



CHN 233

Intermediate Chinese II

S2 Day 2015

Dept of International Studies

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Disclaimer

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General Information

Unit convenor and teaching staff Unit Convenor Hui Ling Xu hailing.xu@mq.edu.au Contact via hailing.xu@mq.edu.au
Credit points 3
Prerequisites CHN232
Corequisites
Co-badged status
Unit description This unit is the second part of CHN232.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- 1.1 Able to recognize 600-800 characters
- 1.2 Understand longer and more complex dialogues and texts written in Chinese characters of topics related to contemporary social issues such as women in society, working while studying, single child policy, etc.
- 1.3 Able to clearly identify and extract information from a wide range of sources, including statistical information.
- 1.4 Able to read and understand some literary texts.
- 1.5 Understand more complex grammatical structures and frequently used set expressions.
- 2.1 Can understand the main points of clear standard input (such as dialogues and passages) of familiar topics.
- 3.1 Able to write about 600-800 characters (for non-background speakers)
- 3.2 Able to apply learned grammatical structures to produce more complex sentences and reasonably well-connected dialogues and essays on familiar topics, with some deviation from standard grammar and syntax.
- 3.3 Can produce short essays in Chinese of a

variety of genres, such as a job application, an argumentation that expresses personal opinions, viewpoints, attitudes and gives explanations. 3.5 Able to translate more complex sentences and short passages from English to Chinese and Chinese to English, with some deviation from standard grammar and syntax.

4.1 To attain a good level of spoken proficiency in constructing argumentation, expressing personal opinions and preferences, describing experiences and events, etc.

4.2 Can handle most communication tasks encountered when traveling in an area where the language is spoken.

5.1 Able to produce more complex and well-connected sentences and short conversations on familiar topics. 5.2 Able to present a pre-prepared dialogue or essay on familiar topics in front of the class.

6.1 To gain an appreciation of the Chinese culture through textual (including literature) and aural material introduced in the class resources and discussed in class as well as online. 6.2 Attain the ability to compare and critique cultural differences and similarities and use the language in a culturally appropriate way.

Assessment Tasks

Name	Weighting	Due
<u>One Mid-term class test</u>	25%	TBA
<u>One take home assignment</u>	12%	TBA
<u>Two oral tasks</u>	13%	TBA
<u>End of semester exam</u>	25%	Central allocated time
<u>Autonomous and Intercultural L</u>	25%	continuous

One Mid-term class test

Due: **TBA**

Weighting: **25%**

This assessment task will test students' mastery of the language including pinyin, characters, vocabulary, grammatical structures, as well as reading comprehension. It also includes a listening component.

On successful completion you will be able to:

- 1.1 Able to recognize 600-800 characters 1.2 Understand longer and more complex dialogues and texts written in Chinese characters of topics related to contemporary

social issues such as women in society, working while studying, single child policy, etc.

- 1.3 Able to clearly identify and extract information from a wide range of sources, including statistical information.
- 1.4 Able to read and understand some literary texts.
- 1.5 Understand more complex grammatical structures and frequently used set expressions.
- 2.1 Can understand the main points of clear standard input (such as dialogues and passages) of familiar topics.
- 3.1 Able to write about 600-800 characters (for non-background speakers) 3.2 Able to apply learned grammatical structures to produce more complex sentences and reasonably well-connected dialogues and essays on familiar topics, with some deviation from standard grammar and syntax.
- 3.3 Can produce short essays in Chinese of a variety of genres, such as a job application, an argumentation that expresses personal opinions, viewpoints, attitudes and gives explanations.
- 3.5 Able to translate more complex sentences and short passages from English to Chinese and Chinese to English, with some deviation from standard grammar and syntax.
- 5.1 Able to produce more complex and well-connected sentences and short conversations on familiar topics.
- 5.2 Able to present a pre-prepared dialogue or essay on familiar topics in front of the class.
- 6.1 To gain an appreciation of the Chinese culture through textual (including literature) and aural material introduced in the class resources and discussed in class as well as online.
- 6.2 Attain the ability to compare and critique cultural differences and similarities and use the language in a culturally appropriate way.

One take home assignment

Due: **TBA**

Weighting: **12%**

This is a written assignment, assessing students' mastering of grammatical structures, short essay writing and translation skills.

On successful completion you will be able to:

- 1.1 Able to recognize 600-800 characters 1.2 Understand longer and more complex dialogues and texts written in Chinese characters of topics related to contemporary social issues such as women in society, working while studying, single child policy, etc.
- 1.3 Able to clearly identify and extract information from a wide range of sources, including statistical information.
- 1.4 Able to read and understand some literary texts.
- 1.5 Understand more complex grammatical structures and frequently used set expressions.
- 2.1 Can understand the main points of clear standard input (such as dialogues and

passages) of familiar topics.

- 3.1 Able to write about 600-800 characters (for non-background speakers) 3.2 Able to apply learned grammatical structures to produce more complex sentences and reasonably well-connected dialogues and essays on familiar topics, with some deviation from standard grammar and syntax. 3.3 Can produce short essays in Chinese of a variety of genres, such as a job application, an argumentation that expresses personal opinions, viewpoints, attitudes and gives explanations. 3.5 Able to translate more complex sentences and short passages from English to Chinese and Chinese to English, with some deviation from standard grammar and syntax.
- 5.1 Able to produce more complex and well-connected sentences and short conversations on familiar topics. 5.2 Able to present a pre-prepared dialogue or essay on familiar topics in front of the class.
- 6.1 To gain an appreciation of the Chinese culture through textual (including literature) and aural material introduced in the class resources and discussed in class as well as online. 6.2 Attain the ability to compare and critique cultural differences and similarities and use the language in a culturally appropriate way.

Two oral tasks

Due: **TBA**

Weighting: **13%**

These tasks take the form of group role plays. They will be based on (but not limited to) all the topics learned. The focus will be on creativity, application of and cultural appropriateness of the use of the language. They also assess students' pronunciation, tones and presentation skills. Further details to be announced in ILearn.

On successful completion you will be able to:

- 2.1 Can understand the main points of clear standard input (such as dialogues and passages) of familiar topics.
- 3.1 Able to write about 600-800 characters (for non-background speakers) 3.2 Able to apply learned grammatical structures to produce more complex sentences and reasonably well-connected dialogues and essays on familiar topics, with some deviation from standard grammar and syntax. 3.3 Can produce short essays in Chinese of a variety of genres, such as a job application, an argumentation that expresses personal opinions, viewpoints, attitudes and gives explanations. 3.5 Able to translate more complex sentences and short passages from English to Chinese and Chinese to English, with some deviation from standard grammar and syntax.
- 4.1 To attain a good level of spoken proficiency in constructing argumentation,

expressing personal opinions and preferences, describing experiences and events, etc.

4.2 Can handle most communication tasks encountered when traveling in an area where the language is spoken.

- 5.1 Able to produce more complex and well-connected sentences and short conversations on familiar topics. 5.2 Able to present a pre-prepared dialogue or essay on familiar topics in front of the class.
- 6.1 To gain an appreciation of the Chinese culture through textual (including literature) and aural material introduced in the class resources and discussed in class as well as online. 6.2 Attain the ability to compare and critique cultural differences and similarities and use the language in a culturally appropriate way.

End of semester exam

Due: **Central allocated time**

Weighting: **25%**

This will test students' knowledge and application of the language points and usages covered in **(but not limited to)** the second half of the course. It comprises written and listening components. The listening component will be done in the last week of teaching in class while the written component in central exam period.

On successful completion you will be able to:

- 1.1 Able to recognize 600-800 characters 1.2 Understand longer and more complex dialogues and texts written in Chinese characters of topics related to contemporary social issues such as women in society, working while studying, single child policy, etc. 1.3 Able to clearly identify and extract information from a wide range of sources, including statistical information. 1.4 Able to read and understand some literary texts. 1.5 Understand more complex grammatical structures and frequently used set expressions.
- 2.1 Can understand the main points of clear standard input (such as dialogues and passages) of familiar topics.
- 3.1 Able to write about 600-800 characters (for non-background speakers) 3.2 Able to apply learned grammatical structures to produce more complex sentences and reasonably well-connected dialogues and essays on familiar topics, with some deviation from standard grammar and syntax. 3.3 Can produce short essays in Chinese of a variety of genres, such as a job application, an argumentation that expresses personal opinions, viewpoints, attitudes and gives explanations. 3.5 Able to translate more complex sentences and short passages from English to Chinese and Chinese to English, with some deviation from standard grammar and syntax.
- 5.1 Able to produce more complex and well-connected sentences and short

conversations on familiar topics. 5.2 Able to present a pre-prepared dialogue or essay on familiar topics in front of the class.

- 6.1 To gain an appreciation of the Chinese culture through textual (including literature) and aural material introduced in the class resources and discussed in class as well as online. 6.2 Attain the ability to compare and critique cultural differences and similarities and use the language in a culturally appropriate way.

Autonomous and Intercultural L

Due: **continuous**

Weighting: **25%**

This task requires you to complete a variety of small tasks (spread out through the semester) and to write a reflective journal to summarize /critique your journey of participation in doing this task. Detailed instructions published in Ilearn.

On successful completion you will be able to:

- 1.1 Able to recognize 600-800 characters 1.2 Understand longer and more complex dialogues and texts written in Chinese characters of topics related to contemporary social issues such as women in society, working while studying, single child policy, etc. 1.3 Able to clearly identify and extract information from a wide range of sources, including statistical information. 1.4 Able to read and understand some literary texts. 1.5 Understand more complex grammatical structures and frequently used set expressions.
- 2.1 Can understand the main points of clear standard input (such as dialogues and passages) of familiar topics.
- 3.1 Able to write about 600-800 characters (for non-background speakers) 3.2 Able to apply learned grammatical structures to produce more complex sentences and reasonably well-connected dialogues and essays on familiar topics, with some deviation from standard grammar and syntax. 3.3 Can produce short essays in Chinese of a variety of genres, such as a job application, an argumentation that expresses personal opinions, viewpoints, attitudes and gives explanations. 3.5 Able to translate more complex sentences and short passages from English to Chinese and Chinese to English, with some deviation from standard grammar and syntax.
- 4.1 To attain a good level of spoken proficiency in constructing argumentation, expressing personal opinions and preferences, describing experiences and events, etc. 4.2 Can handle most communication tasks encountered when traveling in an area where the language is spoken.
- 5.1 Able to produce more complex and well-connected sentences and short

conversations on familiar topics. 5.2 Able to present a pre-prepared dialogue or essay on familiar topics in front of the class.

- 6.1 To gain an appreciation of the Chinese culture through textual (including literature) and aural material introduced in the class resources and discussed in class as well as online. 6.2 Attain the ability to compare and critique cultural differences and similarities and use the language in a culturally appropriate way.

Delivery and Resources

Through ILearn.

Unit Schedule

Unit Schedule can be viewed and accessed in ILearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

dents.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 3.1 Able to write about 600-800 characters (for non-background speakers) 3.2 Able to apply learned grammatical structures to produce more complex sentences and reasonably well-connected dialogues and essays on familiar topics, with some deviation from standard grammar and syntax. 3.3 Can produce short essays in Chinese of a variety of genres, such as a job application, an argumentation that expresses personal opinions, viewpoints, attitudes and gives explanations. 3.5 Able to translate more complex sentences and short passages from English to Chinese and Chinese to English, with some deviation from standard grammar and syntax.

- 4.1 To attain a good level of spoken proficiency in constructing argumentation, expressing personal opinions and preferences, describing experiences and events, etc.
- 4.2 Can handle most communication tasks encountered when traveling in an area where the language is spoken.
- 5.1 Able to produce more complex and well-connected sentences and short conversations on familiar topics. 5.2 Able to present a pre-prepared dialogue or essay on familiar topics in front of the class.

Assessment tasks

- One Mid-term class test
- One take home assignment
- Two oral tasks
- Autonomous and Intercultural L

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 1.1 Able to recognize 600-800 characters 1.2 Understand longer and more complex dialogues and texts written in Chinese characters of topics related to contemporary social issues such as women in society, working while studying, single child policy, etc.
- 1.3 Able to clearly identify and extract information from a wide range of sources, including statistical information. 1.4 Able to read and understand some literary texts. 1.5 Understand more complex grammatical structures and frequently used set expressions.
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- 6.1 To gain an appreciation of the Chinese culture through textual (including literature) and aural material introduced in the class resources and discussed in class as well as online. 6.2 Attain the ability to compare and critique cultural differences and similarities and use the language in a culturally appropriate way.

Assessment task

- Autonomous and Intercultural L

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- 1.1 Able to recognize 600-800 characters 1.2 Understand longer and more complex dialogues and texts written in Chinese characters of topics related to contemporary social issues such as women in society, working while studying, single child policy, etc.
1.3 Able to clearly identify and extract information from a wide range of sources, including statistical information. 1.4 Able to read and understand some literary texts. 1.5 Understand more complex grammatical structures and frequently used set expressions.
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opinions, viewpoints, attitudes and gives explanations. 3.5 Able to translate more complex sentences and short passages from English to Chinese and Chinese to English, with some deviation from standard grammar and syntax.

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Assessment tasks

- End of semester exam
- Autonomous and Intercultural L

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1.1 Able to recognize 600-800 characters 1.2 Understand longer and more complex dialogues and texts written in Chinese characters of topics related to contemporary social issues such as women in society, working while studying, single child policy, etc.
- 1.3 Able to clearly identify and extract information from a wide range of sources, including statistical information. 1.4 Able to read and understand some literary texts. 1.5 Understand more complex grammatical structures and frequently used set expressions.
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Assessment tasks

- One Mid-term class test
- One take home assignment
- Two oral tasks
- End of semester exam
- Autonomous and Intercultural L

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1.1 Able to recognize 600-800 characters 1.2 Understand longer and more complex dialogues and texts written in Chinese characters of topics related to contemporary

social issues such as women in society, working while studying, single child policy, etc.

1.3 Able to clearly identify and extract information from a wide range of sources, including statistical information. 1.4 Able to read and understand some literary texts. 1.5

Understand more complex grammatical structures and frequently used set expressions.

- 2.1 Can understand the main points of clear standard input (such as dialogues and passages) of familiar topics.
- 3.1 Able to write about 600-800 characters (for non-background speakers) 3.2 Able to apply learned grammatical structures to produce more complex sentences and reasonably well-connected dialogues and essays on familiar topics, with some deviation from standard grammar and syntax. 3.3 Can produce short essays in Chinese of a variety of genres, such as a job application, an argumentation that expresses personal opinions, viewpoints, attitudes and gives explanations. 3.5 Able to translate more complex sentences and short passages from English to Chinese and Chinese to English, with some deviation from standard grammar and syntax.
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- 5.1 Able to produce more complex and well-connected sentences and short conversations on familiar topics. 5.2 Able to present a pre-prepared dialogue or essay on familiar topics in front of the class.
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Assessment tasks

- One Mid-term class test
- One take home assignment
- Two oral tasks
- End of semester exam
- Autonomous and Intercultural L

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in

order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 1.1 Able to recognize 600-800 characters 1.2 Understand longer and more complex dialogues and texts written in Chinese characters of topics related to contemporary social issues such as women in society, working while studying, single child policy, etc. 1.3 Able to clearly identify and extract information from a wide range of sources, including statistical information. 1.4 Able to read and understand some literary texts. 1.5 Understand more complex grammatical structures and frequently used set expressions.
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- 5.1 Able to produce more complex and well-connected sentences and short conversations on familiar topics. 5.2 Able to present a pre-prepared dialogue or essay on familiar topics in front of the class.
- 6.1 To gain an appreciation of the Chinese culture through textual (including literature) and aural material introduced in the class resources and discussed in class as well as online. 6.2 Attain the ability to compare and critique cultural differences and similarities and use the language in a culturally appropriate way.

Assessment tasks

- One Mid-term class test
- One take home assignment
- Two oral tasks

- End of semester exam
- Autonomous and Intercultural L

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 3.1 Able to write about 600-800 characters (for non-background speakers) 3.2 Able to apply learned grammatical structures to produce more complex sentences and reasonably well-connected dialogues and essays on familiar topics, with some deviation from standard grammar and syntax. 3.3 Can produce short essays in Chinese of a variety of genres, such as a job application, an argumentation that expresses personal opinions, viewpoints, attitudes and gives explanations. 3.5 Able to translate more complex sentences and short passages from English to Chinese and Chinese to English, with some deviation from standard grammar and syntax.
- 4.1 To attain a good level of spoken proficiency in constructing argumentation, expressing personal opinions and preferences, describing experiences and events, etc. 4.2 Can handle most communication tasks encountered when traveling in an area where the language is spoken.
- 5.1 Able to produce more complex and well-connected sentences and short conversations on familiar topics. 5.2 Able to present a pre-prepared dialogue or essay on familiar topics in front of the class.

Assessment tasks

- One Mid-term class test
- One take home assignment
- Two oral tasks
- End of semester exam
- Autonomous and Intercultural L

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with

knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 3.1 Able to write about 600-800 characters (for non-background speakers) 3.2 Able to apply learned grammatical structures to produce more complex sentences and reasonably well-connected dialogues and essays on familiar topics, with some deviation from standard grammar and syntax. 3.3 Can produce short essays in Chinese of a variety of genres, such as a job application, an argumentation that expresses personal opinions, viewpoints, attitudes and gives explanations. 3.5 Able to translate more complex sentences and short passages from English to Chinese and Chinese to English, with some deviation from standard grammar and syntax.
- 4.1 To attain a good level of spoken proficiency in constructing argumentation, expressing personal opinions and preferences, describing experiences and events, etc. 4.2 Can handle most communication tasks encountered when traveling in an area where the language is spoken.
- 5.1 Able to produce more complex and well-connected sentences and short conversations on familiar topics. 5.2 Able to present a pre-prepared dialogue or essay on familiar topics in front of the class.
- 6.1 To gain an appreciation of the Chinese culture through textual (including literature) and aural material introduced in the class resources and discussed in class as well as online. 6.2 Attain the ability to compare and critique cultural differences and similarities and use the language in a culturally appropriate way.

Assessment task

- Autonomous and Intercultural L

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- 3.1 Able to write about 600-800 characters (for non-background speakers) 3.2 Able to

apply learned grammatical structures to produce more complex sentences and reasonably well-connected dialogues and essays on familiar topics, with some deviation from standard grammar and syntax. 3.3 Can produce short essays in Chinese of a variety of genres, such as a job application, an argumentation that expresses personal opinions, viewpoints, attitudes and gives explanations. 3.5 Able to translate more complex sentences and short passages from English to Chinese and Chinese to English, with some deviation from standard grammar and syntax.

- 4.1 To attain a good level of spoken proficiency in constructing argumentation, expressing personal opinions and preferences, describing experiences and events, etc. 4.2 Can handle most communication tasks encountered when traveling in an area where the language is spoken.
- 5.1 Able to produce more complex and well-connected sentences and short conversations on familiar topics. 5.2 Able to present a pre-prepared dialogue or essay on familiar topics in front of the class.
- 6.1 To gain an appreciation of the Chinese culture through textual (including literature) and aural material introduced in the class resources and discussed in class as well as online. 6.2 Attain the ability to compare and critique cultural differences and similarities and use the language in a culturally appropriate way.

Assessment task

- Autonomous and Intercultural L

Late Submission Policy

Late assignment policy – International Studies

Assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided. Assignment tasks handed in early will not be marked and returned before the due date.

Changes since First Published

Date	Description
24/07/2015	Changes weighting to assessment tasks.