



MARIAN CATHOLIC

COLLEGE

PRELIMINARY

2019

ASSESSMENT INFORMATION



MARIAN CATHOLIC COLLEGE

PRELIMINARY ASSESSMENT POLICY

INFORMATION FOR STUDENTS

From the time Preliminary Assessment begins (Term 1), students must recognise the importance of all set work in their courses and how the completion of this set work will contribute significantly to success in the Higher School Certificate and will be recorded on the Record of School Achievement (RoSA).

While teachers are responsible for informing students of the requirements for their course, students should become familiar with the NESA documents in relation to syllabuses for their courses.

It is most important for all students to take the time to read this handbook to ensure they understand fully their responsibilities with regard to Preliminary Assessment.

Assessment tasks take precedence over all other school activities, including excursions, competitions and sporting events.

Assessment for the Preliminary Course is according to guidelines from the NESA.

Each Assessment Schedule will give information on:

- the components and their weightings for each course as specified in the Assessment Requirements.
- the nature of each assessment task (e.g. assignment, test, project etc.)
- an indication of when the various assessment tasks will take place. In addition, the students are to be given details of the task **at least 2 weeks prior** to the scheduled time as a reminder that the task is taking place (a longer period of time may be appropriate in some instances e.g. submission of a stage of a major work). A mark or grade will be given based on the achievement of outcomes.
- the weighting allocated to the task in relation to the total number of marks for the course.
- the outcomes related to each component.

(An invalid task, one that does not discriminate between students, may be discarded from the Assessment Program and a replacement added).

RoSAs for 2019 Year 11 school leavers

Students who leave school after completing Year 10 but prior to completing the HSC will receive a RoSA if they have met the Board's requirements, or a Transcript of Study. The school is responsible for determining that students meet the requirements to leave school.

For Year 11 students in 2019, their RoSA will show the **grades** they received in Stage 5 courses in 2018 and participation in any Stage 6 Preliminary courses in which they are enrolled at the time of leaving school.

The RoSA provides students with detailed descriptions of the knowledge, skills and understanding they have attained in each subject. School based assessment tasks contribute to 100% of the RoSA Grade (A-E).

On satisfactory completion of the Preliminary Course the student's RoSA will be updated to contain the courses studied and the grades achieved *along with those achieved in Year 10*.

Any student who leaves the Preliminary course before completion (end of Term 3) will have the details of the Preliminary courses in which they were enrolled on the transcript. Schools can inform the Board at any time of students in Year 11 who leave school, so that their RoSA can be issued.

In Summary, the ROSA will:

- be a record of achievement for students who leave school after Year 10 and prior to receiving their HSC
- report results of moderated, school-based assessment
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year *10 and Year 11*
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extracurricular achievements

1. BOARD AND SCHOOL REQUIREMENTS

1A SATISFACTORY COMPLETION OF A COURSE

1A.1 Students will be considered to have satisfactorily completed a course if:

- (a) they have followed the course developed or endorsed by the NESA; and
- (b) they have applied themselves with diligence and sustained effort to the set tasks and experiences provided by the course (including practical components); and
- (c) they have achieved some or all of the course outcomes.

It is essential that a student meet all of the above conditions.

1A.2 Students may be determined not to have satisfactorily completed a course if there is evidence of:

- (a) **a lack of attendance:** the Principal may decide that sufficient course outcomes have not been achieved.
- (b) **failure to make a genuine attempt at all assessment tasks.** If a student's attempt at a particular task scores zero, it is the matter of the teacher's professional judgement (in consultation with the KLA Coordinator) whether the attempt is a genuine one.

If a student is determined not to have met these requirements then, **Unsatisfactory** will be noted on the Higher School Certificate issued.

VET mandatory work placement:

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. The course completion criteria listed above form the basis for this decision. It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately. **Malpractice, including plagiarism and non-serious attempts, could lead to a student receiving zero marks and will jeopardise a student's results.**

A **zero mark** will be awarded if work submitted for assessment is **not an original work**. Students have completed the “All my own work” program which is compulsory (no student can complete their HSC without successfully completing this program) and are reminded of regulations stipulated, especially with respect to plagiarism and the ‘sharing’ of work. All students found to have breached ‘all my own work’ guidelines will be given a **zero mark** for all or the relevant sections.

Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

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

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

(from *The Rules and Procedures for the Higher School Certificate*. 2015: p12 - 13)

1B COMPLETION OF ASSESSMENT TASKS

1B.1 EXAMINATIONS

Students must be present for each assessment and examination. **Students who are unable to sit for an examination due to illness or misadventure on that particular day must contact the school prior to the task to inform the teacher**

of the absence. Failure to contact the school prior to the task will result in a zero mark.

If the student is unable to contact the school, due to unavoidable circumstances, the student may be given special consideration by the Assistant Principal or the Principal.

If absence is due to illness, a doctor's certificate may be required.

The student is expected to complete the task on the date pre-arranged with the teacher and according to the Extension Approval form.

1B.2 OTHER ASSESSMENT TASKS

Students must complete all the assessment tasks by the due date specified.

All assessment tasks, unless otherwise completed in class, **must be handed in to the office staff by 9 am on the due date** of the task. The task must have attached a Student Assessment Task Cover Sheet completed. The office staff will stamp the sheet and provide the student with a tear off receipt.

According to the *NESA Assessment Certification and Examination Manual*, if a student fails to complete a task specified in the assessment program and the school considers that the student has a valid reason (illness or endorsed leave), the Principal (or delegate) may decide that an extension of time may be granted or a mark may be awarded based on a substitute task.

Where there is no valid reason for not completing the assessment task according to the assessment program, a zero mark must be recorded for that task.

Computer and printing problems, will not be accepted as valid excuses for late work. Students need to regularly back-up their work.

If a student is in danger of not completing sufficient tasks and of receiving an **"N" determination**, a formal warning in writing will be sent to the parents and student (p 9) after discussion between the KLA Coordinator and the Principal. In order to have studied a Board Course satisfactorily, the Board generally expects each candidate to have completed all assessment tasks and accessed at least 50% of the available marks.

2. ASSESSMENT REQUIREMENTS

2A Students must complete all assessment tasks on or by the due date.

2B Students must be well aware of the dates for when assessments are due.

2C Students must follow school attendance requirements so that no student is seen to gain an unfair advantage.

- 2D Where absences are known in advance (eg. work placements, sport representation, family holidays etc), the student must see the KLA Coordinator and the Leader of Curriculum at least 5 days before the absence to arrange an alternative time for the task (or alternative task) to be completed. The student should expect to complete the task *before the absence* where possible.
- 2E In exceptional circumstances, e.g. where the completion of an alternative task is not feasible or reasonable, or where the missed task is difficult to duplicate, or the student has a prolonged absence, the Principal (or delegate) could authorise the use of an estimate based on other appropriate evidence.

3A MARKS FOR ASSESSMENT TASKS

Teachers will use marks when marking individual assessment tasks.

If a student disagrees with the mark awarded for an assessment task, it must be discussed with the teacher when the work is returned. If a mutual agreement cannot be reached an appeal may be lodged.

3B APPEALS PROCESS

Results of an individual assessment task can only be queried at the time the tasks are returned to students.

If the student is not satisfied following discussion with the teacher, the student may take the appeal to the KLA Coordinator of that subject, who will decide if the appeal is upheld. The student must arrange to see the KLA Coordinator within two days of receiving the assessment task back.

If the KLA Coordinator does not uphold the appeal and if the student is still not satisfied, the student may submit an appeal on the appropriate pro-forma, (p16) obtained from the Leader of Curriculum. The Appeals Panel will consist of the Leader of Curriculum, the KLA Coordinator of that subject and the class teacher. A formal appeal must be submitted to the Panel within one week of the interview with the KLA Coordinator.

The determination of the Panel is final.

4A REPORTING OF ASSESSMENTS

Students will receive a mark for each task and will be informed at the return of the corrected work.

Students are to keep all tasks for the duration of the Preliminary year.

4B SUBSTITUTE TASKS

If a task/s produced invalid or unreliable results which do not discriminate between students, or if a task is faulty in design or administration, the KLA Coordinator may determine that a substitute task should be done by all students studying that course.

4C USE OF ESTIMATES/SUBSTITUTE TASKS

If a student enrolls late in the course, KLA Coordinators may either:

- (i) ask the student to complete the missed tasks or substitute tasks OR
- (ii) use an estimate before the final mark is prepared, based on results in other assessment tasks. Estimates should only be used after discussing individual cases with the Assistant Principal.

5A BOARD APPROVED COURSES

Results of Board Approved Courses will depend upon examinations and/or assessment tasks. It is imperative that students complete all items of assessment in these courses. Failure to complete the assessment tasks may lead to an unsatisfactory performance.

5B UNIVERSITY ENTRANCE

The Australian Tertiary Admission Rank (ATAR), is used by Universities in allocating places in various courses they offer.

To be eligible for an ATAR a student must complete, at HSC level, at least 10 units from Board Developed Courses, including at least 2 units of English.

These Board Developed Courses must include at least 3 courses of 2 units or greater, and at least 4 subjects.

No more than 2 units of Category B courses can be counted towards an ATAR.

Category B subjects include all VET Frameworks, English Studies and Mathematics Standard 1. All other Board Developed Courses are Category A and will count towards an ATAR.

Board Endorsed Courses: Studies in Catholic Thought (SiCT), Sport, Lifestyle and Recreation, Work Studies and the non-frameworks TAFE courses, are **not** counted towards the ATAR.

WHERE TO GO FOR ADVICE

Students, parents and staff can seek advice from KLA Coordinators, the Leader of Curriculum, the Assistant Principal or the Assessment, Certification and Examination (ACE) Manual or the NESA website:

www.educationstandards.nsw.edu.au



Marian Catholic College

Student Assessment Task Cover Sheet

- ✓ It is the student's responsibility to complete the details below and attach this sheet to the assessment task.
- ✓ **All assessment tasks are to be handed in directly to the office staff before 9 am** on the due date of the assessment.
- ✓ The office staff will supply you with a receipt. It is the responsibility of the student to keep this receipt as proof of submission.

(This section is to be completed by the student before submitting the task)

Date submitted :

Student's Name :

Subject :

Teacher :

OFFICE USE ONLY

(Office stamp to be placed and completed in this section on receipt of assessment task)

Time received (Only required if task is submitted late)

=====

(THIS SECTION IS TO BE DETACHED AND HANDED TO THE STUDENT)

This section is to be **completed by the student** and then signed and dated by the office staff.

I have submitted my assessment task for
(student name)

..... on
(subject) (date)

OFFICE USE ONLY

(Office stamp to be placed and completed in this section on receipt of assessment task)

Time received (Only required if task is submitted late)



MARIAN CATHOLIC COLLEGE

NOTIFICATION OF NON-COMPLETION OF PRELIMINARY COURSE

Student's name: _____ Date: _____

Dear _____

The purpose of this letter is to warn you that your son/daughter is in danger of not meeting the Course Completion Criteria for the Preliminary section of the Higher School Certificate in:

The following information specifies those areas where the student is failing to meet NESA course requirements. The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

The following areas have not been satisfactorily met ☐ (a) ☐ (b) ☐ (c)

In order for the student to satisfy course requirements the following tasks, course requirements or course outcomes need to satisfactorily completed:

Task Name/ Course Requirement/ Course Outcome	Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by

Please regard this letter as an **official warning**. The NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ **official warning** we have issued concerning the above tasks. The Board requires principals to issue a minimum of two course-specific warnings prior to a final 'N' determination being made for a course.

Course Completion Criteria

In Stage 6, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Please discuss this matter with your son/daughter and contact the school if further information or clarification is needed.

Yours sincerely

Class Teacher

Assistant Principal-Learning and Teaching

KLA Coordinator

Principal

Please return this section to the school

NOTIFICATION OF NON-COMPLETION OF PRELIMINARY COURSE

I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed the course(s) listed in the letter.

I am aware that this course may not appear on his/her Record of Achievement.

I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent's/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.

Analyse Identify components and the relationship between them; draw out and relate implications

Apply Use, utilise, employ in a particular situation

Appreciate Make a judgement about the value of

Assess Make a judgement of value, quality, outcomes, results or size

Calculate Ascertain/determine from given facts, figures or information

Clarify Make clear or plain

Classify Arrange or include in classes/categories

Compare Show how things are similar or different

Construct Make; build; put together items or arguments

Contrast Show how things are different or opposite

Critically analyse or evaluate Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis and /or evaluation

Deduce Draw conclusions

Define State meaning and identify essential qualities

Demonstrate Show by example

Describe Provide characteristics and features

Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest why may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Guides to Referencing

What is referencing?

Referencing is a standardised way of acknowledging the sources of information and ideas that you have used in your assignment.

Why reference?

Referencing is important to avoid plagiarism, to verify quotations and to enable readers to follow up what you have written and locate the cited author's work.

Steps in referencing

Keep a record of the full bibliographic details and relevant page numbers of all the sources from which information is taken.

Insert brief citations (author, date of publication and page number) at the appropriate places in the text of your document.

Compile a reference list at the end of the document that includes full details of all references cited.

In-text citations

In-text citations usually require the name of the author(s) and the year of publication.

A page number is included if you have a direct quote, paraphrase a passage or you want to direct the reader to a specific page.

How to cite references within the text of an assignment

These are also called in-text references. When you use another's ideas you should immediately acknowledge your sources. Always give the surname of the author and the date of publication. Use the **author-date** method of citation for quotations and paraphrasing.

Quotes

Quotations or quotes are when you use the **exact words** of another author. Quotations must always be referenced with page numbers.

Paraphrasing

Paraphrasing is when you summarise the ideas, concepts or words from the work of one or more authors.

Please note: changing only a few words from another author does not constitute paraphrasing.

Type	Examples
If you are referring to the general theme of a book or article	Carlson (1981) obtained results which..... A recent study (Carlson 1990)
When to include page numbers	Sometimes it is necessary to provide page numbers, for example when paraphrasing or referring to information or an idea that can be located on a particular page, quoting or referring to images, figures or data, or when a work is particularly long and page numbers might be useful for the reader. Soil layers below the well tip contribute relatively little water (Kozeny 1988, pp. 223-4). Kozeny (1988, p. 223) found soil layers below the well tip contributed little.
Direct quotations	Brief quotations (about 30 words or less) can be included in text. Use single quotations

	<p>marks.</p> <p>Stewart (1982, p. 6) said: 'Engineers are vital to the survival of the planet'.</p> <p>'Engineers are vital to the survival of the planet' (Stewart 1982, p. 6).</p>
Newspapers	<p>If authors are given, use the principles already stated above and provide an entry in the reference list.</p> <p>If there is no author, provide all the details in the in-text citation.</p> <p>Examples:</p> <p>(Weekend Australian 24-25 Jan. 1987, p. 19)</p> <p>... in the Sydney Morning Herald (24 January 2000, p. 12).</p> <p>(Financial Review 18 January 2000, editorial)</p>
The Bible	<p>Psalm 23:6-8</p>
Motion pictures, videos, DVDs, CD-ROMs, television and radio programs	<p>In-text references should contain the title (in italics) and date of production.</p> <p><i>Strictly ballroom</i> (1992)</p> <p>(<i>Understanding the GNP</i> 1982)</p>
Web site	<p>To cite a Web site within the text of an assignment, use the name of the person or organisation responsible for the site (author) and the date of the site's creation or most recent update.</p> <p>Example:</p> <p>The Bodyshop (2003)</p> <p>Web addresses can be given directly in the text using angle brackets(< >) to isolate them from any sentence punctuation.</p> <p>Example:</p> <p>Details are available from the department's Web site <http://www.finance.gov.au>.</p>
Web document (no author)	<p>To cite a document from a Web site within the text of an assignment, where the author is unknown, give the title of the document followed by the date of creation or most recent revision.</p> <p>Example:</p> <p>Educating America for the 21st century: developing a strategic plan for educational leadership by Columbia University 1993-2000 (1994).</p>

Helpful hints for Web documents

- You must specify the date on which you accessed the item, since Web documents can change or disappear at any time.
- If you find a document on the Web which is a series of linked pages, use the information from the main or "home" page.
- If you have trouble identifying the title, look at the top of the Web page above FILE on your browser.
- The date a Web document was created is usually listed right at the bottom of the document.

How to create a reference list/bibliography

- A reference list contains only the books, articles, and web pages etc that are cited in the text of the document. A bibliography includes all sources consulted for background or further reading.
- A reference list is arranged alphabetically by author. If an item has no author, it is cited by title, and included in the alphabetical list using the first significant word of the title.
- If you have more than one item with the same author, list the items chronologically, starting with the earliest publication.
- Each reference appears on a new line.
- There is no indentation of the references.
- There is no numbering of the references.

Book

Elements of the citation

Author(s) of book – family name and initials. (Year of publication). *Title of book – italicized*. Publisher, Place of publication.

Journal Article

Elements of the citation

Author(s) of journal article – family name and initials. (Year of publication). 'Title of journal article – in single quotation marks'. *Title of journal – italicized*. Volume, Issue or number, Page number(s), (viewed date-in-full, URL – if accessed electronically).

Newspaper and magazine article

Elements of the citation

Author(s) of article – family name and initials. (Year of publication). 'Title of article – in single quotation marks', *Title of newspaper – italicized*. Day month, Page number(s).

Web page

Elements of the citation

Author(s) of page – (person or organisation) Year (page created or revised), *Title of page – italicized*. description of document (if applicable). URL. Viewed date-in-full.

Audiovisual examples

Elements of the Citation

Title, date of recording, format, publisher, place of recording. Any special credits and other information that might be useful can be noted after the citation.



**MARIAN CATHOLIC COLLEGE
STUDENT APPEAL FORM**

CATEGORY (please tick one)

- ☐ Appeal due to illness, accident or misadventure
- ☐ Appeal of final assessment

Student's Name: _____

Course: _____ Task Number: _____

Nature of Assessment Task: _____

Due Date: ____/____/____

Class Teacher Name: _____

Home Address: _____

Reason for Appeal: *(state details to support your case or attach statement)*

Medical Certificate is attached: Yes No

Additional information attached: Yes No

_____/____/____
Signature of student *Date*

_____/____/____
Signature of Teacher *Date*

.....
KLA Coordinator Recommendation: Reason for decision:

- ☐ Complete a substitute task _____
- ☐ Estimate to be given _____
- ☐ No marks to be awarded _____
- ☐ Sit or submit the task without penalty _____
- ☐ Task to be submitted with penalty New Due Date: ____/____/____

_____/____/____
Signature of KLA Coordinator

_____/____/____
Signature of Principal (or delegated Assistant Principal)

Term 1 - Week 7
11 Physics Research Task
11 Chemistry Research task
Term 1 - Week 8
11 WST Portfolio (My Working Life)
11 SLR Bronze Medallion
11 SiCT - Human Experience Investigation
11 Exploring Early Childhood 1U - Research Task
Term 1 - Week 9
11 Drama - play building Task
Year 11 Industrial Technology: Multimedia
11 Legal Studies Task 1 - Research Media File (The Legal system)
11 Biology Depth Study
Year 11 Industrial Technology: Metals Project 1
11 BUS Report (Nature of Business)
11 Visual Arts - Portfolio Task
PDHPE Ottawa Charter Essay
Term 1 - Week 10
Modern Research Essay
CAFS Research Task
Maths Standard/ Maths Advanced/Maths Extension Task 1
Term 1 - Week 11
Standard and Advanced English Writing Portfolio
English Studies Application Portfolio
11 SOR – Christianity
Yr 11 Music Jazz Performance
Term 2 - Week 1
Term 2 - Week 2
Business Services Work Placement
Yr 11 D&T Design Project & Folio
Yr 11 D&T Design Project & Folio
Yr 11 Physics Depth Study
Term 2 - Week 3
Term 2 - Week 4
English Extension Imaginative Writing Portfolio
Term 2 - Week 5
Term 2 - Week 6
Yr 11 Composition – music
English Studies Multimodal Presentation
Term 2 - Week 7
Work Studies Communication Handbook
11 Chemistry Depth Study
CAFS - In Class Task
11 BUS Presentation (Business Management)
PDHPE - In Class Task

Term 2 - Week 8
TAFE Work Placement
11 SiCT - Viva Voce
11 Biology Research Investigation
Term 2 - Week 9
TAFE Work Placement
11 BUS Report (Business Planning)
11 Visual Arts Oral Presentation
Term 2 - Week 10
Maths Standard/Maths Advanced/Maths Extension Task 2
Term 3 - Week 1
11 SOR - Depth Studies
Standard and Advanced English Multimodal Presentation
Term 3 - Week 2
Hospitality Work Placement
11 Physics Depth Study
Modern History HIP
Term 3 - Week 3
Business Work Placement
11 Drama Design task
11 LGS Legal - Contemporary Issues (in class essay - The individual & the law)
Term 3 - Week 4
Term 3 - Week 5
Mathematics Open Book Exam/Assignment
Term 3 - Week 6
Yr 11 Music Viva Voce
English Extension Multimodal Presentation
Term 3 - Week 7
11 SiCT - Visual Display: Encounter with God
Year 11 Industrial Technology: Multimedia Project/Folio
Year 11 Industrial Technology: Metals Project/Folio
Term 3 - Week 8
Work Studies Personal Finance Research Assessment
SLR - Research Task
Yr 11 D&T Design Project 2/ Research Booklet
Yr 11 D&T Design Project 2/ Research Booklet
Term 3 - Week 9
Year 11 End of Year Examinations
English Studies Final Portfolio of Work
Term 3 - Week 10
Year 11 End of Year Examinations
Yr 11 Music End of Year Performance

PRELIMINARY ASSESSMENT SCHEDULE

Record your Assessment Tasks on the table below.

Term 1	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

Term 2	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Term 3	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

ASSESSMENT GRIDS

2019

BIOLOGY

Components	Weightings	TASK 1	TASK 3	TASK 4
		<i>Term 1 Week 9</i>	<i>Term 2 Week 8</i>	<i>Term 3 Week 9-10</i>
		Depth Study	Research Investigation	Final Exam
		BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7	BIO11-8, BIO11- 9 BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7	BIO11-4, BIO11- 6,BIO11-8, BIO11- 9,BIO11-10, BIO11-11
Knowledge and understanding of: - develop knowledge and understanding of the structure and function of organisms - develop knowledge and understanding of the Earth's biodiversity and the effect of evolution -Explain and recall cell ultra-structure and processes, biological diversity, environment interactions, mechanisms of inheritance and biological evolution	40	10		30
Skills in: -Design and evaluates first-hand investigations -Gathering and processing first-hand data -Gathering and processing relevant information from secondary sources.	30	10	15	5
Skills in: -Communicating information and understanding -Developing scientific thinking and problem-solving techniques -Working individually and in teams	30	10	15	5
TOTAL	100	30%	30%	40%

BUSINESS STUDIES

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>TERM 1</i> <i>WEEK 9</i>	<i>TERM 2</i> <i>WEEK 7</i>	<i>TERM 3</i> <i>WEEK 9/10</i>
		Report	Presentation	Preliminary Examination
		P1, P2, P3, P7, P9	P5, P6, P7, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10
Knowledge And Understanding Of Course Content	40%	10%	10%	20%
Stimulus Based Skills	20%	5%	5%	10%
Inquiry And Research	20%	10%	10%	0%
Communication Of Business Information, Ideas And Issues In Appropriate Forms	20%	5%	5%	10%
TOTAL	100%	30%	30%	40%

COMMUNITY AND FAMILY STUDIES

Components	Weightings	TASK 1 Resource Management	TASK 2 Individuals and Groups	TASK 3 Preliminary Examination
		<i>TERM 1 WEEK 10</i>	<i>TERM 2 WEEK 7</i>	<i>TERM 3 WEEK 9/10</i>
		Research Task	In- Class Response	Core 1 Core 2 Core 3
		P1-P5, P6	P1-P4, P6	P1-P4, P6
Knowledge and Understanding of: <ul style="list-style-type: none"> • Resource management • Positive relationships • Range of societal factors • Nature of groups, families and communities 	40%	10%	10%	20%
Skills in: <ul style="list-style-type: none"> • Applying management processes to meet the needs of individuals, groups, families and communities • Planning to take responsible action to promote wellbeing 	30%	10%	10%	10%
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating.	30%	10%	10%	10%
TOTAL	100%	30%	30%	40%

CHEMISTRY

Components	Weightings	TASK 1	TASK 3	TASK 4
		TERM 1 WEEK 7	TERM 2 WEEK 7	TERM 3 WEEK 9-10
		Research Task	In Depth Study	Final Exam
		CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-7, CH11-8	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-7, CH11-9	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11
Knowledge and understanding of: The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry	40%	5%	5%	30%
Skills in: Practical <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	30%	15%	15%	
Skills in: Analysing <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques 	30%	10%	10%	10%
TOTAL	100%	30%	30%	40%

DESIGN & TECHNOLOGY

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>TERM 2 WEEK 2</i>	<i>TERM 3 WEEK 8</i>	<i>TERM 3 WEEK 9&10</i>
		Design Project 1 Folio	Design Project 2 Research Booklet	Yearly Exam
		P1.1, P3.1,P4.1, P4.2, P4.3, P3.1,P5.1,P5.2,P5.3	P1.1,P4.2, P2.2, P2.1,P3.1,P4.3,P5.2,P6.1,P6.2	P1.1,P2.1,P2.2, P3.1,P5.2
Designing & Producing	50%	25%	25%	
Presentation of Research	25%	10%	15%	
Test Type Tasks	25%			25%
TOTAL	100%	35%	40%	25%

DRAMA

Components	Weightings	TASK 1	TASK 2	TASK 3
		TERM 1 WEEK 9	TERM 3 WEEK 3	TERM 3 WEEK 9/10
		Improvisation, Playbuilding and Acting Group Performance/Logbook	Theatrical Traditions and Performance Styles Design Task/Logbook	All Modules Preliminary Exam
		P1.1, 1.2, 1.3, 1.7, 1.8, 2.4, 2.5	P 1.4, 1.5, 2.6, 3.2, 3.3	P1.6, 2.1, 2.2, 2.3, 3.1, 3.4
Making	40%	10%	20%	10%
Performing	30%	10%	20%	
Critically Studying	30%	10%		20%
TOTAL	100%	30%	40%	30%

ENGLISH STUDIES

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>TERM 1</i> <i>WEEK 11</i>	<i>TERM 2</i> <i>WEEK 6</i>	<i>TERM 3</i> <i>WEEK 9/10</i>
		Achieving through English Application Portfolio	Elective Module: Part of the Family Multimodal Presentation	All Modules Portfolio of Work
		ES11-1, ES11-4, ES11-5 ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENGLISH – STANDARD

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>TERM 1 WEEK 11</i>	<i>TERM 3 WEEK 1</i>	<i>TERM 3 WEEK 9/10</i>
		Reading to Write Writing Portfolio	Contemporary Possibilities Multimodal Presentation	All Modules & Close Study of Literature Preliminary Exam
		EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENGLISH – ADVANCED

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>TERM 1 WEEK 11</i>	<i>TERM 3 WEEK 1</i>	<i>TERM 3 WEEK 9/10</i>
		Reading to Write Writing Portfolio	Narratives that Shape our World Multimodal Presentation	All Modules & Critical Study of Literature Preliminary Exam
		EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

ENGLISH – EXTENSION – 1 Unit

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>TERM 2 WEEK 4</i>	<i>TERM 3 WEEK 6</i>	<i>TERM 3 WEEK 9/10</i>
		Texts Culture and Value Imaginative Writing Portfolio	Independent Related Project Multimodal Presentation	All Modules Preliminary Exam
		EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE-4, EE11-5
Knowledge and understanding of complex texts and how and why they are valued	50%	15%	15%	20%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

EXPLORING EARLY CHILDHOOD - 1 Unit

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>Core 1 Pregnancy and Childbirth Term 1 Week 8</i>	<i>Core 2 Child Growth & Development Term 2 Week 9</i>	<i>Term 3 Promoting Positive Behaviour Term 3 Week 8</i>
		Research Task	The Daycare Project	<i>In Class Examination</i>
		1.1, 5.1, 6.1	5.1, 3.1, 1.2	1.3,3.1, 6.2
Knowledge and Understanding	25	15	5	15
Skills	25	5	5	5
TOTAL	50	20	10	20

INDUSTRIAL TECHNOLOGY- METALS & ENGINEERING

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>TERM 1 WEEK 9</i>	<i>TERM 3 WEEK 7</i>	<i>TERM 3 WEEK9-10</i>
		Project 1	Project 2 & Folio	Yearly Exam
		P2.1, P2.2,P3.2,P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P7.1, P7.2	P1.1, P1.2, P3.2, P3.3, P4.3, P5.1, P6.1, P6.2, P7.1, P7.2
Industry Study	15%		5%	10%
Design	10%	5%	5%	
Management & Communication	20%	5%	5%	10%
Production	40%	20%	20%	
Industry Related Manufacturing	15%		5%	10%
TOTAL	100%	30%	40%	30%

INDUSTRIAL TECHNOLOGY- MULTIMEDIA

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>TERM 1 WEEK 9</i>	<i>TERM 3 WEEK 7</i>	<i>TERM 3 WEEK 9/10</i>
		Project 1	Project 2 & Folio	Yearly Exam
		<i>P2.1,P2.2,P3.2,P3.3, P4.1,P4.2,P4.3,P5.1, P5.2</i>	<i>P1.2,P2.1,P2.2,P3.1,P3.2, P3.3,P4.1,P4.2,P4.3,P5.1, P5.2,P6.1,P7.1,P7.2</i>	<i>P1.1,P1.2,P3.2,P3.3,P4.3,P5.1 ,P6.1,P6.2,P7.1,P7.2</i>
Industry Study	15%		5%	10%
Design	10%	5%	5%	
Management & Communication	20%	5%	5%	10%
Production	40%	20%	20%	
Industry Related Manufacturing	15%		5%	10%
TOTAL	100%	30%	40%	30%

LEGAL STUDIES

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>TERM 1 WEEK 9</i>	<i>TERM 3 WEEK 3</i>	<i>TERM 3 WEEK 9/10</i>
		The Legal System Media File & Oral Presentation	Contemporary Legal Issues In-Class Essay	Preliminary Examination
		P1, P2, P8	P1, P7, P9, P10,	P1, P2, P4, P7, P9
Knowledge and understanding of course content	60%	15%	20%	25%
Research	25%	10%	15%	
Communication	15%	5%	5%	5%
TOTAL	100%	30%	40%	30%

MATHEMATICS EXTENSION 1 – 1 Unit

Components	Weightings	TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week10	Term 3 Week 9/10
		Assignment	Topic test	Preliminary Examination
		MA-F1,MA-E1,ME-A1, MA-C1	MA-T1, ME-F2,ME-F1, MA-F1	All Outcomes
Understanding, Fluency and Communicating	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	15	15	20
TOTAL	100	30%	30%	40%

MATHEMATICS STANDARD

Components	Weightings	TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10
		Investigation on Measurement and Financial Maths	Open Book Exam on Stat'l Analysis, Algebra	Preliminary Examination All topics covered
		M1.1, M1.3 MS11-3,MS11-4,MS11-9,MS11-10,MS11-2,MS11-5,MS11-6	MS11-8,MS11-9,MS11-10 MS11-1,MS11-6,MS11-2,MS11-7,MS11-6	all outcomes
Understanding, Fluency and Communicating	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	15	15	20
TOTAL	100	30	30	40

MATHEMATICS ADVANCED

Components	Weightings	TASK 1	TASK 2	TASK 3
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10
		Assignment	Topic test	Preliminary Examination
		MA11-1. MA11-8, MA11-9 MA11-2	MA11-1. MA11-3, MA11-8, MA11-9, MA11-2,	all outcomes
Understanding, Fluency and Communicating	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	15	15	20
TOTAL	100	30%	30%	40%

MODERN HISTORY

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>TERM 1 WEEK 10</i>	<i>TERM 3 WEEK 2</i>	<i>TERM 3 WEEK 9/10</i>
		Research Essay	Historical Investigation Project	Preliminary Examination
		MH11-1, MH11-4, MH11-7,	MH11-1, MH11-3, MH11-5, MH11-6, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9
Knowledge and understanding of course content	40%	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5	10
Historical inquiry and research	20%	10	10	0
Communication of historical understanding in appropriate forms	20%	5	5	10
TOTAL	100%	30%	30%	40%

MUSIC

Components	Weightings	TASK 1	TASK 2	TASK 3
		Term 1 Week 11	Term 2 Week 6	Term 3 Week 9/10
		Performance on Jazz	Composition	Final Exam and Viva Voce
		P1, P5, P7, P9, P10	P3, P5, P8	P1, P2, P4, P5, P10
Performance	25%	25%		
Composition	25%		25%	
Musicology	25%			25%
Aural	25%			25%
TOTAL	100	25%	25%	50%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Components	Weightings	TASK 1	TASK 2	TASK 3
		Term 1 Week 9	Term 2 Week 7	Term 3 Week 9/10
		Better Health for Individuals Research Task	The Body in Motion In-Class Response	Preliminary Examination
		P3, P5, P16	P6, P12, P15	P1-11, P15-17
Knowledge and understanding of: <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	40%	10%	10%	20%
Skills in: <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical activity 	30%	10%	10%	10%
Skills in critical thinking, research and analysis	30%	10%	10%	10%
TOTAL	100%	30%	30%	40%

PHYSICS

Components	Weightings	TASK 1	TASK 3	TASK 4
		TERM 1 WEEK 7	TERM 3 WEEK 2	TERM 3 WEEK 9/10
		Research Task	In Depth Study	Preliminary Examination
		PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-7, PH11-8	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-5, PH11/12-7 PH11-10	PH11/12-1,PH11/12-4 PH11/12-5,PH11/12-6 PH11/12-7, PH11-8 PH11-9, PH11-10 PH11-11
Knowledge and understanding of: <ul style="list-style-type: none"> The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry 	40%	10%	5%	25%
Skills in: Practical <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	30%	10%	15%	5%
Skills in: Analysing <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques 	30%	10%	10%	10%
TOTAL	100%	30%	30%	40%

STUDIES IN CATHOLIC THOUGHT – 1 Unit

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>Term 1 Week 8</i>	<i>Term 2 Week 8</i>	<i>Term 3 Week 7</i>
		<i>Human Experience Investigation</i>	<i>Viva Voce (test)</i>	<i>Visual Display: Encounter with God</i>
		<i>SCT11-1, SCT11-6 SCT11-7</i>	<i>SCT11-2, SCT11-8, SCT11-10</i>	<i>SCT11-4, SCT11-5, SCT11-10</i>
Knowledge and understanding of course content	20	5	10	5
Religious skills in: - using Scripture and Catholic Church documents - analysis, synthesis and evaluation based on evidence from Scripture, theology, philosophy and other relevant sources	10	5		5
Inquiry and research skills	10	5	5	
Communication of religious ideas and understanding in appropriate forms	10		5	5
TOTAL	50	15	20	15

SPORTS LIFESTYLE & RECREATION – 1 Unit

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>WEEKS 1-8</i>	<i>ONGOING</i>	<i>TERM 3 WEEK 8</i>
		Bronze Medallion	Practical	Research Task
		<i>2.3-4.2-4.4</i>		<i>3.2-4.2-2.2</i>
Knowledge and understanding of the principals impacting on the realisation of movement potential	20%	10%		10%
A capacity to influence the participation and performance of self and others	15%	5%	5%	5%
The ability to analyse and implement strategies that promote health and physical activity	15%	5%	5%	5%
TOTAL	50%	20%	10%	20%

STUDIES OF RELIGION 2 Unit

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>TERM 1 WEEK 11</i>	<i>TERM 3 WEEK 1</i>	<i>TERM 3 WEEK 9/10</i>
		Research Task	Documentary and Written Response	Preliminary Final Examination
		P 3,5,6,8	P5,7,8,9	P1,2,3,4,5,8,9
Knowledge and Understanding	40%	10%	10%	20%
Source-Based Skills	20%	5%	5%	10%
Investigation and Research	20%	10%	10%	
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	10%
TOTAL	100%	30%	30%	40%

WORK STUDIES – 1 Unit

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>TERM 1 WEEK 8</i>	<i>TERM 2 WEEK 7</i>	<i>TERM 3 WEEK 8</i>
		Portfolio Task	Workplace Communication Handbook	Personal Finance Research Assessment
		2, 3, 4	2, 5, 6	1, 2, 7, 8
My Working Life	20%	20%		
Workplace Communications	30%		30%	
Personal Finance	30%			30%
In The Workplace	20%			20%
TOTAL	100%	20%	30%	50%

VISUAL ARTS

Components	Weightings	TASK 1	TASK 2	TASK 3
		<i>Term 1 Week 9</i>	Term 2 Week 9	Term3 Week 9 /10
		<i>Portfolio of Experimental Works</i>	Submitted Artwork with Oral Presentation	Extended Written Response (Preliminary Exam)
		<i>P1,P3, P4, P5, P6</i>	<i>P1, P2, P4, P5, P6</i>	<i>P8, P9</i>
Artmaking	50%	20	30	
Art Criticism and Art History	50%	10	10	30
TOTAL	100	30	40	30

INFORMATION ON VET COURSES

The HSC VET Curriculum Frameworks are based on units of competency and qualifications contained in nationally endorsed training packages.

Courses offered at Marian Catholic College in 2019:

- **Hospitality (240 hours)**
- **Business Services (240 hours)**

Assessment is competency based and undertaken throughout the course through a range of assessment strategies based on skills and underpinning knowledge. To gain an Australian Qualifications Framework (AQF), a student must demonstrate competency in all units of competency. Units covered are listed under each specific VET course.

Students must also have completed the mandatory work placement.

Students who have completed the Preliminary course for VET subjects will have this subject recorded on their HSC Records of Achievement, together with the unit value of the course. Students continuing with the VET course have the option to sit an examination during the HSC and a raw mark will be recorded on the HSC Record of Achievement. This mark may be used in the calculation of the ATAR.

- **Hospitality (240 hours) & Business Services (240 hours)**

Course Requirements.

Students must attempt:

- ALL listed units of competency.
- Students must complete a minimum of 70 hours of mandatory work placement over the two years.
- An external written HSC examination will be conducted for this course. This examination is optional; however, the mark may contribute to the calculation of the ATAR.

Students assessed as fulfilling the requirements of competency will be eligible for the AQF Certificate II in Hospitality and Business Services

Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of the Certificate II or III

WORK PLACEMENT

To gain credit on the Higher School Certificate, students are required to complete a **mandatory work placement**. The purpose of this placement is to extend the classroom learning into the workplace, where the student experiences industry skills associated with the course.

Work placement involves a **minimum of 70 hours (2 weeks) over the two-year course**. Work placement has been divided into two stages. Work placement positions are usually local and are organised by the College in conjunction with Compact Inc.

AT THE SUCCESSFUL COMPLETION OF A VET 240 HOUR COURSE AT MARIAN CATHOLIC COLLEGE, YOU WILL BE RECOGNISED BY THE AUSTRALIAN QUALIFICATIONS FRAMEWORK.

HOSPITALITY (240 hours)

Competency Units covered during Year 11& 12:

COMPETENCY	TITLE	HOURS	ASSESSED
SITXWHS001	Participate in safe work practices	15	✓
SITXFSA001	Use hygienic practices for food safety	10	✓
SITXFSA002	Participate in safe food handling practices	15	✓
SITHKOP001	Clean kitchen premises and equipment	15	✓
SITHCCC001	Use food preparation equipment	15	✓
SITHCCC003	Prepare and present sandwiches	10	✓
HLTAID003	Provide first aid	15	✓
BSBWOR203	Work effectively with others	15	✓
SITXCCS003	Interact with customers	10	✓
SITHIND003	Use Hospitality skills effectively	10	✓
SITHIND002	Source and use information on the hospitality industry	15	✓
SITXCOM002	Show social and cultural sensitivity	10	✓
SITHFAB004	Prepare and serve non-alcoholic beverages	15	✓
SITHFAB005	Prepare and serve espresso coffee	15	✓
SITHFAB007	Serve food and beverage	10	✓

Assessment:

Work Placement.

Must complete a minimum of **70 hours** of mandatory work placement over the 2 years. **YEAR 11 Work Placement will take place during Term 3, 2019. YEAR 12 Work Placement will take place in Term 4, 2019.**

Term 3 2019 Preliminary Examination
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BUSINESS SERVICES (240 hours)

Competency Units covered during Year 11 & 12:

COMPETENCY	TITLE	HOURS	ASSESSED
BSBWHS201	Contribute to health and safety of self and others	15	✓
BSBITU307	Develop keyboarding speed and accuracy	25	✓
BSBIND201	Work effectively in a business environment	20	✓
BSBITU201	Produce simple word processed documents	15	✓
BSBCUS201	Deliver a service to customers	15	✓
BSBWOR204	Use business technology	15	✓
BSBITU203	Communicate electronically	15	✓
BSBWOR202	Organise and complete daily work activities	15	✓
BSBCM201	Communicate in the workplace	15	✓
BSBSUS201	Participate in environmentally sustainable work practices	20	✓
TLIP2029	Prepare and process financial documents	15	✓
BSBITU202	Create and use spreadsheets	10	✓
BSBINN201	Contribute to workplace innovation	10	✓
BSBINM201	Process and maintain workplace information	15	✓

Assessment:

Work Placement.

Must complete a minimum of **70 hours** of mandatory work placement over the 2 years. **YEAR 11 Work Placement will take place during Term 2, 2019. YEAR 12 Work Placement will take place during Term 4, 2019.**

Term 3 2019 Preliminary Examination
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