

# STAGE 6 YEAR 11

## PRELIMINARY

## COURSE

### Student Assessment Handbook

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**2022**

St Brigid's Catholic College  
48 Carters Road Lake  
Munmorah NSW 2259  
[sbccdbb.catholic.edu.au](http://sbccdbb.catholic.edu.au)



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## **PRINCIPAL'S MESSAGE**

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Stage 6 is the last in your schooling but I hope it is but a stepping stone to the next phase of your learning life. I know that you will continue to learn and grow as a person over the years ahead of you and my hope is that you will embrace the learning opportunities which will be provided for you over the next two years so that you will leave St Brigid's with dignity and options for a fulfilling future.

At St Brigid's we believe that educating the whole person is crucial to leading to lifelong satisfaction; that academic learning is just as important as spiritual growth, social, emotional and physical wellbeing and therefore ensure that we offer you opportunities to grow in all of these areas. If you embrace all of the opportunities provided for you it will lead to a balanced life.

Adopting a Growth Mindset is part of being a capable learner at St Brigid's. Believing that intelligence is not a fixed commodity but that with effort and application learning will occur, will open up exciting possibilities for your future. Knowing that learning comes from trying, making mistakes and learning from them; that failure is when you give up trying and therefore a choice you make; will set you up for success in your learning journey through to the Higher School Certificate and beyond.

Your success is something to which all of the staff are dedicated. I want you to know that the teachers you will learn with and from, partner with you as a coach and are wanting to assist you to do your personal best. Please use their expertise and ask for their assistance whenever you need it. When they challenge you to do better, it is because they believe you can and are there to guide you to improve.

Ultimately what I want for you is that you leave St Brigid's content with your achievements and no regrets because you didn't engage in all that was presented to you. Whether you are aiming for an ATAR or a vocational pathways HSC, give the next two years the best of which you are capable so that you can be proud of yourself at the end of your schooling life.

I wish you every success for Stage 6 and recommend this handbook to help guide you.

Adam Murdoch

## **St Brigid's Catholic College Stage 6 Key Support Staff**

Principal	Adam Murdoch
Assistant Principal	Paul Lynch
Director of Catholic Life and Mission	Michael Landrigan
Director of Wellbeing for Learning	Monique Smith
Director of Learning for Wellbeing	Alex Walters
Director of Student growth	Kylie Robinson
Leaders of Learning	David Walker
	Joe Martindale
	Ashley Sadler
	Rachel Foo
	Luke Richardson
	Meredith Carantinos
	Sarah Benham
Leaders of Wellbeing	Nicholas McFarlane
	Paul Neild
	Josh Killen
	Teagan Bayliss/ Rebecca Broughton

## NSW EDUCATIONAL STANDARDS AUTHORITY (NESA) REQUIREMENTS

### 1. PATTERN OF STUDY

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- **at least six units from Board Developed Courses;**
- **at least two units of a Board Developed Course in English;**
- **at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);**
- **at least four subjects.**

To satisfy the pattern of study requirements for the Higher School Certificate, a student may count a maximum of six units from courses in Science in each study pattern.

### 2. EXCLUSIONS - TAFE DELIVERED VET HSC COURSES

A student should ensure that if he/she is studying a TAFE delivered course that they do not enrol in other courses (or course components) that are excluded under either Category 1 or Category 2. Exclusions apply to concurrent study during either the Preliminary or HSC study pattern.

#### **Category 1 - Overlap of Units of Competency**

Students must not undertake the same units of competency or VET modules in more than one VET course.

Where a TAFE delivered course includes particular units of competency, the relevant code numbers are shown in the TAFE documentation. For Board Developed Courses, the code numbers are set out in the syllabus documents. Equivalence between units of competency will normally be stated within the relevant training package(s). If students are undertaking two courses with common modules or units of competency, schools should ensure that options within each course are selected so as to avoid duplication.

### 3. SATISFACTORY COMPLETION OF A COURSE

NESA requires that a student must complete satisfactorily a Preliminary and HSC Course, before a result in that course can be obtained at the HSC. A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- **followed the course developed or endorsed by the NESA;**
- **applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course;**
- **achieved some or all of the course outcomes;**
- **has attended school regularly;**
- **made a serious effort to complete an assessment;**
- **completed assessment tasks that contribute in excess of 50% of the available marks.**

### "N" DETERMINATIONS

NESA has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. **Students may put themselves at risk if they do not regularly attend school.** In special circumstances, the principal can allow sick students to proceed, but they must attain the outcomes and satisfy the assessment requirements.

While NESA does 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 the principal 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.

### **Preliminary Assessment**

In addition to any other set tasks and experiences in any Preliminary course, students must complete HSC assessment tasks that contribute in excess of 50 percent of the available marks.

### **VET mandatory work placement**

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

### **Warnings**

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, including VET courses, the principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences of an 'N' determination in a course on Higher School Certificate eligibility.

### **Requirements for the HSC**

Extension Course 1 may not be completed without completion of the Preliminary Extension course. HSC Extension Course 2 may not be completed without completion of the Preliminary Extension course and HSC Extension course 1. For all Extension courses except HSC Mathematics Extension 2, an HSC Extension course may only be studied concurrently with, or after completing, the HSC 2 unit course in the subject.

In cases of non-completion of course requirements, an 'N' determination will be submitted via Schools Online. Courses that were not satisfactorily completed will not be printed on the Record of School Achievement.

## **4. AUSTRALIAN TERTIARY ADMISSION RANK**

The requirements for the [Australian Tertiary Admission Rank](http://www.uac.edu.au) (ATAR) are determined by the universities. The ATAR is calculated by the Universities' Technical Committee on Scaling on behalf of universities in NSW and the ACT. (See the Universities Admissions Centre website at [www.uac.edu.au](http://www.uac.edu.au) )

#### Eligibility

- **To be eligible for a ATAR a student must complete at least 10 units (including at least two units of English) of Board Developed Courses for which there are formal examinations conducted by the NESA.**
- **The Board Developed Courses must include at least three courses of two units or greater and at least four subjects.**
- **An eligible ATAR pattern of study must include at least eight units of Category A courses.**

#### Calculation

The ATAR is based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:

- **the best two units of English; and**
- **the best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.**

**The ATAR may include units accumulated by a candidate over a total time span of five years. If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR. The universities categorise Board Developed Courses as either Category A or Category B.**

The following courses are Board Developed Category B courses:

- Construction (240 hours)
- English Studies
- Hospitality (240 hours)
- Information Digital Technology (240 hours)
- Early Childhood Education (240 hours)
- Tourism/ Event Management
- Animal Studies
- Mathematics Standard 1
- Sports Lifestyle and Recreation

An optional written examination is offered for the HSC in some of these subjects. If students want the results from these courses to be available for inclusion in the calculation of their ATAR, they must undertake the optional written examination. (Inclusion of these results is also subject to the ATAR Rules).

- Board Endorsed Courses [BEC] such as ***Studies in Catholic Thought* cannot be included in a ATAR;**
- There is no longer the provision of limited ATAR based on 8 units.

#### Completion of tasks

Students studying any HSC course must make a genuine attempt to complete course requirements. NESA expects a student to undertake all assessment tasks.

**The minimum requirement is that students must make a genuine attempt at assessment tasks which contribute in excess of 50% of available task marks.**

**Students studying VET framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.**

In the case of Extension courses, students who fail to meet assessment requirements for the common part of the course will not receive a result in the course at all.

If at any time it appears that a student is at risk of being given an unsatisfactory [N] determination in a course, the Principal will warn the student and advise the parent or guardian and soon as possible.

**The awarding of an 'N' in any one course may result in the student not being awarded the Higher School Certificate.**

## **5. CHANGE OF SUBJECTS / COURSE / UNITS**

Amended: June 2018

Decisions regarding changes will be left to the discretion of the Principal, within the guidelines provided below.

Students studying any Stage 6 course may not change subjects or courses unless the principal is satisfied that they will be able to complete all Preliminary or HSC course requirements, including assessment requirements.

No changes in HSC entries may occur after 30 June in the Higher School Certificate examination year, except that the principal may approve withdrawal from a course up until the due date for the submission of assessments (see Higher School Certificate Events Timetable).

In Mathematics, students changing from Extension 2 to Extension 1 must also complete the Mathematics (2 unit) course. This is permitted only if the school can provide a valid assessment for the 2 unit course. Such changes are permitted up until the due date for submission of assessments (see Higher School Certificate Events Timetable).

### **Changing the pattern of study**

Students wishing to change subjects **must** have completed the [Stage 6 Change of Subject Form](#). This form needs to be printed off and completed by the student and parents before being returned to the Director of Learning for Wellbeing. The Director of Learning for Wellbeing will check the form to ensure that the student has sufficient units to satisfy the NESA requirements for HSC eligibility and ATAR status.

The Director of Learning for Wellbeing will notify in writing both the student and parent/ guardian of any changes in patterns of study for Stage 6.

**Although the changes are checked by the Director of Learning for Wellbeing, the final responsibility for choice of subjects rests with the student and parents.  
Parents and students must take final responsibility for ATAR requirements.**

### **Tracking Stage 6 Pattern of study**

The Director of Learning for Wellbeing will monitor and check the eligibility of students to ensure that they satisfy the mandatory NESA requirements for the Higher School Certificate. The process and procedure for checking a student's pattern of study is outlined in the diagram below.



## Preliminary Course

## HSC Course

### Year 10 Term 3

Subject selection process  
- No. units verified  
- ATAR check  
AMOW completed (T.4)

### Year 11 Term 4

NESA 'roll-over' data entry for HSC  
Student verification

### Term 1

NESA data entry  
Student verification sign off

### Year 12 Term 1

Student verification  
Subject teacher verification

### Term 2

Student verification sign off  
Subject teacher verification

### Term 2

NESA enrolment data internal audit

### Term 3

NESA enrolment data internal audit

### Term 3

NESA enrolment data internal audit

## 6. EXTERNAL PROVIDERS & OUTSIDE TUTORS

### External Providers

The delivery of courses studied with an external provider or outside tutor is governed by the NSW Education Standards Authority policies and procedures, as set out in the Assessment Certification Examination (ACE) Manual 8061 and RANGS S5.2.2, 5.2.3, 7.3.2

The principal may give approval for a student to study additional course(s) with an external provider.

### Definition (ACE 8061)

An external provider is any organisation that the school has entered into an arrangement with to deliver a specified course of study that is part of the curriculum to a student or students enrolled at the school. The delivery of such a course may take place on school premises or elsewhere.

External providers include: government and registered schools, the Open High School, Distance Education Centres, OTEN, Department of Education and Communities' Saturday School of Community Languages, Institute of TAFE Colleges, Registered Training Organisations (RTOs), universities

Where students have chosen to study subjects externally (e.g. languages through institutions such as the SBAT, EVET, NSW School of Languages, Diocese of Lismore Online Distance Education or Camden Haven High School Distance Education, the role of the College in this arrangement is purely as a liaison between the student and the outside institution.

It is the student's responsibility to:

- be familiar with and follow the assessment requirements of the institution.
- maintain a satisfactory attendance record.
- keep up to date with all class work and formal assessment tasks.
- maintain contact with the institution. All course work, assessment tasks, reporting and the final HSC assessment mark will be provided by the External Provider.

The Director of Learning for Wellbeing will:

- act as the school supervisor and contact person for all students undertaking courses through External Providers.
- provide on-site support for the External Provider and respond to any follow up matters regarding student progress in the respective course.
- provide onsite support for the External Provider to ensure that any formal 'test-type' assessment task is properly conducted according to the College's examination procedures.

In the 2022 HSC cohort course the following courses are being delivered by an External Provider:

- Japanese Continuers - NSW Languages School
- SBAT - NSW Area Health- Nursing
- EVET- Electrotechnology-TAFE
- SBAT- Retail with MacDonaldis

## **Outside Tutors (ACE 8060)**

### **Definition**

An outside tutor is any person, other than a teaching staff member of the school, whom the principal has approved to deliver a specified course of study that is part of the curriculum to a student or students enrolled in the school. The delivery of such a course may take place on school premises or elsewhere. The outside tutor may deliver the course to students during school hours or outside them. (ACE 8060)

**VET courses** cannot be studied with an outside tutor. VET courses must be delivered by Registered Training Organisations (RTOs).

### **Pattern of study**

Students who wish to study with an outside tutor must ensure that their pattern of study includes at least eight units in both the Preliminary and HSC courses taken at an accredited school in NSW.

### **Criteria and conditions for principal approval**

**The principal** may give approval for the student to study additional course(s) with an outside tutor provided that the principal has determined that the proposed tutor is, by qualifications and/or experience and/or expertise, a suitable person to teach the NSW Education Standards Authority (NESA's) syllabus. **The principal** has the responsibility to ensure that in approving an outside tutor, the school continues to comply with the mandatory requirements under relevant child protection legislation.

In addition, the **principal** must be satisfied that:

- a. the student's study of the course cannot be accommodated within the school
- b. the student will be able to study the HSC course with the outside tutor after completing the Preliminary course
- c. the student and tutor have a copy of, or easy access to, the appropriate syllabus package
- d. the **tutor** has indicated in writing that the course will be taught in accordance with NESA's syllabus
- e. the **tutor** will provide to the principal and the student an assessment program for the course detailing:
  - i. what will be assessed (ie components)
  - ii. when tasks have been scheduled
  - iii. how each task will be assessed
  - iv. how much weight will be given to each task
  - v. what administrative arrangements have been made
- f. the **tutor** will provide assessment marks determined in accordance with syllabus guidelines but these marks will not be used except in the case of illness/misadventure

#### **Documentation and processes for appointment of an outside Tutor**

In the case of any students undertaking a Stage 6 course requiring an Outside Tutor, the Director of Learning for Wellbeing will ensure that the Outside Tutor provides the College with the following documentation:

- ACE 8060 - Section e, i, ii, iii, iv, v
- Evidence of teaching qualifications (original copies)/ experience/ expertise in the course
- Copies of at least three reference and referees
- Evidence of working with children check clearance is verified

All documentation will be forwarded to the principal. The principal or delegated person will evaluate and cross reference ACE 8060 – Section e, i, ii, iii, iv, v to ensure that NESA requirements are being met and undertake a procedure to contact external referees to ensure that the External Tutor has the capacity to deliver the Stage 6 course.

The principal will make the final decision whether the outside Tutor is suitable to deliver the Stage 6 course.

The Director of Learning for Wellbeing will monitor student progress and liaise with the outside Tutor to ensure that:

- Assessment schedules are included in the Stage 6 student handbook.
- Review and verify that assessment tasks are consistent with syllabus outcomes
- Verify that assessment notification for students are consistent and using the College proforma.
- Copies of all Stage 6 teaching programs are uploaded onto the College's Google drive.
- Entry of assessment task marks into Edumate markbook.

In the 2022 HSC Cohort there are no students accessing outside Tutors.

## **7. GRANTING OF APPROVED LEAVE (SCHOOL BASED)**

Granting of leave is a matter for the principal to determine. The principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

**Except in extraordinary circumstances, leave will not be granted from any Year 11 assessment task.**

If a student needs to take leave from an assessment task, they **must apply in writing to the principal at least 2 weeks prior to departure** providing clear evidence as to why leave should be given. Students must wait until the Principal has given permission, before taking leave. Students should not automatically assume leave has been granted. If leave is granted then any assessment tasks due in the time of the leave should be either submitted before the leave OR submitted on the due date.

Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved. Educational progress can be ensured by a variety of means, including assignments set by the school, tuition or private study, attendance at another school, distance education lessons and catching up.

## **8. ACCUMULATION OF HSC**

### **Accumulation of Preliminary and HSC courses**

There is no time restriction on the accumulation of Preliminary courses. Students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course. It will apply regardless of whether the student defers studies for one or more years during the five-year period. Accumulation of HSC courses cannot extend over more than a five-year period. The five-year period is a 'rolling period' so that students wishing to go beyond the five years will have the earliest year's presentation deleted. Students should submit a Higher School Certificate entry by the due date in any year in which they attempt an HSC course.

Students who are accumulating courses will receive a Record of Achievement or, in the case of candidates studying by self-tuition, a Result Notice for each calendar year of study. These cumulative transcripts will record all Preliminary or HSC courses satisfactorily completed, including repeat attempts.

On completion of the accumulation, all patterns of study requirements must have been met for both the Preliminary and HSC study patterns. They need not be met for each calendar year of accumulation. Students who choose to accumulate must be aware that some courses, including Board Endorsed Courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements.

Students who have completed the requirements for the award of the Higher School Certificate may continue to accumulate units beyond the minimum pattern of study. In general, students may not count more than one 240-hour Board Developed Course in the one subject for the award of the Higher School Certificate.

### **Accumulation of Extension courses**

A student may accumulate an Extension course by presenting the 2 unit HSC course in one year and the related Extension course in a subsequent year within the five-year accumulation period. Extension courses within the VET Curriculum Frameworks may only be undertaken as Preliminary and/or HSC courses by students who are enrolled in, or have completed, the corresponding 240-hour course. While NESAs will make every effort to give reasonable notice of changes to courses, students who choose to accumulate Extension courses must be prepared to accommodate such changes.

### **Repeating**

- A candidate may repeat one or more HSC courses but must do so within the five-year accumulation period
- All satisfactorily completed attempts at HSC courses will be reported on the cumulative Record of School Achievement or Result Notice.
- Students should note that UAC only recognises the most recent attempt as being eligible for inclusion in the calculation of the ATAR.
- In the case of Extension courses, students may repeat the Extension course only or the 2 unit course only or both the 2 unit course and the related Extension course.

### **Implications of repeating**

For students who have already been awarded a Higher School Certificate, and who are repeating a course within the five-year accumulation period, the latest attempt will void all previous results in that course for ATAR calculation purposes.

For students who have completed a 2 unit course and a related Extension course and who wish to change to another course in the same subject area (eg HSC English (Advanced) and HSC English Extension 1 to HSC English (Standard)) the latest attempt will void all previous results in that subject for ATAR calculation purposes.

For students who have not yet completed all requirements for the Higher School Certificate, and who are repeating a course within the five-year accumulation period, the latest attempt will void the previous results in that course both in regard to Higher School Certificate eligibility (i.e. the number of units satisfactorily completed in the current study pattern) and for ATAR calculation purposes.

Note: A student who completes a 2 unit Continuers or Background Speakers language course is not permitted to undertake a 2 unit Beginners course in the same language as a repeat candidate.

### **Repeating and/or accumulating in Mathematics and English Extension courses**

Whether or not a student has accumulated or repeated Extension course 1 and/or Extension course 2, no more than four units each of Mathematics and English may be counted for Higher School Certificate eligibility. The Record of School Achievement reports every unit of Mathematics and English presented for examination by year. The student's latest successfully completed course(s) will be considered for the calculation of an ATAR.

### **Repeating a submitted work**

Students who repeat a course where a submitted work or project is required may not re-submit a work or project that was entered and marked in a previous year without the special permission of NESAs.

## APPEALS

### Procedures for [Appeals against 'N' Determinations](#)

Where a principal has determined that a student is to be issued with an 'N' in any course, the Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to the student, or sent to the student's home address. The Principal will also advise the student's parents or guardians in writing of their right to appeal against the principal's determination. NESA will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent must be included. If a student does not wish to appeal to NESA, the completed Principal's Determination form should be retained at the school.

#### Completion of appeal forms

If a student appeals to the school and the student's appeal is successful at the school level, both the Principal's Determination form and the Student Appeal should be retained at the school. NESA must be advised so that the 'N' determination may be removed and the alternative grade/assessment mark recorded.

If the student's appeal is unsuccessful at the school level, the Principal's Determination form, the Student Appeal, the School Review – Principal's Report form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESA in which case all forms and copies of warning letters must be sent to NESA for review of the appeal.

### Procedures for student appeals against the College

#### School review of assessments

Details of the review procedures are the responsibility of individual schools. NESA 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 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 for individual tasks 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:
  - the weightings specified by the school in its assessment program conform with the NESA's requirements as detailed in the syllabus packages;
  - 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;
    - 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 inform students of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to the Board. The advice on this appeal to the Board should include information about grounds for appeal.

#### Student satisfaction with assessment tasks

- If a student is dissatisfied with a mark and/or assessment task, he or she must discuss this with the appropriate Leader of Learning concerned **within two days**;
- If he/she is still not satisfied, he/she should submit an [Illness Misadventure google form](#) to the Director of Learning for Wellbeing.
- If the situation has not been resolved, parents should write a formal letter to the Principal detailing concerns.
- A committee will be formed comprising the Leader of Learning, Director of Learning for Wellbeing, Assistant Principal and/or Principal to consider all aspects of the appeal.
- Parents will be informed in writing of the school's decision.

#### Appeals to the NESAs

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESAs. There is no provision for appeal against the marks awarded for individual assessment tasks. NESAs will consider only whether:

- (a) the school review process was adequate for determining items
- (b) the conduct of the review was proper in all respects. Since the appeal is directed to the assessment process, the Board will not itself revise assessment marks or the order of merit.

The Board will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

#### Students' evidence and reasons supporting appeals

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.

## SCHOOL BASED REQUIREMENTS FOR PRELIMINARY COURSE

#### [Pattern of study for Stage 6 at St Brigid's Catholic College](#)

Stage 6 is comprised of TWO distinct courses;

- Preliminary Course (Yr.11 – 2022 Term 1 to Term 4 Wk 2)
  - all 2 unit courses are allocated 6 timetabled lessons per cycle
  - all 1 unit courses are allocated 3 timetabled lessons per cycle
- HSC Course (Yr.12 – 2022 Term 4 Wk 3 to 2023 Term 3 Wk 10)
  - all 2 unit courses are allocated 6 timetabled lessons per cycle
  - all 1 unit courses are allocated 3 timetabled lessons per cycle

All 2 Unit Board Developed Courses must be studied for a minimum of 120 hours. On the current College timetable, this equates to 6 lessons per fortnight. Any 1 Unit Board Developed Courses must be studied for a minimum of 60 hours. On the current College timetable, this equates to 3 lessons per fortnight.

*NB: When there are any alterations and/or adjustments to the timetabled face to face allocation for a course, teachers must document in their relevant teaching program evidence that student learning has not been compromised by the reduction of face-to-face teaching.*

All students undertaking the Preliminary Course in 2022, MUST enrol in at least 12 units of Preliminary course + at least 1 Unit of a Religious Education course.

Students wanting to undertake the study of Extension courses in English and/or Mathematics will need to seek advice from the respective Leader of Learning. Students enrolling in either Preliminary Extension courses of English and/or Mathematics **will not be able to discontinue** these courses until the end of the Preliminary Course, as they will not satisfy NESA requirements.

The pattern of study MUST include;

- at least six units of Board Developed courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value (or greater); and
- at least four subjects
- no more than six units of Science
- at least one unit of Religion
- students MUST firstly satisfy the requirements for Year 11 Preliminary Course before attempting the HSC Course

At the end of the Year 11 Preliminary Course Term 4 Week 2, students will be entitled to discontinue the Exploring Early Childhood and Sport Lifestyle & Recreation courses.

## STAGE 6 PRELIMINARY COURSE REPORTING

Amended: 8 February 2021

Reporting at St Brigid's indicates the academic grade achieved. This is an A-E grade based on the Common Grade Scale (see below).

### Academic Grades

Reporting is the process of providing feedback to students, parents, and other teachers about students' progress. At St Brigid's Catholic College, parents will receive an academic report mid-way through the preliminary course (mid-May 2022) and an end of the preliminary course in early October 2022. The report also includes the Learning Review (see below).

Students will be assigned a grade from A to E according to the Stage 6 Preliminary Course Common Grade Scale. The Common Grade Scale describes performance at each of the five grade levels.

<b>A</b>	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.
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	In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>	The student demonstrates a 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.
<b>C</b>	The student demonstrates a 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.
<b>D</b>	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.
<b>E</b>	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.

### Academic Marks

Students will also be assigned academic marks in conjunction with the Stage 6 Preliminary Course Common Grade Scale. Marks will help students to distinguish their level of performance at each of the five grade levels. NB: the mark range will differ depending on the subject and type of question being asked.

At the completion of marking assessment tasks, teachers will enter the raw marks into the Compass mark book. The Compass mark book will process the raw marks and calculate the result as a percentage and allocate the appropriate A to E grade for the task. The Compass mark book settings are configured to the following cut-offs:

Grade	Task cutoffs	Grade cutoffs
<b>A</b>	85%	85%
<b>B</b>	65%	65%
<b>C</b>	45%	45%
<b>D</b>	25%	25%

E	0%	0%
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## STAGE 6: ASSESSMENT POLICY & PROCEDURES

### Assessment Guidelines and Procedures

Published: 8th August 2022

The College Assessment Policy has been developed in consultation with Board of Studies documents in this field, [HSC Assessment Checklist \(1989\)](#), [HSC Assessment: A Guide to Developing Procedures in Schools \(1997\)](#) and is consistent with the requirements of the current syllabuses and the standards-referenced approach to assessing student achievement.

Students are given in writing, with at least 2 weeks' notice the following:

- the date that the task was issued to the class
- the date that the task is due
- the outcomes being assessed in the task
- weighting for the task as prescribed on the preliminary course assessment schedule published in this document
- nature of the task as aligned to the prescribed outcomes
- the marking criteria guidelines.

The purpose of the notice is to remind students of the task and to give them sufficient warning to prepare for the task. Teachers should use the [common assessment proforma](#) to provide consistency for students.

All Stage 6 HSC course assessment tasks will be posted in an electronic format onto Hapara. Upon receiving the notification of an assessment task, all students in the class must 'sign off' to acknowledge that they have received a copy of the assessment task and are aware of the date that it is due for submission. Teachers generate the ['sign off' proforma](#) by accessing the Curriculum Administration site. Once all students have completed the form, staff should make a copy, sign, and keep one on file and hand one into the Leader of Learning to sight, sign and file with the Director of Learning.

NB: It is recommended that the assessment task be due on a day that students have a lesson to ensure that students submit and complete all relevant documentation for the task.

### Check-in points, Feedback and Marking Guidelines

Teachers will create a card on Hapara that allows students to show progress and completion of set work that supports assessment tasks. Teachers will check-in on students' work using the traffic light system to determine student progress prior to final submission. Parents will be notified during this time by email about how their child is progressing. It is encouraged that students use this to demonstrate learning and outcomes to support their final submission. It is during this time that the students should seek feedback for draft work and make improvements prior to submission.

It is important that students hand in work using the Hapara card set by the class teacher. Whilst the teacher will provide the card that is needed to submit the task students will be required to finalise this task prior to the date/time. Failure to use the submit on the due date and time will mean that students must complete an [Illness Misadventure google form](#). This will go to a panel including the Leader of Learning, Director of Learning for Wellbeing, and the Assistant Principal who will review and make a final decision. The Leader of Learning will inform the class teacher and student of the final outcome by email.

**Note: the date stamp on the google task will be an indicator of teacher marking requirements.**

Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks in line with the quality of their work in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

Providing meaningful feedback is essential to assist student learning. Feedback to students could incorporate the marking guidelines for that task, with class discussion focused on the guidelines and a reflection on individual student performance as compared to these standards. Feedback should feed-forward and allow students to demonstrate further success.

This may be different for VET students will be working with competency based assessment.

The College reserves the right to change the date of any set task and/or the nature of the task, provided there is at least two weeks' written notice given to the students. At least a week's notice of extensions to assessment tasks will also be given.

Students will not receive and have assessment tasks due in the "blackout" period prior to the Trial examinations or during the exam period. Students will be given every opportunity to prepare effectively for their Trial examinations. Like all assessment tasks, a [Trial examination notification](#) should be given out at least 2 weeks prior to the exam period.

In the case that an assessment task fails to discriminate between students, the principal reserves the right to either reduce the weight of the assessment task or initiate a substitute task that will be applied to make up the difference.

All Stage 6 preliminary student assessment grades will be recorded, stored and archived on Compass servers.

## **Extensions**

In general, students will not receive extensions for foreseeable circumstances, eg students could not complete work because they had sports training. It is expected that students will manage their time effectively and adequately plan the completion of assessment tasks.

**NB: Classroom teachers are not permitted to grant extensions; the Director of Learning for Wellbeing will have oversight of this.**

Students making a request for an extension to an assessment task must follow the following procedure:

- Complete the [Illness Misadventure Google form](#)
- The request must be received not less than three days before the due date;

The Director of Learning for Wellbeing will forward the student's request for an extension to the appropriate Leader of Learning who will review the documentation, speak with the student and make a decision based on the evidence in consultation with the Director of Learning for Wellbeing. The Leader of Learning will inform the classroom teacher and student of the decision.

NB: Requests at shorter notice will only be accepted in exceptional circumstances only. Students should have an organised approach to their studies to reduce the risk of requiring misadventure and make sure the request is a priority if they would like consideration.

## Submission of Assessment Tasks

Electronic based assessments are to be finalised via Hapara no later than **2:30 pm** on the due date. Students are required to submit their assessment tasks on the card (on Hapara) set by the class teacher. The teacher will then remove the card during the two-week marking period.

Due to the nature of our learning at St Brigid's, submission of tasks are done via Hapara. There will be a specific card that highlights the submission of the task. The expectation is that students complete their assessment task on this card to show evidence of learning.

In the case of courses with a practical component such as Visual Art, Industrial Technology, etc, students must adhere to the instructions given by classroom teachers on time and location where practical works are to be submitted e.g. Art related projects are to be submitted to the classroom teacher in the Visual Arts room no later than 2.30pm.

The late submission of an assessment task will affect the student's overall grade for that course. Students who do not submit the task on Hapara or work on the task after the date and time will receive a self-imposed penalty.

The expectation by the College is that all students will submit assessment tasks for all enrolled courses on the due date.

Students that do not submit an assessment task by the due date **must** complete an [Illness Misadventure Appeal Form](#) and attach a copy of any validated documentation e.g. a doctor's certificate. The Director of Learning for Wellbeing will forward the Illness/Misadventure Appeal Form to the appropriate Leader of Learning who will review the documentation, speak with the student and make a decision based on the evidence in consultation with the Director of Learning for Wellbeing. The Leader of Learning will inform the classroom teacher and student of the decision.

### Absence on the date of an in-class test or examination

If a student is absent on the day of an in-class test or examination they need to follow one of these courses of action:

- If you know you will be away, inform your class teacher in advance so that alternate arrangements may be made if the absence is found to be justifiable; or
- If you are taken suddenly ill or are subject to misadventure, you should telephone the College (43584278) on the morning that the task was due and ask that the Director of Learning for Wellbeing be notified that you will be absent and give a short explanation of the circumstances. The Director of Learning for Wellbeing will notify the relevant teacher that the student will be absent from the task. Upon return to the college the student must present to the Director of Learning for Wellbeing any evidence for the absence eg doctor's certificate so that if the absence is found to be justifiable alternative arrangements can be made.

NB: In either of the above situations, students **must** submit an [Illness Misadventure google form](#).

### Absence on the due date for submission of an Assessment Task

Students are still responsible for ensuring that the work is submitted on time. Electronic submission of assessment tasks will be made using Hapara as above stated. The deadline for the submission of any electronic task is 2:30pm on the due date.

- It is the student's responsibility to finish the assessment task by the due date and time;

- It is the student's responsibility if it is anticipated that work will not be completed on time, to negotiate well in advance of the due date, by filling out an [Illness Misadventure google form](#) three days prior to submission; and
- It is recommended that students should submit whatever progress work has been completed at that time e.g. drafts, plans, rough work etc. This will be assessed by the teacher and marks may be awarded.

It is a requirement of the College that all assessment tasks are completed. Failure to complete any assessment task may result in a student receiving an N-determination (Not Achieved or Not Demonstrated).

Even if a student will receive zero for an assessment task, they should be made aware that failure to submit the task may cause them to receive an "N- determination" for the subject. In other words, a student is still required to submit the assessment task otherwise they will be recorded as having not achieved the subject outcomes.

Parents will be notified by email about a non-submission of a task. If the student does not submit a task following the initial email parents will be notified formally with "N" Warning letter. The expectation is that students submit even post due dates.

### **Illness/Misadventure**

If a student is unable to attend an examination or complete an assessment task, or if their performance is affected by illness, misadventure or hardship, then students have the right and responsibility to lodge an Illness/Misadventure Appeal form.

Lodging an appeal is a formal process. Students wanting to lodge an Illness/Misadventure Appeal, will need to complete and submit the [Illness Misadventure Google form](#). The Director of Learning for Wellbeing will forward the request for Illness/Misadventure to the relevant Leader of Learning who will assess the circumstances supporting the Illness/Misadventure in consultation with the Director of Learning for Wellbeing, and inform the teacher, student and parent of the outcome of the appeal as soon as possible.

The Illness/Misadventure Appeal cannot be used in the following cases:

- loss of preparation time;
- work placements, sporting activity or other extra curricular activity;
- alleged inadequacy of teaching;
- loss of study time or facilities, prior to any assessment task;
- misreading of an examination timetable or assessment schedule.

## **ACADEMIC INTEGRITY AND MALPRACTICE**

Ref: ACE 9022

All work presented in Stage 6 assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to an award of zero for the task.

All Stage 6 Year 11 students successfully completed the NESA program [All My Own Work](#) (AMOW) in Term 4 Year 10. Through the completion of the AMOW modules, students are aware of their responsibilities regarding the correct acknowledgment of references in assignments, projects and any other school related academic activity.

**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.

**Is the late submission of a task or a non-serious attempt considered malpractice?**

Late submission of assessment tasks may be malpractice where it is proven a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice, such as illness, technical or transport issues or lack of motivation.

Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt. Where the school applies a penalty for a frivolous or offensive response, the issue should be recorded on the malpractice register.

**Process for students engaged in malpractice**

Should a student be proven to engage in malpractice, including plagiarism, this will impact on their grade. The following process will be followed:

- Teacher reports the incident using the *Academic malpractice* google form. Director of Learning for Wellbeing refers incident to the relevant Leader of Learning to review the issue and interview the student
- Decision made by the Leader of Learning in consultation with the Director of Learning for Wellbeing and notifies the teacher, student and parents of the outcome.

Students have the right to appeal this decision if there are extenuating circumstances which need to be considered. The student is responsible for contacting the Director of Learning for Wellbeing to lodge an appeal and to have the situation re-assessed.

**“N” – determination**

When students have failed to complete set assessment tasks, the classroom teacher will discuss this matter with the Leader of Learning and send an email home to the parent/guardian. The classroom teacher should have notified the parent prior to the due date about lack of work and

ethic. The Leader of Learning will discuss the matter with the student and classroom teacher. The Leader of Learning will refer the matter to the Director of Learning for Wellbeing. The Director of Learning for Wellbeing will consult with the Principal and/or Assistant Principal to make a determination. The student and parents will be informed of the outcome and if required an "N"-determination Warning Letter will be issued by either the Principal or Assistant Principal.

Warning letters are issued to parents/guardians informing them of the issue. These warning letters must be treated seriously. One letter means that the student will have time to complete the task. Two letters indicates that the student is at risk of an unsatisfactory grade in this subject.

An "N"-determination is only determined as a last resort. At least two warning letters must have been sent to the parent/guardian before an "N" determination can proceed. The "N" determination can be nullified by the student by complying with the requests in the letter by the specified date.

NSW Educational Standards Authority lists 3 criteria for the satisfactory completion of a course.

1. A student must have followed the course developed or endorsed by NESAs.
2. A student must apply themselves with diligence and sustained effort to all set tasks.
3. A student must achieve some or all of the course outcomes.

If a student receives an "N" determination in one or more subjects the RoSA is not awarded.

### **Appeals against school final Year 11 RoSA grades**

Students wishing to appeal against the grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to their principal. In order to be successful in such appeals, students would need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the College. If the appeal is upheld, the principal should send notification of the new grade(s) to NESAs.

The recommended procedures from NESAs is outlined below.

- 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 for individual tasks 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 College to ascertain whether:

- 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
- there are no computational or other clerical errors in the determination of the assessment mark.

Provided the Principal is satisfied that these conditions have been met, no change to the final grade will be made.

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

## **STAGE 6: EXAMINATION RULES & PROCEDURES**

### **Teaching staff**

The scheduling of Stage 6 examinations at St Brigid's will be convened for:

- Year 11 – Term 3 Weeks 9 & 10
- Year 12 – Term 3 Weeks 3 & 4

Students at St Brigid's will complete an end of course Preliminary and Trial HSC examination. This aims to support their engagement and growth in practicing examination techniques leading into their final HSC examinations.

The Director of Learning for Wellbeing is responsible for purchasing externally prepared examinations and ensuring that they are stored in a secure location at the College. Prior to the examination block all stage 6 teachers will be permitted to review the examination paper and where deemed necessary make adjustments to the paper. Any adjustment made to the examination paper must be made in consultation with the Director of Learning for Wellbeing.

The Director of Learning for Wellbeing will:

- Ensure that examination papers are stored in a secure location.
- Maintain an adequate supply of examination answer booklets are printed and stored in a secure location

The Administration Coordinator will:

- develop the examination timetable for the examination block
- publish copies for both staff and students.
- publish the supervision roster for staff at least 1 week prior to the first scheduled examination.

Teachers that are rostered on for the start of the examination will collect the examination papers and answer booklets from the secure location.

Supervising teachers are to **ACTIVELY SUPERVISE** during the exam. No class work/ marking/ newspapers etc. is to be taken into the examination room.

Staff are requested to consult the supervision timetable and to please move promptly to their allocated duty.

When a supervisor believes that a student has breached any of the examination rules, they are to;

- Officially warn the student regarding the breach
- Record the incident in the *Examination Incident Log Book* located in the examination room
- Bring the matter to the attention of the Director of Learning for Wellbeing

Students leaving the exam room to go to the toilet should be for extreme cases only. If a student does leave the exam room to go to the toilet, the event must be entered in the *Examination Incident Log Book*.

**Students are not permitted to go to the toilet during the first and last 30 minutes of an examination**

**No student is to leave any examination early.**

At the conclusion of the exam, the supervising teacher will collect all the test materials and return to the Director of Administration.

## Student examination rules and procedures

### Equipment requirements

Students must have organised the following equipment and stored in a clear plastic sleeve and be of graffiti;



- black/blue pens
- red pen
- pencil
- eraser
- ruler
- calculator (Board of Studies approved)

During the examination, students will not be allowed to borrow equipment from other students  
The following rules and procedures will operate during all Stage 6 formal examinations:

- A. Students will receive information in advance on the examination timetable from the Director of Administration.
- B. Students who have been granted special provisions such as reader/writer/additional time will be given separate supervision. The learning support team will provide this information.
- C. Students with special provisions should report to the examination room before moving to the location for their examination.
- D. Students should seek information prior to exam about the equipment they will require for the exams.
- E. Students should be well prepared and have with them all the necessary equipment such as a number of pens, pencils, rulers, staplers, mathematical equipment, calculators etc. Students should place all equipment such as pens, rulers, calculators etc. into a clear plastic sleeve or clear pencil case. No other type of pencil case will be permitted in the exam room.
- F. No food is to be taken into the examination room.
- G. If a student is absent on the day of an examination, students need to complete an Illness Misadventure Form
- H. Students are to wear full school uniform to all examinations.
- I. Students must arrive at the examination room at least fifteen minutes before the scheduled time of the examination
- J. The Director of Learning for Wellbeing will place cards with each student's name, NSW Education Standards Authority number and subject list on the desks.
- K. No mobile phones or other electronic devices are to be brought into the examination room unless these form part of the task requirements. Any student found to have a device on his/her person or who accesses his/her device during an examination is liable to receive zero marks for the examination. Students will be informed about arrangements for the secure storage of bags and mobile phones.
- L. All students must line up outside the examination room in alphabetical order unless given other instructions.
- M. The supervising teacher/s will check each student's paper, pens, etc. as the student enters the room.
- N. Students are not to enter the examination room until directed to do so. When students arrive at their allocated desks, they will find:
  - i. a place card with their name and NSW Education Standards Authority number, and subject list
  - ii. writing booklets
  - iii. examination paper
- O. During examinations, students are to use only their NSW Education Standards Authority number to identify themselves. They must not write their name on any examination answer booklets.
- P. The examination will commence at the scheduled time. All examinations have designated 'reading time', and during this time students are not permitted to write. At the conclusion of the reading time, students will be instructed to commence the examination.
- Q. Students who arrive late to an examination without a reasonable explanation will not be granted additional time
- R. Only clear water bottles will be permitted in the examination room.
- S. There should be no speaking in the examination room.

- T. Students must not behave in a manner that is likely to disturb any other student.
- U. Students must remain in the examination room for the duration of the examination. No student will be permitted to leave the examination before the conclusion of the examination.
- V. The examinations will be collected before all students leave the hall. Any “non attempts” of sections or questions in the examination must be noted as such.
- W. Toilet breaks will be supervised and at the discretion of the supervisor. No toilet breaks will be permitted during the first 30 minutes and the last 15 minutes of the examination. A record will be kept of toilet breaks.
- X. There should be no borrowing of equipment during the examination.

## PRELIMINARY COURSE ASSESSMENT SCHEDULES

The following pages contain a concise summary for all the mandatory assessment tasks for the Year 11 Courses 2022.

All assessment schedules are based on the new NESA syllabus requirements for Stage 6 assessment for Preliminary course.

### Important points to note

- Outcomes assessed may vary depending on the content covered.
- **If an assessment task fails to discriminate between students, the weight of an assessment task may be reduced and a substitute task will be applied to make up the difference.**

#### **Variation from the published assessment schedule/ calendar**

Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment Task once it has been given in writing to students, the appropriate Leader of Learning will negotiate a new date with the Director of Learning for Wellbeing and advise the students in writing. Wherever feasible the teacher will endeavour to consult with the classes affected, but this will not always be possible.

The three key principles in this procedure will be that;

- the date will not generally be made earlier than that originally advised
- the weighting of the Task in the overall Assessment Program will not be varied
- every consideration will be given to ensure that students do not suffer disadvantage.

Other variations from the published student assessment schedule, including assessable outcomes for a specific task, may be altered at the discretion of the teacher and that the Director of Learning for Wellbeing has been made aware of the situation. Teachers must complete a Change of Assessment Notification Sheet before any amendments are distributed to students.

## Agriculture

Task number	Task 1	Task 2	Task 3	
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Nature of task	Farm Case Study	Plant Research Assignment	Yearly Examination	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9–10	
<b>Outcomes assessed</b>	P1.1, P1.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.3, P4.1	P1.1, P1.2, P5.1	
Components				Weighting %
Knowledge and understanding of the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems	10		10	<b>20</b>
Knowledge and understanding of the impact of innovation, ethics and current issues on Australian agricultural systems	5	5	10	<b>20</b>
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner	10	5	5	<b>20</b>
Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing	10	10		<b>20</b>
Skills in effective research, experimentation and communication	5	15		<b>20</b>
<b>Total %</b>	<b>40</b>	<b>35</b>	<b>25</b>	<b>100</b>

## Biology

Task Number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Depth Study	In class assessment	Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 6	Term 3 Week 9 Exam Block	
<b>Type</b>	<b>Collaborative</b>	<b>Independent</b>	<b>Independent</b>	
<b>Outcomes assessed</b>	BIO11-1, BIO11-2 BIO11-3, BIO11-4 BIO11-6, BIO11-7 BIO11-8, AND/OR BIO11-9	BIO11-3, BIO11-4 BIO11-5, BIO11-7, BIO11-10	BIO11/12-1 to BIO11-11  All Outcomes	
<b>Components</b>				<b>Weighting %</b>
Skills in Working Scientifically	20	30	10	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
Total %	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Business Studies

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Media File &amp; Mini Business Report</b> Nature of Business	<b>Small Business Plan</b> Business Management & Business Planning	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 7	Term 2, Week 10	Term 3, Week 9	
<b>Outcomes assessed</b>	P1, P2, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	5	15	20	<b>40</b>
Stimulus-based skills	10		10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms		10	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Chemistry

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	In Class Practical Task and Report-Separation of Mixtures	Depth Study - Copper Reactions & Quantitative Chemistry	Yearly examination	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 10 (starts in week 8 of term 1)	Term 3, Week 9 Exam Block	
<b>Outcomes assessed</b>	<b>Independent</b>	<b>Collaborative</b>	<b>Independent</b>	
<b>Outcomes</b>	CH11-2 ,CH11-3 CH11-4 ,CH11-6 CH11-7, CH11-8	CH11-1. CH11-2 CH11-3, CH11-5 CH11-9	CH11-1 to CH11-11 All Outcomes	
<b>Components</b>				<b>Weighting %</b>
Skills in Working Scientifically	20	30	10	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
Total %	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Community and Family Studies

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Media Analysis</b> Resource Management	<b>Case Study</b> Individuals & Groups	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 7	Term 3 Exam Block	
<b>Outcomes assessed</b>	P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P3.2, P4., P4.2, P6.2	P1.2, P2.2, P2.4, P3.1, P3.2, P4.2, P6.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	15	15	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Design and Technology

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Designer Research Task</b> Research Task with Submitted written response	<b>Mini Major Design Project</b> Project and Folio	<b>Yearly Examination</b> Examination – written response	
<b>Timing</b>	Term 1, Week 7	Term 3, Week 4	Term 3, Weeks 9–10	
<b>Outcomes assessed</b>	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	10	30	20	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



## Drama

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Improvisation, Playbuilding and Acting</b> Group performance presentation, log book analysis of playbuilding and improvisation process including evaluation of development, decisions regarding the manipulation of theatrical elements and student contribution/collaboration	<b>Elements of Productions Individual Project- Performance/design</b> Study of Australian play- presentation of monologue from play or submission of design project, review, script. Logbook submission including creative process.	<b>Theatrical styles and influential Directors</b> Performance essay on the influence of two directors. Presentation of group performance influenced by ideas and approaches of selected directors including logbook.	
<b>Timing</b>	Term 1, Week 10	Term 2, Wk 10	Term 3, Wk 10	
Outcomes assessed	P1.1, P1.3, P1.5	P1.4, P1.5, P2.2, P2.5 P3.1, P3.4	P1.6, P2.3, P3.2, P3.3	
<b>Components</b>				<b>Weighting %</b>
Making	20	10	10	<b>40</b>
Performing	10	10	10	<b>30</b>
Critically Studying		10	20	<b>30</b>

<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
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## Economics

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	Research task Consumers and Business	Stimulus based task Labour Markets	Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9	
<b>Outcomes assessed</b>	P1, P2, P7, P10, P12	P8, P9, P10, P11	P3, P4, P5, P6, P7, P11	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills		10	10	<b>20</b>

Inquiry and research	10	10		<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## English - Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Workplace portfolio	Travel Blog	Collection of classwork	
Timing	Term 1, Week 11	Term 2, Week 10	Term 3, Week 10	
Outcomes assessed	ES11-2, ES11-3, ES11-4 ES11-10	ES11-5, ES11-6, ES11-7, ES11-9	ES11-2, ES11-4, ES11-5, ES11-6, ES11-7	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## English - Standard

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Reading to Write:</b> Imaginative text with reflection	<b>Contemporary Possibilities:</b> Interactive ICT presentation (multimodal presentation)	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 7–8	
<b>Outcomes assessed</b>	EN11-3, EN 11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English - Advanced

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Reading to Write</b> Imaginative text with reflection	<b>Narratives that Shape our World</b> Multimodal presentation	<b>Yearly examination</b> Critical response	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 7–8	
<b>Outcomes assessed</b>	EA11-3, EA11-4, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English - Extension

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Imaginative Response	Multimodal TED Talk	Yearly Exam	
<b>Timing</b>	Term 1, Week 10	Term 3, Weeks 1	Term 3, Week 10	
<b>Outcomes assessed</b>	EE11-1, 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, EE11-5	
Components				Weighting %
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Food Technology

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Food Quality</b> Individual practical & analysis report	<b>Nutrition Investigation</b> Research & individual practical	<b>Yearly Examination</b> Examination – written response	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 9–10	
<b>Outcomes assessed</b>	P2.2, P3.2, P4.1, P4.4	P2.1, P3.1, P3.2, P4.2, P4.3, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P5.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content		10	30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## French-continuers

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Recounting an event  Family, friends & lifestyle	Designing an information brochure  Environment – food and nutrition	Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Exam	
<b>Outcomes assessed</b>	1.1, 1.2, 1.3, 1.4, 3.1, 3.2	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Components				Weighting %
Listening	20		10	<b>30</b>
Reading		20	10	<b>30</b>
Speaking	10		10	<b>20</b>
Writing		10	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Geography

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research Task</b> Biophysical Interactions	<b>Case Study Investigation</b> Global Challenges	<b>Senior Geography Project</b>	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9	
<b>Outcomes assessed</b>	P1, P2, P3, P6, P7, P8	P1, P4, P5, P6, P8, P12	P7, P8, P9, P10, P11, P12	
Components				Weighting %
Knowledge and understanding of course content	15	20	5	<b>40</b>
Geographical tools and skills	10		10	<b>20</b>
Geographical inquiry and research, including fieldwork	5	5	10	<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## Industrial Technology (timber products and furniture Industries)

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Industry Case Study</b> Research Task with Submitted written response	<b>Mini Major Project</b> Submitted Project and Design Folio	<b>Yearly Examination</b> Examination – written response	
<b>Timing</b>	Term 2, Week 4	Term 3, Week 6	Term 3, Weeks 9–10	
<b>Outcomes assessed</b>	P1.1, P1.2, P3.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	30	20	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Investigating Science

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	First Hand Investigation	Depth Study	Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, week 3	Term 3 Week 9 Exam Block	
<b>Type</b>	<b>Collaborative</b>	<b>Independent</b>	<b>Independent</b>	
<b>Outcomes assessed</b>	INS11-1,INS11-2 INS11-3, INS11-4 INS11-7,INS11-8	INS11-1, INS11-5 INS11-6, INS11-7 INS11-9	INS11-1 - INS11-11 All Outcomes	
<b>Components</b>				<b>Weighting %</b>
Skills in Working Scientifically	20	30	10	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Legal Studies

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Class Test</b> The Legal System	<b>Case Study</b> The Individual and the Law	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9	
<b>Outcomes assessed</b>	P1, P2, P3, P8	P5, P6, P7, P8	P1, P2, P4, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Analysis and evaluation		10	10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Mathematics Standard 2

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Personal Finance Report</b> Topics F1.1, F1.2	<b>Investigation</b> Topics M1.1, M1.3	<b>Yearly Examination</b> Topics F1, A1, A2, S1, S2, M1, M2	
<b>Timing</b>	Term 1, Week 7	Term 2, Week 8	Term 3, Week 9	
<b>Outcomes assessed</b>	<b>Outcomes assessed</b> MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	<b>Outcomes assessed</b> MS11-3 MS11-4 MS11-6 MS11-8 MS11-9 MS11-10	<b>Outcomes assessed</b> MS11-1 to MS11-10	
<b>Components</b>				<b>Weighting %</b>
Understanding, Fluency and Communicating	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Mathematics Advanced

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>In Class Test</b> Topics: Basic Arithmetic & Algebra	<b>In class open book test</b> Topics: Trigonometric Ratios Linear Functions Plane Geometry	<b>Yearly Examination</b> All Preliminary Topics	
<b>Timing</b>	Term 1, Week 7	Term 2, Week 6	Term 3, Week 9	
<b>Outcomes assessed</b>	P.2, P.3, P.4, P.5	P.2, P.3, P.4, P.5	P.2, P.3, P.4, P.5, P.6, P.7, P.8,	
Components				Weighting %
Concepts, skills and techniques	10	20	20	<b>50</b>
Reasoning and communication	20	10	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Mathematics [Extension 1]

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>In Class Test</b> Topics Basic Arithmetic & Algebra, Circle Geometry, Polynomials	<b>In Class Open Book Test</b> Topics Trigonometric Ratios, Linear Functions	<b>Yearly Examination</b> All Preliminary Topics	
<b>Timing</b>	Term 1, week 9	Term 2, Week 6	Term 3, Week 9	
<b>Outcomes assessed</b>	<b>Outcomes assessed</b> PE-2, PE-3, PE-6	<b>Outcomes assessed</b> PE-2, PE-3, PE-6	<b>Outcomes assessed</b> PE-2, PE-3, PE-4, PE-5, PE-6	
<b>Components</b>				<b>Weightings %</b>
Concepts, skills and techniques	20	10	20	<b>50</b>
Reasoning and communication	10	20	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## Modern History

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Source analysis</b> Investigating Modern History	<b>Research and essay</b> Historical Investigation	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	
<b>Outcomes assessed</b>	<b>Outcomes assessed</b> MH11-6 MH11-7 MH11-10	<b>Outcomes assessed</b> MH11-1 MH11-6 MH11-7 MH11-8 MH11-9	<b>Outcomes assessed</b> MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-9	
<b>Components</b>				<b>Weightings %</b>
Knowledge and understanding of course content	<del>10</del> 15	<del>10</del> 5	20	<del>40</del>
Historical skills in the analysis and evaluation of sources and interpretations	<del>10</del> 5	5	10	<del>20</del>
Historical inquiry and research	<del>5</del> 10	<del>15</del> 10		<del>20</del>
Communication of historical understanding in appropriate forms	<del>5</del>	5	10	<del>20</del>
<b>Total %</b>	<b>30</b>	<del>30</del> 35	<del>40</del> 35	<b>100</b>

**Commented [1]:** @monique.smith@dbb.catholic.edu.au @luke.richardson1@dbb.catholic.edu.au Can you please let me know where the components will change to meet the changed weightings?

**Commented [2]:** from my understanding task 1 is still the same. However task 2 was worth a total of 30% and Yearly Exam was 40%

**Commented [3]:** I have made some suggestions to what I think it right. Might need to triple check it.

**Commented [4]:** Evening all, I sent home to the parents that the weighting for the last two tasks will be 35% each. Sorry for the delay. Mon

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**Commented [14]:** from my understanding task 1 is still the same. However task 2 was worth a total of 30% and Yearly Exam was 40%

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**Commented [16]:** Evening all, I sent home to the parents that the weighting for the last two tasks will be 35% each. Sorry for the delay. Mon

# Music 1

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<p><b>Aural Skills</b> Response to Aural excerpts using a range of concepts</p>	<p><b>Presentation of Performance and Viva Voce</b> Topics 1 and 2: <u>Solo or ensemble performances and viva voce</u> with reference to the stylistic features - use of the concepts within each of the two performances</p>	<p><b>Composition Portfolio and Aural Analysis</b> Topic 3: <u>Submission of Composition and Portfolio</u> - a process diary showing evidence of musicological research of stylistic features, a record of ideas and compositional techniques used.  <u>Aural exam</u> - Analysis of four musical excerpts</p>	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8 - Comp/Portfolio  Term 3, Week 9 - Aural Exam	
<b>Outcomes assessed</b>	P2, P4, P6, P7, P8, P10, P11	P1, P4, P5, P6, P7, P9, P10, P11	P2–P8, P10, P11	
<b>Components</b>				<b>Weightings %</b>
Performance		25		<b>25</b>
Composition			25	<b>25</b>
Musicology		15	10	<b>25</b>

Aural	20		5	<b>25</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Personal Development, Health and Physical Education

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research and Presentation</b> Better Health for Individuals	<b>Practical Analysis</b> Body in Motion	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9	
<b>Outcomes assessed</b>	P1, P2, P3, P4, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1–P12	
<b>Component</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	10	<b>40</b>
Skills in critical thinking, research, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## Physics

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Practical Investigation</b>  Kinematics/ Dynamics	<b>Depth Study</b>  <b>Research and Presentation</b>  Waves and Thermodynamics	<b>Yearly Examination</b>	
<b>Timing</b>	Term 2, Week 2	Term 3, Week 2	Term 3, Week 9 Exam Block	
<b>Outcomes assessed</b>	PH11-1, PH11-2 PH11-3, PH11-4 PH11-5, PH11-7 PH11-8, PH11-9	PH11-1, PH11-2 PH11-3, PH11-4 PH11-5, PH11-6 PH11-7, PH11-9 AND/OR, PH11-10	PH11-1 to PH11-11  All Outcomes	
<b>Components</b>				<b>Weightings %</b>
Skills in Working Scientifically	20	30	10	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Society and Culture

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Oral Presentation</b> The Social and Cultural World	<b>Research Task</b> Personal and Social Identity	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9	
<b>Outcomes assessed</b>	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P3, P4, P7, P8, P9	
<b>Components</b>				<b>Weightings %</b>
Knowledge and understanding of course content	10	20	20	<b>50</b>
Application and evaluation of social and cultural research methods	10	10	10	<b>30</b>
Communication of information, ideas and issues in appropriate forms	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Studies of Catholic Thought 1

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research and Report.</b> Who is a human Person?	<b>Multimedia Presentation</b> The trinitarian God and Creation.	<b>Yearly Examination</b> <b>Focus on</b> The Re-imagining of Creation.	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	
<b>Outcomes assessed</b>	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,SCT11-7 SCT11-10	
<b>Components</b>				<b>Weighting %</b>
Knowledge	10	10	20	<b>40</b>
Religious skill in a) using scripture and Catholic Church. b) documents and other relevant sources.	10	5	5	<b>20</b>
Inquiry and Research Skills.	5	10	5	<b>20</b>
Communication in appropriate forms and use of SST's.	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Studies of Religion 1

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research and Report.</b> Nature of Religion and Beliefs	<b>Multimedia Presentation</b> Religious Tradition Study Islam	<b>Yearly Examination</b> <b>Focus on</b> Religious Tradition Study Christianity	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	
<b>Outcomes assessed</b>	P1, P2, P6, P8	P4, P5, P6, P7, P8, P9	P1, P2, P5, P8, P9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Source-based skills			20	<b>20</b>
Investigation and research	10	10		<b>20</b>
Communication of information, ideas and issues in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Studies of Religion II

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research and Report.</b> Nature of Religion and Beliefs	<b>Stimulus Response</b> Religious Tradition Study Judaism	<b>Yearly Examination</b> <b>Focus on</b> Religious Tradition Study Christianity	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 6	Term 3, Week 9	
<b>Outcomes assessed</b>	P1, P2, P6, P8	P4, P5, P6, P7, P8, P9	P1, P2, P5, P8, P9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Source-based skills		10	10	<b>20</b>
Investigation and research	10	10		<b>20</b>
Communication of information, ideas and issues in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>40</b>	<b>100</b>



## Visual Arts

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Exploring Representation</b> Submitted artwork(s) exploring historical and contemporary representations of the body VAPD including the selection of 5–10 seminal artworks annotated to account for historical changes in the representation of the body over time	<b>Developing a Contemporary Practice</b> Submitted Documented Forms: Installation/ Performance/Interactive/ Multimedia VAPD record of the development of a research based practice	<b>Yearly Examination</b> Art Criticism and Art History Written Examination	
<b>Timing</b>	Term 2, Week 5	Term 3, Week 7	Term 3, Week 9	
<b>Outcomes assessed</b>	P1,P2, P3, P4, P5, P6, P7, P8, P10	P2, P5, P6	P7, P8, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Artmaking	30	20		<b>50</b>
Art Criticism and Art History	10		40	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Construction Certificate II

### COMPETENCIES

This VET course is delivered over two years and is not divided into Preliminary and HSC courses.

	Code	Core Units of competency	Hours
	CPCCCM1015A	Carry out measurements and calculations	20
	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	15
	CPCCCM1012A	Work effectively and sustainably in the construction industry	25
	CPCCCM1013A	Plan and organise work	10
	CPCCCM1014A	Conduct workplace communication	10
	CPCCCM2001A	Read and interpret plans and specifications	20
<b>Elective Units of competency</b>			
	CPCCCM2005B	Use construction tools and equipment *	20
	CPCCCA2002B	Use carpentry tools and equipment	10
	CPCCCA2011A	Handle carpentry materials	20
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	25
	CPCCCM2006B	Apply basic levelling procedures	15
	CPCCCM2004A	Handle construction materials	20
	CPCCJN2001A	Assemble components	15
	CPCCJN2002B	Prepare for off-site manufacturing process	10

- Predominantly, assessments are integrated into the many classroom/workplace activities.
- If a student is assessed as Not Yet Competent for any element of an assessment activity, they will be given other opportunities during the course to demonstrate their competence.

## Entertainment Certificate III

### COMPETENCIES

This VET course is delivered over two years and is not divided into Preliminary and HSC courses.

Code	Units and competency			Hours
CPCCOHS1001A	Prepare to Work Safely in the Construction Industry	core	mandatory	10
CUAWHS302	Apply work health and safety practices	core	mandatory	15
CUAIND301	Work effectively in the creative arts industry	core	mandatory	20
SITXCCS006	Provide service to customers	core	mandatory	20
CUALGT301	Operate basic lighting	elective group A	mandatory	25
CUASTA301	Assist with production operations for live performance	elective group A	mandatory	25
CUASOU301	Undertake live audio operations	elective group A	mandatory	25
CUAVSS302	Operate vision systems	elective group A	mandatory	25
BSBWOR301	Organise personal work priorities and development	core	elective	20
CUAPPR304	Participate in collaborative creative projects	core	elective	20
CUASOU306	Operate sound reinforcement systems	elective group A	elective	20
CUASTA202	Assist with bump in bump out of shows	elective group C	elective	20

### Electives units

Unit Code	Unit Title	Qualification	HSC	NESA Hrs
MEM05001	Perform Manual Soldering/Desoldering – Electrical/Electronic Components	Group A Elective	elective	20
HLTAID003	Provide First Aid	Group B Elective	elective	20
CUAMPF304	Make a Music Demo	Group B Elective	elective	25

## Hospitality Certificate II

### COMPETENCIES

VET courses are not divided into Preliminary and HSC courses; the delivery of Units is flexible.

	<b>Code</b>	<b>Core Units of competency</b>	<b>Indicative Hours</b>
	BSBWOR203	Work effectively with others	15
	SITXFSA001	Use hygienic practices for food safety	10
	SITXWHS001	Participate in safe work practices	15
	SITHCCC001	Use food preparation equipment	20
	SITHCCC005	Prepare dishes using basic methods of cookery	40
	SITHKOP001	Clean kitchen premises and equipment	10
	SITHCCC011	Use cookery skills effectively	20
	SITXINV002	Maintain the quality of perishable items	5
		<b>Elective Units of competency</b>	
	SITHIND002	Source and use information on the hospitality industry	20
	SITHCCC002	Prepare and present simple dishes	20
	SITHCCC006	Prepare appetisers and salads	25
	SITHCCC003	Prepare and present sandwiches	10
	SITXFSA002	Participate in safe food handling practices	15
		<b>Food and Beverage stream competency</b>	
	SITHFAB005	Prepare and serve espresso coffee	15

**Times are approximate**

- The table below outlines the main scheduled assessment activities for Year 11.
- Predominantly, assessments of competencies are integrated into the many classroom/workroom activities that are undertaken throughout the course.

## Exploring Early Childhood

Outcomes	Task	Knowledge & understanding	Skills	Weight
1.1, 2.1, 5.1, V1.1	Pregnancy & Childbirth Topic Test & Contemporary Issue	20	10	30
1.2, 2.5, 4.2, 6.1	Virtual Parenting – Performance & Reflective Journal	10	20	30
1.3, 2.2, 2.5, 3.1, 4.1, 4.2, 4.3, V2.1	Module option (group task)	20	20	40
<b>TOTAL</b>		<b>50</b>	<b>50</b>	<b>100</b>

## Sport Lifestyle and Recreation

Outcomes	Topic	Nature of Task	Timing	A	B	Weight
2.1, 3.1, 3.2	Games and Sports Application 1	Research and application of games and sports	Ongoing	20	30	50

2.2, 3.2, 3.3,	Fitness	Research Task and practical fitness	Week 8	30	20	50
	<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100</b>