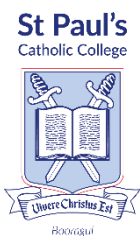


St Paul's Catholic College



Year 11 2024 Academic Guide



Dear Year 11 Students, Parents & Guardians,

Welcome to the 2024 Year 11 Course. I hope that the year ahead is one that is both challenging and rewarding for all students. We are very proud of our senior academic program here at St Paul's - one that embraces contemporary teaching and learning practices. All our students enjoy excellent relationships with teachers and support staff as they work together towards attainment of the HSC and there are many opportunities for students to realise their potential as members of this community. I encourage all students to be active participants in the many facets of school life.

This Year 11 Academic Guide is designed to assist you in managing the requirements of the HSC assessment process which starts in Year 11. The NSW Educational Standards Authority (NESA) has several rules that must be adhered to if a student is to receive their Higher School Certificate – and these are contained within this guide including information relating to assessment, absence due to illness or misadventure and academic integrity.

Further to this, the Guide contains details of assessment tasks for each subject and details of the personnel that are responsible for the academic and wellbeing needs of all students. Please contact these staff members if you have questions or concerns – we believe that strong communication between students, parents and teachers is essential to both the wellbeing and academic success of our students.

I hope this year will continue to develop the already strong and successful partnership we have with you and your child. We look forward to the year ahead as we seek to help shape very fine young men and women who will leave St Paul's with purpose and commitment. Our HSC program has been established with great strength and confidence, which can only provide great reassurance for all commencing this new and exciting stage of their education.

With my very best wishes.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Nick Wickham".

Mr Nicholas Wickham
Principal

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HSC Academic Guide 2023- 2024

Stage 6 subjects have their course content divided into two parts - the Year 11 Course and the Year 12 Course. Year 11 courses at this school are conducted from the beginning of Year 11 until the early weeks of Term 4 when students transition to year 12 courses.

Both Year 11 and Year 12 courses have a **continuous** assessment program, using a range of tasks.

The purpose of the Academic Guide is to provide students and their families an overview of the assessment requirements for students' pattern of study throughout the Year 11 courses. The information below also outlines answers to some frequently asked questions regarding Stage 6 assessment.

The information in this booklet reflects the assessment requirements as determined by the NSW Education Standards Authority (NESA). This information is available on the NESA website found at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>

1.0 What is a School Assessment?

A School Assessment is used by the school to generate a grade and/or mark comparing a student's performance on School Assessment Tasks with that of all other students in the school doing the same course, in relation to a set of course outcomes and course standard descriptors. Separate assessment programs operate throughout the Year 11 and Year 12 Courses.

Refer to **ACE Manual 8070 Preliminary course assessment – areas, tasks, programs and adjustments** (<https://ace.nesa.nsw.edu.au/ace-8070>)

1.1 Formative & Summative Assessment:

NESA distinguishes between formal assessment tasks and informal assessment tasks. Each type of task can contribute to a student's overall grade or rank throughout Stage 6. **Informal assessment** is also known as formative assessment and is used throughout the teaching and learning cycle to inform students and teachers on how learning is progressing. Feedback is an essential part of effective formative assessment practice. Feedback can take the form of teacher provided feedback, student self-reflection or peer feedback. Effective feedback provides the learner with an understanding of their next steps in learning.

Formal assessment is also known as summative assessment and is used to provide information to the student and the teacher on how well a student has acquired knowledge and understanding at the end of the teaching and learning cycle. While feedback may be provided on summative assessment, it is not as effective as the feedback provided with formative assessment. The outline of the summative tasks are provided in this Academic Guide.

From this point onwards the term **Assessment will refer to summative assessment** unless otherwise specified.

I.2 Why have Assessment Tasks?

It is not possible or desirable to assess everything that a student does in a course in a single examination. A School Assessment will allow a student to be given credit for their performance in diverse areas such as oral presentations, practical tasks and inquiry-based projects, as well as basing overall results on assessment tasks completed throughout the whole course, rather than just on one examination at the end of the course.

I.3 Why is Assessment important?

There are several reasons:

- a. Assessment tasks for the Year 11 Course are used to determine whether the course has been satisfactorily completed. Only if a Year 11 Course has been satisfactorily completed can a student proceed to the Year 12 Course.
- b. All assessment tasks in the Year 12 HSC Course count towards the final HSC Assessment Marks forwarded to the NSW Education Standards Authority (NESA). The student's moderated Assessment Mark in each NESA Developed course will be reported on their Higher School Certificate.
- c. If a student is unable to sit an HSC Examination due to illness or misadventure the student's Assessment Mark in that course becomes extremely important in determining their final mark in that course.
- d. The marks used in calculating a student's ATAR are based on the average of their moderated Assessment Mark and the Examination Mark for each HSC course. Thus, the moderated Assessment Marks make up 50% of the marks used as the starting point in calculating a student's ATAR. Clearly, it makes good sense for a student to aim for their personal best in every assessment task.

For further information regarding assessment, please see NESA Principles of Assessment:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/principles-of-assessment>

2.0 Satisfactory Completion of a Course & Responsibilities of Students

Students are required to both understand and comply with the Year 11 Assessment Policy outlined in the Academic Guide. A consistent approach to developing knowledge and understanding is necessary for students to experience success in their Stage 6 studies. This requires a partnership between students, teachers and families in encouraging and developing effective patterns of learning.

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 NESAs; 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.

While NESAs do not mandate 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 students' absences to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) 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.

This information is taken from ACE Manual 8019 Satisfactory completion of a Preliminary or Higher School Certificate course: course completion criteria
<https://ace.nesa.nsw.edu.au/ace-8019>

A Stage 6 student studying for the HSC at St Paul's Catholic College must:

- satisfactorily complete courses totalling at least 12 Units of Year 11 Courses and 10 Units of HSC Courses which satisfy NESAs' pattern of study requirements;
- make a genuine effort to complete course requirements;
- make a genuine attempt at assessment tasks, in courses where internal assessment marks are submitted, which contribute **in excess of 50%** of the available marks;
- make, in competency-based courses, a genuine attempt to complete the course;
- in subjects that have a requisite examination, sit for and make a genuine attempt at the Examination.
- meet the Diocesan requirement of studying either Catholic Studies or Studies of Religion

The information regarding the five dot points above is taken from ACE Manual 8073 Internal assessment overview: <https://ace.nesa.nsw.edu.au/ace-8073>

2.1 How will my Assessment Mark be determined?

NESA has provided guidelines for every Stage 6 Course and these have been distributed to every school in NSW. Teachers use these guidelines to develop an Assessment Program for each course offered. Every school will follow the components and weightings contained in the NESA guidelines, although schools will differ in how they assess the components. Students must note, that formative and summative assessment can both contribute to the grade or mark a student will receive. In the extreme case of illness or misadventure, the work a student has produced through formative assessment can be used by teachers to make an onbalanced judgement of student performance against the standards.

2.2 What information do I have to know?

Each school has the responsibility to tell the student 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**

This information is found in **ACE Manual 8070: Preliminary course assessment – areas, tasks, programs and adjustments** <https://ace.nesa.nsw.edu.au/ace-8070>

This information will be passed on to students via a **Subject Assessment Schedule** which is included in this handbook. Students are also informed of assessments through a formal assessment notification and through the College calendar. Students can expect at least two weeks' notice of the due date for formal assessment tasks. In cases of unavoidable re-scheduling (eg excursions postponed due to weather conditions) all care will be taken to ensure students are aware of changes to dates for assessment. **Notification of any changes in date will be provide to students and parents/carers in writing.**

This information is found in **ACE Manual 8072: HSC school-based assessment programs** <https://ace.nesa.nsw.edu.au/ace-8072>

2.3 How do I know how I am progressing in my Assessment?

The College will notify students of how they are progressing in their assessment tasks.

Each Stage 6 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. This means that the ranks indicated on the final school report for the HSC year are the ones a student will receive officially from NESA at the end of the HSC examinations.

School reports are issued in Term 2 and at the end of the Year 11 course in early Term 4. Students and parents/carers will also be issued with an Interim Report at the end of Term 1 which will assist students and parents/carers in understanding how the student is adapting to the rigours of senior studies.

2.4 How many Assessment Tasks will be used to assess student achievement?

NESA caps the **maximum number of formal assessment tasks to three in Year 11 and four assessments in year 12. Only one formal written examination task is permitted per course**, with a maximum weighting of 40%, for the Year 11 and Year 12 course.

NESA also distinguishes between **tests and examinations**. Tests are used to assess student understanding of a limited range of outcomes from the same topic or module. Examinations assess student understanding of a greater range of outcomes and require students to apply their knowledge and understanding to unfamiliar situations.

Refer to NESA Formal Assessment – task types for further information (<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment/assessment-in-practice/formal-assessment>)

2.5 The Distribution and Handing in of Tasks

All tasks will be issued to students through Compass and hardcopy in class. If a student is absent on the day a task is issued it is their responsibility to ensure they contact their teacher to confirm the details of the task.

When **a task is submitted** this must be done either at the **Student Reception** using the **Submissions Box** (if specified by the teacher) or **handed in at a specified classroom**.

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

Note that the time of submission is not the appropriate time for seeking extensions of time or offering explanations – the student must see the Leader of Learning in these cases.

If the classroom teacher is absent on the due date or there is no scheduled class, then a student should submit the task to the Student Reception using the **Submissions Box**, where a school stamp will be issued detailing date and time of submission. Without this, there is no validity in the submission.

3.0 What if I am absent from an Assessment Task?

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

- Inform the relevant Leader of Learning by contacting the School Office on the day of the absences as early as possible either by email to admin@brg.catholic.edu.au or phone 4958 6711.
- Present **clear evidence** to the Leader of Learning that the **absence was legitimate on the first day they return to school**. 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](#)). **See note below regarding Medical Certificates.**
If the Leader of Learning is unavailable a student should report to their teacher, Year 11 Leader of Wellbeing and Engagement or the Assistant Principal Teaching & Learning.
- **Are prepared to complete the assessment on the first day they return to school.**
- **Collect an Absence, Illness and Misadventure (AIM) Form from Student Reception** (or download from the College Website) and **submit it to the Leader of Learning the day they return to school** so that a decision can be made regarding the course of action to be followed.

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)

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 zero mark being awarded.**

Please Note: The school will then establish if the student was absent for a valid reason. If the school considers that the absence was **not** for a valid reason, **the student will receive a zero mark for the task.**

If the reason for the absence is valid then the school will decide on one of the following courses of action.

- i. The student may be required to complete the missed task or a substitute task as soon as possible at a time decided by the Leader of Learning;

or

- ii. The student may be given an estimate for the missed task in exceptional circumstances. This estimate will be **finalised by the Assistant Principal Teaching and Learning**, at the completion of the course based on the student's performance in other completed tasks.

In the case of absence from an examination during the Formal Examination period **ALL** of the rules and procedures above still apply.

3.1 Known Absence On The Due Date of An Assessment

In circumstances where students need to attend a scheduled medical appointment (eg: Paediatrician Appointment or Orthodontist Appointment etc) and this appointment coincides with an assessment task, an application for extension must be lodged by the student through the 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 situations of appointment, the student may complete the task prior to attending the scheduled appointment in negotiation with the Leader of Learning. In this instance the student will be expected to complete a Declaration of Non-Disclosure of Assessment Details where they agree to NOT share any details related to the task with any peers until all students have completed the task. The declaration will be completed at the conclusion of the task.

If a student is aware that they will be absent from an upcoming assessment task due to Family Leave (eg Family Holiday) it is expected that the Principal will be notified in writing/email prior to the proposed absence as per Diocesan Policy. Alternative arrangements to complete the course requirements will then be made.

Students who miss more than one assessment task in a particular subject area may be asked by the Leader of Learning to attend a parental interview to discuss the implications. Students are reminded that, in accordance with directions from NESAs, they will be deemed **unsatisfactory** in a given subject if they fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that subject.

Students must be aware it is their responsibility to contact the school, provide evidence and find out the course of action to be taken.

3.2 What if I think my performance in a task could have been affected by Illness or Misadventure?

Whenever possible, it is advisable for students to attempt the task. They should advise the supervisor of the task of the absence, illness or misadventure prior to the assessment and then complete and submit an AIM form immediately after the task. While the task will be marked as normal, appeal will then be considered before final results are provided.

Students who become so ill **during a task** that they feel their performance will be adversely affected **should advise the supervisor of the task as soon as this circumstance arises**, so that a record can be taken for later action. The supervisor will bring the matter to the attention of the relevant Leader of Learning who will then decide on the appropriate course of action and notify the student of the procedure to follow. Students who fall ill must follow the guidelines provided previously in section outlining Absence From A Task and obtain a medical certificate and complete and AIM Form.

Students who experience some misadventure (e.g. car accident on the way to an exam), or who are aware of some circumstance (e.g. injury to writing hand) that will adversely affect their performance, are to inform the relevant Leader of Pedagogy upon arrival at the school to enable appropriate action to be taken.

3.3 Late Submission of Assessment Tasks

A short extension of time may be granted for valid reasons, if applied for using the **AIM Form** and submitting this to the Leader of Learning **at least three (3) working days** before the due date. If the reasons are not valid, the request will be denied, and punctual submission will be requested to avoid a penalty. Consideration is given for that portion of a task which may be complete, provided it is submitted by the due date.

If a student fails to complete a task on time they must:

- Inform their teacher or Leader of Learning.
- Present evidence that they have valid reasons for the non-completion.
- Submit the work that has been done up to the due date.

Students who fail to submit a task on time, will receive zero for that task. If a student has a valid reason for submitting the task late, they must complete an AIM form as outlined above.

3.4 Extra-Curricular Activities and Assessment Tasks

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 the Leader of Learning at least THREE school days prior to the due date of the assessment task;
- In situations where the task is a Prepare Assessment Task (PAT) and the assessment notification has been issued at least two weeks 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 or to Student Services no later than 8:45am.
- If possible, the student may complete the task prior to the leave. In this instance the student will be expected to complete a Declaration of Non-Disclosure of Assessment Details, where they agree to NOT share any details related to the task with any peers until all students have completed the task. The declaration will be completed at the conclusion of the task;
- Students with a demonstrated pattern of non-compliance (eg two occasions) with respect to submitting the Summative Assessment Variation Form three days prior to the due date of the Summative Assessment Task will be at risk of not attending extra-curricular activities.

3.5 Changes to Assessment Tasks

In some cases, it is necessary to change the nature or timing of a task. In this situation, students will be notified in writing and updated Assessment Schedules and Assessment Tasks will be made available on the College website and on Compass Course Learning Tasks.

3.6 Long-term illness or problems at home

NESA's general guidelines state that the School Assessment cannot compensate for factors such as those which operate throughout the course. (e.g. long-term illness, change in domestic circumstances). However, with regard to particular tasks, the grounds for illness or misadventure appeal and the evidence required, will be the same as those outlined for the HSC examination. Likewise, where appropriate, disability provisions as outlined in the **NESA ACE MANUAL** will apply during the performance of assessment tasks, especially where these take the form of a written examination.

Relevant information regarding the legitimate grounds for appeal for the HSC examination are found in ACE Manual I1004: <https://ace.nesa.nsw.edu.au/ace-I1004> These guidelines also apply to school based assessment.

3.7 Independent Students

An Independent student is defined as one living away from the parental home without financial or other support from the parents/guardians. Such students 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.

3.8 Requirements For The Completion the Assessment Tasks

It is important to note that the school policy adheres to the NESA requirement that all assessment tasks **must** be submitted regardless of penalties to fulfil NESA expectations. Students who fail to submit tasks will be required to attend school after hours to complete outstanding assessment work. Furthermore, NESA highlights that failure to meet the course criteria in Year 11 Courses may put progression into Year 12 Courses in jeopardy.

Refer to **ACE Manual 8019: Satisfactory completion of a Preliminary or Higher School Certificate course** <https://ace.nesa.nsw.edu.au/ace-8019>

For students in Stage 6 who fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that course, NESA specifies that the Principal must certify that the course has not been studied satisfactorily and neither the Grade in the case of Year 11 , Examination Mark nor the Assessment Mark in the case of Year 12 will be recorded on the HSC. If as a result of this the student has fewer than 10 units, he/she will become ineligible for the award of a HSC.

If it appears that a student is at risk of not satisfying NESA's requirements in a particular course, the Principal will issue the student and parents/carers an Official Warning in time for the problem to be corrected.

Note that in all cases of assessment tasks being late, being incomplete or being missed, the responsibility of informing the Leader of Learning and presenting a case against the awarding of a zero mark rests with the *student*.

3.9 Role of the Appeals Panel

In the case of appeal, a student's application, lodged through the AIM Form process, will be heard by the Appeals Panel. An appeals panel that comprises the Assistant Principal – Teaching & Learning, representative from the Leaders of Learning, Leader of Wellbeing and Engagement and a class teacher. For applications which do not meet a straightforward application for appeal (eg: in the case of legitimate illness) the panel will consider the grounds for appeal and make a determination of the outcome of the appeal.

3.10 What if I disagree with the Teacher's Assessment?

If a student is concerned about the mark, the student **MUST** discuss their concerns with the subject teacher as the assessment is returned. If the student is still not satisfied, they will need to pursue the matter with the relevant Leader of Learning. The final decision will be made by the Assessment Committee however, the mark awarded can **not** be appealed against (see Review of Senior Assessment following for more details).

3.11 Will I be told my Final HSC Assessment Mark?

The mark the school forwards to NESAs in each HSC course remains confidential. This is because the **Assessment Mark will be moderated and it may change.** Moderation is a process by which a school's Assessment Marks in each course are adjusted according to the school's performance in that course in the HSC Examination. The student will have a final aligned Assessment Mark reported on their HSC. Even if the School's Assessment Mark does change either up or down after moderation, the student's rank order for the course will **NOT** change (i.e. 1st remains 1st, 2nd remains 2nd, and so on).

The College may give a student their marks on individual assessment tasks, but be aware that the simple addition of these marks will not give the overall Assessment Mark - various weightings have to be applied.

Likewise with Year 11 grades, the final mark a student has achieved is not matched with a grade. In a standards referenced approach to assessment, a student's performance is judged against the standards which describes what a student knows and can do. This is irrespective of the student's mark.

3.12 Review of Assessment

Details of review procedures are the responsibility of individual schools. NESA's recommended procedures to be employed within schools are outlined below.

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 on the basis of feedback on their performance during the course, may seek a school review.

Students are not entitled to seek a review of teachers' 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:

- a. the **weightings** specified by the school in its assessment program conform to NESA's requirements as detailed in the syllabus packages;
- b. the **procedures** used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program;
- c. there are no **computational or other clerical errors** in the determination of the assessment mark.

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

The school must return to NESA 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 days of receiving an assessment outcome, his/her 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.

This information is outlined in ACE Manual 11014: <https://ace.nesa.nsw.edu.au/ace-11014>.

Appeals to NESA: Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment marks. Should this means of appeal be sought, a student is reminded it only relates to procedural matters and does not relate to marks awarded.

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

- a. the school's stated assessment program;
- b. the assessment program as 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.

In summary, procedures for appeals for students in Year 11 will reflect the expectations of NESA. Therefore:

- 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 the Summative Assessment Task;
- Student's application for appeal related to submitted assessment tasks will NOT be considered as the student will have had sufficient notice to complete the task;
- Students are responsible for submitting the AIM Form to the Leader of Learning, except in circumstances where this is not possible due to severe illness;
- A student has to 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;
- A student CANNOT make an appeal on the basis of:
 - o Difficulties in preparation or loss of time preparation time; for example, as a result of an earlier illness
 - o Alleged deficiencies in teaching
 - o Loss of study time or access to facilities
 - o Long-term illness, such as glandular fever, unless the student has suffered a flare-up of the condition immediately prior or during the task – A Medical Certificate would be required to support the reoccurrence of the illness
 - o The same grounds for which a student usually receives disability provisions, unless the student experiences additional unrelated difficulties during the task.
 - o Misreading the Assessment Schedule / Examination Timetable o Misreading the Assessment / Examination instructions
 - o Other commitments, such as participation in entertainment, work, VET Work Placement or sporting events or attendance at examinations conducted by other education organisations.
 - o Technology failure – this in itself is NOT a valid reason for failure to submit a summative assessment task on time.

Unacceptable grounds for appeal

- 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;
- disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the examination (eg a hypoglycaemic 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;

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s); matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

4.0 Record of School Achievement (ROSA)

NESA issues the Record of School Achievement (ROSA) to eligible students who leave school before completing the Higher School Certificate (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 against the Common Grade Scale.

4.1 Eligibility for the ROSA

To be eligible for the ROSA students must have:

- Completed the mandatory curriculum requirements for Years 7-10;
- Attended a government school or accredited non-government school or a recognised school outside NSW;
- Completed courses of study that satisfy NESA requirements for the ROSA;

Complied with the requirements of the NSW Education Act.

Refer to **ACE 4001: Requirements for the award of the Record of School Achievement**
<https://ace.nesa.nsw.edu.au/ace-4001>

4.2 ROSA Credentialling and Assessment

The ROSA shows a student's record of academic achievement which includes:

Completed courses and the awarded grade;

Courses a student has participated in but did not complete before leaving school;

Date the student left school.

The ROSA includes an A-E grade for all Stage 5 (Year 9 and 10) and Year 11 courses the student has satisfactorily received.

Grades are based on the student achievement in the work they have completed which includes summative and formative assessment. NESA monitors grade distribution for consistency across schools.

4.3 Common Grade Scale (CGS) for Year 11

NESA has produced a Common Grade Scale for Year 11 courses to assist with the reporting of student achievement. The CGS is a five point scale which describes the performance at each level:

| | |
|---|---|
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |

5.0 Student Responsibilities in Maintaining Copies of Their Work

Students have a responsibility to maintain electronic copies of their classwork and assessments throughout 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.

6.0 Major Projects

The following Year 11 courses at the College all require students to complete a Major Project as part of their study and for preparation for the Major Project required for the HSC course. Each course has specific requirements which MUST be adhered to and when the works can actually commence. Information from NESAs should be consulted to determine the actual requirements associated with each course.

The courses include:

- Industrial Technology
- Music
- Society and Culture
- Visual Arts
- Drama
- Community and Family Studies
- Extension History (HSC Only)
- English Extension II (HSC Only)
- Science Extension (HSC Only)

This information is taken from the ACE Manual: ACE 8063

<http://ace.nesa.nsw.edu.au/ace-8063>

6.1 Monitoring Major Projects

Teachers of students Year 11 completing Major Projects in the courses listed above will be required to complete a Record of Major Works Progress Report as required by NESAs. This review of individual student's progress will need to be completed a minimum of twice each term. 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. In cases where there is a possible concern the Assistant Principal Teaching & Learning should be advised.

Depending on the nature of the concern some 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 comments in the report 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.

6.2 St Paul's Catholic College Major Project Expectations

Students in all stages are expected to be respectful of the following points when considering options for their Major Projects:

- 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

7.0 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 ROSA. 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 Manual 8021: Satisfactory completion of an HSC course: non-completion (N) determinations <https://ace.nesa.nsw.edu.au/ace-8021>

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 make an appointment with the Principal 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, indications are that leave will be granted, a written letter from the family will need to be forwarded to the Principal 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 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 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. As outlined 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 in Years 7 – 11 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 being awarded a zero mark for the impacted assessment tasks.

8.0 Academic Integrity: All My Own Work

Stage 6 students, as well as their teachers and others who may guide them, are required to comply with NESA expectations of academic integrity.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

For examination-type tasks, the rules governing the HSC examination will be followed, namely cancellation of papers and the award of a zero mark (see Student Guide to the HSC).

With regard to extended tasks (practical work, projects, research essays, etc.) proven dishonesty may likewise result in the award of a zero mark. Students are warned that plagiarism will be viewed as dishonest appropriation of another's work and will attract a significant penalty. <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

For the NESA rules outlining the consequences of academic malpractice, refer to ACE Manual 9022: Honesty in HSC assessment <https://ace.nesa.nsw.edu.au/ace-9022>

In addition to this penalty, all incidents of malpractice will be registered with NESA. This register collects information on cases of malpractice, types of offence and the nature of the penalties applied.

Students must also take note of the guidelines for referencing included in this Academic Guide.

8.1 Maintaining Academic Integrity

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own work or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their ROSA and/or HSC results.

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

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

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

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

Refer to ACE Manual 9023: Honesty in HSC assessment: what constitutes malpractice
<https://ace.nesa.nsw.edu.au/ace-9023>

The College's delivery of the academic integrity modules at the end of Year 10 align with the HSC: All My Own Work program and is designed to help HSC students follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed in consultation with the NSW Government's Respect and Responsibility strategy and complements other approaches such as brochures for teachers, students and parents and strengthened student and teacher declarations for the HSC.

The criteria for satisfactory completion of the program are similar to the criteria for satisfactory completion of a Year 11 or 12 (HSC) course. A student is considered to have satisfactorily completed the program if, in the principal's view, there is sufficient evidence that the student has:

- systematically addressed the content covered by the program;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the program by the school;
- achieved some or all of the program outcomes.

As with decisions about satisfactory completion of a course, the professional judgement of principals and teachers is a key element in decisions about a student's satisfactory completion of the program. Principals are also able to deem that satisfactory completion has been demonstrated through equivalent programs.

8.2 Referencing Your Work

Why do we need to reference?

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.

When we reference we follow a particular style. There are many ways to reference. In Stage 6, we use a simplified version of the APA (American Psychological Association) referencing style.

Where do we reference?

Referencing the information source in the body of your writing is called in text referencing. The APA in text reference is in the format (**author, date**). When directly quoting from a text you must include a page number in the citation as given in the examples below.

Referencing an idea

- 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)

OR

- 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.

Referencing a quotation

- One researcher commented that during Prohibition the "federal government lost \$11 billion in tax revenue" (Mirams, 2015, p. 92).

The Reference List

A reference list, a list of all the sources you have used, is included at the end of your work. This tells the reader exactly where you have found all your information.

Your reference list should be ordered alphabetically by author.

Book

Mirams, S. (2015). *The USA 1900 - 1945*. South Melbourne, Australia: Cengage Learning.

Webpage with an author

Palmer, D. (2018, June 6). *Gondwana Rainforest Types of Australia*. Retrieved from <https://www.bigvolcano.com.au/natural/rftypes.htm>

Webpage with no author

Rainforest news. (2018). Retrieved from

https://www.sciencedaily.com/news/earth_climate/rainforests/

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

Refer to the following NESA advice on referencing:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/acknowledging-sources/how-to-reference-sources>

A note on the use of artificial intelligence

Students would be aware of the rise of generative artificial intelligence (AI) tools, such as Chat GPT, which has increased dramatically in recent times. These tools have the potential to greatly enhance the speed and efficiency of work, including study. Students and their families should also be aware of the user agreements and storage of intellectual property associated with these platforms. For example, Chat GPT requires users to indicate they are 18 years old or over, provide their mobile phone details and then enter into a legal agreement with Open AI to provide their intellectual property to the organisation. These activities are not supported at the College due to legal and ethical reasons.

Students must also consider that assessments are their own responsibility, so they should critically consider everything they submit. This means if students decide to use such platforms outside of school, they must make sure they check the output before submitting their work for assessment. AI based tools can produce inaccuracies, including fake information, citations and quotes.

Adapting to emerging technologies in teaching and learning, and our personal and professional lives, is an exciting part of our times. The College will continue to review how our policies and guidelines can be updated to create clarity for students and staff in response to developments in this area of technology. Any significant changes in this space will be communicated to you via email.

9.0 Disability Provisions

Disability provisions provide eligible students with practical support to allow them to access and participate in their learning including assessment tasks. These practical arrangements are designed to help students who couldn't otherwise make a reasonable attempt to demonstrate their knowledge of the assessment material. If provisions are granted they are solely determined by how the student's assessment performance is affected. Students' additional assessment needs may include learning, medical, vision or hearing difficulties.

Examples of provisions available include:

- braille or large-print papers
- use of a writer and/or reader
- use of an oral interpreter
- extension of test time
- rest breaks
- separate examination supervision and 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 <https://www.legislation.gov.au/Details/F2005L00767>

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.

9.1 Applying for Disability Provisions

The College disability provisions are applicable for all assessment tasks, including examinations.

Established 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.

Parents/Carers will make an application on behalf of their child to the Leader of Learning Support for disability provisions. Accompanying the application will be the following information:

- Identification of disability;
- Reports from registered medical practitioners;
- Vision or hearing test results;
- Other supporting documentation (eg: Mental Health Plans).

In the case of students who have been diagnosed with a mental health condition, the student will need to have a letter of diagnosis from the relevant medical professional. This diagnosis cannot be any older than twelve months. 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. The Leader of Learning Support will determine if additional information is required (eg classroom observations etc) prior to presenting the application along with the supporting evidence.

10.0 VET COURSES AND ASSESSMENT

All VET courses are 2 units / 240 hours. 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. The requirement to complete work placement in a VET framework course is also stated in the student declaration on the Confirmation of Entry. This is to be signed by the student and retained by the school.

It is possible for the principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn noting that work placement must be completed to be eligible for the relevant credential.

This information is taken from the ACE Manual 8028 Satisfactory completion of an HSC Vocational Educational Training (VET) course <http://ace.nesa.nsw.edu.au/ace-8028>

The College keeps records of all competencies achieved and these are regularly updated by the VET Leader of Learning to NESAs so that a Statement of Attainment can be generated at the end of the course or if the student leaves prior to the completion of the course. Assessment for VET courses is ongoing throughout the course and may consist of a combination of written and practical tasks or demonstrations.

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.

10.1 VET HSC Examinations

HSC Examinations for VET Courses Students wishing to use achievement in their VET course for calculation towards an Australian Tertiary Admission Rank (ATAR) – where the subject is deemed eligible – can choose to undertake the written HSC Examination and will nominate this option during the HSC year.

VET Courses are competency based, therefore, no internal assessment mark is required for these courses. However, if students intend to sit for the HSC VET Examination an estimate mark, based on the Trial HSC Examination will be submitted to NESA.

The College requires all VET students to sit for the Trial Examination in the HSC year. All core and stream units of Competency covered during the Preliminary and HSC years will be assessed in the HSC examination. The written examination is independent of the competency-based assessment undertaken during the course. The mark achieved by students in the examination is used as the sole basis for determining the student's ATAR.

10.2 AQF Qualification Certification

Assessment for AQF Certifications is *competency based*. VET trainers will use a variety of assessment strategies to assess your competence.

Some forms of assessment will be ongoing and evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role-plays and simulations. The courses provide students with training, and then with the opportunity to be assessed against industry-determined standards.

To achieve a full qualification and be issued with a *'Certificate'* a student must achieve the full set of units of competence as specified in the training package qualification packaging rules. If a qualification is only partly achieved, a *'Statement of Attainment'* is issued for successful competencies. At a later date (within currency of the qualification), a student can undertake further training and be assessed against additional competencies until they have achieved all the competencies required for the full qualification.

Assessment for VET courses is **on-going** throughout the course and may consist of a combination of written and practical tasks or demonstrations. All units of competency studied during both Year 11 and Year 12 will count towards the students' **AQF Accreditation** provided all units of competency are achieved:

- Hospitality (Kitchen Operations) Certificate II
- Construction (Pathways) Certificate II
- Business Services Certificate II
- Information Technology Certificate II
- **A Statement of Attainment** will be issued if only some units of competency are achieved. These will be awarded at the end of the HSC year.

10.3 VET Reporting

Students undertaking VET courses will be deemed **COMPETENT** or **NOT YET COMPETENT** for each unit studied, and this is recorded by the VET teacher, as well as in the **Vocational HSC Report** issued by the school.

10.4 ‘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 in any other form until the VET teacher can determine achievement. In a written task this may mean, for example, that the student needs to achieve a certain percentage mark.

10.5 VET Schedule Higher School Certificate (HSC) Record of Achievement

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

No mark is listed for the achievement of competency. The Record of Achievement will refer to the relevant Australian Qualifications Framework (AQF) ‘Certificate’ and/or ‘Statement of Attainment’, which is issued separately. For students who undertake the written HSC examination, a scaled examination mark will be recorded on the HSC Record of Achievement.

10.6 Work Placement & Assessment

Part of the formal assessment for VET courses is **compulsory Work Placement**, 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, preferably before work placement**. The rules for absence / extension or misadventure apply to students who attend work placement. Career Links is responsible for finding placements for students or alternatively, students can organise their own through consultation with the teacher and VET Coordinator.

10.7 RPL (Recognition of Prior Learning)

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 either:

- I Satisfy their VET teacher in a personal interview that they possess the required knowledge and / or

- 2 Present the recent certificate of attainment from an approved training institution, accredited to conduct such training
- 3 Successfully complete an assessment as determined by the VET teacher.

To apply for the granting of an exemption the student needs to ask their VET teacher or Co-ordinator for a '**Student RPL Application Form**'. When this has been completed it must be returned to your VET teacher, together with the appropriate documentary evidence. The VET teacher considers the request and advises the student of the outcome using the Assessor Report Form.

If RPL is given for a particular unit, then the student is required to study another unit of equivalent indicative hours in order to satisfy the requirements for the full 2 Unit credit towards the HSC.

Competencies involving OH&S will not be considered for RPL unless it is an accreditation for the Construction OH&S General Induction Course.

10.8 TAFE Students

Students enrolling in TAFE will need to liaise with the TAFE College concerned, regarding assessment requirements for the course. It is the student's responsibility to be aware of specific requirements for their courses.

It is the responsibility of students enrolled in TAFE courses to ensure they are meeting course requirements with their College based courses. If students are absent from the College due to TAFE commitments when an assessment task is scheduled, it is their responsibility to follow the procedures outlined to maintain the integrity of the Stage 6 delivery of assessment.

11.0 Sample Letters and Forms



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) | <input type="radio"/> |
| Extension (application before the due date) | <input checked="" type="radio"/> |

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:

Class Teacher and Leader of Learning to complete:

TEACHER COMMENT:

TEACHER SIGNATURE: _____ **DATE:** _____

Has task been completed? Yes No

LEADER OF LEARNING COMMENT:

LEADER OF LEARNING SIGNATURE: _____

DATE: _____

OFFICE USE ONLY

COMMENTS AND RECOMMENDATIONS OF THE ASSESSMENT COMMITTEE

| | |
|---|--------------------------|
| Appeal Upheld – task has been completed, no loss of marks | <input type="checkbox"/> |
| Appeal Upheld - revised date of task no loss of marks | <input type="checkbox"/> |
| Appeal Upheld – alternate task to be completed | <input type="checkbox"/> |
| Appeal Declined | <input type="checkbox"/> |
| Extension Approved – revised due date | <input type="checkbox"/> |
| Extension Declined | <input type="checkbox"/> |
| Student, parent/carer, teacher notified of outcome: | <input type="checkbox"/> |
| Appeal upheld - result to be considered at end of Course | <input type="checkbox"/> |

Appeal Committee Representative: _____ **DATE:** _____



St Paul's Catholic College
 Primrose Street
 BOORAGUL 2284
 Ph 4958 6711



Official Warning: Non-Completion of a HSC Course

Dear _____
 (Parent/Guardian)

Date _____

I am writing to advise that your son/daughter_ _____
 (name)

is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course

 (course)

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____
 (e.g. 1st, 4th) **official warning** we have issued concerning

 (course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met _____ of the Course
 (student name) (indicate a), b) or c)
 Completion Criteria*.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for

_____ (student name)
 to satisfy Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed/achieved:

| Task Name/Course Requirement/Course Outcome | Date Task Initially Due (if applicable) | Action Required by Student | Date to be completed by (if applicable) |
|--|--|-----------------------------------|--|
| | | | |
| | | | |
| | | | |
| | | | |

*** Course Completion Criteria**

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Please discuss this matter with _____ and contact the school if further information or clarification is needed.
(student name)

Yours sincerely

 Class Teacher/Leader of Pedagogy

 Principal

Please detach this section and return it to the school

**Requirements for the satisfactory completion of a
 Higher School Certificate Course**

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

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

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

Parent's/Guardian's signature _____ Date _____

Student's signature: _____ Date _____

12.0 NESAs Glossary of Key Terms

| | |
|-------------------------------|--|
| 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 |

13.0 College Organisation – Staff List

| | |
|---|-------------------------------------|
| Principal | Mr Nicholas Wickham |
| Assistant Principal – Teaching & Learning | Mrs Emma Tierney |
| Assistant Principal — Community & Wellbeing | Mrs Anne-Maree Shipman |
| Ministry Coordinator | Mrs Renee Pola Kuras |
| Administration Coordinator | Mrs Anna Hennessy |
| Student Coordinators | |
| Year 7 | Ms Elly Walker |
| Year 8 | Mr Michael Eccleston |
| Year 9 | Ms Kerrie-Lee Guest |
| Year 10 | Mrs Tracey Evans |
| Year 11 | Mr Joel Connell |
| Year 12 | Mr Samuel Heagney |
| Student Coordinator-Support | Mrs Lauren Rieck |
| Leaders of Pedagogy | |
| Religious Studies | Mr Robert Copas |
| English | Mrs Libby Lucas |
| Mathematics | Mrs Belinda Richardson |
| Science | Mrs Sarah Daniels |
| Human Society and Its Environment | Ms Melissa Chapman |
| Technological and Applied Studies | Mrs Alice Grant |
| Personal Development, Health and Physical Education | Mrs Blair Brownlee |
| Leader of Digital Innovation & Learning | Mr Mark Newell |
| Creative Arts and Languages | Ms Cassie Burt |
| Careers/Vocational Education | Mr Craig McLoughlin |
| Pedagogical Mentor | Mrs Nicole Deed |
| Teacher Librarian | Mrs Kerri Beezley |
| Leader of Learning Support | Mrs Anne Marie Melocco |
| Sport Coordinator | Mrs Jodie Wooley |
| Principal’s Secretary/Office Administrator | Mrs Maree Lawrie |
| Finance Officer | Mrs Erica Gale |
| School Counsellor Abbie Johnson | (Monday, Tuesday, Wednesday) Mrs |
| | (Wednesday, Thursday) |
| Pastoral Care Worker (Wednesday, Thursday) | Mrs Melissa Dobosz |
| Aboriginal Liaison Officer | Miss Astro Stewart |
| Technology Support Officers | Mr Graham Hancock/Mr Geoff Harborne |
| Canteen Supervisor | Mrs Carolyn Stanton |

Students are to note:

- The Assistant Principal Teaching & Learning reserves the right to approve any amendments to Assessment Schedules.
- Students will be informed in writing if there is an amendment to an Assessment Schedule.
- For each assessment task the Assessment Notification will appear on Compass at least 14 days prior to the due date of the task. Tasks will be located in 'Learning Tasks' on Compass and made visible to parents.
- Students are to ensure they meet due dates and are proactive in following the procedures outlined in the Academic Guide if they are unable to meet a deadline or attend school for a schedule assessment.
- Students must retain copies of their work in the cloud-based storage (OneDrive) provided through the College.

Year 11 Aboriginal Studies 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|---|---|--|----------------------------------|------------|
| | Media File/Research Task Aboriginality and the Land | Research Essay Heritage and Identity | Course Exam | |
| | Term 1 Week 7 | Term 2 Week 4 | Term 3 Week 8/9 | |
| Outcomes Assessed | P1.1, 1.2, 2.1, 2.2, 3.2, 4.1, 4.3 | P1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, | P4.1, P4.2 | |
| Knowledge and understanding of course content | 20 | 10 | 10 | 40 |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 5 | 5 | 5 | 15 |
| Research and inquiry methods, including aspects of the local community case study | | 10 | 10 | 20 |
| Communication of information, ideas and issues in appropriate forms | 10 | 10 | 5 | 25 |
| Total % | 35 | 35 | 30 | 100 |

Year 11 Ancient History 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|---|--|---|--------------------------------------|------------|
| | Investigating Ancient History Source Analysis and Short Response | Historical Investigation Research and Extended Response (submission) | Course Examination | |
| | Term 1 Week 6 | Term 2 Week 9 | Term 3 Weeks 8/9 | |
| Outcomes Assessed | AH11-6 AH11-7 AH11-9 AH11-10 | AH11-1 AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-7 AH11-8 AH11-9 AH11-10 | AH11-1 AH11-6 AH11-7 AH11-9 | |
| Knowledge and Understanding of course content | 15 | | 25 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 10 | 5 | 20 |
| Historical inquiry and research | 5 | 15 | | 20 |
| Communication of historical understanding in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Biology 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|---|--|--|--|------------|
| | Depth Study | Skills and Knowledge Test | Course Examination | |
| | Term 1 Week 9 | Term 2 Week 4 | Term 3 Weeks 8/9 | |
| Outcomes Assessed | BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-8 | BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-8 BIO 11-9 | 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 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Business Studies 2024

| 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 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Chemistry 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|---|---|---|--------------------------------------|------------|
| | Quantitative analysis test | Depth Study Hand in/presentation | Course Exam | |
| | Term 2 Week 2 | Term 2 Week 9 | 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 | 10 | 30 | 20 | 60 |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Total % | 20 | 40 | 40 | 100 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Community and Family Studies 2024

| 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 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Construction - VET 2024

| | Unit of Competency | Assessment |
|---------------|--|---|
| Term 1 | <p>CPCCWHS2001 - Apply WHS requirements, policies, and procedures in the construction industry</p> <p>CPCCWHS1001 –Prepare to work Safely in the Construction Industry</p> <p>CPCCM1014 - Conduct workplace communication</p> <p>CPCCOM1013 - Plan and organise work</p> | <p>Project/observation- pencil sharpener, Correct and safe use of equipment Topic Test – On-Guard Safety Scenario – Emergency situation simulation</p> <p>White Card Course</p> <p>Portfolio – Work placement interview and time sheet Scenario – Toolbox meeting Topic Test – Workplace communication</p> <p>Project – Cement Float Topic Test – Plan and organise work Folio – Job planning portfolio</p> |
| Term 2 | <p>CPCCM2001 - Read and interpret plans and specifications.</p> <p>CPCCCA2002-Use carpentry tools and equipment</p> <p>CPCCA2011 - Handle carpentry materials</p> | <p>Project – Wall framing Observation- selection and storage of material / safe use of tools and equipment. Topic Test – Read and Interpret Plans Questioning – Handle carpentry materials</p> |
| Term 3 | <p>CPCCOM2006 - Apply basic levelling procedures</p> | <p>Project- Transfer Levels, group work activities Observation – Equipment setup and use Topic Test – Basic Levelling</p> |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Design and Technology 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting |
|--|-----------------------------|--|---|------------|
| | Project – Product and Folio | Project – Product and Folio | Course Exam | |
| | Term 2 Week 4 | Term 3 Week 7 | Term 3 Week 8/9 | |
| Outcomes Assessed | 1.1, 2.1, 2.2, 6.1 | 1.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2 | 1.1, 2.1, 2.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1 | |
| Knowledge and Understanding of Course Content | 10 | 10 | 20 | 40 |
| Knowledge and skills in designing, managing, producing and evaluating design projects | 20 | 30 | 10 | 60 |
| Total % | 30 | 40 | 30 | 100 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Drama 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|----------------------------|--|--|---|------------|
| | Unit 1 Improvisation, Playbuilding and Acting. Group Devised Performance (15%) Written Reflection and Log Book (5%). | Unit 2 Theatrical Traditions and Performance Styles. “Essay Style” Response (15%) Practical Workshop Task (25%) . | Unit 3 The Elements of Production. Design Portfolio (20%), Individual Performance(10%) Course Examination (10%) | |
| | Term 1 Week 10 | Term 2 Week 10 | Term 3 Week 8/9 Assessment Block | |
| Outcomes Assessed | <i>Making</i> P1.1, P1.2, P1.3 P1.4, P1.5 P1.6, P1.7, P1.8. <i>Performing</i> P2.1,P2.2,P2.3, P2.4,P2.5, P2.6. | <i>Making</i> P1.2, P1.3 P1.4,P1.6. <i>Performing</i> P2.3, P2.4. <i>Critically Studying</i> P3.1, P3.2, P3.3. | <i>Making</i> P1.1, P1.2, P1.3 P1.4,P1.6,P1.7, P1.8. <i>Performing</i> P2.1, P2.2, P2.3, P2.5, P2.6. <i>Critically Studying</i> P3.1, P3.3, P3.4. | |
| Making | 10 | 20 | 10 | 40 |
| Performing | 10 | 10 | 10 | 30 |
| Critically Studying | 0 | 10 | 20 | 30 |
| Total % | 20% | 40% | 40% | 100 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Earth and Environmental Science 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|----------------------------------|--|---|--|------------|
| | Practical/ Data Analysis Earth's Resources | Depth Study 1 Modelling Energy Transformation | Course Examination Modules 1-4 | |
| | Term 1, Week 8 | Term 3, Week 2 | Term 3, Week 8/9 | |
| Outcomes Assessed | 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 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 | 10 | 10 | 20 | 40 |
| Total % | 30 | 30 | 40 | 100 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Engineering Studies 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|---|--------------------------------------|--|---|------------|
| | Engineering Report | Experiment and Report | Course Examination | |
| | Term 2 Week 5 | Term 3 Week 6 | Term 3 Weeks 8/9 | |
| | P1.1, P1.2, P3.3 P4.1, P4.2, P4.3 | P1.1, P1.2, P2.2 P3.1, P3.2, P3.3 P5.1, P6.1, P6.2 | P1.1, P1.2, P2.1 P2.2, P.3.1, P3.3 P4.1, P4.2, P4.3 P6.2 | |
| Knowledge and understanding of course content | 15 | 15 | 30 | 60 |
| Knowledge and skills in research, problem solving and communication related to engineering practice | 15 | 15 | 10 | 40 |
| Total % | 30 | 30 | 40 | 100 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 English Advanced 2024

| 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 Multi-modal task | |
| | Term 1 Week 10 | Term 2 Week 10 | Term 3 Weeks 8/9 | |
| 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 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 English Extension 1 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--|--|---|-------------|
| Common Module: Texts, Culture and Value | Analytical & Creative responses | Examination | Multi – modal task 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 | |
| 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 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 English Studies 2024

| 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 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 English Standard 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|--|--|---|--|------------|
| | Common Module – Reading to Write Creative Response | Module A – Contemporary Possibilities Multimodal task | 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 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Exploring Early Childhood 1 Unit 2024

| 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 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Hospitality - VET 2024

| | 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>SITXWHS005 – Participate in safe work practices</p> <p>SITHKOP009 – Clean kitchen premises and equipment</p> <p>SITHCCC0024 – Prepare and present simple dishes</p> <p>SITHCCC025 – Prepare and present sandwiches</p> | <p>Ongoing Observation</p> <p>Student Demonstration</p> <p>Topic Quiz</p> <p>Work Placement (Wk.9/10 Term 2)</p> |
| Term 3 | <p>SITHCCC0024 – Prepare and present simple dishes</p> <p>SITHCCC025 – Prepare and present sandwiches</p> <p>SITHCCC028 – Prepare appetisers and salads</p> | <p>Ongoing Observation</p> <p>Student Demonstration</p> <p>Work Booklet</p> |

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Year 11 Industrial Technology – Timber Products and Furniture Technologies 2024

| 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 |

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Year 11 Legal Studies 2024

| 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% |

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Year 11 Marine Studies 2024

| Component | Task 1 | Task 2 | Weighting% |
|-----------------------------------|-------------------------|---------------------|------------|
| | Practical Investigation | Course Examination | |
| | Term 2 Week 6 | Term 3 Weeks 8/9 | |
| Outcomes Assessed | 3.3, 3.4, 5.2 | 1.3, 4.1, 5.3 | |
| Marine Environment Life in Sea | ✓ | ✓ | |
| Humans in Water Marine Safety | | ✓ | |
| Maritime Employment | | ✓ | |
| Option Module | | ✓ | |
| Total % | 50 | 50 | 100 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Mathematics Advanced 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|--|--------------------------------|--|---------------------|------------|
| | In Class Assessment | Investigation Task and In Class Assessment | Course Examination | |
| | Term 1 Week 8 | 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 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Mathematics Extension 1 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|--|--------------------------------|--|---------------------|------------|
| | In Class Assessment | Investigation Task and In class Assessment | Course Examination | |
| | Term 2 Week 5 | 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 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Mathematics Standard 2024

| 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, MS11-3, MS11-4, 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 |

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Year 11 Music 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|--------------------------|---|--|--|------------|
| | Aural Skills <i>Australian Music</i> Responses to four aural excerpts using a range of concepts. | Performance and Viva Voce <i>Popular Music</i> Solo or ensemble performances (2) and viva voce with reference to the use of the concepts within each of the performances. | Composition Portfolio and Musicological Research <i>Music for small Ensembles</i> Composition portfolio and musicological research of stylistic features with detailed analysis of one aural excerpt within the focus area of the chosen topic. | |
| | Term 1, Week 10 | Term 2, Week 9 | Term 3, Week 8 | |
| Outcomes Assessed | P4, P5, P7, P8 | P1, P4, P5, P6 | P2, P3, P6, P7, P8 | |
| Performance | | 25 | | 25 |
| Composition | | | 25 | 25 |
| Musicology | | 15 | 10 | 25 |
| Aural | 25 | | | 25 |
| Total % | 25 | 40 | 35 | 100 |

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Year 11 Personal Development, Health and Physical Education 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|--|---|--|-----------------------------------|------------|
| | Better Health for Individuals In Class Task | The Body in Motion In Class Task | Course Examination | |
| | Term 1 Week 10 | Term 2 Week 8 | Term 3 Weeks 8/9 | |
| Outcomes Assessed | P1 P2 P3 P4 P5 P6 P15 P16 | P7, P8, P9, P10, P11, P16, P17 | All outcomes may be assessed | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Skills in critical thinking, research, analysis and communicating | 20 | 20 | 20 | 60 |
| Total % | 30 | 30 | 40 | 100 |

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Year 11 Photography, Video and Digital Imaging 2024

| 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% |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Physics 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|---|--|--|--|------------|
| | Data Analysis Kinematics (Depth study component) | Prac Task Waves and Thermodynamics | Course Examination | |
| | Term 1 Week 8 | Term 2 Week 8 | Term 3 Weeks 8/9 | |
| Outcomes Assessed | Outcomes Assessed PH11/12 – 1 PH11/12 – 2 PH11/12 – 5 PH11/12 – 7 PH11/12 – 8 | Outcomes Assessed PH11/12 – 3 PH11/12 – 4 PH11/12 – 6 PH11/12 – 10 | Outcomes Assessed PH11/12 – 6 PH11/12 – 8 PH11/12 – 9 PH11/12 – 10 PH11/12 - 11 | |
| Skills in working scientifically | 20 | 20 | 20 | 60 |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Total % | 30 | 30 | 40 | 100 |

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Year 11 Society and Culture 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|---|--------------------------------------|-------------------------------------|-----------------------------|------------|
| | The Social and Cultural World | Personal and Social Identity | All Topics | |
| | Research Report | Research and Presentation | Course Examination | |
| | Term 1 Week 10 | Term 2 Week 9 | 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 |

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Year 11 Sport, Lifestyle and Recreation 1 Unit 2024

| 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 |

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Year 11 Studies in Catholic Thought 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|--|---|---|---|------------|
| | Who is the Human Person? Research | The Trinitarian God and Humanity Presentation | Reimagining Creation Examination | |
| | Term 1 Week 10 | 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 |

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Year 11 Studies of Religion 1 Unit 2024

| 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 |

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Year 11 Studies of Religion 2 Unit 2024

| 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 8 | Term 2 Week 6 | 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 |

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Year 11 Textiles and Design 2024

| 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 |

The Assistant Principal Teaching & Learning reserves the right to adjust Assessment Schedules as deemed necessary. Students will be provided notification of changes in writing through their class teacher.

Year 11 Visual Arts 2024

| Component | Task 1 | Task 2 | Task 3 | Weighting% |
|--------------------------------------|---|---|--|------------|
| | <p>The Body in Art Artworks exploring historical and contemporary representations of the body</p> <p>Submitted Documented Forms: Drawing, Photography, Digital Media, Painting, Print</p> <p>VAPD including the selection of 5–10 seminal artworks annotated to account for historical changes in the representation of the body over time</p> | <p>Image and Identity Artwork exploring Australian image and identity</p> <p>VAPD record of the development of a research-based practice</p> | <p>Yearly Examination Art Criticism and Art History Written Examination</p> | |
| | Term 1, Week 10 | Term 2, Week 9 | Term 3, Week 9/10 | |
| Outcomes Assessed | P1, P4, P5, P6 | P1, P2, P3, P4, P7, P10 | P8, P9, P10 | |
| Artmaking | 20 | 30 | | 50 |
| Art Criticism and Art History | 5 | 5 | 40 | 50 |
| Total % | 25 | 35 | 40 | 100 |

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Year 11 Skills for Work and Vocational Pathways (FSK20113)

| | Modules | Assessment Tasks |
|--------|--|--|
| Term 1 | FSKLRG010- Use routine strategies for career planning FSKLRG011- Use routine strategies for work-related learning FSKWTG009 -Write routine workplace texts FSKOCM004- Use oral communication skills to participate in workplace meetings FSKOCM007- Interact effectively with others at work | Written assignment Observation Structured activities |
| Term 2 | FSKRDG009- Read and respond to routine standard operating procedures FSKLRG009 -Use strategies to respond to routine workplace problems FSKRDG010- Read and respond to routine workplace information BSBWHS211- Contribute to health and safety of self and others | Written assignment Observation Structured activities |
| Term 3 | FSKNUM014- Calculate with whole numbers and familiar decimal, and percentages for work FSKNUM015- Estimate, measure and calculate with routine metric measurements for work FSKDIG003- Use digital technology for non-routine workplace tasks | Written assignment Observation Structured activities |

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