



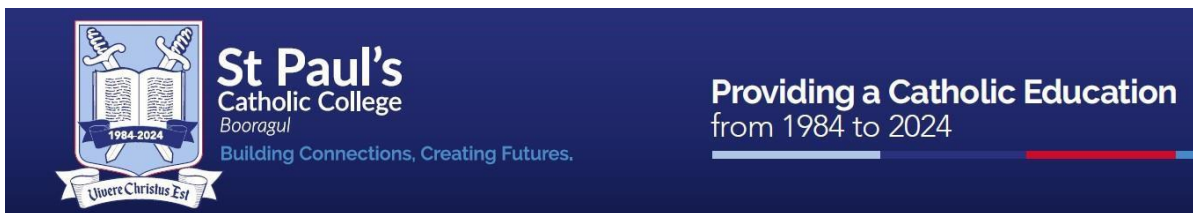
Assessment Policy and Procedures

Year 11 2025

Contents

Contact Information.....	4
The Higher School Certificate (HSC)	7
Introduction.....	7
Eligibility requirements for the HSC.....	7
Pattern of Study for the Higher School Certificate	7
Satisfactory Completion of a Preliminary or Higher School Certificate Course.....	8
Completion of HSC school-based assessment tasks	9
Non-completion Determinations.....	9
Non-Completion Determinations Review	10
Record of School Achievement (RoSA) and Higher School Certificate (HSC) credentials.....	10
Assessment.....	11
School-based Assessment Program.....	11
Assessment Task Notifications.....	12
Submission of Assessment Tasks	12
Managing Invalid or Unreliable Assessment Tasks.....	12
Trial HSC Examinations	13
Responsibility of Students	13
Reporting of Student Achievement.....	13
Final HSC Assessment Mark.....	13
Attendance, Absence from School & Extensions.....	14
Assessment Appeals Process	16
Absence, Illness and Misadventure (AIM) Forms.....	16
Eligibility for Appeal.....	16
Illness and Misadventure	17
Medical Certificates	18
Unknown Absence Due to Illness and/or Misadventure	19
Known Absence On The Due Date of An Assessment	19
Late Submission of Assessment Tasks.....	21
Calculation of Marks and Summative Assessment Ranks.....	21
Final Assessment Rank	22
Assessment Results Appeal.....	22
Internal School Reviews.....	23
NESA Appeals	24
HSC projects, submitted works and performances	25
Integrity of HSC school-based assessment and exams.....	26

Malpractice.....	26
Managing Malpractice	26
All My Own Work (AMOW).....	27
Referencing Your Work.....	27
Referencing methods	27
Vocational Education and Training (VET) Courses and Assessment.....	29
VET HSC Examinations	29
AQF Qualification Certification	30
VET Reporting.....	30
Competency	30
VET Schedule Higher School Certificate (HSC) Record of Achievement	30
Work Placement & Assessment	30
Recognition of Prior Learning (RPL).....	31
TAFE Students	31
Disability Provisions.....	31
Applying for Disability Provisions.....	33
NESA Glossary of Key Words	35



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The Higher School Certificate (HSC)

Introduction

The purpose of the Assessment Handbook is to provide students and parents / carers with an overview of the assessment requirements for students' pattern of study throughout the Year 12 courses. Students who satisfactorily complete Year 12 are awarded the Higher School Certificate (HSC).

The information in this handbook reflects the requirements as determined by the NSW Education Standards Authority (NESA). This information is available on the NSW Government website found at: NESA. About the HSC

<https://www.nsw.gov.au/education-and-training/nesa/hsc/about-the-hsc>

Eligibility requirements for the HSC

To be eligible for the award of the HSC, students must:

- a. have completed Year 10, and
- b. have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- c. have completed All My Own Work (AMOW) or its equivalent, and
- d. have demonstrated the minimum standard of literacy and numeracy, and
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- f. undertake and make a serious attempt at the requisite HSC exams.

This information is taken from ACE 1.2.2 Eligibility requirements for the HSC - https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-hsc#acerule=eligibility_for_the_hsc&part=content_0

Pattern of Study for the Higher School Certificate

To be eligible for the award of the HSC credential, students must satisfactorily complete:

- a Preliminary pattern of study comprising at least 12 units, and
- an HSC pattern of study comprising at least 10 units.

To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:

- 2 units of a Board Developed course in English
- at least 4 more units of Board Developed courses
- at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
 - o at least 4 subjects.
 - o Students may study a maximum of 6 units of Preliminary Science courses, and 7 units of HSC Science courses.
 - o For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.
 - o Students must meet all other course eligibility requirements, and HSC eligibility requirements to be granted the HSC credential.

This information is taken from ACE 12.1.1 NESA's pattern of study https://curriculum.nsw.edu.au/ace-rules/ace12/nesa-pattern#acerule=n12_1_nesa_s_pattern_of_study&part=content_0

Students in schools in the Catholic Diocese of Maitland Newcastle are required to meet the Diocesan requirement of studying either Studies in Catholic Thought or Studies of Religion (1 or 2 Unit).

This information is taken from Schools Curriculum, Programming, Assessment and Reporting K-12 Guideline / Document / Policy Library [Schools Curriculum, Programming, Assessment and Reporting K-12 Guideline / Document / Policy Library \(catholic.org.au\)](https://www.catholic.org.au/schools-curriculum-programming-assessment-and-reporting-k-12-guideline/document/policy-library)

Satisfactory Completion of a Preliminary or Higher School Certificate Course

Students at St Paul's Catholic College are required to both understand and comply with Assessment Policy and Procedures. The following course completion criteria refer to both Year 11 and Year 12 Courses.

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:

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

This information is taken from ACE 4.1.2 Course completion – Preliminary and HSC courses https://curriculum.nsw.edu.au/ace-rules/ace4/course-completions#acerule=n4_1_course_completion_preliminary_and_hsc_cours&part=content_0

Completion of HSC school-based assessment tasks

NESA expects students to attempt all assessment tasks set.

For all Board Developed Courses (except Life Skills courses) NESA requires all students to follow an assessment program and have a school-based assessment mark submitted. There are different formal assessment requirements for VET courses.

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.

A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

This information is taken from ACE 4.1.2 Completion of HSC school-based assessment tasks https://curriculum.nsw.edu.au/ace-rules/ace4/course-completions#acerule=n4_1_course_completion_preliminary_and_hsc_cours&part=content_4

Non-completion Determinations

For HSC courses, St Paul's Catholic College refers to the ACE rule for non-completion determination.

https://curriculum.nsw.edu.au/ace-rules/ace4/course-non-completions#acerule=n4_2_non_completion_determinations_and_appeals_h

If a student is at risk of being given an N Determination (non-completion of course requirements) in any course, the principal will warn the student and advise the parent/carer in writing. This warning will be given in time for the matter to be corrected. If the first warning letter is not effective, a further warning letter will be sent to the student and their parents/carers. Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the N Determination.

Non-Completion Determinations Review

The procedures for a school review of N determination follow those laid down for other reviews at St Paul's. A student seeking a review must apply to the principal for a review of an N determination by the date listed in the Higher School Certificate HSC key dates and exam timetables.

If the appeal is upheld, the school will advise the NSW Education Standards Authority (NESA) by the date stipulated in the Higher School Certificate Events Timetable. NESA will be advised so that the 'N' determination can be removed and the grade/assessment mark reinstated.

If the appeal is declined, the student may appeal to NESA. NESA's review will focus on whether the school review properly and correctly considered the matters before it.

If a student appeals to the school and the student's appeal is successful at the school level, both the Principal's Determination form and the Student Appeal form should be retained at the school.

Record of School Achievement (RoSA) and Higher School Certificate (HSC) credentials

NESA issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the HSC. The RoSA is a cumulative credential meaning it contains a student's record of academic achievement up until they leave school. This could be between the end of Year 10 and prior to completing Year 12. The RoSA is useful to students leaving school prior to completing Year 12 as they can use this to demonstrate to prospective employers or other learning institutions their achievement in a range of courses. A standards referenced approach is used to assess and report student achievement. The Common Grade Scale is used to allocate grades in each preliminary course.

<https://curriculum.nsw.edu.au/ace-rules/ace1/achieving-rosa>

The HSC testamur is awarded to students who have fulfilled all eligibility requirements.

A HSC Record of Achievement is issued to students who satisfactorily complete the requirements for the Higher School Certificate. The Higher School Certificate Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

[Understanding your HSC results | NSW Government](#)

For more information about the ATAR; [ATAR - Australian Tertiary Admission Rank - UAC](#)

Assessment

Assessment is used to analyse and interpret the knowledge, understanding and skills that students demonstrate throughout the learning process. Assessment provides information about student learning and achievement at a point in time and the progress students have made.

NESA distinguishes between formative assessment tasks and summative assessment.

Formative assessment is a process that involves the ongoing use of information about students' knowledge, understanding and skills to target teaching and address student learning needs. Formative assessment provides teachers and students with opportunities for feedback throughout teaching and learning and provides evidence about progress to inform the next steps in learning.

Summative assessment provides evidence of student learning to inform teacher judgements about achievement in relation to the syllabus, and performance standards. It occurs at specific points in time and may be used to report student achievement to students, parents, educators and the wider community.

This information is taken from NESA Assessment and Reporting <https://curriculum.nsw.edu.au/assessment-and-reporting>

In this handbook, the term assessment will refer to summative assessment, unless otherwise specified.

School-based Assessment Program

St Paul's will follow a school-based assessment program for each course. This information will be provided in an assessment schedule, which will include the following information:

- how many tasks will be assessed
- what outcomes of the course will be assessed
- how they will be assessed
- the relative components and weightings
- when they are going to be assessed

The school-based assessment program reflects the relevant NESA components, weightings and requirements for each course. It allows a student to demonstrate their performance in a range of tasks such as oral presentations, practical tasks, examinations and inquiry-based projects. Course assessment schedules are included in this handbook.

Assessment Task Notifications

Schools must provide students with sufficient written notice, typically 14 calendar days, of an upcoming assessment task.

The task notification must include the:

- components and weightings, as per the assessment schedule
- syllabus outcomes assessed
- type of the assessment task
- scheduled date and time for attempting or submitting the task
- marking criteria (where appropriate).

Students are informed of assessment tasks through a formal assessment notification, and through the College calendar. All task notifications will be issued through Compass Learning Tasks and students will also be provided with an additional printed copy in class (NB: students will sign to acknowledge receipt of the printed task notification).

Submission of Assessment Tasks

All assessment tasks are to be submitted via Compass Learning Tasks. Where Compass submission is not viable, a teacher may advise students to submit at Student Reception (or an alternate location if Student Reception is not viable. Eg Industrial Technology Major Project). In this case, the student will sign a proof of submission and a member of staff will sign to acknowledge the time of submission. Students are responsible for completing assessment tasks according to this policy.

All tasks must be handed in before 8:45am on the due date.

Managing Invalid or Unreliable Assessment Tasks

If an assessment task was deemed to have produced invalid or unreliable results, students will be informed in writing by the Leader of Learning for the course and the Assistant Principal for Teaching & Learning. The most appropriate action will be determined by the Leader of Learning for the course and the Assistant Principal for Teaching & Learning and include one or more of the following:

- only part of the task will be marked
- the weighting of the task may be reduced and a greater weighting applied to a future task
- a substitute task and due date will be issue

Responsibility of Students

Students have a responsibility to maintain electronic copies of their classwork and assessments for the duration of the Course. Computer or other electronic malfunction is not a valid reason for a task to be submitted late. Students must use OneDrive (or similar) to store their classwork and assessments.

Technology failure is not acceptable grounds for appeal and only in extenuating circumstances will an application for extension be granted.

Independent students, as defined as one living away from the parental home without financial or other support from parents/guardians, are totally responsible for ensuring that they comply with all aspects of the College Assessment Policy. For example, in cases of missing an assessment task due to illness, such students are responsible for obtaining and supplying the school with a medical certificate.

Reporting of Student Achievement

The College will notify students of how they are progressing in their assessment tasks. Teachers will assess the student's actual performance, and provide students with feedback on their performance in each assessment task, and indicate the student's marks in the task, relative to the outcomes.

Each Year 11 school report will indicate a student's Assessment Cumulative Rank (ACR) in each course, i.e. their overall position in that course up to that time. School reports are issued in Term 1 (Interim Report) ,Term 2 and at the conclusion of the Year 11 course in Term 4..

Attendance, Absence from School & Extensions

Where a student's attendance pattern may jeopardise the satisfactory completion of a Year 11 course, the reason for absence and its likely effect on the student's course progress should be established.

The principal will consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantiated and that the

progress of the student towards course outcomes will not be unduly affected. When leave is granted by the principal, such leave should not, of itself, jeopardise the student's eligibility for the HSC.

While NESAs do not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

This information is taken from the ACE Satisfactory completion of an HSC course:

https://curriculum.nsw.edu.au/ace-rules/ace4/course-non-completions#acerule=n4_2_non_completion_determinations_and_appeals_h&part=content_0

Furthermore, the NSW Education Act (1990) Part 2 – 4 (b) states “the education of a child is primarily the responsibility of the child’s parents (p.4).” This information is taken from the NSW Education Act (1990).

<https://www.legislation.nsw.gov.au/inforce/fc4bcf6a-d005-68af-fa91-fd9a7d10cd09/1990-8.pdf>

In light of the attendance and absence advice from NESAs and the NSW Education Act outlined above, the College has the following expectations:

- In the interest of Year 11 and 12 students achieving to their potential, extended leave of FIVE or more school days will NOT usually be approved by the Principal. In situations where leave may be required, families need to contact the Principal (or delegate) to discuss the circumstances. This appointment needs to occur at least TEN school days prior to the possible absence from school. Consistent with HSC expectations leave will NOT be granted for/during scheduled school examination periods. If after discussion with the Principal (delegate), indications are that leave will be granted, a written letter from the family will need to be forwarded to the Principal (delegate) outlining the specific details.
- Extended leave of FIVE or more school days for Year 11 students will need to be applied for in writing at least TEN school days prior to the leave period. Ordinarily, Year 11 students should be discouraged from being away from school as studies in the Year 11 Courses lay the foundation for study in the HSC Course. Consistent with HSC expectations leave will NOT be granted for / during scheduled school examination periods.
- In general, families who are aware in advance that their child will be absent from school for a period of time need to apply in writing to the Principal (delegate) identifying the dates of the leave and the reason. In cases where the leave is greater than TEN days approval for Extended Leave will be issued by the College.
- In situations where leave has been approved by the Principal (delegate) it is the student and families’ responsibility to discuss arrangements with respect to assessment tasks while the child is on leave. These discussions need to take place with the Assistant Principal Teaching & Learning. An AIM Form will need to be completed for all courses where there is an impact on assessment tasks.
- In situations, where leave has been approved it will be the responsibility of the student to complete work during the period of absence. The school is not compelled to provide work missed while the student is on leave.
- In instances where there is a pattern of absence from school of students without valid reasons, the College is required to communicate these concerns to the families. Failure to comply with the College’s expectations regarding leave may result in a student having a penalty applied to their mark.

Assessment Appeals Process

Assessment appeals will be reviewed by the Appeals Panel, comprised of the Assistant Principal Teaching and Learning, and two middle leaders. Any final appeals are made by the principal. To lodge an appeal, a student must submit an AIM Form to Student Reception with required documentation [Forms | St Paul's Catholic College, Booragui](#). If an appeal is declined a student can submit their appeal to the principal.

Absence, Illness and Misadventure (AIM) Forms

Absence, Illness and Misadventure (AIM) forms are to be completed by students in Years 10 – 12 who require an extension on the due date of a task OR if the student was absent with a valid reason on the due date of the task and are appealing loss of marks. Absence may be because of illness; misadventure or other circumstances out of the student's control; approved leave.

- Students may lodge an AIM Form if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their performance in a summative assessment task;
- A student cannot appeal on grounds of illness, prior to or on the day, for an online submission task as the student will have had sufficient notice to complete the task (unless there are extenuating circumstances);
- Students are responsible for submitting the AIM form to Student Reception, except in circumstances where this is not possible due to extenuating circumstances;
- A student must submit their appeal within three days of the due date of the task or, if they are still absent after the three days of the due date of the task, their FIRST school day of attendance with appropriate supporting evidence;
- If a student's circumstances prior to a task are such they believe they will be applying for appeal after the task, the student needs to advise the supervising teacher prior to the commencement of the task. This will enable the supervising teacher to observe the student during the task.

Eligibility for Appeal

Assessment tasks are intended to be a measure of a student's actual performance, applications must relate to illness or misadventure suffered immediately before or during the assessment that has affected the student's performance.

Illness and Misadventure

Applications may be in respect of:

- a. illness or injury – that is, illness or physical injuries suffered immediately before or during an assessment by the student which allegedly affected the student's performance in the assessment(s) (eg influenza, an asthma attack, a cut hand); In the case of sickness, a Medical Certificate from a registered medical practitioner is required. Under the Fair Work Act (2009), a pharmacist can issue personal leave and medical leave certificates. Medical Certificates can also be obtained from registered medical practitioners such as dentists and registered psychologists (refer to Medical Practitioner Definition - Australia).
- b. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in an assessment (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If a student has an upheld illness/misadventure application, schools must provide the student with an opportunity to attempt the assessment task by either:

- providing an extension of time to complete the original assessment task, or
- providing the student with a substitute assessment task.

Schools must ensure the substitute assessment task is in accordance with the illness/misadventure provisions in the school's policies and procedures for school-based assessment. The Assistant Principal Teaching and Learning will determine the date the task is to be completed. Where possible, the substitute task will be completed before the approved absence or on the first day back.

In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task.

Formal assessment programs and tasks [Assessment and Reporting | NSW Curriculum | NSW Education Standards Authority](#)

In the case of absence from an examination during the formal examination period all of the rules and procedures above still apply.

The application process does not cover:

- attendance at a sporting or cultural event, or family holiday

- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities (there may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESAs will consider, eg major works stolen or destroyed by vandals).
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered an exacerbation of the condition immediately before or during the examination(s)
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).
- disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the examination (eg a hypoglycemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.
- Difficulties in preparation or loss of time preparation time; for example, as a result of an earlier illness
- Loss of study time or access to facilities
- The same grounds for which a student usually receives disability provisions, unless the student experiences additional unrelated difficulties during the task.
- Misreading the assessment schedule or examination timetable
- Misreading the assessment or examination instructions
- Other commitments, such as participation in entertainment, work, VET work placement, sporting events, cultural event, family holiday, or attendance at examinations conducted by other education organisations. (Students attending school approved sporting or cultural event, for example DioSounds, CCC Cricket, are to submit an AIM form prior to the absence.)
- Technology failure.

Note: A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practice with the provision(s) granted.

Medical Certificates

Students and parent/carers are to be aware of the following expectations regarding medical certificates:

- The registered medical practitioner must sight the illness on or prior to the day of the assessment task or the date the assessment task is due;
- The medical certificate must cover the full period of illness;
- The medical practitioner providing the medical certificate must not be a family member;

- Ideally the medical certificate will state, where possible, the relevant illness / condition and how this has had a negative impact on the student's performance (as with appeals for the HSC examinations);
- If a student is absent on and after the due date of the assessment task, the medical certificate must indicate the day the student is fit to return to school;
- Failure to follow any of these procedures could result in a mark with the appropriate penalty applied.

Unknown Absence Due to Illness and/or Misadventure

If a student is unwell on the day of a task:

- Students are encouraged to attempt the task. In the case of illness prior to the assessment task, students are to inform the supervising teacher. Immediately after, students are to complete and submit an AIM form.
- Students who become ill during a task and they feel that their performance will be adversely affected are to inform the supervising teacher so that a record can be taken.

If a student is absent from a task, it is essential that they:

- inform the College on the day of the absence as early as possible.
- collect an AIM Form from Student Reception and submit it to Student Reception on the day of return to school. Alternatively, the form may be downloaded from the school website and emailed directly to the Assistant Principal Teaching and Learning.

NOTE: Notifications for submission-style tasks indicate the final date by which the work must be received by the teacher. Absence on this final date is NOT a valid reason for late submission even with a medical certificate. (i.e students are responsible to ensure their work is at school even if they are absent)

Known Absence On The Due Date of An Assessment

In each case outlined below, the student must complete an AIM form and obtain the correct supporting documentation to validate the reason for absence from a task.

- a. Known Absence Outside School Commitments (eg: family leave; medical appointment):

In circumstances where students need to attend a scheduled medical appointment (e.g. paediatrician appointment or orthodontist appointment) and this appointment coincides with an assessment task, the student must lodge an appeal through an AIM

Form at least three days before the task is due. A medical certificate will also need to be submitted on the next school day after the appointment.

In the situation of an appointment, the student may complete the task prior to attending the scheduled appointment in negotiation with the Leader of Learning and Assistant Principal Teaching and Learning. In this instance the student may be expected to complete a substitute task.

If a student is aware that they will be absent from an upcoming assessment task due to family leave (e.g. family holiday) it is expected that the principal will be notified in writing/email prior to the proposed absence. Alternative arrangements to complete the course requirements will then be made.

- b. Known Absence Due to School Commitments (eg: school representation in sporting or cultural events):

Students representing the school in an extra-curricular activity or participating in an internal school- based activity are required to follow the procedure outlined below:

- The student must submit a completed AIM Form to Student Reception at least three school days prior to the due date of the assessment task;
- In situations where the task is a submitted task and the assessment task notification has been issued typically 14 calendar days prior to the due date of the task, a student will generally not be granted an extension;
- The missed assessment task must be completed immediately upon return to school.
- If possible, the student may complete the task prior to leave. In this instance the student may be expected to complete a substitute task;
- Students with a demonstrated pattern of non-compliance (e.g., two occasions) with respect to submitting the AIM Form three days prior to the due date of the assessment task will place future opportunities to represent the school in doubt.
- If an acceptable absence occurs during the period of an extended time for assessment tasks (e.g., practical project or large research assignment) an extension of the due date can be applied. However, students should not assume that an extension will be granted. If an extension of time is granted the time could be of a pro-rata nature. For example, three school days illness may warrant three school days extension.

Late Submission of Assessment Tasks

Students who fail to submit a task on time will receive the appropriate penalty for that task unless an AIM form and required documentation is submitted and the appeal is upheld by the Appeals Committee.

Issue/Concern	Penalty
Late submission of a task Note: All tasks are considered one day late if submitted after the submission time.	One day late – 25% penalty of maximum mark Two days late – 50% penalty of maximum mark Three days late – zero mark Note: Weekends count as two days.
Non-Completion of an Assessment Task	Zero mark
Academic misconduct or malpractice	Zero mark (for all or part of total maximum marks)

If no AIM form is submitted or upheld, examples of applied penalties are below:

Due	Submitted	Mark achieved	Penalty Applied	Result with penalty
Monday	Tuesday	18/20	25% (one day late)	13/20
Friday	Monday	18/20	50% (two days late. Note: Weekends count as two days.)	8/20
Friday	Tuesday	18/20	100% (three days late)	0/20
Friday 8.45am	Friday 9.02am	18/20	25% (one day late)	13/20

Calculation of Marks and Summative Assessment Ranks

Students will receive a raw mark for each summative assessment task. Appeals regarding the raw mark must be made within three calendar days of the task being returned to the student. The student's provisional rank for the task will be communicated at the time of returning a task. Cumulative assessment information is provided in each student's report.

Assessment Results Appeal

Disagreement over a marker's judgement of a summative assessment task must be lodged within three calendar days of the task being returned to the student. This appeal must be lodged using the Assessment Results Appeal Form and submitted to Student Reception.

If there is a calculation error, the student should alert the class teacher. The class teacher will adjust the mark on the student's task, initial and date, and inform the relevant Leader of Learning of the adjusted mark.

If there is concern over the mark awarded, the student is to complete an Assessment Appeal Form and submit it to the Leader of Learning. If it remains unresolved, the student must submit the original Appeal Form to the Assistant Principal Teaching and Learning via Student Reception.

The appeal must contain:

- An outline of the grounds for the appeal
- Depending on the nature of the appeal the Assistant Principal Teaching and Learning will determine the most appropriate course of action. This could involve an external review (meaning a nominated teacher from outside of the College could review the appeal and provide advice).

If a student believes that there is additional evidence not originally included with the form that could contribute to a further appeal or if they still believe the assessment process was not followed, they may submit an appeal to the principal. The appeal must be submitted by the student, not their parent/carer, unless the student is incapacitated. The student may lodge an appeal to the principal within five days of receiving the appeal outcome, be in writing, and include:

- Their original task
- Their original Assessment Results Appeal Form

If the appeal is upheld, the Leader of Learning will adjust the mark on the task and return the task to the student. The Leader of Learning will complete the relevant section on the Appeal Form which outlines the details of the appeal. The adjusted mark is updated on Compass.

If the appeal is not upheld, the student will be informed via Compass and may be given additional feedback to clarify why the mark has not been adjusted.

Internal School Reviews

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the assessment rank order notices provided to students and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct based on feedback on their performance during the course, may seek a school review.

Students are not entitled to seek a review of teacher's judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- i. the components and weightings specified by the school in its school-based assessment program complied with NESAs requirements as detailed in the Assessment and Reporting document, and/or
- ii. the procedures used by the school for determining the final assessment mark complied with its stated formal assessment program, and/or
- iii. there were no computational or other clerical errors in the determination of the assessment mark;
- iv. and the conduct of the review was proper in all aspects.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school must return to NESAs an assessment review schedule detailing all reviews sought by students from their school by the date shown in the Higher School Certificate Events Timetable.

Should a review on the above procedural areas be requested, a student is required to put in writing within seven calendar days of receiving an assessment outcome, their

appeal. This appeal will be forwarded to the relevant Appeals Panel who will consider the grounds for appeal and make a determination of the outcome of the appeal.

The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

More information is available online. [Illness/Misadventure program | NSW Curriculum | NSW Education Standards Authority](#)

NESA Appeals

Where possible, all reviews will be resolved within the school, however, there is a provision for subsequent appeals with NESA. There is no provision for appeal against the marks awarded for individual assessment marks. Should this mean an appeal be sought, a student is reminded it only relates to procedural matters and does not relate to marks awarded. Students may appeal to NESA following an unsuccessful school rank order appeal. Marks awarded for an individual school-based assessment task are not subject to appeal. Students must resolve disputes over marks allocated for an individual assessment task with the College. The procedure for internal college reviews and appeals to NESA are in accordance with the ACE Rule [Calculating and confirming submitted marks and grades | NSW Curriculum | NSW Education Standards Authority](#)

A student's evidence on appeal. Relevant evidence might include information about:

- a. the school's stated assessment program;
- b. the assessment program was actually implemented;
- c. feedback given to the student about his or her performance in assessment tasks;
- d. the adequacy of the procedures used in the school review;
- e. the propriety with which it was conducted.

Students are not to submit assessment tasks or claims about the marking of assessment tasks, as these are not subject to review or appeal.

HSC projects, submitted works and performances

1. Students who complete a Year 11 project, submitted work or performances as part of their Year 11 course are expected to complete this in class time and their own time, not during other timetabled classes.

Students must:

- a. comply with course specific requirements and submit their work by the due date listed on the NESA website
- b. complete and sign the Student Declaration Form
- c. acknowledge outsourcing where relevant

[HSC practical exams | NSW Curriculum | NSW Education Standards Authority](#)

Teachers of Year 11 students completing a project, submitted work or performances will be required to complete a Record of Major Works Progress Report. This review of individual student progress will need to be completed a minimum of twice each term (Week 4 & 9). The teacher and student are to sign the report after each review. Once a teacher has completed each review they should discuss the progress of each individual student with the relevant Leader of Learning. During this process, teachers will observe and document each student's progress in completing the project submitted work or performance; and ensure that the content of each student's project, submitted work or performance appropriately takes broad community standards into account.

In addition, at St Paul's Catholic College students in all stages are expected to be respectful of:

- Catholic traditions, faith and ethos
- Values, culture, ethos and traditions of St Paul's Catholic College
- Personal / family circumstances of themselves or other community members.

All students should discuss their intentions when developing ideas for their work with their teachers. In situations where the points identified above, could be comprised, the teacher should communicate in writing their concern with the Principal as a matter of urgency. Depending on the circumstances, the Principal may need to discuss the situation with the student and their family.

In cases where there is a possible concern the Assistant Principal Teaching & Learning should be advised. Depending on the nature of the concern possible courses of actions could include:

- an interview with the student and their parents/carers
- issuing of an N Warning letter

If a student disagrees with the teacher's review, they should communicate their concerns to the relevant Leader of Learning who will discuss the matter with both the student and teacher documenting the details of these conversations.

Further information regarding Certifying and submitting HSC projects, submitted works and performances refer to ACE https://curriculum.nsw.edu.au/ace-rules/ace2/hsc-practicals#acerule=n2_5_certifying_and_submitting_hsc_projects_submi&part=content_0

Integrity of HSC school-based assessment and exams

Malpractice

Malpractice is any attempt to gain an unfair advantage over other students. It can include plagiarism, collusion, misrepresentation and breach of assessment conditions. https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice#acerule=n10_1_types_of_malpractice

Managing Malpractice

St Paul's will act on any form of malpractice that is brought to their attention. Where a student is found to have engaged in malpractice in an HSC school-based assessment task, St Paul's will record the offence in the Malpractice Register in Schools Online.

The Assessment Review Panel will review cases of potential malpractice. The panel will review each malpractice case on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the principal.

Where student conduct constituting malpractice has been established, the school will impose a penalty appropriate to the seriousness of the offence. In exceptional circumstances, the school may decide to administer a substitute assessment task.

For any appeals concerning malpractice in school-based assessment tasks, students are to follow the school appeals process.

Non-serious attempts

Students must make a serious attempt at all examinations and school based assessment tasks. Students who do not make a serious attempt, may not receive a result in the course concerned.

Non-serious attempts | NSW Curriculum | NSW Education Standards Authority

<https://curriculum.nsw.edu.au/ace-rules/ace10>

All My Own Work (AMOW)

To be eligible for entry into a Preliminary and/or HSC Course, and for the award of the HSC all students must complete All My Own Work, or its equivalent, and all other eligibility requirements.

The school adheres to NESAs procedure at [All My Own Work | NSW Curriculum | NSW Education Standards Authority](#)

Referencing Your Work

Referencing gives credit to, or acknowledges, the original source of ideas and work that is not the writer's own and guides the reader to the original documents. Whenever you use information from somebody else, either by quoting them directly or putting the information into your own words (paraphrasing), you must acknowledge them. This is called referencing.

Referencing methods

There are two methods of referencing used. These are in-text referencing and the footnote method. In-text referencing is most used. Your teacher will indicate if you should use footnoting.

1. In-text referencing

APA7 (American Psychological Association—7th edition) is an 'author-date' citation style. This means it uses in-text citations that include the author's name and the resource's publication date, followed by a reference list containing fuller item details at the end of the document. It is a very common, multidisciplinary referencing style.

An in-text citation is a short entry within your text to point the reader towards the full entry in your reference list.

When inserting a citation for APA in-text, include the author's surname and year of publication, enclosed in brackets (). For example: (Brown, 2019)

If you include a direct quote, that is, word-for-word, from another source, the in-text citation must include the author, year and page number where the quotation appeared.

When paraphrasing a source (putting it into your own words), it is **not required** to include page numbers in the in-text citation.

Some examples follow:

- It was not until large amounts of money were injected into the economy after the entry of the United States into World War 2 that there was a dramatic drop in unemployment. (Mirams, 2015)

- Mirams (2015) stated that it was not until large amounts of money were injected into the economy after the entry of the United States into World War 2 that there was a dramatic drop in unemployment.
- One researcher commented that during Prohibition, the “federal government lost \$11 billion in tax revenue” (Mirams, 2015, p. 92).

The in-text referencing method includes a reference list at the end of your work. References cited in the text must appear in the reference list and vice versa.

The reference list must be arranged in one alphabetical sequence by the name of the author/s or by the title if there is no author. An initial article (A, An, or The) is ignored in alphabetising.

2. Footnote Method

This method inserts a number at the end of a sentence for each reference. The corresponding bibliographic information is inserted at the foot of the page. The numbers are marked consecutively with no repetition of numbers, even on a new page.

An example follows:

- It was not until large amounts of money were injected into the economy after the entry of the United States into World War 2 that there was a dramatic drop in unemployment. ¹

The footnote method includes a bibliography at the end of your work. The bibliography must contain all the materials read to write your assignment, whether cited within your work or not.

The bibliography must be arranged in one alphabetical sequence by the name of the author/s or by the title if there is no author. An initial article (A, An, or The) is ignored in alphabetising.

The most important thing is to be consistent with whatever method you use.

A detailed Stage 6 Referencing Guide is available from the library homepage and the library. The teacher librarian is here to help you, so please ask if you need assistance.

Refer to the following NESAs advice on referencing: [Topic 3: How do I acknowledge other people's work? | NSW Government](#)

Vocational Education and Training (VET) Courses and Assessment

Vocational Education and Training (VET) courses are 2 units / 240 hours (unless otherwise specified). VET courses are competency based. This requires students to develop the skills and knowledge described in each unit of competency. Students must demonstrate to a qualified assessor (The VET teacher) that they can effectively carry out the various tasks to a standard required in the appropriate industry.

The HSC course requirements for VET are defined by:

- the HSC indicative hours requirements of the course
- the HSC course structure
- mandatory work placement requirements (where applicable)
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

VET students will receive an 'N Award' for failure to complete mandatory work placement in Year 11 and Year 12. If students are at risk of not obtaining competencies, they will be notified in writing of the risk of their eligibility to receive the full qualification.

All units of competency studied during both the Preliminary and HSC years will count towards the student's achievement of the Australian Qualifications Framework (AQF) Certificate, provided all units of Competency are achieved, or a Statement of Attainment if only some units of Competency are achieved.

VET HSC Examinations

Board Developed VET courses include an optional HSC examination which provides the opportunity for students to have the HSC examination mark contribute towards calculation of the Australian Tertiary Admission Rank (ATAR). The College requires all VET students to sit for the Trial Examination in the HSC year regardless of their ATAR intentions. All HSC mandatory units of Competency covered during the Preliminary and HSC years will be assessed in the HSC examination.

Students will be eligible to receive the qualification without sitting the HSC examination.

AQF Qualification Certification

Assessment for AQF Certifications is competency based. VET teachers use a variety of assessment strategies to assess student competence. Assessment will be ongoing and evidence of competence will be gathered on a continuous basis through specific assessment tasks and events. The courses provide students with training and assessment linked to industry- determined standards.

To achieve a full qualification and be issued with a certificate, a student must achieve all units of competence as specified in the training package. If not all units of competence are achieved, a Statement of Attainment is issued for the successful competencies. Students can undertake further training at a later date to achieve the competencies required for the full qualification.

All units of competency studied during both Year 11 and Year 12 contribute towards the students' AQF Accreditation provided all units of competency are achieved.

VET Reporting

Students undertaking a VET course will be deemed 'Competent' or 'Continuing' (Not yet competent) for each unit of competency assessed. The VET course report will be included in the school report.

Competency

For a student to be assessed as 'Competent' in a particular unit, the assessment tasks, whether written or practical, are required to be completed or demonstrated to a particular standard. If a student is assessed as being 'Not yet competent' in a particular unit, they will be required to repeat assessment tasks in the same format or another form until the VET teacher can determine achievement.

VET Schedule Higher School Certificate (HSC) Record of Achievement

VET Courses will be listed on the Higher School Certificate Record of Achievement, together with the unit value of the course.

Work Placement & Assessment

Work Placement is compulsory for VET Courses, 35 hours per year (total of 70 hours for the course). Because the student is absent from school during this time the responsibility lies with the student to ensure all other assessment tasks due in other

courses are completed. The rules for absence / extension or illness/misadventure apply to students who attend work placement.

Recognition of Prior Learning (RPL)

If a student believes that they can satisfy the requirements of any course competency as a result of prior learning, practical experience or both, they may apply to be exempted from doing this unit of competency.

In order to gain exemption or be credited for a competency, the student must satisfy their VET teacher that they possess the required knowledge and provide evidence by:

- Presenting a certificate of attainment from an approved training institution
and/or
- Successfully complete an assessment as determined by the VET teacher.

VET | NSW Curriculum | NSW Education Standards Authority

TAFE Students

Students enrolling in TAFE will need to liaise with the TAFE College regarding assessment requirements for the course. It is the responsibility of students enrolled in TAFE courses to ensure they are meeting both TAFE and College-based course requirements. If students are absent from the College due to TAFE commitments when an assessment task is scheduled, the rules for absence / extension or misadventure apply.

Disability Provisions

Disability Provisions in the HSC are practical arrangements designed to assist students who could not otherwise make a fair attempt to show what they know in a mainstream exam room.

Disability Provisions may include but are not limited to:

- braille papers
- large-print papers
- use of a writer and/or reader
- small group supervision
- use of an oral interpreter

- extension of test time
- rest breaks
- bite sized food
- permission to take medication.

A student with a disability recognised in the Commonwealth Disability Standards for Education 2005. The definition of 'disability' in the Disability Discrimination Act 1992 (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological,
- learning disabilities
- physical disability
- the presence in the body of disease-causing organisms.

Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an assessment situation. Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

Under the Disability Discrimination Act, all schools must be sure that students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability. St Paul's Catholic College will assess and accommodate individual students' disability provisions for assessment tasks. The Disability Standards for Education, issued under the Commonwealth Disabilities Discrimination Act, outline the obligations of education and training providers. These obligations can be accessed at [Federal Register of Legislation - Disability Standards for Education 2005](#)

The College disability provisions are applicable for all assessment tasks, including examinations. The College procedures aim to ensure:

- Consistent academic standards applied to all students;
- Any adjustments or access arrangements made must maintain the academic rigour of the assessment task and the integrity of the credential being studied;

- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students;
- The use of assistive technologies to complete assessment tasks be investigated where necessary as long as equal rigour and challenge are maintained;
- That there is an appeal process as part of the procedures.

For more information visit <https://curriculum.nsw.edu.au/ace-rules/ace6/disprovs-program>

Applying for Disability Provisions

The College disability provisions are applicable for all assessment tasks, including examinations. This is in keeping with the NSW Education Standards Authority (NESA) guidelines.

Our procedures aim to ensure:

- Consistent academic standards applied to all students;
- Any adjustments or access arrangements made must maintain the academic rigour of the assessment task and the integrity of the credential being studied;
- That there is an appeal process as part of the procedures.

Please note the allocation of Disability Provisions for Year 7 – 11 students is a school-based decision. For the HSC, NESA requires a formal application, which the Leader of Learning Support will coordinate with the students and families.

If a student is eligible, some examples of common Disability Provisions provided during formal assessments and examinations may be:

- Mental Illness- rest breaks and small group supervision
- Learning Difficulty or Disability – a reader and/or writer or extra time
- Physical Disability or Chronic Illness – Breaks and/or other physical supports
- Diabetes – breaks to manage blood sugar levels

To access Disability Provisions parents/carers for the HSC will need to provide a diagnostic letter or report to the Leader of Learning Support from an appropriate medical or health professional e.g. Paediatrician, Psychologist, Psychiatrist, Optometrist, this process will begin no earlier than Term 1 of the students HSC year. Furthermore, students with a mental health diagnosis should be receiving ongoing intervention / therapy from the relevant medical professional (eg: psychologist). In situations where the student has a Mental Health Plan this should be provided to the College.

More information from NESA on Disability Provisions can be found through the following link:

[HSC disability provisions guide for teachers and parents | NSW Government](#)

If you have any questions regarding Disability Provisions contact the Leader of Learning Support.

Students Online

Students Online is a website operated by the NESA at allows students to access their results for Year 10, 11 and 12. To activate their accounts students need to visit <https://studentsonline.nesa.nsw.edu.au/>.

Students will also need to use this website to keep their personal details up to date.

To activate your Students Online account:

1. Go to <https://studentsonline.nesa.nsw.edu.au/>.
2. Above the login box, click 'activate your account now'.
3. When your account page opens, fill in the required fields. This will be your school's name, your given names, last name and your date of birth. Then press submit.
4. Finish activating your account by clicking on the link Students Online will now have sent to your email.
5. The link will take you back to Students Online where you enter your NESA student number.
6. Create your own six-digit PIN and confirm. Double check that your personal details are correct by clicking the link on the right of the welcome page. Make sure to change them if they are incorrect and ensure that a valid mobile phone number has been entered.
7. Click on the Enrolments/Results under student details to see your Year 10 and Year 11 ROSA results, and your HSC results. You can print off an E Record, but your actual ROSA will be made available to you to download when you leave the College. Make sure your home address is correct in the student details section.

NESA Glossary of Key Words

<https://www.nsw.gov.au/education-and-training/nesa/hsc/student-guide/glossary>

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use, utilise, employ in a particular situation.
Appreciate	Make a judgement about the value of.
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar or different.
Construct	Make; build; put together items or arguments.
Contrast	Show how things are different or opposite.
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate).
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between.
Evaluate	Make a judgement based on criteria; determine the value of.
Examine	Inquire into.

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



**ST PAUL'S CATHOLIC COLLEGE
APPLICATION FOR EXTENSION / APPEAL**

This form is to be completed by students in Years 10 – 12 who require an extension on the due date of a task **OR** if the student was absent with a valid reason on the due date of the task and are appealing loss of marks. Absence may be because of illness; misadventure or other circumstances out of the student's control; application for approved leave.

Please indicate if this is an application for appeal or extension by placing a tick in the appropriate box:

Appeal (application after the due date)	
Extension (application before the due date)	

STUDENT: _____ **YEAR:** _____

COURSE: _____ **TASK NUMBER:** _____

TEACHER: _____

DUE DATE OF TASK: _____ **SUBMISSION OR IN-CLASS TASK**

If the task is submitted late, how many days late: _____

REASON FOR APPLICATION:
--

INDICATE THE SUPPORTING EVIDENCE INCLUDED WITH THIS APPLCIATION:

- | | | |
|---------------------------------------|-----|----|
| 1. Medical Certificate attached | YES | NO |
| 2. Parental Note attached | YES | NO |
| 3. Other supporting evidence attached | YES | NO |

Once completed digitally, please print and sign below

SIGNATURE OF STUDENT: _____ **DATE:** _____

SIGNATURE OF PARENT/CARER: _____ **DATE:** _____

PLEASE SUBMIT THIS FORM & ANY RELEVANT DOCUMENTATION via STUDENT RECEPTION

ADMIN: - DATE RECEIVED:

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St Paul's
Catholic College
Bacolod

St Paul's Catholic College

Application for Appeal- Assessment Task Result

This form is to be completed by students in Years 10-12 who would like to appeal their result in an assessment task. This form is to be submitted to Student Reception within THREE calendar days of the task being returned to the student.

Name: _____ Year: _____

Subject: _____ Task number: _____

Leader of Learning: _____

Class teacher: _____

Outline your grounds for the appeal:

Supporting evidence to be included with this application:

Original task

Task notification

Marking criteria

Signature of student: _____ Date: _____

Received at Student Reception: _____ Date: _____

Please submit this form and the relevant documentation at Student Reception.

Year 11 Biology 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Skills and Knowledge test	Analysis and processing of data incorporating Depth Study	Final Examination	
	Term 1 week 9 24 th March	Term 2 week 9 20 th June	Term 3 Weeks 8/9	
	BIO 11/12-2 BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-8	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10.	BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-8 BIO 11-9 BIO 11-10 BIO 11-11	
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

Year 11 Business Studies 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Stimulus Based Task In class and submission	Research and Stimulus Based task In class and submission	Course Exam	
	Term 1 Week 9	Term 2 Week 7	Term 3 Week 8/9	
Outcomes Assessed	P1, 2, 6, 7, 8	P1, 3, 4, 6, 7, 8, 9, 10	P2, 4, 5, 8, 9, 10	
Knowledge and understanding of course content	10	5	25	40
Stimulus based skills	10	5	5	20
Inquiry and research	5	15	0	20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Year 11 Chemistry 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Quantitative analysis test	Depth Study Hand in/presentation	Final Examination	
	Term 2 Week 1 (30 April)	Term 3 Week 1 (23 July)	Term 3 Exam period	
Outcomes Assessed	CH11/12-4 CH11/12-5 CH11/12-6 CH11-8 CH11-9	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-1	CH11/12-1,2,3,4,5,6,7 CH8,9,10,11	
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

Year 11 Community and Family Studies 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Resource Management In Class Task	Individuals and Groups In Class Task	Course Examination	
	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 8/9	
Outcomes Assessed	P1.1, 1.2, 3.2, 4.1, 4.2, 5.1, 6.1	P1.2, P2.1, P2.3, 3.2, 4.1, 4.2, 6.2	All outcomes may be assessed	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	25	15	60
Total %	30	35	35	100

Year 11 Construction - VET 2025

	Unit of Competency	Assessment
Term 1 SAFE ON SITE	<p>CPCCWHS2001 - Apply WHS requirements, policies, and procedures in the construction industry</p> <p>CPCCM1014 - Conduct workplace communication</p> <p>CPCCWHS1001 –Prepare to work Safely in the Construction Industry</p>	<p>Observation Questions Structured Activity/Portfolio</p> <p>White Card Course</p>
Term 2 and 3 CHIPPING AWAY	<p>CPCCM2001 - Read and interpret plans and specifications.</p> <p>CPCCCA2002-Use carpentry tools and equipment</p> <p>CPCCA2011 - Handle carpentry materials</p> <p>CPCCOM1015 – Carry out Measurements and Calculations</p>	<p>Observation Questions Structured Activity/Portfolio</p>

Year 11 Earth and Environmental 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Practical/ Data Analysis Earth's Resources	Depth Study Modelling Plate tectonics & Energy Transformation	Final Examination Modules 1-4	
	Term 1 2024 Week 8 Tuesday 18 th March	Term 3 2024 Week 2 Tuesday 28 th July	Term 3 2024 Exam Period	
	Outcomes Assessed ESS 11/12-3 EES 11/12 –4 EES 11/12 – 5 ESS 11/12-7 EES 11-8	Outcomes Assessed EES 11/12-1 ESS 11/12-2 ESS 11/12-5 ESS 11/12-7 EES 11-9 ESS 11-10	Outcomes Assessed EES 11/12-4 EES 11/12-5 EES 11/12-6 EES 11/12-7 EES 11-8 EES 11-9 EES 11-10 EES 11-11	
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

Year 11 English Advanced 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Common Module – Reading to Write Creative Response	Module A – Narratives That Shape Our World Critical Response	Module B – Critical Study of Literature Essay response	
	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8/9 Exam Block	
Outcomes Assessed	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Year 11 English Extension 1 2025

Component	Task 1	Task 2	Task 3	Weighting%
Common Module: Texts, Culture and Value	Analytical & Creative responses	Examination	Tutorial Presentation Independent Related Project	
	Term 1 Week 11	Term 2 Week 10	Term 3 Week 8/9	
	EE11-2, EE11-3, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	
Outcomes				
Component: Knowledge and understanding of complex texts how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Total %	30	40	30	100

Year 11 English Studies 2025

Component	Task 1	Task 2	Task 3	Weight %
Outcomes Assessed	Module 1: Mandatory Module: Achieving through English – English and the worlds of education, careers and community Multimodal Task -30%	Module 2: The big screen – English in film making Examination – 30%	Module 1: 5% Achieving through English: English and the worlds of education, careers, and community Module 2: 5% The big screen – English in film making Module 3: 30% On the road – English and the experience of travel Classwork Portfolio Submission-40%	
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9	
	ES11-1, ES11-3, ES11-4, ES11-9	ES11-1, ES11-2, ES11-3, ES11-9, ES11-10	ES11-1, ES11-2, ES11-3, ES11-9, ES11-10 ES11-4, ES11-6, ES11-8, ES11-9, ES11-10	
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	15	15	20	50
Total %	30	30	40	100

Year 11 English Standard 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Common Module – Reading to Write Creative Response	Module A – Contemporary Possibilities Essay response	Module B – Close Study of Literature Critical Response	
	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8/9	
Outcomes	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-7, EN11-8, EN11-9	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total%	30	40	30	100

Year 11 Exploring Early Childhood 1 Unit 2025

Component	Task 1	Task 2	Weighting%
	Pregnancy & Childbirth Child Growth & Development Examination	Promoting Positive Behaviour Submission	
	Term 2 Week 3	Term 3 Week 5	
Outcomes Assessed	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1, 6.1, 6.2	1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2	
Knowledge and Understanding	30	20	50
Skills	20	30	50
Total	50	50	100

Year 11 Geography 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Fieldwork Report	Geographical Investigation	End of Course Examination	
	Term 1 Week 9	Term 3 Week 4	Term 3 See Examination Timetable	
Outcomes Assessed	GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-9	GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	
Knowledge and understanding of course content	5	10	25	40
Geographical skills and tools	10	5	5	20
Geographical inquiry and research, including fieldwork	10	10	NA	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Year 11 Health and Movement Science 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Health for Individuals and Communities Research and In-class	Collaborative Investigation Collaboration/group task (submission)	End of Course Examination	
	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 8/9	
Outcomes Assessed	HMS 11-01, 11-02, 11-05, 11-06, 11-07, 11-08, 11-09, 11-10	HMS 11-05, 11-06, 11-07, 11-08	All outcomes may be assessed	
Knowledge and understanding of course content	10	10	20	40
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	20	20	20	60
Total %	30	30	40	100

Year 11 Hospitality - VET 2025

	Unit of Competency	Assessment
Term 1 and 2	<p>SITXFSA005 – Use hygienic practices for food safety</p> <p>SITHCCC023 – Use food preparation equipment</p> <p>SITHKOP009 – Clean kitchen premises and equipment</p>	<p>Observation</p> <p>Questions</p> <p>Structured Responses/Portfolio</p> <p>Work Placement (Wk.9/10 Term 2)</p>
Term 3	<p>SITXWHS005 – Participate in safe work practices</p> <p>SITHCCC025 – Prepare and present sandwiches</p>	<p>Observation</p> <p>Questions</p> <p>Structured Responses/Portfolio</p>

Year 11 Industrial Technology – Timber Products and Furniture Technologies 2025

Component	Task 1	Task 2	Task 3	Weighting
	Minor Project Project and Portfolio	Industry Report In Class Essay	End of Course Examination	
	Term 2 Week 2	Term 3 Week 5	Term 3 Weeks 8/9	
Outcomes Assessed	P2.1, P2.2, P3.1, P3.2 P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.1, P1.2, P5.1, P6.2 P7.1, P7.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	20	10	10	40
Knowledge and skills in the design, management, communication and production of a Major Project	20	20	20	60
Total %	40	30	30	100

Year 11 Legal Studies 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Task 1	Task 2	Task 3	
	Media File and In-class Response Term 1 Week 11	Research Essay Term 2 Week 9	Course Examination Term 3 Week 8/9	
Outcomes Assessed	P 1, 2, 3, 4, 6, 8	P 1, 4, 6, 8	P 1, 2, 3, 4, 5, 6, 7, 9, 10	
Knowledge and understanding of Course Content	10	10	20	40%
Analysis and evaluation	5	10	5	20%
Inquiry and research	10	10		20%
Communication of legal information, ideas and issues in appropriate forms	5	5	10	20%
Total %	30%	35%	35%	100%

Year 11 Marine Studies 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Practical Skill and knowledge Marine safety and First aid. Diving Science	Knowledge, Data and Skills	Final examination Core and option Module	
	Term 1 2025 Week 8 18 th March	Term 2 2025 Week 7 17 th June	Term 3 2025 Week 8/9	
	Outcomes assessed: 1.1 1.2 1.3 1.4 2.3 3.1 5.1 5.2 5.3 5.4	Outcomes assessed: 2.1 2.2 2.3 3.1 3.2 3.3 3.4 5.2	Outcomes Assessed: 1.1 1.2 1.3 3.2 4.1 4.2 5.1 5.2 5.3	
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

Year 11 Mathematics Advanced 2025

Component	Task 1	Task 2	Task 3	Weighting%
	In Class Assessment	Investigation Task and In Class Assessment	Course Examination	
	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 8/9	
Outcomes Assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-5, MA11-6, MA11-8, MA11-9	MA11-1 to MA11-9	
Component A Understanding, fluency and communication	15	15	20	50
Component B Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Year 11 Mathematics Extension 1 2025

Component	Task 1	Task 2	Task 3	Weighting%
	In Class Assessment	Investigation Task and In class Assessment	Course Examination	
	Term 2 Week 3	Term 3 Week 2	Term 3 Weeks 8/9	
Outcomes Assessed	ME11-1, ME11-3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-6, ME11-7	ME1 - ME11	
Component A Understanding, fluency and communication	15	15	20	50
Component B Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Year 11 Mathematics Standard 2025

Component	Task 1	Task 2	Task 3	Weighting%
	In Class Assessment	Investigation Task	Course Examination	
	Term 1 Week 5	Term 2 Week 7	Term 3 Weeks 8/9	
Outcomes Assessed	MS11-1, MS11-6, MS11-9, MS11-10	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1 to MS11-10	
Component A Understanding fluency and communication	15	15	20	50
Component B Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Year 11 Numeracy 2025

Component	Task 1	Task 2	Task 3	Weighting%
	In Class Assessment	Investigation Task	In Class Assessment	
	Term 1 Week 10	Term 2 Week 6	Term 3 Week 7	
Outcomes Assessed	N6-1.2, N6-1.3, N6-2.2 N6-3.1	N6-1.1, N6-1.2, N6-1.3, N6-2.3, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-3.1, N6-3.2	
Component A Understanding fluency and communication	15	15	20	50
Component B Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Year 11 Modern History 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Investigating Modern History Source Study	Historical Investigation Research and Presentation	The Shaping of the Modern World and Case Study End of Course Examination	
	Term 1 Week 10	Term 2 Week 5	Term 3 See Examination Timetable	
Outcomes Assessed	MH11-6 MH11-7 MH11-10	MH11-6 MH11-7 MH11-8 MH11-9	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-9	
Knowledge and understanding of course content	5	10	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

Year 11 Music 1 2025

Components	Task 1	Task 2	Task 3	Weighting %
Nature of task	Viva Voce and student devised Aural Analysis Topic 1 Presentation and written summary of viva voce, with student devised aural question and response based on an excerpt discussed in Viva Voce	Composition Portfolio and Aural Analysis Topic 2 Composition or arrangement, including aural analysis of one influential musical excerpt.	Performance and Viva Voce Topic 3 Solo or ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8/9	
Outcomes assessed	P2, P4, P5, P6, P8	P3, P4, P6, P7, P8	P1, P2, P5, P6, P8	
Performance			25	25
Composition		25		25
Musicology	15		10	25
Aural	10	15		25
Total %	25	40	35	100

Year 11 Photography, Video and Digital Imaging 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Introduction to practice in Digital Media. Portfolio	Developing a Point of View. Photo Analysis	Introduction to Practice-Wet Photography Portfolio	
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	
Art Making	30		40	70%
Studies – Historical and Critical Writing		30		30%
Total %	30%	30%	40%	100%

Year 11 Physics 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Problem solving and data analysis Dynamics	Depth Study Waves and Thermodynamics	Course Examination	
	Term 2 Week 2 Wednesday 7 May	Term 2 Week 10 Monday 30 June	Term 3 Weeks 8/9	
	Outcomes Assessed PH11/12 – 5 PH11/12 – 6 PH11/12 – 7 PH11/12 – 9	Outcomes Assessed PH11/12 – 1 PH11/12 – 2 PH11/12 – 3 PH11/12 – 4 PH11/12 – 5 PH11/12 – 6 PH11/12 – 7 PH11/12 – 10	Outcomes Assessed PH11/12 – 5 PH11/12 – 6 PH11/12 – 7 PH11/12 – 8 PH11/12 – 9 PH11/12 – 10 PH11/12 – 11	
Skills in working scientifically	15	25	20	60
Knowledge and understanding of course content	15	5	20	40
Total %	30	30	40	100

Year 11 Society and Culture 2025

Component	Task 1	Task 2	Task 3	Weighting%
	The Social and Cultural World Research Report	Personal and Social Identity Research and Presentation	All Topics Course Examination	
	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P3, P6, P7, P8, P9, P10	P2, P7, P8, P9, P10	P1, P2, P7, P9, P10	
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	15	15		30
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Year 11 Sport, Lifestyle and Recreation 1 Unit 2025

Component	Task 1	Task 2	Weighting%
	Games and Sports Application I Skill Observation – In class	Sports Administration Officiating – In class	
	Term 1 Week 9-11	Term 3 Week 2	
Outcomes Assessed	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	
Knowledge and Understanding of course content	20	30	50
Source-based skills	30	20	50
Total %	50	50	100

Year 11 Studies in Catholic Thought 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Who is the Human Person? Research	The Trinitarian God and Humanity Presentation	Reimaging Creation Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
	SCT11-1, SCT11-2, SCT11-3, SCT11-6, SCT11-7, SCT11-10	SCT11-1, SCT11-2, SCT11-3, SCT11-6, SCT11-7, SCT11-8, SCT11-9, SCT11-10	SCT11-1, SCT11-3, SCT11-4, SCT11-5, SCT11-6, SCT11-6, SCT11-7, SCT11-10	
Knowledge and understanding of course content	10	10	20	40
Religious skills in: Using Scripture and Catholic Church documents Analysis, synthesis and evaluation based on evidence from scripture, theolog, philosophy and other relevant sources	10		10	20
Inquiry and research skills	10	10		20
Communication of religious ideas and understanding in appropriate forms		10	10	20
Total	30	30	40	100

Year 11 Studies of Religion 1 Unit 2025

Component	Task 1	Task 2	Task 3	Weighting
	The Nature of Religion and Belief Source based Analysis	Islam Depth Study Research response and Presentation	Course Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P2, P6, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9	
Knowledge and understanding of course content	5	10	25	40
Source-based skills	15		5	20
Investigation and research		20		20
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

Year 11 Studies of Religion 2 Unit 2025

Component	Task 1	Task 2	Task 3	Weighting
	Buddhism Depth Study <i>Source based Analysis</i>	Islam Depth Study <i>Research Response and Vice Voce</i>	Course Examination	
	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P2, P6, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9	
Knowledge and understanding of Course Content	5	5	30	40
Source-based Skills	15		5	20
Investigation and research		20		20
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Year 11 Textiles and Design 2025

Component	Task 1	Task 2	Task 3	Weighting
	Textiles project 1 Product and folio	Textiles Project 2 Product and folio	End of Course Examination	
	Term 2 Week 2	Term 3 Week 6	Term 3 Weeks 8/9	
Outcomes Assessed	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2, P4.1, P5.1, P6.1	
Knowledge and understanding of course content	5	5	40	50
Skills and knowledge in the design, manufacture and management of textiles projects	25	25		50
Total %	40	30	30	100

Year 11 French Continuers 2025

Component	Task 1	Task 2	Task 3	Weighting %
	Speaking and Writing Task All about Me Students will participate in a teacher led conversation in which they will respond to questions on topics covered.	Listening and Reading Task What are you doing today? School and daily schedule. Students will listen to a text in French and answer questions in English. They will also complete written responses on questions related to their daily life.	Examination Reading, Writing, Listening, Speaking Students will read a range of French texts and complete comprehension questions in English. They will also respond to a range of questions	
	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 9/10 (Yearly Examinations)	
Outcomes	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	
Outcomes Assessed	1.1, 1.2, 3.1, 3.2, 3.3	3.2, 3.3, 3.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	
Listening		20	10	30%
Reading		20	10	30%
Speaking	10		10	20%
Writing	10		10	20%
Total %	20	40	40	100%

Year 11 Work Studies 2025

Component	Task 1	Task 2	Task 3	Weighting%
	Career Research Presentation	Mock Job Interview	Communication Portfolio	
	Term 1, Week 8	Term 2, Week 8	Term 3 Week 6	
Outcomes Assessed	1,2,3,4,5,6,8	1,2,3,5,6,7,9	2, 4, 5	
Knowledge and understanding	10	10	10	30
Skills	20	20	30	70
Total %	30	30	40	100

