that may be considered for grade allocation.

Written notification of malpractice will be provided to parents.

6.4 Technology

Students cannot sight technology errors for lateness of submission. It is expected that in extreme cases of computer malfunction, students will have copies of notes to demonstrate the development and progress of their work.

The backing up of work on to external hard drives or in the cloud is strongly encouraged

If you need assistance with this then please ask any of your classroom teachers or speak to the I.T. Department

Rules pertaining to the late submission of tasks will apply in these situations.

7. Students transferring to St Joseph's Catholic High school

Where a student has transferred from another school after the completion of assessments it would be expected a grade is allocated from the data collected since their enrolment.

The data used may not include any formal assessment instead being made up class work and informal assessments.

In the case of Year 10 & 11 students transferring their previous school may be responsible for allocating a grade, particularly if the date of transfer is around or after June 30th of that school year.



8. Student's Appeals Process

Students who believe the assessment procedures have not been met must first approach the specific classroom teacher to discuss the issue.

- If the matter is unresolved, the student then should seek advice from the respective KLA coordinator who will decide on a course of action and inform the Curriculum Coordinator of the decision. If clarification is needed the KLA Coordinator will;
- Consult the Curriculum Coordinator who will provide the student with a Student's appeal form that is filled out by student and signed by student, parents and curriculum coordinator.
- An appeals meeting will be scheduled by the Curriculum coordinator involving a panel of three coordinators (outside of the faculty that the appeal is coming from), the student and their parent/s / guardians to decide on the most appropriate course of action.
- At no time is the professional judgement of the teacher to be appealed against.

9. Basis of discretion

1. The Curriculum Coordinator in consultation with the KLA coordinator, upon consideration of all relevant information, may decide what is or is not a justifiable reason for late submission / completion of an assessment task.
2. If the final decision made is not seen as appropriate students may, through appointment, consult the Principal.



Subject Assessment Information



Preliminary Ancient History

Student performance in Preliminary Ancient History is assessed through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Business Studies syllabus via their ability to:

- Describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context
- Identify historical factors and explain their significance in contributing to change and continuity in the ancient world
- Locate, select and organize relevant information from a variety of sources
- Identify relevant problems of sources in reconstructing the past
- Comprehend sources and analyse them for their usefulness and reliability
- Identify and account for differing perspectives and interpretations of the past
- Discuss issues relating to ownership and custodianship of the past
- Plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- Use historical terms and concepts appropriately
- Communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

Student performance in the Preliminary Ancient History Course is monitored and recorded through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY ANCIENT HISTORY 2017 ASSESSMENT EXPERIENCES HSIE FACULTY				
		Formal Task 1	Formal Task 2	Formal Task 3
	Syllabus Components / Areas for Assessment	Investigating the Past Source Based Examination Term 1 Week 9 30th March, 2017	Historical Investigation Term 2 Week 10 28th June, 2017	Preliminary Exam Term 3 Week 9-10 Exam Block
	Outcomes Assessed:	P1.1, P2.1, P3.1, P3.2, P3.3, P3.4, P3.6, P4.1, P4.2	P1.1, P2.1, P3.2, P3.3, P3.4, P3.5, P4.1, P4.2	P1.1, P2.1, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P4.1, P4.2
	Common Informal AFL's	Research task and prezi, sourced based mini- research task, Forensic Archaeology essay, Presentation	Research webquest	Practice paper (in- class/timed), source based group activity, Group response writing
	Suggested Informal AFL Ideas	Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs-down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Biology

Student performance in Biology is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Biology syllabus via their ability to:

- Outline the historical development of major biological principles, concepts and ideas
- Apply the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology
- Assess the impact of particular technological advances on understanding in biology
- Describe applications of biology which affect society or the environment
- Describe the scientific principles employed in particular areas of biological research
- Explain how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- Describe the range of organisms in terms of specialisation for a habitat
- Analyse the interrelationships of organisms within the ecosystem
- Explain how processes of reproduction ensure continuity of species
- Identify and describe the evidence for evolution
- Identify and implement improvements to investigation plans
- Discuss the validity and reliability of data gathered from first-hand investigations and secondary sources
- Identify appropriate terminology and reporting styles to communicate information and understanding in biology
- Draw valid conclusions from gathered data and information
- Implement strategies to work effectively as an individual or as a team member
- Demonstrate positive values about and attitudes towards both the living and non- living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

Student performance in Biology is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY BIOLOGY 2017 ASSESSMENT EXPERIENCES SCIENCE FACULTY

PRELIMINARY BIOLOGY 2017 ASSESSMENT EXPERIENCES SCIENCE FACULTY			
	Formal Task 1	Formal Task 2	Formal Task 3
Syllabus Components / Areas for Assessment	First-hand Investigation and Report Term 1	Skills Assessment Term 2	Preliminary Examination Term 3 Week 9/10
Skills – Planning and Conducting Investigations	P11, P14, P15, P16	P11, P14	P14
	Pre-test, Summarising key terms, Socrative, Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs up-thumbs down, ABCD cards, collaborative Google docs, correspondence, report writing, peer marking, individual student feedback (verbal), monitor practical activities.		
Skills – Communicating and Problem Solving	P12, P13	P12, P13	P12, P13
	Pre-test, Summarising key terms, Socrative, Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs up-thumbs down, ABCD cards, collaborative Google docs, correspondence, report writing, peer marking, individual student feedback (verbal), monitor practical activities.		
Knowledge and Understanding	P2, P4, P7, P8	P4, P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
	Pre-test, Summarising key terms, Socrative, Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs up-thumbs down, ABCD cards, collaborative Google docs, correspondence, report writing, peer marking, individual student feedback (verbal), monitor practical activities.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Business Studies

Student performance in Preliminary Business Studies is assessed through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Business Studies syllabus via their ability to:

- Discuss the nature of business, its role in society and types of business structure
- Explain the internal and external influences on businesses
- Describe the factors contributing to the success or failure of small to medium enterprises
- Assess the processes and interdependence of key business functions
- Examine the application of management theories and strategies
- Analyse the responsibilities of business to internal and external stakeholders
- Plan and conducts investigations into contemporary business issues
- Evaluate information for actual and hypothetical business situations
- Communicate business information and issues in appropriate formats
- Apply mathematical concepts appropriately in business situations

Student performance in the Preliminary Business Studies Course is monitored and recorded through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.
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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.



PRELIMINARY BUSINESS STUDIES 2017 ASSESSMENT EXPERIENCES HSIE FACULTY				
		Formal Task 1	Formal Task 2	Formal Task 3
	Syllabus Components / Areas for Assessment	Nature of Business Topic Test Term 1 Week 8 27th March, 2017	Business Planning Business Plan Term 2 Week 10 27th June, 2017	Preliminary Exam Term 3 Week 9/10 Exam Block
	Outcomes	P1, P2, P6, P7, P8	P1, P3, P4, P5, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
	Common Informal AFL's	Practice Preliminary response	Business Plan checkpoints	Revision booklet
		Suggested informal (AFL) experiences; Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs-down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Catholic Studies

Student performance in Catholic Studies 1 Unit is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Catholic Studies 1 Unit syllabus via their ability to:

- Making sense of everyday life experiences in the broader contexts of mystery, complexity, confusion and awe
- Gaining access to and understanding the Scriptures, the traditions of the Catholic community, its stories, its experiences and its teachings
- Celebrating with others the mystery and life of the Risen Christ
- Responding to the activity of God in their lives and in the whole of creation.

Student performance in Catholic Studies 1 Unit is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.
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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.



PRELIMINARY CATHOLIC STUDIES 1 UNIT 2017 ASSESSMENT EXPERIENCES			
RELIGIOUS EDUCATION FACULTY			
		Formal Task 1	Formal Task 2
	Areas for Assessment	Nature of Religion Term 1 Week 10 5th April, 2017	Yearly Examination Term 3 Week 9/10
	Skills & Knowledge	C6 - 2: 1 - 5	C6-2: 1 - 5 E6-1: 1 - 5 E6-3: 1 - 5
		Suggested informal (AFL) experiences: pre & post testing, substantial written responses, substantial multiple choice testing, substantial study and revision notes to be checked.	

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Chemistry

Student performance in Chemistry is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Chemistry syllabus via their ability to:

- show understanding of the core scientific concepts and principles of chemistry
- show understanding of the nature, practice, applications and uses of chemistry
- identify and implements improvements to investigation plans
- discuss the validity and reliability of data gathered from first-hand investigations and secondary sources
- identify appropriate terminology and reporting styles to communicate information and understanding
- draw valid conclusions from gathered data and information

Student performance in Chemistry is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY CHEMISTRY 2017 ASSESSMENT EXPERIENCES SCIENCE FACULTY			
	Formal Task 1	Formal Task 2	Formal Task 3
Syllabus Components / Areas for Assessment	Open-Ended investigation Week 8 Term 1 (practical to be completed in Week 6)	Skills Assessment Week 8 Term 2	Preliminary Examination Term 3 Week 9/10
Skills – Planning and Conducting Investigations	P2, P4, P5, P6, P7, P8, P11, P12, P13, P14, P15	P2, P11, P13, P14	
	Suggested informal (AFL): Observation of carrying out of all practical activities. Observation of planning of practicals through conversation with peers and teachers. Observation of notes in practical booklet.		
Skills – Communicating and Problem Solving	P2, P3, P4, P5, P7, P8, P11, P12, P13, P14	P1, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15	P1, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16
	Suggested informal (AFL): Observation of carrying out of all practical activities. Completion of practical booklet. Communication of activities in theory booklet. Communication of concepts in class with other peers and teacher. Completion of practice examination question.		
Knowledge and Understanding	P6, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15
	Suggested informal (AFL): Completion of practical booklet including questions on theory. Completion of activities in theory booklet. Mini-tests and quizzes in class. Observation of ability to complete classwork and contribute to class discussion.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Community and Family Studies

Student performance in Community and Family Studies is assessed through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including:

- concrete,
- practical,
- oral, pictorial/symbolic,
- digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Community and Family Studies syllabus via their ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society through:

- understanding about resources and societal factors that impact upon individual, group, family and community wellbeing
- recognising the role of positive relationships in enhancing wellbeing
- apply research methodology and skills in researching, analysing and communicating
- developing skills in critical thinking and taking responsible action to promote wellbeing
- recognising the diversity and interdependence in contemporary Australian society

Student performance in Community and Family Studies is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY COMMUNITY AND FAMILY STUDIES 2017 ASSESSMENT EXPERIENCES PDHPE FACULTY			
	Formal Task 1	Formal Task 2	Formal Task 3
Syllabus Components / Areas for Assessment	Resource Management Term 1 Week 7	Families & Communities Term 2 Week 5	Preliminary Examination Term 3 Week 9/10
Knowledge and understanding of Resource Management and its role in ensuring individual, group, family and community wellbeing.	P1.1	P1.2	P1.1, 1.2
	Suggested informal (AFL) experiences; Half-yearly Examination, in class quiz, kahoot		
Knowledge and understanding about the contribution positive relationships make to Individual, Group, Family and Community Wellbeing		P2.1, P2.3	P2.1, P2.2, P2.3, P2.4
	Suggested informal (AFL) experiences; Quizlet, Half-yearly Examination, completion of report – Remember to Titans		
Knowledge and understanding about the influence of a range of societal factors on Individuals and the Nature of Groups, Families and Communities	P3.2	P3.2	P3.1, P3.2
	Suggested informal (AFL) experiences; Red/Blue Test, Half-Yearly Examination		
Knowledge and understanding about research Methodology and Skills in Researching, Analysing and Communicating	P4.1, P4.2	P4.1, P4.2	P4.1, P4.2
	Suggested informal (AFL) experiences; Development of questionnaire & sociogram, Half-Yearly Examination, completion of report – Remember the Titans		
Skills in the application of management processes to meet the needs of Individuals, Groups, Families and Communities	P5.1		P5.1
	Suggested informal (AFL) experiences; Half-Yearly Examination, quiz on factors affecting resource management		
Skills in critical thinking and the ability to take responsible action to promote wellbeing	P6.1	P6.2	P6.1, P6.2
	Suggested informal (AFL) experiences; Completion of report – Remember the Titans		



Preliminary Design and Technology

Student performance in TAS is assessed through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Design and Technology syllabus.

Design and Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills.

Students will be given the opportunity to explore and develop technologies and demonstrate insight into the future uses of technology. They will articulate arguments on issues and consequences including environmental and social impacts. They will develop skills that are transferable and which lead to lifelong learning.

Student performance in TAS is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY DESIGN AND TECHNOLOGY 2017 ASSESSMENT EXPERIENCES TAS FACULTY				
	Ongoing (Informal Assessment)	Formal Task 1 Week 8 Term 2 14th June, 2017	Formal Task 2 Week 7 Term 3 29th August, 2017	Formal Task 3 Week 9/10 Term 3
Syllabus Components Areas for Assessment	- Reverse Engineering - Toolkit	Recycled Reuse	Childs Toy	Preliminary Examination
Knowledge and Understanding.	AFL - All lessons (observed skills in workshopping and decision making on what constitutes good design through Stop Lights in addition to practical skills development and refinement. WHS testing, expand knowledge and understanding through PMIs, Short Quizzes and Testing) used to inform final grade.			
		P2.2, P6.1	P1.1, P2.1, P6.2	P1.1, P2.1
Creativity	AFL - Pre and Post testing, Mind Mapping and PMI of existing design products using Exit Pass and Stop Lights to inform final grade.			
		P3.1		
Skills	AFL- All practical lessons used to observe and establish skill development. Pre and Post testing of Design and Practical skills used to inform final grade.			
		P4.2, P5.2, P5.3	P4.1, P4.3, P5.1	P4.1, 4.3

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Drama

Student performance in Drama is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Drama syllabus via their ability to:

Knowledge and understanding about, and skills in, **making**

- drama through participation in a variety of dramatic and theatrical forms
- drama and theatre using a variety of dramatic elements, theatrical techniques and conventions

Values and attitudes about

- the collaborative nature of drama and theatre

Knowledge and understanding about, and skills in, **performing**

- using the elements of drama and theatre in performance
- in improvised and playbuilt theatre, and scripted drama

Values and attitudes about

- the diversity of the art of dramatic and theatrical performance

Knowledge and understanding about, and skills in, **critically studying**

- the place and function of drama and theatre in communities and societies, past and present
- a variety of forms and styles used in drama and theatre

Values and attitudes about

- drama and the theatre as a community activity, a profession and an industry.

Student performance in Drama is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY DRAMA 2017 ASSESSMENT EXPERIENCES CREATIVE ARTS FACULTY

	Formal Task	Formal Task	Formal Task
Syllabus Components / Areas for Assessment	Monologue Performance Term 1 27th, 28th, 31st March	Director's Portfolio Term 2 30th June, 2017 9am	Group devised Performance and Presentation Term 3 4th, 5th, 6th September, 2017 Preliminary Examination
Elements of Drama	Role & Character, Focus Tension, Time, Place, Situation, Space & Structure, Language, Sound, Movement, Atmosphere & Symbols, Dramatic meaning, Rhythm, Audience engagement	Time, Place, Situation, Space, Structure, Language, Sound, Symbols, Dramatic meaning, Audience engagement	Role & Character, Focus Tension, Time, Place, Situation, Space & Structure, Language, Sound, Movement, Atmosphere & Symbols, Dramatic meaning, Rhythm, Audience engagement
Making	P1.1, P1.4, P1.5	P1.3, P1.4, P1.5	P1.3, P1.2, P1.6
Performing	P2.1, P2.2, P2.3		P2.4, P2.6
Critically Studying	P3.3	P3.1, P3.2	

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Economics

Student performance in Preliminary Economics is assessed through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Economics syllabus via their ability to:

- Demonstrate understanding of economic terms, concepts and relationships
- Explain the economic role of individuals, firms and government in an economy
- Describes, explains and evaluates the role and operation of markets
- Compare and contrasts aspects of different economies
- Analyse the relationships between individuals, firms, institutions and government in the Australian economy
- Explain the role of government in the Australian economy
- Identify the nature and causes of economic problems and issues for individuals, firms and governments
- Apply appropriate terminology, concepts and theories in economics contexts
- Select and organise information from a variety of sources for relevance and reliability
- Communicate economic information, ideas and issues in appropriate forms
- Apply mathematical concepts in economic contexts
- Work independently and in groups to achieve appropriate goals in set timelines

Student performance in the Preliminary Economics Course is monitored and recorded through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY ECONOMICS 2017 ASSESSMENT EXPERIENCES HSIE FACULTY				
		Formal Task 1	Formal Task 2	Formal Task 3
	Syllabus Components / Areas for Assessment	Research Task with In-class Response Term 1 Week 9 30th March, 2017	Skills Test Term 3 Week 3 3rd August, 2017	Preliminary Exam Term 3 Week 9/10 Exam Block
	Outcomes	P1, P2, P4, P9, P12	P1, P8, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11
		Suggested informal (AFL) experiences; Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs-down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Exploring Early Childhood (Non-ATAR)

Student performance in EEC is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the EEC syllabus via their ability to:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact upon young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction
- skills in research and analysis
- skills in decision making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.

Student performance in EEC is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY EXPLORING EARLY CHILDHOOD 1 UNIT 2017 ASSESSMENT EXPERIENCES PDHPE FACULTY		
	Formal Task 1	Formal Task 2
Syllabus Components / Areas for Assessment	Real Care Baby Postnatal Issues DVD Term 1 Week 7	Preliminary Examination Term 3 Week 9/10
Knowledge and understanding about the physical, social, emotional, behavioural, cognitive and language development of young children	1.1, 1,4	1.1, 1.2, 1.3, 1.4, 1.5
Knowledge and understanding about the environmental factors that have an impact upon young children's growth and development		2.4
Knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children		3.1
Skills in communication and interaction	4.1	4.1
Skills in research and analysis	5.1	5.1
Skills in decision making, evaluation and reflective thinking	6.2	6.1, 6.2
	Suggested informal (AFL) experiences; workshop participation, research tasks, Piaget's experiments, group work, media analysis.	

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary HSC English Advanced

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to:

- monitor student achievement in relation to outcomes
- guide future teaching and learning opportunities
- provide ongoing feedback to students to improve learning.

The type of assessment activity and the way evidence of learning will be gathered will vary, depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activities
- context
- students' learning needs.

The assessment schedule in English incorporates a wide range of experiences. Students will be assessed through collaborative activities, peer and self assessment and teacher observations in both formative and summative tasks. The BOSTES Common Grade Scale is used to measure the various levels of student achievement.

Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the English syllabus via their ability to:

- Communicate through speaking, listening, reading, writing, viewing and representing
- Use language to shape and make meaning according to purpose, audience and context
- Think in ways that are imaginative, creative, interpretive and critical
- Express themselves and their relationships with others and their world
- Learn and reflect on their learning through their study of English

Student performance in English is **monitored** and **recorded** through the use of frequent teacher interaction and by making appropriate notations of student achievement. Notations include, but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY HSC ENGLISH ADVANCED 2017 ASSESSMENT EXPERIENCES ENGLISH FACULTY

		Formal Task 1	Formal Task 2	(Informal Assessment)	Formal Task 3
		Area of Study Close Encounters Term 1 Week 8, 9, 10	Comparing Representations of Power <i>Othello</i> and <i>O</i> Term 2 Week 8		Preliminary Examination Term 3 Week 9/10
				Critically Exploring Modernism	
	Syllabus Components / Areas for Assessment	1, 3, 4, 7, 8, 11, 13	2, 4, 5, 6, 9, 10	1, 3, 4, 6, 7, 8, 12	1, 2, 3, 4, 5, 7, 8, 10
	Reading	AFL: Peer Assessment and related material scaffold	Evaluation of texts		
	Writing	Creative writing	Essay	AFL: Practice essay	
	Speaking	Small group discussion	AFL: Presentation of scene analysis	AFL: Debate	
	Listening	Small group discussion	AFL: Response to podcast about <i>Othello</i>		
	Viewing and Representing	AFL: Website	AFL: Analysis of scene from <i>O</i>		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary HSC English Extension One

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to:

- monitor student achievement in relation to outcomes
- guide future teaching and learning opportunities
- provide ongoing feedback to students to improve learning.

The type of assessment activity and the way evidence of learning will be gathered will vary, depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activities
- context
- students' learning needs.

The assessment schedule in English incorporates a wide range of experiences. Students will be assessed through collaborative activities, peer and self assessment and teacher observations in both formative and summative tasks. The BOSTES Common Grade Scale is used to measure the various levels of student achievement.

Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the English syllabus via their ability to:

- A. Communicate through speaking, listening, reading, writing, viewing and representing
- B. Use language to shape and make meaning according to purpose, audience and context
- C. Think in ways that are imaginative, creative, interpretive and critical
- D. Express themselves and their relationships with others and their world
- E. Learn and reflect on their learning through their study of English

Student performance in English is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include, but are not limited to; feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY HSC ENGLISH EXTENSION 1 2017 ASSESSMENT EXPERIENCES ENGLISH FACULTY				
		(Informal Assessment)	Formal Task 1	Formal Task 2
		Text, Culture and Value Term 1	Text, Culture and Value Term 2	Preliminary Examination Text, Culture and Value Term 3 Week 9/10
	Syllabus Components / Areas for Assessment	1, 3	1, 2	1, 2, 3
	Reading	AFL: Class discussion of given readings	AFL: Analysis of appropriated text of own choosing	
	Writing	AFL: Writing journal		
	Speaking		Oral Presentation	
	Listening		AFL: Peer assessment of Oral Presentation	

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary English Standard

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to:

- monitor student achievement in relation to outcomes
- guide future teaching and learning opportunities
- provide ongoing feedback to students to improve learning.

The type of assessment activity and the way evidence of learning will be gathered will vary, depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activities
- context
- students' learning needs.

The assessment schedule in English incorporates a wide range of experiences. Students will be assessed through collaborative activities, peer and self assessment and teacher observations in both formative and summative tasks. The BOSTES Common Grade Scale is used to measure the various levels of student achievement.

Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the English syllabus via their ability to:

- F. Communicate through speaking, listening, reading, writing, viewing and representing
- G. Use language to shape and make meaning according to purpose, audience and context
- H. Think in ways that are imaginative, creative, interpretive and critical
- I. Express themselves and their relationships with others and their world
- J. Learn and reflect on their learning through their study of English

Student performance in English is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include, but are not limited to; feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY HSC ENGLISH STANDARD 2017 ASSESSMENT EXPERIENCES ENGLISH FACULTY				
	Formal Task 1	Formal Task 2	(Informal Assessment)	Formal Task 3
	Area of Study Close Encounters Term 1 Week 8, 9, 10	War Under the Microscope Week 7		Preliminary Examination Term 3 Week 9/10
			Shaping Identity <i>Pygmalion</i> and <i>Miss Congeniality</i>	
	Syllabus Components / Areas for Assessment	1, 3, 4, 7, 8, 11, 13	1, 3, 4, 6, 7, 8, 12	2, 4, 5, 6, 9, 10
	Reading	AFL: Peer Assessment and related material scaffold	AFL: Research task jigsaw activity	
	Writing	Creative writing	Essay	AFL: Practise Essay
	Speaking	Small group discussion	AFL: Oral presentation – analysis of poem	AFL: Hotseat
	Listening	Small group discussion	AFL: <i>The Charge of the Light Brigade</i> three level guide	AFL: Extract from <i>Pygmalion</i> . Thesis development exit card
	Viewing and Representing	AFL: Website	AFL: Digital collage – myth versus reality of war	AFL: Google Doc of Dramatic and Filmic devices used for representing 'Shaping Identity'

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary English Studies

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to:

- Monitor student achievement in relation to outcomes
- Guide future teaching and learning opportunities
- Provide ongoing feedback to students to improve learning.

The type of assessment activity and the way evidence of learning will be gathered will vary, depending on the:

- Outcomes being assessed
- Evidence to be gathered
- Teaching and learning activities
- Context
- Students' learning needs.

The assessment schedule in English incorporates a wide range of experiences. Students will be assessed through collaborative activities, peer and self-assessment and teacher observations in both formative and summative tasks. The BOSTES Common Grade Scale is used to measure the various levels of student achievement.

Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, and pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the English syllabus via their ability to:

- K. Communicate through speaking, listening, reading, writing, viewing and representing
- L. Use language to shape and make meaning according to purpose, audience and context
- M. Think in ways that are imaginative, creative, interpretive and critical
- N. Express themselves and their relationships with others and their world
- O. Learn and reflect on their learning through their study of English

Student performance in English is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include, but are not limited to; feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY HSC ENGLISH STUDIES 2017 ASSESSMENT EXPERIENCES ENGLISH FACULTY						
Syllabus Components / Areas for Assessment	Formal Task 1	(Informal Assessment)	Formal Task 2	(Informal Assessment)	Formal Task 3	
	Resume and Interview COMPULSORY MODULE: Term 1 Week 10	Playing the Game English in Sport	Portfolio PLAYING THE GAME English in Sport Term 2 Week 8	The Big Screen English in Film- Making	Research Task The Big Screen English in Film- Making Term 3 Week 7	
	Outcomes	P2.1, P2.2, P3.1, P4.1		P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P4.2	P1.1, P1.2, P1.3, P3.1, P3.2	
	Reading	AFL: Peer Assessment and related material scaffold	Research Australian attitudes towards sports	Evaluation of sporting extracts and magazines	AFL: Research task jigsaw activity	Research: What is a documentary?
	Writing	Researching and composing job portfolio	Essay on Australian sporting chants	Essay on sporting personality	Essay on Australian Story episode	Students record their ideas individually
	Speaking	Job Interview	Think Pair Share Activity	AFL: Group discussion on favourite sporting personality	AFL: Group presentation – analysis of film techniques	Share ideas with class in group discussion: Think, Pair, Share activity
	Listening	Individual presentation on Resume related to specific job	Listen to Tim Cahill extract and discuss what it means to represent Australian	AFL: Examines sporting terminology via radio and TV broadcasts	AFL: Engaging with documentaries	Listen to the ideas of other students about film techniques and ideas
	Viewing and Representing	AFL: Job Website	AFL: View Come play Australian Soccer Ad and answer relevant questions	Task: View Aussie Rules DVD and compile a portfolio on Iconic Australians	AFL: Exploring film techniques	Students prepare PowerPoint for class presentation

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary General Mathematics

Student performance in Mathematics is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Mathematics syllabus via their ability to:

- use concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts (*Assessment Component: Concepts, skills and techniques*).
- Apply reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models (*Assessment Component: Reasoning and communication*).

Student performance in Mathematics is **monitored** and **recorded** through the practices of tracking students on the syllabus outcomes, the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers. Externally provided diagnostic assessments are also used to monitor the performance of a student over time.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY GENERAL MATHEMATICS 2017 ASSESSMENT EXPERIENCES MATHEMATICS FACULTY

	Formal Task	Formal Task	Formal Task
Syllabus Components / Areas for Assessment	Topic Test Term 1 Week 7 Algebraic Manipulation Interpreting Linear Relationships	Assignment and Test Term 2 Week 9 Investing Money, Taxation, Displaying and Interpreting Single Data Sets	Preliminary Exam Term 3 Week 9/10 ALL TOPICS
Concepts, skills and techniques	MGP-3, MGP-6, MGP-9, MGP-10	MGP-3, MGP-5, MGP-6, MGP-7, MGP-9, MGP-10	MGP-3, MGP-4, MGP-5, MGP-6, MGP-7, MGP-8, MGP-9, MGP-10
Financial Mathematics	Spreadsheets – wages, simple and compound interest, Geogebra – simple and compound interest		
Probability	Dice, Deck of cards, Hands on and computer		
Measurement	House Plans		
Algebra/Linear Modelling	Geogebra, Excel		
Data	Excel – mean, median, mode, class centre, max, min, range, st dev, Calculator – STAT function Displaying – radar charts, sector, column, line		
Focus Study	Topic Test – Communication, Driving		
Reasoning and communication	MGP-1, MGP-2	MGP-1, MGP-2	MGP-1, MGP-2
	HSC questions, Oxford Insight Mini Topic Tests, Hotmaths, Mathsonline, JacPlus Test Yourself		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Industrial Technology

Student performance in TAS is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Industrial Technology syllabus via their ability to:

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgements about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry. They will develop skills that are transferable and which lead to lifelong learning.

Student performance in TAS is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY INDUSTRIAL TECHNOLOGY 2017 ASSESSMENT EXPERIENCES TAS FACULTY				
	Ongoing (Informal Assessment)	Formal Task 1 Term 2 1st May, 2017	Formal Task 2 Term 3 11th September, 2017	Formal Task 3 Term 3 Week 9/10
Syllabus Components Areas for Assessment	Practical Skills	Project & Folio 1 Design Challenge	Project & Folio 2 Skill Challenge	Preliminary Examination
Knowledge	AFL - All lessons (observed skills in workshopping and decision making on what constitutes good design through Stop Lights in addition to practical skills development and refinement. WHS testing, expand knowledge and understanding through PMIs, Short Quizzes and testing) used to inform final grade. Half Yearly Examination			
		P2.1, P3.1, P3.2	P1.2, P4.2, P5.2	P1.1, P1.2, P2.1
Understanding	AFL – Stop Lights, Exit Pass, Short Quiz, Oral Presentations used to demonstrate understanding concepts of good design and ergonomics.			
		P5.1	P6.1, P6.2	P4.3, P5.1, P7.1
Skills	AFL- All practical lessons used to observe and establish skill development. Pre and Post testing. Short quizzes. Multiple short skills test of joinery. Design and Practical skills including PMI assessment during design development. All used to inform final grade.			
		P2.2, P3.3		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



PRELIMINARY LEGAL STUDIES

Student performance in Preliminary Legal Studies is assessed through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Legal Studies syllabus via their ability to:

- Identify and apply legal concepts and terminology
- Describe the key features of Australian and international law
- Describe the operation of domestic and international legal systems
- Discuss the effectiveness of the legal system in addressing issues
- Describe the role of law in between law, justice and encouraging cooperation and society and the changing resolving conflict, as well as initiating and responding to change
- Explain the nature of the interrelationship between the legal system and society
- Evaluate the effectiveness of the law in achieving justice
- Locate, select and organise legal information from a variety of sources including legislation, cases, media, international instruments and documents
- Communicate legal information using well-structured responses
- Account for differing perspectives and interpretations of legal information and issues

Student performance in the Preliminary Legal Studies Course is monitored and recorded through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY LEGAL STUDIES 2017 ASSESSMENT EXPERIENCES HSIE FACULTY				
		Formal Task 1	Formal Task 2	Formal Task 3
	Syllabus Components / Areas for Assessment	The Legal System Skills/Content Test Term 1 Week 9 31st March, 2017	The Individual and the Law Research Task with in-class component Term 3 Week 1 21st July, 2017	The Legal System The Individual and the Law Law in Practice Preliminary Exam Term 3 Week 9/10 Exam Block
	Outcomes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
	Common Informal AFL's	Media file activity	Technology and the Law Essay	Essay on Two LIP Issues
		Suggested informal (AFL) experiences; Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs-down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



PRELIMINARY MATHEMATICS

Student performance in Mathematics is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Mathematics syllabus via their ability to:

- use concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts (*Assessment Component: Concepts, skills and techniques*).
- Apply reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models (*Assessment Component: Reasoning and communication*).

Student performance in Mathematics is **monitored** and **recorded** through the practices of tracking students on the syllabus outcomes, the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers. Externally provided diagnostic assessments are also used to monitor the performance of a student over time.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY MATHEMATICS 2017 ASSESSMENT EXPERIENCES MATHEMATICS FACULTY			
	Formal Task	Formal Task	Formal Task
Syllabus Components / Areas for Assessment	Topic Test Term 1 Week 7 Arithmetic and Algebra	Assignment /Test Term 2 Week 2 Linear Functions & Lines	Preliminary Exam Term 3 Week 9/10 ALL TOPICS
Concepts, skills and techniques	P3,P4	P3, P4	P3,P4, P5, P6, P7
	Ongoing classroom challenges, Pop Quizzes		
Reasoning and communication	P1, P2	P1, P2	P1, P2, P8
(Informal Assessment)	Quick quizzes; choose a skill for the week to prepare for a quiz; topic assignment; past preliminary exam questions as assignment; students make a question for each other to answer; Geogebra used for assignment/test; formulae test in class; topics formatively tested each week in Term 3 as preparation for the Preliminary Exam; one-off questions in class; checking students' solutions to exercises for understanding; tests in formulae in class; sample HSC questions on linear functions and lines; short take home assignments; Geogebra used for assignment with test for functions/parabola; students make a question for each other to answer; give a question at start of lesson and assess by observations.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Mathematics Extension 1

Student performance in Mathematics Extension 1 is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Mathematics syllabus via their ability to:

- use concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts (*Assessment Component: Concepts, skills and techniques*).
- Apply reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models (*Assessment Component: Reasoning and communication*).

Student performance in Mathematics Extension 1 is **monitored** and **recorded** through the practices of tracking students on the syllabus outcomes, the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers. Externally provided diagnostic assessments are also used to monitor the performance of a student over time.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY MATHEMATICS EXTENSION 1 2017 ASSESSMENT EXPERIENCES MATHEMATICS FACULTY			
		Formal Task	Formal Task
	Syllabus Components / Areas for Assessment	Half Yearly Examination	Preliminary Examination
		Term 2 Week 2 ALL TOPICS	Term 3 Week 9/10 ALL TOPICS
	Concepts, skills and techniques	P3-P8, PE2, PE3	P2-P8, PE2-PE6
	Reasoning and communication	P1, P2, PE1, PE6	P1, P2, PE1, PE6
		Quick quizzes; choose a skill for the week to prepare for a quiz; topic assignment; past preliminary exam questions as assignment; students make a question for each other to answer; Geogebra used for assignment/test; formulae test in class; topics formatively tested each week in Term 3 as preparation for the Preliminary Exam; one-off questions in class; checking students' solutions to exercises for understanding; tests in formulae in class; sample HSC questions on relevant topics; short take home assignments; Geogebra used for assignment including solving inequalities; students make a question for each other to answer; give a question at start of lesson and assess by observations.	

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Modern History

Student performance in Preliminary Modern History is assessed through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Modern History syllabus via their ability to:

- Describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present
- Investigate and explain the key features and issues of selected studies from the eighteenth century to the present
- Identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present
- Ask relevant historical questions
- Locate, select and organise relevant information from different types of sources
- Comprehend and analyse sources for their usefulness and reliability
- Identify and account for differing perspectives and interpretations of the past
- Plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
- Use historical terms and concepts appropriately
- Communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

Student performance in the Preliminary Modern History Course is monitored and recorded through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY MODERN HISTORY 2017 ASSESSMENT EXPERIENCES HSIE FACULTY				
		Formal Task 1	Formal Task 2	Formal Task 3
	Syllabus Components / Areas for Assessment	Reign of Terror In-class source based Exam – French Revolution Term 1 Week 8 23rd March, 2017	Historical Investigation Term 2 Week 3 8th May, 2017 Week 6 1st June, 2017 Week 8 15th June, 2017	Core and In-depth Studies Preliminary Exam Term 3 Week 9/10 Exam Block
	Outcomes	P1.1, P1.2, P3.2, P3.4, P4.1	P2.1, P3.1, P3.3, P3.5, P4.2	P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P3.4, P3.5, P4.1
	Common Informal AFL's	Source questions Practice essay questions	Source questions Essay questions Speech	Short response question/essay
		Suggested informal (AFL) experiences; Google Form exit surveys, Exit Forms, quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs-down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Music

Student performance in MUSIC is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the MUSIC syllabus via their ability to:

Knowledge, understanding, skills and values

- 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
- to develop the skills to evaluate music critically
- to develop an understanding of the impact of technology on music
- to develop personal values about music.

Student performance in MUSIC is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.

PRELIMINARY MUSIC 2017 ASSESSMENT EXPERIENCES CREATIVE ARTS FACULTY



PRELIMINARY MUSIC 2017 ASSESSMENT EXPERIENCES CREATIVE ARTS FACULTY				
	Formal Task	Formal Task	Learning Experience	Formal Task
Syllabus Components / Areas for Assessment	Methods of Notating Music Performance Term 2 Week 4B	Music of a Culture Indonesian Music Composition Term 2 Week 10B	Music and Religion Musicology Term 3 Week 6B Aural Term 1-3 Listening Log Term 3 Week 6B	Aural Written Examination Term 3 Week 9/10 Music and Religion Performance Term 3 Week 9/10 Preliminary Examination Period
Performance	P1,P2, P3, P5, P7, P9, P10, P11			
	<ul style="list-style-type: none"> Focus the student on improving and developing performance through regular verbal feedback Create opportunities of performance for class members/peers Open classroom discussion on the performance of peers Opportunities to perform for other classes and the school Discuss how the 'atmosphere' of the music is created Encourage students to find pieces that interest them Provide written feedback on the performance 			
Composition	P2, P3, P5, P6, P7, P8, P10, P11			
	<ul style="list-style-type: none"> Students will be given clear outline of learning goal Encourage students to take responsibility for their own learning through editing and improvement Give students regular oral and written feedback to help them recognise the next steps for further development Ask students to self evaluate their composition Play sections of the composition to the class and ask for the student to explain the processes used 			
Musicology	P2, P5, P6, P7, P8, P10, P11			
	<ul style="list-style-type: none"> Challenge students to 'prove' something about their music; allow this lead to active conversation regarding the musical choices Ask students to bring in a favourite example of music to share with the class; encourage classroom questioning and discussion Provide opportunities to share knowledge with the class or individual Give examples of a good response * Have students present their topic focus to the class-peer evaluation 			
Aural	P4, P6, P7, P8, P10, P11			
	<ul style="list-style-type: none"> Classroom listening activities; teacher to model structured written responses Students present the 'Album of the Week' to the class; incorporates some history and musical examples Written responses to musical examples are reviewed by student members; discussion between students Teacher to give meaningful feedback to written responses 			

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Personal Development, Health and Physical Education

Student performance in PDHPE is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the PDHPE syllabus via their ability to:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- a capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis.

Student performance in PDHPE is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



YEAR 11 PDHPE 2017 ASSESSMENT EXPERIENCES PDHPE FACULTY			
	Formal Task 1	Formal Task 2	Formal Task 3
Syllabus Components / Areas for Assessment	Core 1 Better Health for Individuals Case Study Term 2 Week 2	Core 2 The Body in Motion In Class Report Term 3 Week 3	Preliminary Examination Theory & First Aid Practical Examination Term 3 Week 9/10
Knowledge and Understanding of the Factors that Affect Health	P1, P2, P3		P1, P2, P3
	Suggested informal (AFL) experiences; written responses, entry and exit tickets, online quiz.		
A Capacity to Exercise Influence Over Personal and Community Health Outcomes	P4, P6		P4, P5, P6
	Suggested informal (AFL) experiences; Planning for the Outdoor Challenge, written responses, entry and exit tickets, online quiz.		
Knowledge and Understanding About the Way the Body Moves			P7, P8, P9
	Suggested informal (AFL) experiences; written responses, entry and exit tickets, online quiz.		
An Ability to Take Action to Improve Participation and Performance in Physical Activity		P10, P14	P10, P11, P12, P13, P14
	Suggested informal (AFL) experiences; Outdoor skills checklist, Planning for the outdoor experience		
An Ability to Apply the Skills of Critical Thinking, Research and Analysis	P16	P17	P15, P16, P17
	Suggested informal (AFL) experiences; Navigation Skills, Equipment Lists, plus other practical experiences.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Photography 1 Unit

Student performance in PHOTOGRAPHY is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the PHOTOGRAPHY syllabus via their ability to:

Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment.

Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Student performance in PHOTOGRAPHY is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY PHOTOGRAPHY 2017 ASSESSMENT EXPERIENCES CREATIVE ARTS FACULTY

Learning Experiences

Formal Task 1 - Introduction to Wet Photography			Formal Task 2 - Developing a Point of View – Elements of Nature	
Syllabus Component/ Areas for Assessment	Making Introduction to wet Photography	Critical and Historical Introduction to wet Photography	Making Developing a point of view: The Built Environment and Manipulated Forms	Critical and Historical Developing a point of view: The Built Environment and Manipulated Forms – Max Dupain
	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5
Assessment For Learning	Creating a range of photographic darkroom practices: <ul style="list-style-type: none"> • Photograms • Negatives on Elements of design at St Josephs. • Test strip • Proof Sheet • One 8x10' enlargements. 	Students learn about photographer Man Ray. Learning experiences could include: Information on artists practices, description, analysis and interpretation – through the Frames. Literacy studies: glossary of terms. Pretest and post test	Students learn to create a series of Photographic images that explore the elements of design seen in the Built Environment based on their photographic location shoot at Sydney City CBD. Students learn to create - <ul style="list-style-type: none"> • Two 8x10' prints Straight prints and two 8x10 Manipulated prints • Test strips of these images. • Proof sheets • Negatives. 	Students learn about Australian photographer Max Dupain. Learning experiences could include: Information on artists practices, description, analysis and interpretation – through the Frames. Literacy studies: glossary of terms. Pre-test and post- test.

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Physics

Student performance in Physics is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Physics syllabus via their ability to:

- acquire knowledge and understanding about fundamental concepts related to natural phenomena and their causes, the historical development of these concepts and their application to personal, social, economic, technological and environmental situations
- progress from the consideration of specific data and knowledge to the understanding of models and concepts and the explanation of generalised physics terms; from the collection and organisation of information to problem-solving; and from the use of simple communication skills to those that are more sophisticated
- develop positive attitudes towards the study of natural phenomena and their causes and opinions held by others, recognising the importance of evidence and the use of critical evaluation of differing scientific opinions related to various aspects of physics.

Student performance in Physics is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY PHYSICS 2017 ASSESSMENT EXPERIENCES SCIENCE FACULTY			
	Formal Task 1	Formal Task 2	Formal Task 3
Syllabus Components / Areas for Assessment	First-Hand Investigation and Report	Skills Assessment	Preliminary Examination Term 3 Week 9/10
Skills – Planning and Conducting Investigations	P11, P12	P12	P12
	Suggested informal (AFL): Observation of carrying out of all practical activities. Observation of planning of practicals through conversation with peers and teachers.		
Skills – Communicating and Problem Solving	P11, P12, P13, P14, P15	P13, P14, P15	P13, P14
	Suggested informal (AFL): Observation of carrying out of all practical activities. Completion of practical activities in module workbook. Completion of theory activities in module workbook. Communication of concepts in class with other peers and teacher. Completion of summary notes.		
Knowledge and Understanding	P8	P1, P2, P3, P4, P5, P7	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
	Suggested informal (AFL): Completion of activities in module workbooks (theory and practical). Mini-tests and quizzes in class. Observation of ability to complete classwork and contribute to class discussion.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Senior Science

Student performance in Senior Science is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Senior Science syllabus via their ability to:

- acquire knowledge and understanding about fundamental concepts related to the nature and functioning of physical, chemical, geological and biological systems, the historical development of these concepts and their application in personal, social, economic, technological and environmental situations
- progress from the consideration of specific data and knowledge to the understanding of models and concepts and the explanation of generalised scientific terms; from the collection and organisation of information to problem-solving and from the use of simple communication skills to those that are more sophisticated
- develop positive attitudes towards the study of physical, chemical, geological and biological systems, the environment and opinions held by others, recognising the importance of evidence and the use of critical evaluation of differing scientific opinions related to various aspects of science.

Student performance in Senior Science is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY SENIOR SCIENCE 2017 ASSESSMENT EXPERIENCES SCIENCE FACULTY			
	Formal Task 1	Formal Task 2	Formal Task 3
Syllabus Components / Areas for Assessment	First-hand investigation and Report Term 1	Skills Assessment Term 2	Preliminary Examination Term 3 Week 9/10
Skills – Planning and Conducting Investigations	P1, P2, P3, P4, P5, P6, P7, P9, P11, P12, P15		
	<ul style="list-style-type: none"> measurement, analysis and reporting of collected field data relating to external and internal (natural and teacher created) ecosystems. Syllabus specified first hand investigations. 		
Skills – Communicating and Problem Solving	P13, P14	P2, P4, P5, P6, P7, P9, P11, P12, P15	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14
	<ul style="list-style-type: none"> Student prepared and presented lessons on chosen research topics Peer review and assessment of lessons 		
Knowledge and Understanding	P16	P2, P4, P6, P7, P8, P9, P11, P12, P13, P14, P15	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
	<ul style="list-style-type: none"> Complete past examination problem. Various informal (AFL) that may conclude Summarising key terms, web based quiz apps, quick quizzes, represent concepts visually, collaborative Google docs, report writing, peer marking, individual student feedback (verbal), monitor practical activities. 		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Society and Culture

Student performance in Preliminary Society and Culture is assessed through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Society and Culture syllabus via their ability to:

- Describe the interaction between persons, societies, cultures and environments across time
- Identify and describes relationships within and between social and cultural groups describes Describe cultural diversity and commonality within societies and cultures
- Explain continuity and change, and their implications for societies and cultures
- Investigate power, authority, gender and technology, and describes their influence on decision-making and participation in society
- Differentiate between, and applies, the methodologies of social and cultural research
- Apply appropriate language and concepts associated with society and culture
- Select, organise and consider information and sources for usefulness, validity and bias
- Plan an investigation and analyses information from a variety of perspectives and sources Communicate information, ideas and issues using appropriate written, oral and graphic forms
- Work independently and in groups to achieve appropriate goals in set timelines

Student performance in the Preliminary Society and Culture Course is monitored and recorded through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY SOCIETY AND CULTURE 2017 ASSESSMENT EXPERIENCES HSIE FACULTY				
		Formal Task 1	Formal Task 2	Formal Task 3
	Syllabus Components / Areas for Assessment	Social and Cultural World Research Task Term 1 Week 9 28th March, 2017	Personal and Social Identity Mini PIP Term 2 Week 10 28th June, 2017	Preliminary Exam Term 3 Week 9/10 Exam Block
	Outcomes	P1, P3, P9, P10	P1, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P7, P10
		Common Informal AFL's – Research activity, written response		
		Suggested informal (AFL) experiences; idoceo, Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs-down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Sport, Lifestyle and Recreation

Student performance in SLR is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the SLR syllabus via their ability to:

1. knowledge and understanding of the factors that influence health and participation in physical activity
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance
4. a capacity to influence the participation and performance of self and others
5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential

Student performance in SLR is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY SPORTS LIFESTYLE AND RECREATION 2017 ASSESSMENT EXPERIENCES PDHPE FACULTY		
	Formal Task 1	Formal Task 2
Syllabus Components / Areas for Assessment	Fitness	Yearly Examination
	End Term 1	End Term 3
Knowledge and understanding of the factors that influence health and participation in physical activity	1.1, 1.3	1.1, 1.3
	Suggested informal (AFL) experiences; 1.1, 1.3	
Knowledge and understanding of the principles and processes impacting on the realisation of movement potential	2.1, 2.2	2.1, 2.2, 2.3, 2.5
	Suggested informal (AFL) experiences; 2.1, 2.2	
The ability to analyse and implement strategies that promote health, physical activity and enhanced performance	3.1, 3.2, 3.4, 3.6	3.1, 3.2, 3.4, 3.5, 3.6
	Suggested informal (AFL) experiences; 3.1, 3.2	
A capacity to influence the participation and performance of self and others.	4.1, 4.4, 4.5	4.1, 4.2, 4.3, 4.4, 4.5
	Suggested informal (AFL) experiences; 4.2, 4.5	

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Studies of Religion 1

Student performance in Studies of Religion 1 Unit is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Studies of Religion 1 Unit syllabus via their ability to:

- effective gathering, analysing and synthesising of information about religion
- effective evaluation and application of findings from research about religion
- communication of complex information, ideas and issues in appropriate forms to different audiences and in different contexts.

Student performance in Studies of Religion 1 Unit is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY STUDIES OF RELIGION 1 UNIT 2017 ASSESSMENT EXPERIENCES RELIGIOUS EDUCATION FACULTY			
		Formal Task 1	Formal Task 2
	Areas for Assessment	In-class written task Nature of Religion and Christianity Term 1 Week 10 6th April, 2017	Yearly Examination Term 3 Week 9/10
	Skills & Knowledge	P1, P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9
		Suggested informal (AFL) experiences: pre & post testing, substantial written responses, substantial multiple choice testing, substantial study and revision notes to be checked.	

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Studies of Religion 2

Student performance in Studies of Religion 2 Unit is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Studies of Religion 2 Unit syllabus via their ability to:

- effective gathering, analysing and synthesising of information about religion
- effective evaluation and application of findings from research about religion
- communication of complex information, ideas and issues in appropriate forms to different audiences and in different contexts.

Student performance in Studies of Religion 2 Unit is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



PRELIMINARY STUDIES OF RELIGION 2 UNIT 2017 ASSESSMENT EXPERIENCES RELIGIOUS EDUCATION FACULTY				
		Formal Task 1	Formal Task 2	Formal Task 3
	Areas for Assessment	Nature of Religion & Christianity Written Task Term 1 Week 10 6th April, 2017	Islam Hand-in Task Term 2 Week 6 31st May, 2017	Yearly Examination Term 3 Week 9/10
	Skills & Knowledge	P1, P2, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9
		Suggested informal (AFL) experiences: pre & post testing, substantial written responses, substantial multiple choice testing, substantial study and revision notes to be checked.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Visual Arts

Student performance in Visual Arts is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Visual Arts syllabus via their ability to:

Knowledge, Understanding and Skills

Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.

Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

Student performance in Visual Arts is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.



YEAR 11 VISUAL ARTS 2017 ASSESSMENT EXPERIENCES CREATIVE ARTS FACULTY

	Formal Task	Formal Task	Formal Task
Syllabus Components / Areas for Assessment	Still Life Through the Frames Term 2 13th June, 2017	Personal Events Through the Frames 3D Term 3	Preliminary Exam Term 3 Week 9/10
Critical and Historical	P7, P8, P9 and P10	P7, P8, P9 and P10	P7, P8, P9 and P10
	Suggested informal (AFL) experiences; Personal reflections (VAPD), Pre and Post Tests, participate in class activities, “on the spot” activities including analysis rubrics to develop deeper knowledge of the Frames, Postmodern Research Task & In Class Essay. Self and peer evaluation on artworks.		
Making	P1,P2,P3,P4,P5,P6	P1, P2, P3, P4, P5, P6	
	Suggested informal (AFL) experiences; Personal reflections (VAPD), Pre and Post Tests, participate in class activities, “on the spot” activities including ‘Starry Night’ drawing activity.		
Critical and Historical			P7,P8,P9,P10
	Suggested informal (AFL) experiences; Personal reflections (VAPD), participate in class activities, “on the spot” activities, class discussion and questioning.		
Making	P1, P2, P3, P4, P5, P6	P1,P2,P3,P4,P5,P6	
	Suggested informal (AFL) experiences; Personal reflections (VAPD), Art making resolution and experiments, participation in class activities. Self and peer evaluation on artworks.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Preliminary Work Studies

Student performance in Preliminary Work Studies is assessed through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Work Studies syllabus via their ability to:

- Demonstrate knowledge and understanding of work, the work environment and skills for employment
- Demonstrate knowledge and understanding of employment options, career management, life planning and further education and training
- Demonstrate skills for success in the workplace
- Demonstrate skills in critically assessing personal and social influences on individuals and groups.

Student performance in the Preliminary Work Studies Course is monitored and recorded through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. For the Preliminary Credential, grades are awarded according to the Preliminary Common A to E grade scale as outlined below.

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.
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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.



YEAR 11 WORK STUDIES 2017 ASSESSMENT EXPERIENCES HSIE			
Syllabus Component/Areas for Assessment	Module 1- 5	Module 1- 5	Module 1- 5
Formal Assessment	Video Interview Term 1 Week 8 22 nd March, 2017	Mock Interview Term 2 Week 3 8 th May, 2017	Industry Interview Term 3 Week 5 14 th August, 2017
Outcomes	O2, O3, O4, O5, O6	O3, O4, O6, O5, O8	O1, O2, O3, O5, O9
Common Informal AFL's	Research career paths, list questions for interviews, kahoot, role play	Devise questionnaire, develop a network, create a resume folder	Group work – A day in the life, Hand in task – value of education, Action plan
Suggested Informal AFL Ideas	Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie.		Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie.

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



ST JOSEPH'S CATHOLIC HIGH SCHOOL

Illness / Misadventure Form

(Independent evidence of illness: to be completed by a medical practitioner)

Diagnosis of medical condition:

Date of onset of illness:

Date(s) and time(s) of all consultations/meetings relating to this illness:

.....

Please describe how the student's condition/symptoms could affect their examination/assessment performance. (If the student was unable to attend an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)

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Any other comments or information that may assist in the assessment of the student's application misadventure. (If there is not enough space, please attach additional sheet(s).)

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Please note that any fee for providing this report is the responsibility of the student.

Name of Doctor or other health professional providing this information:
.....

Profession: Place of work/organisation:.....

Address:

Contact phone:.....

Signed:..... Date:.....