



STAGE 6

Preliminary HSC Courses

Assessment Policy and Schedules

2016





A student booklet aimed at giving all students relevant information regarding school policies and procedures

SCHOOL VISION

The community of Fairvale High School shares a vision which is committed to:-

- quality learning and teaching in a traditional, caring and supportive environment.
- respect for all, in a culturally diverse context.
- equal opportunity of participation in all aspects of school life.
- success for all students.

SCHOOL PURPOSE

Our vision for the school will be achieved by:-

- effective teacher professional learning.
- leadership and management which supports learning and teaching.
- effective and efficient school administration.
- strong discipline and welfare structures which promote self-discipline, including the wearing of our school uniform with pride.

Fairvale High School

Preliminary HSC Assessment Policy

The Assessment Policy and Procedures used by Fairvale High School follow the Board of Studies (BOS) Statement and Guidelines concerning Preliminary (Year 11) course assessment. Full information of the BOS guidelines can be found on the following website: www.boardofstudies.nsw.edu.au

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1. The Nature and Purpose of Stage 6 Preliminary Assessment

1.1. Stage 6 Preliminary assessment tasks

Stage 6 Preliminary assessment tasks help students learn, expand knowledge and encourage them to challenge themselves. They also show how much students have learnt and where they need to improve. By completing Stage 6 Preliminary assessments students prove they have satisfactorily completed a course. Most importantly, they also contribute to a student's final course mark and RoSA grade.

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give students the chance to address any weak areas in knowledge before they commence the HSC course.

1.2. Contribution of assessment marks to the Record of School Achievement (RoSA) grade

The Board of Studies' grading system is intended to describe the student's achievement at the end of each Stage 6 Preliminary course. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Common Grade Scale for Preliminary Courses and other material produced by the Board to support the consistent awarding of grades. In applying the Common Grade Scale for Preliminary Courses, teachers will interpret them in terms of standards that can be achieved by Stage 6 Preliminary students within the bounds of the course.

2. Rights and Responsibilities

2.1. Student rights:

- to be informed of the assessment policies of the school and the Board of Studies (the purpose of this booklet)
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance (at least 2 weeks) of the due date for each assessment task
- to receive feedback that assists you to review and improve the quality of your work
- to query the mark for an individual task at the time it is returned to you
- to request from the Principal an appeal against the RoSA grade(s) awarded.

2.2. Student responsibilities:

- to become familiar with and follow the assessment requirements set by the school in this booklet.
- to complete all set tasks on time, or follow correct procedures, as outlined in this booklet if you are unable to meet a deadline.
- to be aware of assessment schedule and examination timetables and meet appropriate deadlines.
- not engage in behaviour which could be considered cheating or malpractice, including plagiarism
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

2.3. School responsibilities:

- to set assessment tasks which will be used to measure student performance in each component of a course
- to specify a mark / weighting for each assessment task
- to inform students of the requirements of each assessment task
- to give reasonable advance notice in writing (usually two weeks) of the exact date for completing or submitting the task
- to keep records of each student's performance on each assessment task
- to provide students with information on their progress.

3. Assessment procedures

3.1. Absence when a task is notified or issued

- Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed on the days absent and catch up on this work. The same conditions apply if students are absent when written notification of an assessment task is issued.
- Students who have had a prolonged absence and missed multiple assessments or notifications, may submit an Application for Special Consideration form to their Supervising Deputy Principal on their first day of return to school.

3.2. Extensions to due dates or special consideration

- No automatic extension is granted to students who are absent on the day a notice of assessment is issued. It is at the Head Teachers discretion whether an extension is granted in these circumstances. Students must apply to the Head Teacher of the faculty concerned using the school's Application for Special Consideration, well before the due date of the task.
- Extensions will only be granted in cases of severe illness or other exceptional circumstances. Documentation must be provided to substantiate your appeal. A medical certificate will be required in cases of illness.

3.3. Process for submitting tasks completed outside the classroom

- Teachers will give clear written instructions as part of the Notice of Assessment to specify when an assessment task is to be submitted, this will include:
 - Date due
 - Time task is due
 - Venue for submission
 - Mode of submission (hard copy, email, USB, etc.)
- If students are uncertain about any of these details they have the responsibility of checking with their Classroom Teacher or Head Teacher to clarify.

3.4. Prior knowledge of absence

- Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must notify the Head Teacher and their class teacher, and either submit the work before the due date, or make arrangements to submit the task on the due date.
- Where a student has a clash between an assessment task and another authorised school activity that cannot be resolved, the student must notify the relevant Head Teacher and complete an Application for Special Consideration.
- If the application is upheld, the Head Teacher will determine an alternative method for submitting/completing the task, will grant an extension, or provide an estimate for the task, as per faculty policy.

3.5. Absence due to illness / misadventure

It is a student's responsibility to perform / submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date and time, or be performed in class at the specified time. Should a task be submitted late, without first gaining an extension from the Head Teacher, then a mark of zero will be awarded.

A student who is absent from school because of illness or misadventure on the day an assessment task is due, has the responsibility to carry out the following procedure;

- **Notify the school by telephone by 9.00 am on the day the task is due** and speak to the relevant Head Teacher to make arrangements for the task to be submitted by fax or email on that day, or, explain why the task cannot be submitted and give an anticipated date of when it will be.
- **On the day of their return to school**, see the Deputy Principal to obtain an Application for Special Consideration and submit this form within 48 hours. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate for the relevant time period.
- **Be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school.**

The following are not acceptable reasons for misadventure (this is not an exclusive list).

- Technology problems.
- Misreading assessment notifications / examination timetables.
- Long-term illness, such as glandular fever, asthma and epilepsy, unless there is evidence of a sudden recurrence.
- Sleeping in.
- Family business, such as meeting relatives at airports.
- Attendance at cultural activities.
- Family holidays that are not part of approved leave.

3.6. Illness / misadventure while sitting an assessment task

If a student attempts an assessment, the mark obtained in that task will stand. Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account possible effects of illness or domestic situations.

If you become ill during an assessment, or there is a misadventure, you should immediately inform the supervisor / teacher. You will need to complete an Application for Special Consideration, supported by independent evidence, including a medical certificate for an illness. If your appeal is upheld, you may be required to sit a substitute task or, you will be provided with an estimate based on other tasks.

3.7. Malpractice

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a student receiving zero marks for the task or examination, and will jeopardise the student's results.

Malpractice is any activity that allows you 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 your 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 your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to 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
- cheating in an examination
- 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.

3.8. Non-serious attempts of tasks

A non-serious attempt is where a student submits an assessment task which shows little or no thought / effort, which is generally incomplete or which contains frivolous or objectionable material. Where a teacher and Head Teacher have deemed a student to have made a non-serious attempt, a mark of zero will be awarded.

3.9. Non-discriminating or invalid tasks

If a task is given and is found to be non-discriminating between students, being invalid or having problems associated with its administration, it may be discarded and an alternative task set. In these circumstances, the Principal may determine that another task be done, and / or adjust the weightings accordingly. If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Principal may decide to discard the original task completely and a replacement task will be organised. If an alternative task is to be given students will be notified in writing and be given sufficient notice.

3.10. Changes to Notified Dates for Tasks

If an assessment task is not administered on the scheduled day due to changes in school routine or administration, then it will be given on the next available school day in that week or at the next available time agreeable to the teacher in consultation with Head Teacher.

4. Reviewing Progress

4.1. Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has;

- Followed the course developed or endorsed by the Board; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

The Preliminary Course **must be satisfactorily completed before a student can enrol in the Higher School Certificate Course.**

4.2. Attendance

Students who do not attend lessons regularly are unlikely to be able to demonstrate achievement of course outcomes and that they have applied themselves with diligence and sustained effort.

You may be required to make up missed time during school holidays

4.3. Warning of 'N' determination

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the school will warn the student as soon as possible and advise the parent or guardian in writing. This warning letter will advise the student and parent of the tasks or actions to be undertaken in time for the problem to be corrected.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments, cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination in accordance with the schools Non-completion Policy.

5. Assessment for Vocational Education & Training (VET) courses

- Assessment in VET courses is based on units of competency. Students have to demonstrate to assessors that they are competent, i.e. that they have the skills and knowledge to carry out the particular task or function. Students will have a minimum of three opportunities to demonstrate their competence as determined by the school.
- In a competency-based framework course, assessment is criterion referenced. As in all Stage 6 courses, a student's performance in a VET course is judged against a prescribed standard not against the performance of other students. A student is judged as competent or not yet competent. A holistic or integrated approach to assessment means that a number of elements of competency, or even several units of competency, can be assessed concurrently.
- Fairvale High School has a VET policy. Further information in relation to VET assessment is contained in the VET policy.

6. Appeals against assessment

- Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted. Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned. The Head Teacher's decision in these matters is final.
- It is important for students and parents to understand that the Board of Studies has specifically stated that a teacher's judgement of the worth of an individual assessment task as reflected in the mark, grade or standard awarded will not be subject to review as part of its processes. Students may only appeal where the procedures followed have not been consistent with this policy statement.
- All student appeals are to be submitted on the **Application for Special Consideration** form to the relevant Head Teacher who will make the determination.
- Appeal applications **MUST** be obtained from the Deputy Principal on the students next day of attendance at school. This form **MUST** then be completed and submitted to the relevant Head Teacher within 48 hours (2 days).

- Should the student be dissatisfied with the result of the appeal, further appeal should be made to the Deputy Principal. The decision of the Deputy Principal will be communicated in writing to the student involved. The decision of the Deputy Principal will be final.
- If **more than one task** is being appealed, copies of relevant documentation (e.g. Doctors Certificate) need to be made and a separate Appeal Form submitted for EACH assessment task.

7. Disability Provisions

- Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations. Students with a permanent or temporary disability that would impact on his or her ability to complete an assessment task should see the Head Teacher Learning Support who, in consultation with the relevant curriculum Head Teacher(s), will consider the type of provisions that will be provided.
- The granting of school-determined provisions will not guarantee that similar provisions will be provided by the Board of Studies in the HSC examination. The Board does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.
- Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment.

8. Results and credentials

(a) Notification of assessment results

Students are provided with information on their performance in each task (mark and / or rank) after the completion of each task and will be provided with their progressive ranking at intervals throughout the course. Students will also be supplied with meaningful feedback after each task about what they are able to do and what they need to do in order to improve their level of performance.

(b) Academic Reporting to Parents

Students will be provided with two progress reports on students throughout the Preliminary Course. These will be issued at the end of Term 2 and midway through Term 4 of the academic year.

(c) Preliminary Common Grading Scale

At the conclusion of the Preliminary Stage 6 year students will be awarded a grade for each course where course completion criteria has been met.

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

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

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

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

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

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

(d) The Record of School Achievement (RoSA)

The RoSA is a cumulative credential for students who leave school before completing their HSC. The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. The Board issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school. School leavers who are not eligible for the RoSA will receive a Transcript of Study.

(e) Student eRecord

Students who complete the Preliminary requirements and progress to the HSC will have access to their record of results on a Student eRecord. The student eRecord is available through Students Online through the Board of Studies website, and a copy will be provided by the school with the final Preliminary school report. The Student eRecord is not a formal Board of Studies credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable.



APPLICATION FOR SPECIAL CONSIDERATION FORM

Please tick APPEAL EXTENSION EXEMPTION

This form is for students who have a valid reason for an appeal/extension/exemption

- *APPEALS can only be lodged about the process, not the marks received for assessment task.*
- *Details of the reason for appeal/extension/exemption should be completed, and a Doctor's Certificate, Statutory Declaration or other relevant information attached*
- *For an APPEAL or EXEMPTION, the form should be handed to the Head Teacher within 2DAYS of returning to school after the task date the subject concerned.*
- *For an EXTENSION please submit the form at least ONE WEEK before the task is due*
- *The completion of this form does not automatically mean that the appeal will be successful. The school may contact the doctor listed on Doctor's Certificate to verify the validity of the certificate and further action may be required*

Student Name: _____ Year: _____
Stage 5 Course or Preliminary Course or HSC Course (please circle)
Due Date of Task: _____
Assessment Task Title: _____

Reason for Appeal/ Extension/ Exemption (cross out what isn't needed)

Attachments: (List all documents attached including Doctors Certificate)

Signature of Student: _____
(I verify that the information above is a true and accurate account for non-completion of task)

Signature of Parent/Guardian: _____ Date: _____
(for student under 18 years)

Further appeal is available if the student is not satisfied with the original outcome of the appeal.

Result of Appeal (to be completed by the Head Teacher and copy returned to student)

Head Teacher's Signature: _____ Date: _____

I wish to appeal to the Deputy Principal for the above-mentioned matter.
(Hand in appeal form to the Deputy Principal for consideration). (Student Signature) _____

Result of Appeal (to be completed by the appeal panel)

Signature of Principal/Deputy Principal: _____ Date: _____



Fairvale High School

Examination / Assessment Instructions and Procedures

Students will be advised in advance of the draft examination timetable. The final timetable for examinations will be derived from this. It is the responsibility of all students to ensure they receive an examination timetable. Instructions for examination are as follows.

Read the examination / assessment schedule carefully – no extra time will be given to late students.

Students must assemble outside the Bini Shell or designated venue, alphabetically in subject order, 15 minutes before each exam is due to start.

As students enter the Bini Shell or designated venue, a check of equipment and uniform will be made. All students must be in full school uniform. No allowances will be made for students late to the exam due to getting uniform notes.

Student's must:

- Sit at designated desks for each subject. Name tags will be placed on each desk. Make sure you receive the correct examination paper.
- Read the instructions carefully for each subject and listen to instructions given at the start of each exam.
- Use the reading time for each examination.
- Ensure your name is written on each Answer Page and ensure your Answer Pages are securely attached before collection.
- Write their examination answers in English (unless specified in a language exam) using blue or black pen.
- Leave the Bini Shell or designated venue tidy at the conclusion of each exam.

Students must understand that:

- There will be no toilet passes during exams as students moving to and using the toilets disrupts the concentration of other students.
- Paper will be supplied. Other equipment (pens, pencils, rulers etc.) must be provided by the student.
- Mobile phones and associated *Bluetooth* equipment, cameras or communication equipment of any kind are not permitted in the examination room. A student found with any of this equipment in the examination room will be asked to leave the exam room and a zero will be awarded for that exam.
- If a student is absent from an examination, a Doctors' Certificate with a completed Appeals Form must be given to the **Head Teacher of that subject on the next day of attendance at school.**
- Examinations and assessment tasks must be taken seriously - there is to be no talking once you have entered the Bini Shell or designated venue.
- A non-serious attempt and/or misbehaviour during an examination or assessment task may result in zero being awarded for the task and will be referred to the Deputy Principal.
- All students must remain in the Bini Shell or designated venue for the full length of time for each of their examination papers or assessment tasks.
- Students must not talk to or disturb other students in any way during examinations or assessment task.
- Students must not take any books, notes, paper or non-specified equipment into the Bini Shell or designated venue.
- Students are expected to make a sincere effort and produce their own unaided work in the examinations and assessment tasks.

Students who break examination / assessment rules in any way during their examinations may receive a zero result for that subject. Details of their actions will be brought to the attention of the Head Teacher of the subject concerned and the Deputy Principal (Curriculum), for further action if required.




Preliminary and HSC Assessment Task For SAMPLE Subject

Assessment Title:		
Task Number:	Weighting:	Date Due:

Assessed Outcomes

Task Description and marking criteria	Marks
Total	


Assessment receipt To be completed by the student		
Name:	Class:	
Assessment title:		
Date submitted:		
Class Teacher:	Teacher's Signature:	
Retain this receipt as proof of task submission		

Assessment Schedule Summary – 2016 PRELIMINARY


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2016				Drama	Engineering	Ancient History English Adv. English ESL Modern History	English Studies Food Technology Electronics Timber Music	CAFS Economics English Stnd. Legal Studies SLR Work Studies Dance	Business Studies Chemistry Fund. English SLR SDD Spanish Beg. Dance Drama Textiles & Design ECC	English Ext 1 Visual Arts Visual Design Music	Music
Term 2 2016	Half Yearly Exam English Adv.	Half Yearly Exam English Adv.		English Adv. SLR ECC	English Studies PDHPE Textile & Design	CAFS EAES Senior Science SLR	IPT Electronics Timber	Economics English ESL English Stnd Food Technology Legal Studies Spanish Beg. Work Studies Music	Business Studies Engineering SDD Visual Design Dance Drama	Fund. English Dance Drama	
Term 3 2016	Ancient History SDD	Chemistry English Studies PDHPE SDD	Modern History	English Ext 1 Fund. English Spanish Beg.	Biology English Adv. IPT Electronics Timber Physics SLR ECC	Biology EAES Engineering English ESL English Stnd. Physics Senior Science SLR Music	CAFS Visual Arts Visual Design Music	English Adv. Music Textile & Design	Yearly Exam English Studies	Yearly Exam	

CAFS – Community & Family Studies	SLR – Sports Leisure & Recreation	SDD – Software Design & Development	IPT – Information Processes & Technology
Electronics – I.T. Electronics Technologies	Timber – I.T. Timber & Furniture Technologies	EAES – Earth & Environmental Science	ECC – Exploring Early Childhood


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY ANCIENT HISTORY Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Source Analysis	Half Yearly Exam	Research	Yearly Exam
		Term 1 Week 6	Term 2 Weeks 1/2	Term 3 Week 1	Term 3 Weeks 9/10
		P1.1, P2.1, P3.2, P4.1	P1.1, P4.2	P1.1, P2.1, P3.6, P4.2	P1.1, P2.1, P4.2
<i>Knowledge and understanding of course content</i>	40%	10%	10%	5%	15%
<i>Source-based skills</i>	20%	5%		10%	5%
<i>Historical inquiry and research</i>	20%	5%		15%	
<i>Communication of historical understanding in appropriate forms</i>	20%	5%	5%	5%	5%
MARKS	100%	25%	15%	35%	25%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY BIOLOGY Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Half Yearly Exam	1st. Hand Investigation	Research Assignment	Yearly Exam
		Term 2 Weeks 1/2	Term 3 Week 5	Term 3 Week 6	Term 3 Weeks 9/10
		P1-14	P2,11,15	P12-14	P1-14
<i>Knowledge and understanding</i>	50%	15%		5%	30%
<i>Skills in planning and conducting first hand investigations and communicating this information</i>	20%	5%	10%	5%	
<i>Skills in scientific thinking, problem solving and communicating understanding and conclusions</i>	30%	5%	10%	10%	5%
MARKS	100%	25%	20%	20%	35%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY BUSINESS STUDIES Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Research/ Extended Response	Half Yearly Exam	Business Plan	Yearly Exam
		Term 1 Week 9	Term 2 Weeks 1/2	Term 2 Week 9	Term 3 Weeks 9/10
		P1, P2, P4, P7, P8, P9, P10, P12	P1, P2, P3, P4, P5, P7, P8, P10, P11	P1, P2, P3, P5, P6, P7, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11
<i>Knowledge and understanding of course content</i>	40%	10%	5%	10%	15%
<i>Stimulus-based skills</i>	20%		10%		10%
<i>Inquiry and research</i>	20%	10%		10%	
<i>Communication of business information, issues and ideas in appropriate forms</i>	20%	5%	5%	5%	5%
MARKS	100%	25%	20%	25%	30%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY CHEMISTRY Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Research Assignment	Half Yearly Exam	1 st Hand Investigation	Yearly Exam
		Term 1 Week 9	Term 2 Weeks 1/2	Term 3 Week 2	Term 3 Weeks 9/10
		P1,4,6,12, 13,14	P1-11,14	H11-14	P1-11,13,14
<i>Knowledge and understanding</i>	45%	5%	15%		25%
<i>Skills in planning and conducting first hand investigations and communicating this information</i>	25%		5%	20%	
<i>Skills in scientific thinking, problem solving and communicating understanding and conclusions</i>	30%	15%	5%		10%
MARKS	100%	20%	25%	20%	35%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY COMMUNITY AND FAMILY STUDIES Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Wellbeing Report	Half Yearly Exams	Group Task & Long Response	Australian Families Research	Yearly Exams
		Term 1 Week 8	Term 2 Weeks 1/2	Term 2 Week 6	Term 3 Week 7	Term 3 Weeks 9/10
		P1.1, P4.1, P4.2, P6.1	P1.2, P3.2, P5.1, P6.1	P2.1, P2.3, P3.2, P4.2	P2.4, P3.1, P4.1, P4.2	P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P5.1, P6.1, P6.2
<i>Knowledge and understanding of how the following impact on wellbeing:</i> <ul style="list-style-type: none"> • Resource management • Range of societal factors • Nature of groups, families and communities 	40%	5%	5%	5%	10%	15%
<i>Skills in:</i> <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 purposes using appropriate technology 	25%		5%	15%	5%	
<i>Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating</i>	35%	5%	5%	5%	10%	10%
MARKS	100%	10%	15%	25%	25%	25%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY DANCE Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Core Performance & Safe Dance	Composition Rationale Logbook	Appreciation Written Exam	Group Performance Log Book and Rationale	Yearly Exam P, C, A
		Term 1 Week 8	Term 1 Week 9	Term 2 Weeks 1/2	Term 2 Weeks 9/10	Term 3 Weeks 9/10
		P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7	P4.1, P4.2, P4.3, P4.4, P4.5	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P2.1, P2.2, P2.3	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P2.1, P2.2, P2.3, P3.1, P3.2, P3.3
<i>Performance</i>	50%	20%			5%	30%
<i>Composition</i>	30%		15%		10%	15%
<i>Appreciation</i>	20%			10%		10%
MARKS	100%	20%	15%	10%	15%	55%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY DRAMA Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Elements of Drama Workshop Task	Half Yearly Written	Half Yearly Practical	Australian Theatre Essay	Yearly Exam P, C, A
		Term 1 Week 4	Term 1 Week 9	Term 2 Weeks 1/2	Term 2 Weeks 9/10	Term 3 Weeks 9/10
		P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8	P3.1, P3.2, P3.3, P3.4	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8,	P3.1, P3.2, P3.3, P3.4	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6
<i>Making</i>	40%	5%		10%		25%
<i>Performing</i>	30%			10%		20%
<i>Critically Studying</i>	30%	10%	10%		10%	
MARKS	100%	20%	15%	10%	15%	55%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY EARTH AND ENVIRONMENTAL SCIENCE Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Half Yearly Exam	1 st Hand Investigation	Research Assignment	Yearly Exam
		Term 2 Weeks 1/2	Term 2 Weeks 6	Term 3 Week 6	Term 3 Weeks 9/10
		P1-14	P2,11,15	P12-14	P1-14
<i>Knowledge and understanding</i>	45%	15%		10%	20%
<i>Skills in planning and conducting first hand investigations and communicating this information</i>	25%		25%		
<i>Skills in scientific thinking, problem solving and communicating understanding and conclusions</i>	30%	5%		5%	20%
MARKS	100%	20%	25%	15%	40%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY ECONOMICS Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Research/ Extended Response	Half Yearly Exam	Research/ Extended Response	Yearly Exam
		Term 1 Week 8	Term 2 Weeks 1/2	Term 2 Week 8	Term 3 Weeks 9/10
		P1, P2, P4, P7, P8, P9, P10, P12	P1, P2, P3, P4, P5, P7, P8, P10, P11	P1, P2, P3, P5, P6, P7, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11
<i>Knowledge and understanding of course content</i>	40%	10%	10%	5%	15%
<i>Stimulus-based skills</i>	20%		5%	5%	10%
<i>Inquiry and research</i>	20%	10%		10%	
<i>Communication of economic information, issues and ideas in appropriate forms</i>	20%	5%	5%	5%	5%
MARKS	100%	25%	20%	25%	30%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY ENGINEERING STUDIES Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Engineering Report	Half Yearly Exam	Engineering Report	Engineering Report	Yearly Exam
		Term 1 Week 5	Term 2 Week 1/2	Term 2 Week 9	Term 3 Week 6	Term 3 Week 9/10
		P1.1, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3	P1.1, 2.2, 3.1, 3.2, 4.1, 4.3, 6.2	P1.1, 2.1, 3.2, 4.1, 4.2	P5.1, 6.2, 3.3, 4.3	P1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 6.2
<i>Scope of Profession</i>	10%			5%	5%	
<i>Knowledge of Engineering</i>	35%	5%	10%			20%
<i>Communication</i>	20%	5%	5%			10%
<i>Impacts of Engineering</i>	10%	5%		5%		
<i>Management & Problem Solving</i>	10%		5%		5%	
<i>Application of Engineering Methodology</i>	15%	5%		5%	5%	
MARKS	100%	20%	20%	15%	15%	30%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY ENGLISH ADVANCED Assessment Schedule

COMPONENT	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Module A Written Response	AOS: Half Yearly Exam Listening Task	AOS: Related text portfolio & Creative Writing	Module B: Representation in texts speaking tasks	Modules A & B: Yearly Exam
		Term 1 Week 6	Term 2 Week 4	Term 2 Weeks 1/2	Term 3 Week 5	Term 3 Weeks 8/9
		P 7, 8, 10, 12, 13	P 2, 5, 9	P 1, 2, 6, 11	P 3, 4, 12	P 1, 2, 3, 4, 5, 6, 7, 8
<i>Listening</i>	15%		15%			
<i>Speaking</i>	15%				15%	
<i>Reading</i>	25%			10%	10%	5%
<i>Writing</i>	30%	10%		10%		10%
<i>Viewing/Representing</i>	15%		5%	10%		
MARKS	100%	10%	20%	30%	25%	15%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY ENGLISH ESL Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		AOS: Annotations of Related Material	AOS: Half Yearly Exam	AOS: Essay	Elective: Presentation	AOS & Elective: Yearly Exam
		Term 1 Week 6	Term 2 Week 1	Term 2 Weeks 8	Term 3 Week 6	Term 3 Weeks 9/10
		P1, 9, 10, 13	P4, 5, 7	P2, 4, 6, 11	P3, 5, 7, 9, 14	P1, 2, 6, 8, 11, 12
<i>Listening</i>	20%		20%			
<i>Speaking</i>	20%				20%	
<i>Reading</i>	20%	5%		10%		5%
<i>Writing</i>	25%	5%		10%		10%
<i>Viewing/Representing</i>	15%				5%	10%
MARKS	100%	10%	20%	20%	25%	25%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY ENGLISH EXTENSION 1 Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	
			Presentation and submitted critical response	Imaginative composition and reflection journal	Yearly Exam
			Term 1 Week 11	Term 3 Week 4	Term 3 Weeks 9/10
		1, 2	2, 3	1, 3	
<i>Knowledge and understanding of complex texts and of how and why they are valued</i>	25%	10%	5%	10%	
<i>Skills in:</i> <ul style="list-style-type: none"> • complex analysis • sustained composition • independent investigation 	25%	5%	10%	10%	
MARKS	50%	15%	15%	20%	


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY FUNDAMENTALS OF ENGLISH Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3
		Part 1: Portfolio Part 2: Short Answers	Listening/ Viewing	Speaking Task
		Term 1 Week 9	Term 2 Week 10	Term 3 Week 4
		1, 2, 3, 6, 9, 10	3, 4, 6, 8, 9, 11	3, 5, 7, 9
<i>Module A – Approaches to the Area of Study in English - Journeys</i>	20%	20%		
<i>Module B – Oral Communication Skills</i>	15%		15%	
<i>Module C – Investigative skills</i>	15%			15%
MARKS	50%	20%	15%	15%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY ENGLISH STANDARD Assessment Schedule

 COMPONENT	W E I G H T I N G	TASK 1		TASK 2	TASK 3	TASK 4	TASK 5
		AOS: Part 1 Synthesis Submitted Response	AOS: Part 2 Creative Writing and Reflection	AOS: Half Yearly Exam	Module A: Listening Task	Module B: Presentation	Module A & B: Yearly Exam
		Term 1 Week 8	Term 1 Week 8	Term 2 Weeks 1/2	Term 2 Week 8	Term 3 Week 6	Term 3 Weeks 9/10
		P2, 6, 10	P8, 11, 12, 13	P3, 4, 8	P2, 5, 7	P1, 9	P1, 3, 10
<i>Listening</i>	15%				15%		
<i>Speaking</i>	15%					15%	
<i>Reading</i>	25%	5%		10%			10%
<i>Writing</i>	30%	10%	5%		5%		10%
<i>Viewing/Representing</i>	15%		10%			5%	
MARKS	100%	15%	15%	10%	20%	20%	20%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY ENGLISH STUDIES Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Mandatory Module – Achieving Through English: In-class Test	Elective – English in Sport: Listening/ Viewing Task	Elective – On the Road: Portfolio	Elective – The Marketplace: Presentation
		Term 1 Week 7	Term 2 Week 5	Term 3 Week 2	Term 3 Week 9
		P1.1, 1.3, 2.1, 3.2	P1.2, 1.3, 3.1	P1.1, 1.4, 2.3, 4.2	P1.1, 1.4, 2.2, 3.1, 4.1
Objective 1	30%	10%	10%	5%	5%
Objective 2	30%	5%	10%	5%	10%
Objective 3	25%	10%	5%	5%	5%
Objective 4	15%			5%	10%
MARKS	100%	25%	25%	20%	30%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY EXPLORING EARLY CHILDHOOD Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Pregnancy and Childbirth	Half Yearly Exams	Practical Projects and Classwork	Promoting Positive Behaviour	Yearly Exams
		Term 1 Week 9	Term 2 Weeks 1/2	Term 2 Week 4	Term 3 Week 5	Term 3 Weeks 9/10
		P1.1, P5.1	P1.1, P6.1, P6.2	P5.1, P6.1	P1.2, P2.2, P3.1, P4.1	P1.1, P1.2, P2.2, P3.1, P4.1, P5.1, PP6.1, P6.2
<i>Knowledge and understanding of how the following impact on development of young children</i> <ul style="list-style-type: none"> • <i>Physical, social-emotional, behavioural, cognitive and language</i> • <i>Environmental factors</i> • <i>Maintenance of positive behaviours and relationships</i> 	50%	5%	10%	10%	10%	15%
<i>Skills in:</i> <ul style="list-style-type: none"> • <i>Communication and interaction</i> • <i>Research and analysis</i> • <i>Decision making, evaluation and reflective thinking</i> 	50%	15%	5%	10%	10%	10%
MARKS	100%	20%	15%	20%	20%	25%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY FOOD TECHNOLOGY Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Food Availability and Selection Task	Half Yearly Exam	Food Quality Experiment	Nutrition Task	Yearly Exam
		Term1 Week 7	Term 2 Weeks 1/2	Term 2 Week 8	Term 3 Week 8	Term 3 Weeks 9/10
		P1.1, P1.2, P3.2, P4.2, P4.1	TBA	P2.2, P4.1, P4.4, P5.1	P2.1, P3.1, P 3.2, P4.3, P 5.1	TBA
<i>Knowledge and understanding of food technology</i>	20%	10%	5%			5%
<i>Skills in researching, analysing and communicating food issues</i>	30%	10%	5%		10%	5%
<i>Skills in experimenting with and preparing food by applying theoretical concepts</i>	30%	5%		15%	10%	
<i>Skills in designing, implementing and evaluating solutions to food situations</i>	20%			10%	5%	5%
MARKS	100%	25%	10%	25%	25%	15%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY INFORMATION PROCESSES AND TECHNOLOGY Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Half Yearly Exam	Research Task	Project Work (Group)	Yearly Exam
		Term 2 Weeks 1/2	Term 2 Week 7	Term 3 Week 5	Term 3 Weeks 9/10
		P1.1, P1.2 P2.1, P2.2 P3.1	P1.1, P1.2 P2.1, P2.2 P3.1, P4.1, P5.1,	P6.1, P6.2 P7.1, P7.2	P1.1, P1.2 P2.1, P2.2 P3.1, P4.1, P5.1,
<i>Introduction to information skills and systems</i>	20%	10%			10%
<i>Tools for the information processes</i>	45%	10%	15%	10%	15%
<i>Developing Information Systems</i>	35%			10%	20%
MARKS	100%	20%	15%	20%	45%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY I.T. ELECTRONICS TECHNOLOGIES Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Minor Project & Folio	Half Yearly Exam	Industry Study Report	Minor Project & Folio	Yearly Examination
		Term 1 Week 7	Term 2 Weeks 1/2	Term 2 Week 7	Term 3 Week 5	Term 3 Weeks 9/10
		P1.1, 1.2, 3.2, 5.1, 7.1, 7.2	P3.1, 3.2, 3.3, 5.1	P1.1, 2.1, 3.1, 4.1, 4.2	P5.1, 6.2, 3.3, 4.3	P1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 6.2
<i>Industry Study</i>	15%			10%		5%
<i>Design</i>	10%	5%			5%	
<i>Management & Communication</i>	20%	5%	5%		5%	5%
<i>Production</i>	40%	10%	10%	5%	10%	5%
<i>Industry Related Manufacturing Technology</i>	15%		5%	5%		5%
MARKS	100%	20%	20%	20%	20%	20%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY I.T. TIMBER TECHNOLOGIES Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Minor Project & Folio	Half Yearly Exam	Industry Study Report	Minor Project & Folio	Yearly Examination
		Term 1 Week 7	Term 2 Weeks 1/2	Term 2 Week 7	Term 3 Week 5	Term 3 Weeks 9/10
		P1.1, 1.2, 3.2, 5.1, 7.1, 7.2	P3.1, 3.2, 3.3, 5.1	P1.1, 2.1, 3.1, 4.1, 4.2	P5.1, 6.2, 3.3, 4.3	P1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 6.2
<i>Industry Study</i>	15%			10%		5%
<i>Design</i>	10%	5%			5%	
<i>Management & Communication</i>	20%	5%	5%		5%	5%
<i>Production</i>	40%	10%	10%	5%	10%	5%
<i>Industry Related Manufacturing Technology</i>	15%		5%	5%		5%
MARKS	100%	20%	20%	20%	20%	20%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY LEGAL STUDIES Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Research/ Media Task	Half Yearly Exam	Research/ Extended Response	Yearly Exam
		Term 1 Week 8	Term 2 Weeks 1/2	Term 2 Week 8	Term 3 Weeks 9/10
		P1, P2, P4, P5, P6, P8, P9, P10	P1, P2, P3, P4, P5, P9	P1, P2, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P9
<i>Knowledge and understanding of course content</i>	60%	10%	15%	10%	25%
<i>Inquiry and research</i>	20%	10%		10%	
<i>Communication of legal information, issues and ideas in appropriate forms</i>	20%	5%	5%	5%	5%
MARKS	100%	25%	20%	25%	30%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY MATHEMATICS (ADVANCED) Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2
		Half Yearly Exam	Yearly Exam
		Term 2 Weeks 1/2	Term 3 Weeks 9/10
		P1-P4	P1-P8
Concepts, skills and techniques <i>Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts</i>	50%	25%	25%
Reasoning & Communication <i>Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.</i>	50%	25%	25%
MARKS	100%	50%	50%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY MATHEMATICS EXTENSION 1 Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2
		Half Yearly Exam	Yearly Exam
		Term 2 Weeks 1/2	Term 3 Weeks 9/10
		PE1, PE3, PE6	PE1-PE6
Concepts, skills and techniques <i>Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts</i>	50%	25%	25%
Reasoning & Communication <i>Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.</i>	50%	25%	25%
MARKS	100%	50%	50%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY MATHEMATICS GENERAL Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2
		Half Yearly Exam	Yearly Exam
		Term 2 Weeks 1/2	Term 3 Weeks 9/10
		MGP-1 to MGP-7, MGP-9, MGP-10	MGP-1 to MGP-10
Concepts, Skills and Techniques <i>Use concepts, skills and techniques, aided by technology, to solve mathematical problems in a wide range of theoretical and practical contexts</i>	50%	25%	25%
Reasoning & Communication <i>Interpret and communicate mathematics in a variety of written and verbal forms. Apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments.</i>	50%	25%	25%
MARKS	100%	50%	50%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY MODERN HISTORY Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Source Study	Research / Half Yearly Exam	Research	Yearly Exam
		Term 1 Week 6	Term 2 Weeks 1/2	Term 3 Week 3	Term 3 Weeks 9/10
		P2.1, P4.1	P1.2, P3.4	P1.2, P2.1, P3.5, P4.2	P1.2, P2.1
<i>Knowledge and understanding of course content.</i>	40%		10%	5%	25%
<i>Skills in: Source-based skills</i>	20%	10%		5%	5%
<i>Historical inquiry and research</i>	20%		10%	10%	
<i>Communication of historical understanding in appropriate forms</i>	20%	10%		10%	
MARKS	100%	20%	20%	30%	30%

FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY MUSIC 1 Assessment Schedule


COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Composition	PERF (An Instrument and its repertoire)	MCA Written	Video Musicology	Perf Night / Written
		Term 1 Week 7	Term 1 Weeks 10/11	Term 2 Weeks 1/2	Term 2 Week 8	Term 3 Weeks 6/8
		P7, P8	P1, P3, P9, P10, P11	P5, P6	P2, P4	P1, P3, P9, P10, P11, P5, P6
<i>Aural</i>	25%			10%		15% (Week 8)
<i>Musicology</i>	25%				25%	
<i>Performance</i>	25%		10%			15% (week 6/7)
<i>Composition</i>	25%	25%				
MARKS	100%	25%	10%	10%	25%	30%

FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION Assessment Schedule


COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Half Yearly Exam	Fitness Activity Research	Biomechanical analysis	Yearly Exam
		Term 2 Weeks 1/2	Term 2 Week 5	Term 3 Week 2	Term 3 Weeks 9/10
		<i>Better Health for Individuals (Core 1)</i> P1-6, P15	<i>Fitness Choices (Option 3)</i> P6, P10, P16	<i>Body In Motion (Core 2)</i> P7-9, P17	<i>Core 1, Core 2, First Aid and Fitness Choices</i> P1-12, P15-17
Knowledge and understanding of: <ul style="list-style-type: none"> • factors that affect health (P1-3) • the way the body moves (P7-9) 	40%	10%	5%	15%	10%
Skills in: <ul style="list-style-type: none"> • influencing personal and community health (P4-6) • taking action to improve participation and performance in physical activity (P10-14) 	30%	5%	10%	5%	10%
Skills in critical thinking, research and analysis (P15-17)	30%	5%	5%	10%	10%
MARKS	100%	20%	20%	30%	30%

Syllabus Topic - Core 1 Syllabus Weighting - 30	Syllabus Topic - Core 2 Syllabus Weighting - 30	Syllabus Topic - Option 1 Syllabus Weighting - 20	Syllabus Topic – Option 3 Syllabus Weighting - 20	Total – 100%
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FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY PHYSICS Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Half Yearly Exam	1 st Hand Investigation	Research Assignment	Yearly Exam
		Term 2 Weeks 1/2	Term 3 Week 5	Term 3 Week 6	Term 3 Weeks 9/10
		P1-14	P2,11,15	P12-14	P1-14
<i>Knowledge and understanding</i>	45%	15%		10%	20%
<i>Skills in planning and conducting first hand investigations and communicating this information</i>	25%		25%		
<i>Skills in scientific thinking, problem solving and communicating understanding and conclusions</i>	30%	5%		5%	20%
MARKS	100%	20%	25%	15%	40%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY SENIOR SCIENCE Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Half Yearly Exam	1 st Hand Investigation	Research Assignment	Yearly Exam
		Term 2 Weeks 1/2	Term 2 Week 6	Term 3 Week 6	Term 3 Weeks 9/10
		P1-14	P2,11,15	P12-14	P1-14
<i>Knowledge and understanding</i>	45%	15%		10%	20%
<i>Skills in planning and conducting first hand investigations and communicating this information</i>	25%		25%		
<i>Skills in scientific thinking, problem solving and communicating understanding and conclusions</i>	30%	5%		5%	20%
MARKS	100%	20%	25%	15%	40%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY SPORTS LIFESTYLE AND RECREATION Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Athletics Practical	Coaching Plan	Coaching Session	Games and Sports Applications I Practical	Yearly Exam
		Term 1 Weeks 8/9	Term 2 Week 4	Term 2 Weeks 4/6	Term 3 Weeks 5/6	Term 3 Weeks 9/10
		3.3, 4.4	2.1, 3.1	1.3, 4.2	1.1, 4.4	1.2, 2.2, 3.5, 4.3
<i>Knowledge and Understanding</i>	45%		15%			30%
<i>Skills</i>	55%	15%		20%	20%	
MARKS	100%	15%	15%	20%	20%	30%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY SOFTWARE DESIGN AND DEVELOPMENT Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Half Yearly Exam	Major Project	Class Activities	Yearly Exam
		Term 1 Week 9	Term 2 Week 9	Term 2 Week 9	Term 3 Weeks 1/2
		P11-H14	P11-H14	P1-P5, P12-P14	P1-P11, P13-P14
<i>Knowledge and understanding</i>	40%			10%	30%
<i>Skills in planning and conducting first hand investigations and communicating this information</i>	30%	15%	15%		
<i>Skills in scientific thinking, problem solving and communicating understanding and conclusions</i>	30%	5%	5%	10%	10%
MARKS	100%	20%	20%	20%	40%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY SPANISH BEGINNERS Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Test: Listening, Reading, Writing	Half Yearly Exam	Presentation	Test: Listening, Reading	Yearly Exam
Term 1 Week 9		Term 2 Weeks 1/2	Term 2 Week 8	Term 3 Week 4	Term 3 Weeks 9/10	
Speaking in Spanish Objective 1: Interacting Objective 3 Producing texts	15%		2.5%	5%		7.5%
Listening and Responding Objective 1: Interacting Objective 2: Understanding Texts	35%	5%	10%		10%	10%
Reading and Responding Reading and Responding Objective 1: Interacting	35%	5%	10%		10%	10%
Writing in French Objective 1: Interacting Objective 3: Producing Texts	15%	2.5%	2.5%	5%		5%
MARKS	100%	12.5%	25%	10%	20%	32.5%

FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY TEXTILES AND DESIGN Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Manufacturing Methods	Half Yearly Exams	Textiles Project 1	Textiles Project 2	Yearly Exams
		Term 1 Week 9	Term 2 Weeks 1/2	Term 2 Week 5	Term 3 Week 8	Term 3 Weeks 9/10
		P1.1, P1.2	P1.1, P1.2, P4.1	P1.1, P1.2 P2.1, P2.2, P2.3, P4.1	P1.1, P1.2 P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2 P2.1, P2.2, P2.3, P3.1, P3.2, P4.1
<i>Knowledge and understanding of textiles and the textiles industry</i>	50%	5%	10%	10%	5%	20%
<i>Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology</i>	50%	10%	5%	10%	20%	5%
MARKS	100%	15%	15%	20%	25%	25%


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY VISUAL ARTS Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4	
			Ordinary to Extraordinary Body of work Artist Movements	Half Yearly Exam	Assessment 3 Body of work	Yearly Exam Art History & Criticism
			Term 1 Week 10 P1 P2 P3 P4 P5 P6 P7 P8 P9 P10	Term 2 Weeks 1/2 P7 P8 P9 P10	Term 3 Week 7 P1 P2 P3 P4 P5 P6	Term 3 Weeks 9/10 P7 P8 P9 P10
<i>Art Making</i>	50%	25%		25%		
<i>Art Criticism & Art History</i>	50%	10%	10%		30%	
MARKS	100%	35%	10%	25%	30%	


FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY

2 UNIT VISUAL DESIGN

Assessment Schedule

COMPONENT	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
	W E I G H T I N G	Interior/Exterior Design Mural	Half Yearly Exam	Product Design Lighting Design Task	Graphic Design Framing the Book
		Term 1 Week 10	Term 2 Weeks 1/2	Term 2 Week 9	Term 3 Week 7
		DM1, DM2, DM3, DM4, DM5, DM6 CH1, CH2, CH3, CH4	CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6 CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6
<i>Designing and making</i>	70%	Designing 10%		30%	30%
<i>Critical and historical studies</i>	30%	10%	15%	5%	
MARKS	100%	20%	15%	35%	30%

FAIRVALE HIGH SCHOOL - 2016 PRELIMINARY WORK STUDIES Assessment Schedule

COMPONENT	W E I G H T I N G	TASK 1	TASK 2	TASK 3	TASK 4
		Research / Extended Response	Half yearly Exam	Research Task & Presentation	Yearly Exam
		Term 1 Week 8	Term 2 Weeks 1/2	Term 2 Week 8	Term 3 Weeks 9/10
		1, 2, 6, 7	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 8, 9
<i>Knowledge and understanding of course content</i>	30%	5%	10%	5%	10%
<i>Skills</i>	70%	20%	10%	20%	20%
MARKS	100%	25%	20%	25%	30%

DRAFT BUSINESS SERVICES ASSESSMENT SCHEDULE

Preliminary Year 2016 - HSC 2017

QUALIFICATION: BSB20115 Certificate II in Business Training Package: BSB Business Services Version 1.1???

BOS Course Code:
2U X 2 YR:TBC
4U X 1 YR:TBC

TERM	UoC CODE	Unit of Competency	AQF CORE / ELECTIVE	BOSTES STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting
Term 1	X PRELIMINARY UOCs					AQF CORE/HSC MANDATORY =125 hrs	XXX Indicative Hours over X yrs 35 hrs Work placement
	BSBWHS201	Contribute to health and safety of self and others	C	M	15	Must do AQF CORE unit plus 11 electives to meet packaging rules. Check listed electives	
	BSBCUS201	Deliver a service to customers	E	M	15		
TLIP2029A	Prepare and process financial documents	E	M	20			
Term 2	BSBINN201	Contribute to workplace innovation	E	M	15	Check listed electives	
	BSBSUS201	Participate in environmentally sustainable work practices	E	M	15		
Term 3	BSBIND201	Work effectively in a business environment	E	M	25		
	BSBINM201	Process and maintain workplace information	E	M	20		
Term 4 and Term 5	Y HSC UOCs					ELECTIVE OPTIONS = 115 HOURS	35 hrs Work placement 40% HSC Half Yearly 60% Trial HSC Exam
	BSBITU201	Produce simple word processed documents	E	E	20	Cert II units =120 hours	
	BSBITU202	Create and use spread sheets	E	E	20		
BSBITU203	Communicate electronically	E	E	10			
Term 6	BSBWOR204	Use business technology	E	E	15	BSBITU307 Develop keyboarding speed and accuracy Options – These could move to Stage 5	The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
	BSBCMM201	Communicate in the workplace	E	E	15		
Term 7	BSBWOR202	Organise and complete daily work activities	E	E	15	These are Cert III units	
	BSBWOR203	Work effectively with others	E	E	15		
	BSBINM202	Handle mail	E	E	10		
	BSBADM311	Maintain business resources	E	E	15		
	BSBITU302	Create electronic presentations	E	E	15		
	BSBITU307	Develop keyboarding speed and accuracy	E	E	25		
BOSTES requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours XX		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

TERM	Unit Code	Units Of Competency	AOE CORE/ ELECTIV E	BOSTES STATUS	HSC INDICATI VE Hrs.	Assessment Task Cluster & Methods of Assessment	Prelim and HSC Exam weightings to total 100%**
	5 PRELIMINARY UOCs						240 Indicative Hours over 2 years
Term 1	CPCCOHS1001A	Work safely in the construction industry	C Cert I	M	10	Cluster A: WorkCover WHS Induction Written Test	
Term 1-2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B: Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and Written test.	35 hrs. Work placement
Term 2-3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	10 20	Cluster C: 1. Tool box or Saw Horse 2. BBQ Table Practical, Teacher observations and Written test.	
	12 HSC UOCs						35 hrs. Work placement
Terms 4-5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E E	E E	25 15	Cluster D: School Project – Concreting Practical, Teacher observations and Written test.	
	CPCCCM2006B	Apply basic leveling procedures	C	M	20		
	CPCCCM1015A	Carry out measurements and calculations	E	E	20		
	CPCCCO2013A	Carry out concreting to simple forms	C	M	20		
	CPCCCM2001A	Read and interpret plans and specifications					
Terms 6-7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	Cluster E: Wall and Floor Tiling Practical, Teacher observations and Written test	60% Trial HSC Exam
	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster F: Work Placement Journal Teacher observations and Written test, Third party evidence	
<i>BOSTES requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 245		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIV E	BOSTES STATUS	HSC INDICATI VE Hrs.	Assessment Task Cluster & Methods of Assessment	Prelim and HSC Exam weightings to total 100%**	
6 PRELIMINARY UOCs							240 Indicative Hours over 2 yrs	
Term 1	SITXFSA101	Use hygienic practices for food safety	C	M*	10	Cluster A: Getting Ready for Work Written task, observation of practical work, Internet research, case study Additional component: Third Party evidence		
	SITXWHS101	Participate in safe work practices	C	M*	15			
Term 2	SITHKOP101	Clean kitchen premises and equipment	C	S*	10	Cluster B: Intro to the Commercial Kitchen Observation of practical work, written task Additional component: Third Party evidence		35 hrs Work placement
	SITHCCC101	Use food preparation equipment	C	S*	20			
Term 3	SITHCCC202	Produce appetisers and salads	E	E	25	Cluster C: Quality Café Meals Observation of practical work, scenario/role play (for testing temperatures), written task Preliminary course: Portfolio of evidence		
	SITXINV202	Maintain the quality of perishable items	C	E	5			
7 HSC UOCs							40% HSC Half Yearly 60% Trial HSC Exam 35 hrs Work placement The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.	
Term 4 -5	SITXFSA201	Participate in safe food handling practices	E	S*	15	Cluster D: Preparing and Cooking Food Safely Observation of practical work, case study, written questioning HSC course: Portfolio of evidence		
	SITHCCC201	Produce dishes using basic methods of cookery	C	S*	40			
Term 5-6	BSBSUS201A	Participate in environmentally sustainable work practices	E	E	15	Cluster E: Going Green Case study, scenario, written task, internet research, observation of practical work HSC course: Portfolio of evidence		
	SITHCCC204	Produce vegetable, fruit, egg and farinaceous dishes, OR	E	E	35			
	SITHCCC203	Produce stocks sauces and soups	E	E	25			
Term 6-7	SITHCCC207	Use cookery skills effectively	C	E	20	Cluster F: Working Effectively with Others Third Party and direct observation of completion of a minimum of 12 service periods, including workplace journal(s). Case study/scenario, written task, self- assessment HSC course: Portfolio of evidence		
	BSBWOR203B	Work effectively with others*	C	M*	15			
	SITHIND201	Source and use information on the hospitality industry	E	M*	20			
<i>BOSTES requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total Hours 235 or 245		<i>* Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>			



TERM	Unit Code	Units Of Competency	AOFCORE/ELECTIVE	BOSTES STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	Prelim and HSC Exam weightings to total 100%**
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs 35 hrs Work placement
	BSBWHS304	Participate effectively in WHS communication and consultation processes	C	C	20	Cluster A: Working Safely with others Research, report and presentation	
	BSBSUS301	Implement and monitor environmentally sustainable work practices	E	S	25		
Term 2	ICTICT302	Install and optimise operating system software	C	C	20	Cluster B: Systems & Software Scenario, Observation, portfolio of evidence	35 hrs Work placement 40% HSC Half Yearly 60% Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be rived from two exams.
	ICTSAS301	Run standard diagnostic tests	C	C	10		
Term 3	ICTICT202	Work and communicate effectively in an ICT environment	C	C	25	Cluster C: Operate Software packages effectively Oral questioning, Written	
	ICTICT203	Operate application software packages (finalise assessment)	E	S	20		
Term 4 & Term 5	5 HSC UOCs						
	ICTICT308	Use advanced features of computer applications (embedded)	E	S	30	Cluster D :Computer Applications Written , portfolio of evidence Cluster E: Working on the Web Observation and questioning	
	ICTWEB303	Produce digital images for the web	E	S	20		
	ICTWEB301	Create a simple mark-up language document OR	E	S	25		
ICTICT301	Create user documentation	E	S	20			
Term 6	ICTWEB302	Build simple websites using commercial programs	E	S	30	Cluster F: Web Technologies Observation and Oral report	
Term 7	ICTWEB201	Use social media tools for collaboration and engagement	E	S	20	Cluster G: Using Social Media Written report	
<i>BOSTES requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 240 or 245		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		

TERM	Unit Code	Units Of Competency	AOE / CORE / ELECTIVE	BOSTES STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Methods of Assessment	Prelim and HSC Exam weightings to total 100%**
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs 35 hrs Work placement 35 hrs Work placement
	SIRXWHS101	Apply safe work practices	C	M	15	Cluster A: Safety Observation of practical, written, portfolio of evidence	
	SIRXCCS202	Interact with customers	C	M	20	Cluster B: Customer Service Workplace simulation, practical observation, portfolio of evidence	
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	C	M	8			
Term 2	SIRXCOM101	Communicate in the workplace to support team and customer outcomes	C	M	7	Cluster C: Working in the Industry Written, visual presentation	
	SIRXIND101	Work effectively in a customer service environment	C	M	20		
Term 3	SIRXICT001A	Operate retail technology	C	E	20	Cluster D: Retail Technology Scenarios, written task, practical observation	
	SIRXFIN201	Balance and secure point-of-sale terminal	E	E	15		
Term 4	8 HSC UOCs						40% HSC Half Yearly 60% Trial HSC Exam
	SIRXCLM101	Organise and maintain work areas	C	E	10	Cluster E : Stock Maintenance Written assignment, practical observation	
	SIRXINV001A	Perform stock control procedures	E	E	20		
Term 5	SIRXCCS201	Apply point-of-sale handling procedures	C	M	20	Cluster F : Sales and Security Scenarios, role play, written assignment	The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
	SIRXRSK201	Minimise loss	C	M	10		
	SIRXSLS201	Sell products and services	E	M	15		
Term 6 - 7	SIRXMER201	Merchandise products	E	S	20	Cluster G: Retail General Selling written assignment, workplace simulation/practical observation	
	SIRXSLS002A	Advise on products and services	E	S	20		
	SIRXMER202	Plan, create and maintain displays	E	E	15		
BOSTES requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		240	Units of competency from the HSC focus areas will be included in the optional HSC examination.	