



XAVIER CATHOLIC COLLEGE BALLINA

ASSESSMENT POLICY

YEAR 11 2025

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Mission Statement

*What does the Lord require of us
but to act justly,
and to love kindness,
and to walk humbly with our God?*

Micah 6:8

Xavier Catholic College Ballina is a Jesuit Companion School and a ministry of the St Francis Xavier Catholic Parish. Our mission is to provide a holistic Catholic education that is world-affirming, encourages study of all reality and seeks wisdom. We strive to develop conscientious leaders and agents of change who are intellectually competent, open to growth, committed to justice, and compassionate in service to others for the greater glory of God.

Assessment in Stage 6

The purpose of this HSC Assessment Handbook is to communicate the policy, procedures and rules in relation to internal assessment at Xavier Catholic College for the 2025/2025 Higher School Certificate. The NSW Educational Standards Authority (NESA) requires that an assessment process be undertaken for award of the Higher School Certificate. All schools must follow NESA regulations.

Student Responsibilities

Each student has the responsibility to:

- Understand NESA's course requirements and procedures for each course of study.
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook.
- Provide written evidence (eg. Doctor's Certificate) of the reason for absence from or late submission of formal assessment tasks.

School Responsibilities

Schools have the responsibility to:

- Provide assessment programs conducted in a fair and reasonable manner.
- Inform students of dates and requirements of assessment tasks.
- Provide students with appropriate information about the nature of the task, the requirements for submission and the aspects of the syllabus under assessment
- Provide students with feedback on their performance, in a timely manner.

Course Completion

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

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

The minimum requirement for the HSC is that students make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

If there is **no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.** It is the responsibility of the teacher to inform their Leader of Learning, who will in turn, inform the Leader of Curriculum and the Assistant Principal: Learning & Teaching. The student will be interviewed and their parents informed in writing, with the original letter kept in the files of the Leader of Curriculum.

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 values or greater (either Board Developed or Board Endorsed courses);
- At least 4 subjects.

To satisfy the pattern of study requirements for the Higher School Certificate, students may count a maximum of six Preliminary units and seven HSC units from courses in Science. All students will be required to sign a Confirmation of Entry Form once course entries have been entered into NESA Schools Online. Any time a change to courses is made students will be required to sign a new NESA Confirmation of Entry. It is the students responsibility to check their individual NESA Confirmation of Entry for accuracy.

At Xavier Catholic College, students must complete **at least one course** in Religious Education (a complete course is of two years duration). Students may elect to move from Studies of Religion II to Studies of Religion I at the end of Year 11 provided they maintain a minimum of ten units of study. It is not possible for students to change from any Studies of Religion course to Catholic Faith in Action/Active Volunteering, other than in exceptional circumstance, as they are distinct courses.

To be Australian Tertiary Admission Rank (ATAR) eligible students must have 10 units of Board Developed courses and opt into all HSC examinations which will contribute to the calculation of an ATAR. It is each student's responsibility to review their pattern of study and understand eligibility requirements for both the HSC and ATAR. Students are strongly advised to regularly review their details online via [Students Online](#).

Assessment Procedures

All students should:

- Ensure they have a copy of and have read the HSC Assessment Handbook and understand all aspects of the policy and procedures regarding assessment.
- Ensure they have a copy of, and read through, the Assessment Schedule for each course.
- Ensure they have an Assessment Task Notification for each assessment task. Students are aware that assessment task notifications are issued electronically and are therefore accessible even when a student is absent at the time a notification of assessment task is distributed. No extra time will be given to a student for a task because they did not receive the Assessment Task Notification when it was distributed, other than exceptional circumstances.
- Submit/complete all tasks.
- Submit work that is the original work of the student. Where the ideas or work of others is used, including the use of Artificial Intelligence such as ChatGPT, full and appropriate acknowledgement is to be made.
- Make every effort to prepare thoroughly for all assessment tasks and present work of quality.
- Complete an Absence from Assessment/Special Consideration form (online) regarding issues with illness or other considerations.
- Keep a copy of each task submitted. Students may be asked to resubmit a task or produce evidence that they have completed a task.

Development of Assessment Policy

Specific advice relating to assessment in individual courses is contained in the syllabuses published by NSW Education Standards Authority (NESA). These documents contain information concerning:

- a) Assessment components
- b) Assessment weightings
- c) Methods of assessment

Each subject area must adhere to the guidelines, components and weightings specified in syllabus and NESA documents.

An Assessment Schedule for each course containing syllabus components, weightings and tasks is developed each year and published in the Year 11 Assessment Policy Handbook.

Year 11 courses and assessment tasks commence in Term 1 of Year 11. Year 11 assessment tasks typically conclude with the end of the examination block in Term 3 of Year 11.

Procedures relating to Assessment Schedules and Administration of Assessment Tasks

Assessment schedules for each course will be distributed near the commencement of Year 11.

The Assessment Schedules are placed on the College website and the Student Hub. This is communicated via an Assessment Information Session, the College Newsletter and parent information evenings.

Three tasks, of which only one may be a formal examination, are considered sufficient to adequately assess the syllabus components of most 2 unit Year 11 courses. Three tasks are generally adequate for 1 unit courses.

The ROSA assessment tasks are designed to assess the outcomes and components of the course. Tasks may include, for example, assignments, research projects, practical tests, depth studies or investigations, viva voce, portfolios, tests of limited scope, presentations or performances. The syllabus contains guidelines for the type of tasks that are suitable for each course.

Assessment Schedules must include the following:

- a) The number of tasks
- b) Timing of tasks, (e.g. Term 2, 2025, etc.);
- c) Nature of each task (project, etc.);
- d) Outcomes being assessed in each task
- e) Syllabus components assessed

Scheduling Assessment Tasks

Year 11 ROSA assessment tasks typically commence in Term 1 of Year 11 and conclude at the end of Term 3 of Year 11.

The Leaders of Learning, in consultation with Year 11 subject teachers, submit proposed dates for HSC assessment tasks to the senior Curriculum team. The Leader of Curriculum and Assistant Principal: Learning & Teaching review the schedule of tasks and liaise with Leaders of Learning to ensure a reasonable distribution of tasks. The timing of tasks is carefully considered to minimise students experiencing undue stress due to a multiplicity of tasks on the same day. Students may be expected to complete two tasks on the same day. Assessment tasks typically should not fall due in the week prior to any scheduled assessment or examination block, unless it is a hand in submission due on the Monday prior to the formal assessment block.

The Year 11 **Assessment Calendar and Assessment Policy booklet** is placed on the College website and provides an overview of all scheduled ROSA assessment tasks. Students are advised of this at the Year 11 Assessment Information

Session (early in Term 1). This information is reiterated at year level meetings, published in the College Newsletter and shared at a parent information evening.

Task values

Tasks should typically be weighted at no less than 10% or more than 40%. A task may assess several outcomes. Assessment tasks scheduled later in the course are typically more heavily weighted.

Assessment in multiple classes

The assessment program and tasks are the same for multiple classes studying the same course.

Leaders of Learning make arrangements to enable students in a particular course to sit a set task at the same time wherever possible. When necessary, arrangements are made for students in a course to be taken out of usual classes to ensure assessment tasks are completed simultaneously.

Leaders of Learning ensure that marking schemes are developed and consistently applied across multiple classes. The assessment task may be marked by one marker per task, or may be shared so that one marker is responsible for one section across multiple classes. For large subject cohorts, pilot marking is used as a process to assist with the consistency of marking.

The Leader of Learning or the teacher overseeing the task will collate all results. Results are reviewed by the Leader of Learning and are to be recorded in the faculty markbook and Compass Markbook. Results will be returned to all class teachers and all students across the course.

Alterations to tasks

No alterations to the Assessment Policy are permitted without the approval of the Subject Leader of Learning, the Leader of Curriculum and the Assistant Principal: Learning & Teaching. If an alteration is approved, amendments must be given to students in writing, typically via Google Classroom and a copy placed on file with the Leader of Curriculum.

Notification of assessment tasks

Students are required to receive a minimum of two weeks' notification prior to an assessment task. It is the student's responsibility to regularly check their Google Classroom to check for task notifications and acknowledge receipt. No extra time will be given to a student for a task because they did not receive the Assessment Task Notification when it was distributed, other than in exceptional circumstances.

Submission of assessment tasks

Each student is expected to perform all the tasks which are part of the Assessment Program to the best of their ability. Students are clearly notified of a due date for each assessment task. Each assessment task will provide clear instructions for submission on the task notification, and these must be adhered to. For hand-in tasks, the typical procedure is to submit via the Google Classroom prior to 9:00 am on the due date. The Leader of Learning or delegated teacher responsible for each task must oversee the collection process. It is preferable for student numbers, not names, to be used when submitting formal assessment tasks.

If a student does not submit the task on time it will be treated as a late submission (refer to next section) unless an *Absence from Assessment/Special Consideration* form has been submitted.

When student leave clashes with an assessment task

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure.

All hand in task due during the period of leave must be submitted prior to leave commencing or by the due date for online submissions.

Approval for an application of Leave - Travel will be determined according to the best interests of the student and course cohort, while also ensuring the integrity of the task is maintained. It is the student's responsibility to complete the appropriate leave application, and if approval is granted by the Principal, to speak with the Leader of Curriculum and relevant Leaders of Learning prior to the leave about the decision regarding any alternate arrangements deemed appropriate. If a suitable arrangement cannot be found then a zero mark will be awarded for any assessment task missed. If leave is not approved and the family decision is to still take leave, a zero mark will be awarded for the task missed.

Should special circumstances arise where a student is aware in advance they will be absent on the day of an assessment task, they should complete the *Absence from Assessment/Special Consideration* and submit this with supporting evidence to the relevant Leader of Learning via the Google Form. If the reason is accepted, a substitute task and/or an alternate date will be given, whichever is appropriate. Under exceptional circumstances, the Academic Panel may authorise the use of an estimated mark.

Penalty for late submission

Tasks missed or submitted after the proscribed time without reasonable cause and relevant documentation will receive a penalty.

Late submission of work, or failure to attend a scheduled assessment task (when an illness/misadventure application has been declined) will be awarded a **ZERO mark**. This school policy reflects NESA regulations for HSC courses.

- a) A penalty will be imposed of 10% of the maximum possible mark for the first hour late, with a penalty of 10% of the maximum possible mark for each subsequent hour up until 3 pm on the date of submission.
- b) Task submissions after 3pm on the due date, without reasonable justification and evidence, will be treated as a non-attempt and will be awarded a zero mark.

Extension of time without penalty

In some individual circumstances, with relevant documentation, the Leader of Curriculum, in consultation with the Assistant Principal: Learning & Teaching, may grant a student an extension of time without penalty for the completion of a task. Students are asked to submit the *Absence from Assessment/Special Consideration* form as early as possible so that their request can be considered by the relevant staff and steps taken to reschedule tasks if the submission is approved.

Prolonged absences

Except in exceptional circumstances (e.g. long-term illness) all assessment tasks must be attempted. More than fifty per cent (50%) of school assessment tasks must be completed to be eligible for the HSC. If this is not done, the student will be expected to sit tasks (more than 50% of the total assessment tasks) but will receive a ZERO mark for the task. The only exception to the rule is when a student has notified the school of a long term illness to the Attendance Officer via email (xcc-absences@lism.catholic.edu.au), and has notified the Leader of Curriculum and Assistant Principal: Learning & Teaching. An Illness/Misadventure form would be lodged in this situation. Late attempts may result in that task not being included in a student's total assessment for that subject, but will be marked and returned. It is expected all students will complete ALL assessment tasks as it is important for skill development and feedback.

Absence the Day Before Assessment

Students in Years 11 and 12 must comply with NESA's rules and requirements for upholding the integrity of school-based assessments and examinations. Failure to attend the College the day prior to the date of an assessment task constitutes an unfair advantage. This includes the Friday before a Monday task is due. Students who are ill or require special consideration require a Medical Certificate or appropriate documentation. This should be added to the [Absence from Assessment/Special Consideration Form](#). A penalty of a 10% reduction of the maximum possible mark will apply to all Year 11 and 12 Assessment Tasks and to examinations in the Assessment Periods where valid documentation is not provided.

Partial Absence the Day of an Assessment

Arriving at school late on the day of an assessment constitutes an unfair advantage. Students must attend school for the full day. Students must also recognise that lessons continue after an assessment task is completed/submitted. Students are not permitted to leave school early on the day of an assessment task as lessons continue on the day. An exception will be made if a student has a medical appointment. They will be required to provide evidence of this appointment to a member of Staff before leaving or will be asked to complete the [Absence from Assessment/Special Consideration Form](#) and include valid documentation. A penalty will be imposed where valid documentation is not provided.

Disability Provisions for School-Based Assessment Tasks

Disability Provisions are intended to provide access to timed Assessment Tasks, not to achieve potential. Provisions aim to ensure that a student with a disability can read the examination questions and communicate their responses to the markers. The achievement of potential is subject to many variables outside the control of NESA, such as teaching, commitment, study and preparation for the examination.

The NSW Education Standards Authority may approve disability provisions for the Higher School Certificate examinations if a student has a disability that would, in a normal examination situation, prevent them from:

1. Reading the examination questions, and/or
2. Communicating their responses

Students seeking to apply for Disability Provisions should discuss the matter with The Leader of Curriculum or the Leader of Inclusion and Diversity.

The application must include:

- I. A diagnosis
- II. An explicit statement indicating how the diagnosis affects the student's ability to learn and complete course work generally and how, if at all, it affects their ability to complete assessment tasks, including examinations; and
- III. Identify the provisions the student is requesting, supported by evidence dated in the current year.

Evidence may include medical reports, educational or cognitive testing results or psychometric testing results. The College administers York Assessment of Reading for Comprehension (YARC) to determine appropriate disability provisions relating to reading. Please note, functional evidence is a key consideration. Once a decision has been made regarding whether the provisions are approved or declined, a decision letter will be issued to the student via the school. Disability provisions will NOT compensate students for difficulties in undertaking courses and/ or preparing for the HSC.

Application for Absence from Assessment/ Special Consideration

Any student who is unable to complete and/or submit an assessment task on time due to illness must complete the [Absence from Assessment/Special Consideration Form](#) available on the College website/Student Hub, complete with a medical certificate and other supporting documentation. This is similar for instances of special consideration, e.g. external sporting

commitments, significant family commitment (funeral, wedding). Some form of evidence is required to be included with the *Absence from Assessment/Special Consideration Form*. Please note, Assessment will be rescheduled for diocesan sporting pathway events and some elite sporting events (with the principal's permission). Assessment will not typically be rescheduled for non-pathway (ie not leading to the next level of competition) sporting events.

On the first day of return to school, students should arrive ready to COMPLETE the task. If the reason for the absence is accepted, a substitute task may be given, or in exceptional circumstances, the Academic Panel may authorise the use of an estimated mark.

Documentation **must** be attached to the *Absence from Assessment/Special Consideration* form as **evidence to support the application**.

It is the student's responsibility to ensure that the Absence from Assessment/Special Consideration form is submitted. Under no circumstances are students to assume that a request will be approved automatically. **Students will be notified in writing as to the result of their request.**

Illness/Misadventure Procedures

Students may lodge an illness/misadventure application if they believe that circumstances occurring **immediately before or during an examination**, and which were beyond their control, diminished their examination performance. The responsibility to submit an Illness/Misadventure application rests with the student (except where it is impossible for the student to do so, such as in cases of severe illness) and must be done on the day of in-class task/examination.

It is the responsibility of the student to provide the following evidence:

- a. a statement from the student explaining how they were affected during the examination session;
- b. a specific medical certificate with details of the date of onset of the illness, plus any additional dates of consultation, together with a statement about how the student's performance in the in-class assessment/examination may have been affected. A medical certificate stating a student is unfit for work/study is not sufficient.
- c. In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the examination may have been affected) should be provided with the date and time of the occurrence and subsequent events.

Illness Misadventure in the HSC does NOT cover:

- difficulty preparing or lost preparation time
- alleged deficiencies in teaching
- lost time or facilities for study before the formal study vacation
- misreading examination timetables or instructions
- entering or sitting for the wrong examination
- long-term illness (eg glandular fever, asthma or epilepsy), unless you can show it recurred suddenly and unexpectedly during the examination period
- conditions for which you have been granted disability provisions, unless you have further unexpected difficulties
- conditions for which you should have applied for disability provisions
- other commitments such as participation in entertainment, family holiday, work, sporting events, or attendance at exams conducted by other education organisations.

A determination to either uphold or reject the Illness/Misadventure application will be made by the Leader of Curriculum in consultation with the Assistant Principal: Learning & Teaching and the Principal. The student will be notified in writing of the determination. If the application is upheld, the student will be awarded either their examination mark or a mark derived from like tasks. This will be recorded in the Compass Markbook.

N Determination and Warning Letters

An N Determination refers to the non-completion of course requirements for the Year 11 course. This decision is made by the principal at the end of the course, under a delegated authority from NESAC to determine satisfactory completion of a course. Where a student receives a non-completion ('N') determination in a course, that course will not appear on the student's Record of Achievement. In some cases this will mean that the student will not meet the pattern of study requirements and hence will be ineligible for the award of the Higher School Certificate in that year.

Procedures to warn students at risk of being awarded an 'N' determination

If at any time it appears that a student is at risk of receiving an 'N' determination (non-completion of course requirements) in any course, a Warning Letter will be issued (refer to Appendix). This warning is given so that both the student and parents are aware of potential consequences. Warnings are given in writing and they are sent both electronically and by registered mail. The College documents details of communication with parents and students which is attached to the student's Compass file.

Reasons for Issuing a N Warning Letter include:

- failing to submit an assessment task,
- being absent without due reason for an assessment task,
- not showing sustained diligence and application to the activities and experiences offered in a course,
- making a non-serious attempt in an assessment task,
- failing to make an attempt at achieving competencies in a VET course that can prevent further attainment of related competencies.

If it is determined that a student has not achieved relevant/prerequisite competencies in the case of a VET course or outcomes in the case of Board Developed Course, then a student may be awarded an 'N' determination and will be prevented from continuing with the course unless they are able to demonstrate achievement of outcomes/competencies.

Principals may allow a student who has received an 'N' determination in a Year 11 course to proceed to the HSC course provisionally while concurrently satisfying any outstanding Year 11 course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Year 11 course requirements and that their entry for the HSC course is valid.

If students receive two Warning Letters in a subject they may be awarded an 'N' Determination. Students who have received 'N' determination have a right of appeal.

Redeeming Tasks

If a warning letter is issued for a missed assessment task, a student may redeem the missed task by completing it by the date specified in the warning letter. The student will still receive zero for the task but will have now attempted the assessment task thus contributing towards the required 'in excess of 50%' of assessment tasks. For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks.

Warning letters inform the student of outstanding work and of the consequences of not completing that work. Letters should also guide the student in what needs to be completed to redeem the task. Once the task is redeemed the 'N' determination warning is no longer valid. However it is possible to issue an N determination on two letters if the work is still outstanding at the end of the course. Students are required to demonstrate they work with 'diligence and sustained effort'.

Return of Assessment Tasks and Providing Feedback

Teachers will endeavour to mark and return assessment tasks to students at the earliest opportunity. Tasks will be returned once all marks have been collated and checked by the Leader of Learning. Assessment tasks are to be returned to students with accompanying feedback, rank order, grades or marks, as appropriate. The students' rank order for each task must be made available to them, whilst being mindful of privacy.

Students are awarded marks that reflect the quality of their response in accordance with the marking guidelines. Teachers provide individual feedback to support learning growth. A variety of feedback mechanisms are used including: discussing the requirements of the question; understanding the marking guidelines and aligning them to students' responses at a variety of achievement levels, exemplars and comparing work to standards packages.

Procedure for appeal of marks

If a student wishes to query a mark awarded for a task, in the first instance, this should be directed to the classroom teacher and Leader of Learning within **two days** of the task being returned. At this point, the student must make their appeal in writing for the attention of an Assessment Committee which typically includes the Principal, the Leader of Curriculum and Assistant Principal: Learning & Teaching who may make a recommendation to the Leader of Learning regarding a review of the process or result. After this two day time frame, the marks awarded will not be the subject of any form of Review.

In conducting Reviews, schools are not required to investigate teachers' judgements of the worth of an individual student's performance. Therefore, the marks or grades awarded are not subject to review. The purpose of the review is to establish whether:-

- a) the weightings used are those specified by the NESA in the syllabuses;
- b) the procedures followed and marks awarded are consistent with the school's published Assessment Policy;
- c) any computational or clerical errors have occurred

Students will be informed in writing regarding the outcome of the Committee.

Malpractice

NESA has issued the following statement on Honesty in HSC Assessment – the Standard. This standard sets out NESA requirements concerning students submitting their own work in HSC assessments. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard. The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

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

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. This includes using any Artificial Intelligence tool, eg ChatGPT, to write assessment tasks. Malpractice in any form, including plagiarism, is unacceptable. NESA NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own.

The College will be guided by NESA documentation when dealing with incidents of malpractice including: *Rules and Procedures for Higher School Certificate Candidates* *Assessment Certification and Examination Manual* *HSC Assessments and Submitted Works-Advice to Students* *HSC Assessments and Submitted Works-Advice to Parents* *HSC Assessments and Submitted Works-Advice to Teachers* *HSC: All My Own Work* *HSC Assessment in a standards-referenced framework - A Guide to Best Practice*.

In the event that malpractice is suspected, the Leader of Learning and Leader of Curriculum will meet with the Assistant Principal: Learning & Teaching to ascertain the facts. In the event that malpractice is proven, students should understand that they may be awarded a zero mark for that task or receive a penalty in the form of reduced mark. Students may be asked to resubmit the task or complete a substitute task. All proven instances of malpractice in school assessment tasks for the HSC are submitted to NESA's Register of Malpractice in HSC Assessment Tasks.

Use of Artificial Intelligence Tools

Direct submission of AI-generated content as a student's own work is strictly prohibited. AI tools, such as ChatGPT must not be used to complete Assessment Tasks. These tasks are designed to evaluate the student's independent understanding and skills. Plagiarism of AI-generated content is considered a violation of academic integrity and will be subject to disciplinary action.

Assessment Tasks submitted electronically must be written entirely in the Google Doc (or Google Slide etc) provided in the Google Classroom by their teacher. This enables teaching staff to efficiently check for signs of AI use. At Xavier Catholic College we recognise that AI checking tools are not always accurate. It is incumbent on students to complete tasks in a manner which provides evidence that it has not been composed by AI. Teachers may use the following strategies to check that students' work is original:

- 1. Check the Full Version History of the Google Document.**

Teachers will look for evidence that the task has been completed using small steps over a period of time. This is why it is necessary for students to write their whole task in the document provided by the teacher.

- 2. Ask the student about their understanding of the content.**

The teacher will ask the student to verbally explain the assessment task.

The teacher, in consultation with the Leader of Learning and Leader of Curriculum will then make a decision on whether some or all of the task will be marked. Additional disciplinary action may also be taken.

Where AI can be used for part of an Assessment task this will be very clearly stated, and explained, on the Assessment Notification. A member of staff will not allow students to use AI if this is not the case.

Determining Grades for the Report and RoSA

Students are assessed in each course following the published assessment schedule. At the completion of the course, teachers make professional on-balance judgements on the basis of all available assessment information to decide which grade description best matches the standards their students have achieved. The grade awarded to each student at the completion of a Year 11 course indicates the student's overall achievement in relation to the [Common Grade Scale for Preliminary courses](#) and with reference to other material produced by NESA to support the consistent awarding of grades. Xavier Catholic College uses Compass to record assessment data including final grades.

In summary:

- Assessment program is established for each course.
- The tasks are weighted and assess the components of the syllabus and prescribed syllabus outcomes.
- Assessment tasks are marked by teachers/allocated markers using marking criteria.
- Marks/grades are awarded for each assessment task and students receive marking criteria and feedback.
- The marks for the assessment schedule are combined at the end of the year, with weights applied, and a total mark and rank for each student is generated.
- The final rank is determined by cumulative assessment total.
- Teachers meet in teams to discuss student performance against Stage 6 Outcomes and Performance Descriptors.
- Each student is awarded a grade that aligns to the Common Grade Scale for Preliminary Courses.

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). Assessment activities should provide students with the opportunity to demonstrate achievement relative to the course objectives and outcomes.

While formal RoSA credentials are only for school leavers, all Year 11 students will be able to access their results electronically using Students Online and print a transcript of their results.

To qualify for the RoSA a student must have:

- attended a government school, an accredited non-government school or a recognized school outside NSW
- completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA
- complied with all requirements imposed by the Minister or the Board and
- completed Year 10

Schools are responsible for awarding each student studying and completing a Stage 6 Year 11 course a grade (A, B, C, D or E) to represent the student's achievement (except Life Skills courses and VET). The grade awarded is reported on the student's Record of School Achievement (RoSA).

Teachers will collect information on the achievement of each student at various stages throughout the course and record all assessment results. This assessment information presents a picture of what the student knows, understands and can do in relation to the syllabus objectives and outcomes.

Teachers in collaboration with their subject team and Leader of Learning, will compare student work samples at Xavier Catholic College across multiple classes and align work to the sample student responses on the NESA website. Student work samples will be moderated through a collaborative process with all teachers of the subject year level team. Teachers will use the [Common Grade Scale for Preliminary Courses](#) to make an on-balance judgement of the most applicable grade description of student achievement at the end of the course. Students' work will be aligned to the A to E Grade scale.

Leaders of Learning in consultation with the Leader of Curriculum and Assistant Principal Learning and Teaching, will consider historical data patterns in relation to grade distribution. Consideration of data analytics including historical trends in the HSC Results Analysis Package (RAP data) in Schools Online Administration will be reviewed to inform grade allocations

and to support grading decisions. A student should be awarded the grade that aligns with the most appropriate grade description.

The formal RoSA credential will be awarded to eligible students when they leave school.

Additional information regarding assessment

For additional information regarding assessment, please refer to the [appendix](#) at the end of this document.

A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use, utilise, employ in a particular situation.
Appreciate	Make a judgment about the value of.
Assess	Make a judgment of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar or different.
Construct	Make; build; put together items or arguments.
Contrast	Show how things are different or opposite.
Critically (analyse/ evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality (analysis/evaluation).
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against.
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between.
Evaluate	Make a judgment based on criteria; determine the value of.
Examine	Inquire into.
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how.
Extract	Choose relevant and/or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name.
Interpret	Draw meaning from.
Investigate	Plan, inquire into and draw conclusions about.
Justify	Support an argument or conclusion.
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on the available information.
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
Recall	Present remembered ideas, facts or experiences.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Summarise	Express, concisely, the relevant details.
Synthesise	Putting together various elements to make a whole.

Absence From Assessment Procedures

Absence from Assessment: Illness/Misadventure

The student or parent should call the College front office to report absence prior to 9:00 am. The student/parent is required to complete the *Absence from Assessment/Special Consideration* form located on the College website under Learning/Assessment Information. The form should be submitted at the earliest opportunity and preferably by 9:00am on the day of the task.



Relevant documentation must be attached and uploaded within the Absence from Assessment/Special Consideration Form.



A decision will be made regarding the completion of the task/s by an academic panel. Students should be prepared to complete tasks on their first day of return and must attend the Leader of Curriculum's office before Homeroom to confirm arrangements.

Please note the student must be logged in to access the Absence from Assessment/Special Consideration Form on the College website.

Please note the following:

- If medical documentation is not yet available when the form is submitted, relevant documentation must be forwarded to the Leader of Curriculum at the earliest opportunity. Decisions cannot be finalised until medical documentation is received and reviewed.
- Misadventure is considered to be an unforeseen circumstance that presents **on the day** of a scheduled assessment task (e.g. unforeseen accident, family crisis). Relevant documentation could include a Police Report or other relevant documentation

Absence from Assessment: Holidays/Non-Approved Leave/Sport

The student or parent should contact the College to notify staff of the event and complete any required paperwork for extended periods of leave.

The student/parent is required to complete the Absence from Assessment/Special Consideration Form located on the College website under Learning/Assessment Information. This should be submitted at the earliest opportunity and indicate all tasks that will be missed during the period of leave.



One form is required for each task that will be missed.



Relevant documentation must be attached and uploaded within the Absence from Assessment/Special Consideration Form.



The College actively dissuades holidays during term time.
No mark will be awarded for tasks that are affected by holiday absence.
This includes examinations in Years 7 to 12.

All hand in tasks should be submitted prior to the period of known absence or submitted electronically during the period of absence.

Please note the student must be logged in to access the Absence from Assessment/Special Consideration Form on the College website.

- Family leave does **not** include family holidays, it is for *significant* family events (ie. weddings and funerals)
- Students attending diocesan representative 'pathway' sporting events will typically be eligible for extension to in-class assessment tasks. Other sporting events, including non-pathway diocesan events, will not typically be grounds for extension, other than for elite athletes and with the principal's approval. Students are advised to choose sporting commitments wisely. Attending multiple sporting commitments with significant time loss at school may impact learning opportunities and impact academic achievement. A meeting may be called to discuss a student's load and involvement in future commitments if their progress is deemed to be affected.

For further details regarding non-approved leave, please see the above section: [*When student leave clashes with an assessment task.*](#)

Directory of Key Contacts

Executive Staff

Position	Name	Email
Principal	Mr Lee MacMaster	lee.macmaster@lism.catholic.edu.au
Assistant Principal: Learning & Teaching	Ms Carmel Zuino	carmel.zuino@lism.catholic.edu.au
Assistant Principal: Mission (Staff & Students)	Mr Peter Fear	peter.fear@lism.catholic.edu.au
Leader of Catechesis	Ms Glenda Brown	glenda.brown@lism.catholic.edu.au
Leader of Pedagogy	Ms Dana Barnsley	dana.barnsley@lism.catholic.edu.au
Leader of Curriculum	Ms Emma Smith	emma.smith@lism.catholic.edu.au
Leader of Pastoral Care	Mr Joel Jukes	joel.jukes@lism.catholic.edu.au
Leader of Evangelisation	Ms Leanne Broadley	leanne.broadley@lism.catholic.edu.au
Business Manager	Ms Katie Elliott	katie.elliott@lism.catholic.edu.au

Leaders of Learning

Position	Name	Email
Leader of Religious Education	Ms Glenda Brown	glenda.brown@lism.catholic.edu.au
Leader of English	Ms Jennifer Leigh-Jones	jennifer.leighjones@lism.catholic.edu.au
Leader of Mathematics	Mr Brendon Fox	brendon.fox@lism.catholic.edu.au
Leader of Science	Mr Steve Edmonds	steve.edmonds@lism.catholic.edu.au
Leader of HSIE	Mr Timothy Hepburn	timothy.hepburn@lism.catholic.edu.au
Leader of Technologies	Ms Fiona Spinks	fiona.spinks@lism.catholic.edu.au
Leader of Languages	Ms Maureen Campey	maureen.campey@lism.catholic.edu.au
Leader of ICT	Mr Trent Dooley	trent.dooley@lism.catholic.edu.au
Leader of PDHPE	Mr John Cunynghame	john.cunynghame@lism.catholic.edu.au
Leader of Creative Arts	Ms Allysha Hodges	allysha.hodges@lism.catholic.edu.au
Leader of VET	Ms Karina Lampe	karina.lampe@lism.catholic.edu.au

Other College Leaders

Position	Name	Email
Leader of Inclusion & Diversity	Ms Bronwen English	bronwen.english@lism.catholic.edu.au
Careers Advisor	Mr Julian White	julian.white@lism.catholic.edu.au
Literacy Coordinator	Ms Ebony Milgate	ebony.milgate@lism.catholic.edu.au

Assessment Schedules

Assessment Schedules are listed by subject in faculties as ordered below:

[Religious Education](#)

[English](#)

[Mathematics](#)

[Science](#)

[HSIE](#)

[Technologies](#)

[Creative Arts](#)

[Languages](#)

[PDHPE](#)



Xavier Catholic College Assessment Schedule

Studies of Religion I

Faculty: Religious Education

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 <i>Examination Block</i>	
Nature of Task	Research and Report	Test of Limited Scope	Examination	
Syllabus Topic(s)	Nature of Religion and Beliefs	Religious Tradition Study: Judaism	All topics	
Outcomes Assessed	P1 P2 P3 P6 P8	P4 P5 P6 P7 P8 P9	P1 P2 P5 P8 P9	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Source-based skills	-	-	20%	20%
Investigation and research	10%	10%	-	20%
Communication of information, ideas and issues in appropriate forms	10%	10%	-	20%
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

Studies of Religion II

Faculty: Religious Education

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 7	Term 2 Week 9	Term 3 <i>Examination Block</i>	
Nature of Task	Research and Report	Test of Limited Scope	Examination	
Syllabus Topic(s)	Nature of Religion and Beliefs	Religious Tradition Study: Christianity	All topics	
Outcomes Assessed	P1 P2 P3 P8 P9	P4 P5 P6 P7 P8 P9	P1 P2 P5 P6 P8 P9	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Source-based skills	5%	5%	10%	20%
Investigation and research	10%	10%	-	20%
Communication of information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

Catholic Faith in Action

Faculty: Religious Education

Year 11 2025

Task Number	Task 1	Task 2	
Timing	Term 1 Week 7	Term 2 Week 9	
Nature of Task	Research	ICT	
Syllabus Topic(s)	Who Am I?	What It Means To Be Human	
Outcomes Assessed	KS4.2 KS5.1 KS6.1 KS7.1 KS7.2	KS5.1 KS5.2 KS5.3 KS7.2 KS7.3	
Components	Weighting %		
Knowledge and understanding of course content	10%	20%	30%
Religious skills/service	10%	10%	20%
Investigation and research	10%	10%	20%
Communication of information, ideas and issues in appropriate forms	20%	10%	30%
Total %	50%	50%	100%



Xavier Catholic College Assessment Schedule

English Advanced

Faculty: English

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 <i>Examination Block</i>	
Nature of Task	Creative/Reflection	Multimodal	Examination	
Syllabus Topic(s)	Reading to Write	Module A: Narratives That Shape Our World	Module B: Critical Study	
Outcomes Assessed	EA11-1 EA11-4 EA11-5 EA11-9	EA11-2 EA11-3 EA11-6 EA11-7	EA11-1 EA11-3 EA11-6 EA11-8	
Components	Weighting %			
Knowledge and understanding	15%	15%	20%	50%
Skills in Responding	15%	15%	20%	50%
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

English Standard

Faculty: English

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 <i>Examination Block</i>	
Nature of Task	Creative Reflection	Multimodal	Examination	
Syllabus Topic(s)	Reading to Write	Module A: Contemporary Possibilities	Module B: Close Study	
Outcomes Assessed	EN11-1 EN11-4 EN11-5 EN11-9	EN11-2 EN11-3 EN11- EN11-7	EN11-1 EN11-3 EN11-6 EN11-8	
Components	Weighting %			
Knowledge and understanding	15%	15%	20%	50%
Skills in Responding	15%	15%	20%	50%
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

English Extension 1

Faculty: English

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 <i>Examination Block</i>	
Nature of Task	Creative/Imaginative Response	Multimodal Presentation on Related Project	Examination	
Syllabus Topic(s)	Texts, Culture and Value	Texts, Culture and Value	Texts, Culture and Value	
Outcomes Assessed	EE11-1 EE11-2 EE11-3 EE11-6	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	EE11-1 EE11-3 EE11-5 EE11-6	
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%
Total %	30%	40%	30%	100%



Xavier Catholic College Assessment Schedule

English Studies

Faculty: English

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Examination Block	
Nature of Task	Response and Reflection	Multimodal	Collection of Classwork <i>or</i> Examination	
Syllabus Topic(s)	Achieving Through English	Module K: The Big Screen	Module B: Telling Us All About It	
Outcomes Assessed	ES11-1 ES11-2 ES11-7 ES11-10	ES11-1 ES11-3 ES11-5 ES11-9	ES11-3 ES11-4 ES11-6 ES11-8	
Components	Weighting %			
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately, and effectively	15%	15%	20%	50%
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

Mathematics Advanced

Faculty: Mathematics

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 7	Term 2 Week 9	Term 3 Examination Block	
Nature of Task	In-Class Test	In-Class Test (two periods)	Examination	
Syllabus Topic(s)	Functions MA-F1	Trigonometric Functions MA-T1 and MA-T2 Calculus MA-C1	All Topics	
Outcomes Assessed	MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-3 MA11-4 MA11-5 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	
Components				
Knowledge, skills and understanding	15 %	15 %	20 %	50%
Communicating, problem solving and reasoning	15 %	15%	20 %	50%
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

Mathematics Extension 1

Faculty: Mathematics

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 8	Term 2 Week 6	Term 3 Examination Block	
Nature of Task	In-Class Test	Test of Limited Scope	Examination	
Syllabus Topic(s)	Further Work with Functions F1.1, F1.2, F2.1	Further Work with Functions F1.3, F1.4, F2.2 Permutations and Combinations A1.1	All Topics	
Outcomes Assessed	ME 11-1 ME 11-2 ME 11-6 ME 11-7	ME 11-1 ME 11-2 ME 11-3 ME 11-5 ME 11-7	ME 11-1 ME 11-2 ME 11-3 ME 11-4 ME 11-5 ME 11-6 ME 11-7	
Components	Weighting %			
Knowledge, skills and understanding	15%	15%	20%	50%
Communicating, problem solving and reasoning	15%	15%	20%	50%
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

Mathematics Standard

Faculty: Mathematics

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 7	Term 2 Week 9	Term 3 Examination Block	
Nature of Task	In-Class Test	In-Class Test (two periods)	Examination	
Syllabus Topic(s)	Algebra A1 Financial Maths F1.3	Algebra , A2 Financial Maths F1.1, F1.2 Measurement M1.1, M1.3 Probability S2	All Topics	
Outcomes Assessed	MS 11-1 MS 11-2 MS 11-5 MS 11-6 MS 11-9 MS 11-10	MS 11-1 MS 11-2 MS 11-3 MS 11-4 MS 11-5 MS 11-6 MS 11-8 MS 11-9 MS 11-10	MS 11-1 MS 11-2 MS 11-3 MS 11-4 MS 11-5 MS 11-6 MS 11-7 MS 11-8 MS 11-9 MS 11-10	
Components				
Knowledge, skills and understanding	15 %	15 %	20 %	50%
Communicating, problem solving and reasoning	15 %	15%	20 %	50%
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

Biology

Faculty: Science

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 8	Term 2 Week 6	Term 3 <i>Examination Block</i>	
Nature of Task	Practical Task	Ecosystems Task (Depth Study)	Examination	
Syllabus Topic(s)	Module 1	Module 3 Module 4	Modules 1-4	
Outcomes Assessed	BIO11-1 BIO11-2 BIO11-3 BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-8	BIO11-1 BIO11-3 BIO11-4 BIO11-5 BIO11-7 BIO11-10 BIO11-11	BIO11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Components	Weighting %			
Skills in working scientifically	30%	20%	10%	60%
Knowledge and understanding	-	10%	30%	40%
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

Chemistry

Faculty: Science

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 10	Term 3 Week 2	Term 3 <i>Examination Block</i>	
Nature of Task	Depth Study Modelling Task	Depth Study Research and Practical Task	Examination	
Syllabus Topic(s)	Properties and Structure of Matter	Reactive Chemistry	Modules 1-4	
Outcomes Assessed	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11/12-8	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11/12-10	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11	
Components	Weighting %			
Skills in working scientifically	15%	25%	20%	60%
Knowledge and understanding	10%	10%	20%	40%
Total %	25%	35%	40%	100%



Xavier Catholic College Assessment Schedule

Earth and Environmental Science

Faculty: Science

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 <i>Examination Block</i>	
Nature of Task	Practical and Processing Task	Depth Study	Examination	
Syllabus Topic(s)	Module 1 Earth Processes	Module 2 Scientific Modelling	Modules 1-3	
Outcomes Assessed	EES11/12-1 EES11/12-3 EES11/12-4 EES11/12-7 EES11-8	EES11/12-1 EES11/12-2 EES11/12-4 EES11/12-5 EES12-6 EES12-7 EES11-9 EES11-10 EES11-11	EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11-8 EES11-9 EES11-10 EES11-11	
Components	Weighting %			
Skills in working scientifically	20%	30%	10%	60%
Knowledge and understanding	10%	10%	20%	40%
Total %	30%	40%	30%	100%



Xavier Catholic College Assessment Schedule

Investigating Science

Faculty: Science

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 <i>Examination Block</i>	
Nature of Task	Depth Study Research and Practical Task	Depth Study Research and Practical Task	Examination	
Syllabus Topic(s)	Module 1 Observing	Module 2 Inferences	Modules 1-4	
Outcomes Assessed	INS11-1 INS11-2 INS11-3 INS11-4 INS11-5 INS11-6 INS11-7 INS11-8 INS11-9	INS11-1 INS11-2 INS11-3 INS11-4 INS11-5 INS11-6 INS11-7 INS11-8 INS11-9 INS11-10	INS11-1 INS11-2 INS11-3 INS11-4 INS11-5 INS11-6 INS11-7 INS11-8 INS11-9 INS11-10 INS11-11	
Components	Weighting %			
Skills in working scientifically	15%	25%	20%	60%
Knowledge and understanding	10%	10%	20%	40%
Total %	25%	35%	40%	100%



Xavier Catholic College Assessment Schedule

Physics

Faculty: Science

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 2 Week 2	Term 2 Week 8	Term 3 <i>Examination Block</i>	
Nature of Task	Test of Limited Scope	Depth Study	Examination	
Syllabus Topic(s)	Waves and Thermodynamics	Kinematics and Dynamics	Modules 1-4	
Outcomes Assessed	PH11-3 PH11-4 PH11-6 PH11-7 PH11-10	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 PH11-8 PH11-9 PH11-10 PH11-11	
Components	Weighting %			
Skills in working scientifically	15%	25%	20%	60%
Knowledge and understanding	5%	15%	20%	40%
Total %	20%	40%	40%	100%



Xavier Catholic College Assessment Schedule

Business Studies

Faculty: HSIE

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 7	Term 2 Week 8	Term 3 <i>Examination Block</i>	
Nature of Task	Business Case Study	Examination	Business Plan	
Syllabus Topic(s)	The Nature of Business	The Nature of Business Business Management	Business Planning	
Outcomes Assessed	P1 P2 P6 P7 P8 P9	P1 P2 P3 P4 P5 P8 P9 P10	P1 P3 P6 P7 P8 P9	
Components	Weighting %			
Knowledge and understanding	5%	25%	10%	40%
Stimulus-based skills	-	10%	10%	20%
Inquiry and research	10%	-	10%	20%
Communication of business information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total %	20%	40%	40%	100%



Xavier Catholic College Assessment Schedule

Geography

Faculty: HSIE

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 8	Term 2 Week 10	Term 3 <i>Examination Block</i>	
Nature of Task	Research and Validation Test	Research and Written Response	Examination	
Syllabus Topic(s)	Earth’s Natural Systems	Geographical Investigation	Earth’s Natural Systems Human-Environment Interactions Geographical Investigation People, Patterns and Processes	
Outcomes Assessed	GE11-01 GE11-02 GE11-05 GE11-06 GE11-07 GE11-08 GE11-09	GE11-01 GE11-02 GE11-05 GE11-06 GE11-07 GE11-08 GE11-09	GE11-01 GE11-02 GE11-03 GE11-04 GE11-05 GE11-06 GE11-07 GE11-08 GE11-09	
Components	Weighting %			
Knowledge and understanding of course content	5%	10%	25%	40%
Geographical skills and tools	-	10%	10%	20%
Geographical inquiry and research, including fieldwork	10%	10%	-	20%
Communication of geographical information	5%	10%	5%	20%
Total %	20%	40%	40%	100%



Xavier Catholic College Assessment Schedule

Legal Studies

Faculty: HSIE

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 8	Term 2 Week 6	Term 3 Week 6	
Nature of Task	Media File	Examination	Essay	
Syllabus Topic(s)	The Legal System	The Legal System The Individual and the Law	Law in Practice	
Outcomes Assessed	P1 P2 P3 P4	P2 P5 P6 P7 P8	P1 P2 P4 P7 P8 P9	
Components	Weighting %			
Knowledge and understanding of course content	10%	20%	10%	40%
Analysis and evaluation	-	10%	10%	20%
Inquiry and research	10%	-	10%	20%
Communication of Legal information, ideas and issues in appropriate forms	10%	-	10%	20%
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

Modern History

Faculty: HSIE

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 <i>Examination Block</i>	
Nature of Task	Test of Limited Scope	Research and Presentation	Source Study	
Syllabus Topic(s)	The Decline and Fall of the Romanov Dynasty	Historical Investigation	The Cuban Revolution Investigating History The Shaping of the Modern World - WWI	
Outcomes Assessed	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-9	MH11-2 MH11-4 MH11-6 MH11-8 MH11-9	MH11-1 MH11-3 MH11-4 MH11-6 MH11-7	
Components	Weighting %			
Knowledge and understanding of course content	20%	-	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	10%	20%
Historical inquiry and research	5%	15%	-	20%
Communication of historical understanding in appropriate forms	-	10%	10%	20%
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

Design and Technology

Faculty: Technologies

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 2 Week 4	Term 3 Week 6	Term 3 <i>Examination Block</i>	
Nature of Task	Design Project 1	Design Project 2	Examination	
Syllabus Topic(s)				
Outcomes Assessed	P1.1 P2.1 P3.1 P4.1 P4.2 P4.3 P5.1 P5.2 P5.3 P6.1 P6.2	P2.2 P3.2 P4.1 P4.2 P4.3 P5.1 P5.2 P5.3 P6.1 P6.2	P1.1 P2.1 P2.2 P4.3 P5.2	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	25%	25%	10%	60%
Total %	35%	35%	30%	100%



Xavier Catholic College Assessment Schedule

Food Technology

Faculty: Technologies

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 8	Term 3 Week 2	Term 3 <i>Examination Block</i>	
Nature of Task	Food Availability and Selection Case Study	Nutrition Task and Food Quality Practical Examination	Examination	
Syllabus Topic(s)				
Outcomes Assessed	P1.1 P1.2 P4.1 P4.2	P2.1 P3.1 P3.2 P4.3 P4.4 P5.1	P1.1 P1.2 P2.1 P2.2 P3.1	
Components	Weighting %			
Knowledge and understanding of course content	10%	-	30%	40%
Knowledge and skills in designing, researching, analysing and evaluation	-	20%	10%	30%
Skills in experimenting with and preparing food by applying theoretical concepts	10%	20%	-	30%
Total %	20%	40%	40%	100%



Xavier Catholic College Assessment Schedule
Industrial Technology: Multimedia, Timber and Metal
 Faculty: Technologies
 Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 2 Week 4	Term 3 Week 6	Term 3 <i>Examination Block</i>	
Nature of Task	Skill Development	Preliminary Project	Examination	
Syllabus Topic(s)				
Outcomes Assessed	P3.1 P3.3 P5.1 P5.2	P2.1 P3.1 P3.2 P4.1 P4.2 P4.3 P5.2	P1.1 P1.2 P2.1 P6.1 P7.1 P7.2	
Components	Weighting %			
Knowledge and understanding of course content	10%	-	30%	40%
Knowledge and skills in the management, communication and production of projects	20%	40%	-	60%
Total %	30%	40%	30%	100%



Xavier Catholic College Assessment Schedule

Software Engineering

Faculty: Technologies

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 2 Week 2	Term 3 Week 4	Term 3 Examination Block	
Nature of Task	Practical Project	Practical Project	Examination	
Syllabus Topic(s)	Object oriented programming	Mechatronic Programming	All topics	
Outcomes Assessed	SE-11-02 SE-11-03 SE-11-04 SE-11-08 SE-11-09	SE-11-01 SE-11-06 SE-11-07 SE-11-08 SE-11-09	SE-11-01 SE-11-02 SE-11-05 SE-11-06 SE-11-07 SE-11-08	
Components	Weighting %			
Knowledge and understanding of course content	15%	20%	15%	50%
Knowledge and skills in the practical application of content	20%	15%	15%	50%
Total %	35%	35%	30%	100%



Xavier Catholic College Assessment Schedule

Ceramics

Faculty: Creative Arts

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 2 Week 3	Term 3 Week 6	Term 3 <i>Examination Block</i>	
Nature of Task	Making and Folio	Making and Folio	Examination	
Syllabus Topic(s)	Ceramics Project Handbuilding	Ceramics Project Functional Forms	Critical and Historical studies	
Outcomes Assessed	M1 M2 M3 M4 M5	M1 M2 M3 M4 M5 M6	CH1 CH2 CH3 CH4 CH5	
Components	Weighting %			
Making	35%	35%	-	70%
Critical and Historical	-	-	30%	30%
Total %	35%	35%	30%	100%



Xavier Catholic College Assessment Schedule

Drama

Faculty: Creative Arts

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 <i>Examination Block</i>	
Nature of Task	Performance and Log Book	Individual Project	Performance and Essay	
Syllabus Topic(s)	Improvisation and Play Building	Elements of Production in Performance	Theatrical Traditions and Performance Styles	
Outcomes Assessed	P1.1 P1.2 P1.3 P1.5 P2.1 P3.1	P1.3 P1.4 P1.6 P2.2 P2.3 P2.4 P3.1	P1.1 P1.2 P2.1 P2.3 P2.4 P2.5 P2.6 P3.1 P3.2 P3.3	
Components	Weighting %			
	Improvisation and Play Building Acting	Elements of Production in Performance	Theatrical Traditions and Performance Styles	
Making	15%	10%	15%	40%
Performing	10%	10%	10%	30%
Critically Studying	5%	15%	10%	30%
Total %	30%	35%	35%	100%



Xavier Catholic College Assessment Schedule

Music 1

Faculty: Creative Arts

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 <i>Examination Block</i>	
Nature of Task	Aural/Musicology	Composition Portfolio and Performance	Aural Examination, Musicology and Performance	
Syllabus Topic(s)	Methods of Notating Music	Popular Music	Music for large Ensembles	
Outcomes Assessed	P2 P4 P5 P6 P7 P8 P10 P11	P1 P3 P4 P5 P6 P7 P8 P9 P10 P11	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11	
Components	Weighting %			
	Aural & Musicology	Performance and Composition	Aural and Performance	
Performance		10%	15%	25%
Composing		25%	-	25%
Musicology	10%	-	15%	25%
Aural	15%	-	10%	25%
Total %	25%	35%	40%	100%



Xavier Catholic College Assessment Schedule
Photography, Video and Digital Imaging
 Faculty: Creative Arts
 Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 2 Week 2	Term 3 Week 2	Term 3 <i>Examination Block</i>	
Nature of Task	Artmaking	Folio	Examination	
Syllabus Topic(s)	Digital Imaging	PVDI Folio	Critical and Historical Studies	
Outcomes Assessed	M2 M3 M5	M2 M3 M5 M6	CH1 CH2 CH3 CH4 CH5	
Components	Weighting %			
	Digital Imaging	Digital Imaging/Video	Critical and Historical Studies	
Making	35%	35%	-	70%
Critical and Historical	-	-	30%	30%
Total %	35%	35%	30%	100%



Xavier Catholic College Assessment Schedule

Visual Arts

Faculty: Creative Arts

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 2 Week 3	Term 3 Week 6	Term 3 <i>Examination Block</i>	
Nature of Task	Body of Work Visual Arts Process Diary	Body of Work Visual Arts Process Diary	Examination	
Syllabus Topic(s)	Exploring Conventions, Frames and Conceptual Framework	Postmodern Practices Practice in Artmaking	Critical and Historical Studies	
Outcomes Assessed	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10	P7 P8 P9 P10	
Components	Weighting %			
	Artmaking Critical and Historical Study	Postmodern Practices Practice in Artmaking	Critical and Historical Studies	
Artmaking	25%	25%	-	50%
Critical and Historical	15%	15%	20%	50%
Total %	40%	40%	20%	100%



Xavier Catholic College Assessment Schedule

French Continuers

Faculty: Languages

Year 11 2025

Nature of Task	Task 1	Task 2	Task 3	
Timing	Term 1 Week 9	Term 2 Week 7	<i>Examination Block</i>	
Syllabus Topic(s)	Personal identity, relationships, leisure and interests, daily life	Personal identity, relationships, leisure and interests, daily life and lifestyles	Personal identity, relationships, leisure and interests, daily life and lifestyles, school life and aspirations and all topics covered this year	
Outcomes Assessed	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3	All outcomes	
Components	Weighting %			
Listening	-	-	30%	30%
Reading	30%	-	-	30%
Speaking	-	20%	-	20%
Writing	10%	-	10%	20%
Total %	40%	20%	40%	100%



Xavier Catholic College Assessment Schedule

Community and Family Studies

Faculty: PDHPE

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 <i>Examination Block</i>	
Nature of Task	Research Report	Case Study	Examination	
Syllabus Topic(s)	Resource Management	Individuals and Groups	All topics	
Outcomes Assessed	P1.1 P1.2 P3.2 P4.2 P5.1 P6.1	P1.1 P1.2 P2.1 P2.3 P4.2 P5.1 P6.1 P6.2	P1.1 P2.1 P2.2 P2.3 P2.4 P3.1 P3.2 P4.2 P5.1 P6.1 P6.2	
Components	Weighting %			
Knowledge and understanding of the course content	10%	10%	20%	40%
Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%	60%
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

Health & Movement Science

Faculty: PDHPE

Year 11 2025

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 10	Term 3 Week 2	Term 3 <i>Examination Block</i>	
Nature of Task	Research and written In-Class Assignment	Collaborative Investigation	Yearly Examination	
Syllabus Topic/s	Health for Individuals and Communities (HIC)	HIC OR BMM	FA1 HIC and FA2 BMM	
Outcomes Assessed	HM-11-01 HM-11-02 HM-11-06 HM-11-09	HM-11 * HM-11-05 HM-11-06 HM-11-07 HM-11-08 HM-11-09 HM-11-10	HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06 HM-11-07 HM-11-09 HM-11-10	
Syllabus Components				Weighting %
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	20%	20%	20%	60%
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

Sport, Lifestyle and Recreation

Faculty: PDHPE

Year 11 2025

Task Number	Task 1	Task 2	Task 3	
Timing	Term 1 Week 7 <i>Ongoing</i>	Term 2 Week 10	Term 3 <i>Examination Block</i>	
Nature of Task	Offensive/Defensive Strategy	Event Management	Fitness Program Design	
Syllabus Topic(s)	Games and Sports Applications	Sports Administration	Fitness	
Outcomes Assessed	1.1 1.3 3.1 4.1 4.4	1.3 1.6 4.2	1.2 1.3 2.2 3.2 3.3 4.1	
Components	Weighting %			
Knowledge and understanding	10%	20%	20%	50%
Skills	20%	20%	10%	50%
Total %	30%	40%	30%	100%

Vocational Education and Training (VET)
Delivery & Assessment Plans

VET Delivery and Assessment Plans are provided by
the Diocese of Lismore Catholic Schools Office.

DELIVERY & ASSESSMENT PLAN

2025 – 2026

NESA COURSE: **CONSTRUCTION**

QUALIFICATION
TITLE: Certificate II in Construction Pathways

QUALIFICATION
CODE: CPC20220

COURSE
NUMBER: 26211 240hr (2U x 2 years)

TRAINING
PACKAGE: CPC v6.5



DELIVERY PERIOD	TOPIC TITLE & ASSOCIATED UNITS OF COMPETENCY	ASSESSMENT METHODS
TERM 1	WHITE CARD CPCCWHS1001 Prepare to work safely in the construction industry (R1)	Credit Transfer
TERM 1-2	CPC-1 WHS & CARPENTRY CPCCWHS2001 - Apply WHS requirements, policies and procedures in the construction industry (R1) CPCCCA2002 Use carpentry tools and equipment (R1) CPCCCA2011 Handle carpentry materials (R1)	Portfolio Observation Knowledge Test
TERM 3	CPC-2 WORKING IN THE CONSTRUCTION INDUSTRY CPCCOM1013 Plan and organise work (R2) CPCCOM1012 Work effectively and sustainably in the construction industry (R2) CPCCOM1014 Conduct workplace communication (R3)	Portfolio Observation Knowledge Test Practical Task - Assessment Block
TERM 4	CPC-3 PLANS & SPECIFICATIONS CPCCOM1015 Carry out measurements and calculations (R2) CPCCOM2001 Read and interpret plans and specifications (R2) CPCCVE1011 Undertake a basic construction project (R1)	Project Observation Knowledge Test
TERM 5-6	CPC-4 CONCRETING CPCCCO2013 Carry out concreting to simple forms (R2) CPCCCM2006 Apply basic levelling procedures (R1)	Project Observation Knowledge Test
TERM 7	CPC-5 BRICK & BLOCK CPCCBL2001 - Handle and prepare bricklaying and blocklaying materials (R1) CPCCBL2002 - Use bricklaying and blocklaying tools and equipment (R1)	Project Observation Knowledge Test

Work placement is a mandatory HSC requirement within the Construction Curriculum Framework and minimum hours have been assigned to HSC VET courses within the Framework. Students completing the 240-hour course must complete a minimum of 70 hours work placement in an appropriate construction environment. Failure to complete industry standard work placement could result in a Statement of Attainment only for the qualification. **There is no assessment for students during work placement weeks and all students will be expected to complete scheduled school assessments as soon as they return to school.**

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practice and apply skills acquired in the classroom or workshop
- develop additional skills and knowledge.

Non-completion of work placement is grounds for withholding the HSC course. Schools and colleges are advised to follow the procedure for issuing of 'N' determinations as outlined on the NSW Education Standards Authority (NESA) [Assessment Certification Examination \(ACE\)](https://www.nesa.nsw.gov.au/assessment-certification-examination-ace) website.

A **white card** (or general construction induction card) is required by students prior to work placement and is mandatory for all students to enter a construction site or to carry out construction work.

Further information regarding this course can be found on the [NSW Education Standards Authority](https://www.nesa.nsw.gov.au) (NESA) website and on training.gov.au.

Industry Qualifications and Delivery Plans are subject to change throughout the years of delivery. Students will be notified of changes to the courses as they occur.

DELIVERY & ASSESSMENT PLAN

XAVIER CATHOLIC COLLEGE
2025 – 2026



DIOCESE OF
LISMORE
CATHOLIC SCHOOLS OFFICE

NESA COURSE: **HOSPITALITY – FOOD & BEVERAGE**

QUALIFICATION TITLE: Certificate II in Hospitality (Release 2)

QUALIFICATION CODE: SIT20322

COURSE NUMBER: 26511 240hr(2U x 2years)

TRAINING PACKAGE: SIT v1.2

DELIVERY PERIOD	TOPIC TITLE & ASSOCIATED UNITS OF COMPETENCY	ASSESSMENT METHODS
TERM 1	F&B 1 HYGIENE & SAFETY SITXFSA005 Use hygienic practices for food safety SITXWHS005 Participate in safe work practices	Observation Written Test Project
TERM 2 - 6	F&B 2 ESPRESSO COFFEE SITHFAB025 Prepare and serve espresso coffee	Observation Written Test Demonstration
TERM 3-5	F&B 3 WORK EFFECTIVELY WITH CUSTOMERS BSBTWK201 Work effectively with others SITXCCS011 Interact with customers SITXCOM007 Show social and cultural sensitivity	Observation Written Test Project
TERM 3-5	F&B 4 SAFE FOOD APPETISERS & SALADS SITXFSA006 Participate in safe food handling SITHCCC028 Prepare appetisers and salads	Project Observation Written Test Practical Task - Assessment Block
TERM 3-7	F&B 5 FOOD & NON- ALCOHOLIC BEVERAGES SITHIND007 Use hospitality skills effectively SITHFAB027 Serve food and beverage SITHFAB024 Prepare and serve non-alcoholic beverages	Observation Project Written Test
TERM 4-7	F&B 6 SOURCE & USE SITHIND006 Source and use information on the hospitality industry	Project Observation Written Test

Work placement is a mandatory HSC requirement within the Hospitality Curriculum Framework and minimum hours have been assigned to HSC VET courses within the Framework. Students completing the 240-hour course must complete a minimum of 70 hours* work placement in an appropriate hospitality environment. Failure to complete industry standard work placement could result in a Statement of Attainment only for the qualification. **There is no assessment for students during work placement weeks and all students will be expected to complete scheduled school assessments as soon as they return to school.**

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practice and apply skills acquired in the classroom or workshop
- develop additional skills and knowledge.

* For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

Non-completion of work placement is grounds for withholding the HSC course. Schools and colleges are advised to follow the procedure for issuing of 'N' determinations as outlined on the NSW Education Standards Authority (NESA) [Assessment Certification Examination \(ACE\)](#) website.

Further information regarding this course can be found on the [NSW Education Standards Authority](#) (NESA) website and on [training.gov.au](#).

Industry Qualifications and Delivery Plans are subject to change throughout the years of delivery. Students will be notified of changes to the courses as they occur.

Appendix - Additional Information

Procedures for invalid or unreliable tasks

In circumstances where the Assistant Principal: Learning & Teaching and the Leader of Curriculum, following consultation with the Leader of Learning, deem that a task, or part of a task, is invalid or unreliable, an additional task with sufficient due notice will be allowed.

In extreme cases, an invalid task may need to be discarded completely, especially when there are time constraints for submission of marks; in this circumstance, assessment weights in the Assessment Schedule will be adjusted accordingly. Students will be notified of any necessary changes in writing.

Teacher Absence on the day of a scheduled task

Wherever possible, the task will proceed as scheduled. If due to exceptional circumstances a task can not proceed due to teacher absence, the Leader of Learning will consult with the Leader of Curriculum to determine a revised date. This will typically be at the earliest possibility. The Leader of Curriculum in consultation with the Assistant Principal: Learning & Teaching will ensure the timing is suitable and equitable. Students must be advised of the amended date and time in writing.

Portability of assessment

Students who enrol at the College before 30 June in the year of the HSC Examination will be assessed on the basis of work completed at this school. After 30 June, the previous school is responsible for providing assessment and moderation procedures.

Maintaining secure records

Each teacher is responsible for the maintenance of their own official marks register and for the accuracy of records. These must be kept for reference in the event of a review. The Leader of Learning and the Leader of Curriculum will be responsible for the maintenance of a centralised marks register. Each Faculty is to maintain its own assessment marks. These are to be recorded in the faculty Compass Markbook.

Teachers are advised to keep a careful and accurate record of all matters pertaining to assessment. Back-up copies of marks must be kept at all times. It is advisable to keep one of these back-up copies off the premises.

At no time will the school or any teacher make available to students or parents any student's final Cumulative Assessment Mark. Students must be provided with their Rank Order at any given time. When progress is discussed with either parents or students, the privacy of other students must be respected.

Determining marks and ranks

A final cumulative assessment mark is determined in each course. Leaders of Learning consult with the Leader of Curriculum and the Assistant Principal: Learning & Teaching when calculating the final assessment mark. The final school-based assessment mark and cumulative rank order will be reached by straightforward aggregation of marks awarded for each task within the assessment schedule. This involves the summing of weighted tasks for each student in the course. The College uses Compass Markbook for this process.

Reporting to Parents

In a standards-referenced framework, students are assessed against a standard; that is, how well they can demonstrate an outcome. They are not assessed against other students. At the end of the learning and teaching process the teacher will report what the student knows and can do and offer suggestions for further improvement.

At Xavier Catholic College, the reporting for Year 11 Courses will take the form of a Mid-Course Report in Term 2. A final report will be provided following the Year 11 course examination period in Term 3.

School Review of Assessments

Students may request a Review of their assessments. Teachers are reminded that frequent clear and accurate feedback throughout the period of Assessment should obviate the need for such a request.

In conducting Reviews, schools are not required to investigate teachers' judgements of the worth of an individual student's performance. Therefore, the marks or grades awarded are not subject to review. The purpose of the review is to establish whether:

- a) the weightings used are those specified in the School's published Assessment Policy;
- b) the procedures followed and marks awarded are consistent with the School's published Assessment Policy;
- c) any computational or clerical errors have occurred.

School reviews will not be conducted on grounds other than these.

Should a student desire a School Review, they must request it in writing, giving reasons why the request is made. Forms for this purpose can be obtained from the Leader of Curriculum or the Assistant Principal: Learning & Teaching. A Panel of teachers, as detailed below, will conduct reviews:

- a) The Leader of Curriculum/Assistant Principal: Learning & Teaching
- b) a teacher well-versed in statistical and/or grading procedures
- c) the Leader of Learning
- d) the teacher of the subject concerned.

The members of the Review Panel will have at their disposal:-

- a) all relevant NESA documents;
- b) all relevant school documents that have been distributed to parents and students;
- c) all subject department records covering procedures used;
- d) teacher's markbook for checking original entries and all conversions, as well as the converted scores that the rankings are based on;
- e) evidence of advice given to students concerning the scheduling of assessment tasks.

In view of the above, teachers are advised to keep a careful and accurate record of all matters pertaining to Assessment.

Results of the Review will be communicated in writing to the student concerned. The Principal in the presence of the Leader of Curriculum, the Leader of Learning and at least one other teacher will review the results.