



St Joseph's College

Assessment Handbook

| Year 11 2025

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PREAMBLE

The information in this booklet is designed to give parents, students and staff an understanding of the Year 11 Assessment procedures and information with regard to timing of assessments for each course.

Those charged with the responsibility of making judgements about the academic progress of the students have expectations of which students and their families should be aware. The completion of set work and commitment to all experiences set by the teacher will contribute significantly to successful outcomes in their studies.

At the time the Year 12 HSC Course Assessment begins in Term 4, Year 11 students must recognise that completion of set work and commitment to all experiences set by the teacher will contribute significantly to final success in the HSC.

It is the teacher's responsibility to inform students of the requirements for a particular course. However, the student also has a responsibility to become familiar with the NSW Education Standards Authority (NESA) documents in relation to syllabuses for all their courses. These documents are available on the NESA website (educationstandards.nsw.edu.au). Teachers are also available to answer questions or discuss problems in relation to Year 11 Assessment, as is the College's Leader of Curriculum.

Students should take their time to read this handbook to ensure that they fully understand their responsibilities with regard to Year 11 Assessment.

SECTION ONE

GENERAL INFORMATION

ST JOSEPH'S COLLEGE

ASSESSMENT OF STUDENT ACHIEVEMENT

STAGE 6

YEAR 11 AND YEAR 12 COURSES

❑ INTRODUCTION

St Joseph's College is founded on the person of Jesus Christ. Our philosophy of assessment is one based on the values which He lived and proclaimed. As a Catholic school the understanding of the uniqueness of each individual student must be reflected in our policies and practices of assessment.

The NSW Education Standards Authority (NESA) has developed and published mandatory requirements for assessment of students in Years 7 to 12. These regulations and rules must be strictly adhered to in order for students to be eligible for the award of the Record of School Achievement and the Higher School Certificate. This Policy and Procedures document establishes the structure within which we must operate.

Assessment is intended to recognise individual effort and achievement, to enhance self-esteem and to

develop a realistic impression of one's strengths and limitations. The students at St Joseph's College are encouraged to take responsibility for their own learning and achievement.

Assessment procedures at St Joseph's College recognise personal achievement and performance in regard to course learning outcomes and performance descriptors. However, whilst significant, assessment is only one component of school education at St Joseph's College.

NESA requires that schools assess the performance of students in their Year 11 Course studies as well as their Year 12 Course studies. This is to ensure that the student satisfactorily completes each Year 11 course and is therefore eligible for entry to any follow-on Year 12 course.

❑ ASSESSMENT AND ACHIEVEMENT

Assessment is used at St Joseph's College as a process of gathering information in order to make judgements and to give information about a student's achievement. Assessment is an integral part of each course of study and is linked closely with the course's Aims, Objectives and Outcomes.

The College has a commitment to ensuring that students can achieve as many of the course outcomes as possible and that in setting assessment tasks, teachers will ensure that our students know exactly what is expected of them, the outcomes of the course being assessed and the criteria being used to judge performance.

Justice requires that teachers will clearly communicate the criteria used in measuring achievement and that students will be fully aware of the purpose and scope of any set assessment task. Assessment at St Joseph's College will concentrate on what a student can do and will give the student an

honest and realistic measure of achievement and progress.

Schools are currently required by NESA to submit assessments of student achievement relative to each other by the end of Year 12. This assessment is based on the achievements measured throughout all courses. It encompasses all syllabus objectives other than those related to attitude and interest and is intended to provide an indication of a student's attainment of a wider range of syllabus objectives than is measured by a single HSC examination.

Each syllabus contains specific objectives, which are encompassed by the assessments. Each subject department has developed specific assessment schedules that take into account the syllabus objectives and the various weightings of each component. Details of these schedules for each course are included in this booklet.

ASSESSMENT PROCEDURES

YEAR 11 AND YEAR 12

ASSESSMENT PROGRAMME

Students will be required to complete specified pieces of work called Assessment Tasks throughout each of their courses.

These tasks may include:

- formal examinations,
- essays,
- assignment work,
- practical work,
- excursion reports and
- oral presentations.

The number and nature of the tasks will vary for each course.

Assessment tasks completed during the Year 11 Course (Terms 1-3, Year 11) **do not count towards the HSC results**. However, the overall Year 11 Assessment Programme will be used to determine the eligibility for an updated Record of Achievement for the Year 11 Course.

The Stage 6 Assessment Handbooks set out the 'formal' assessment requirements for each subject/course offered. These are derived from:

- (a) NESA syllabus requirements, and

- (b) Subject/Course Teaching and Learning Programs.

The subject assessment requirements provide information relative to:

- (a) Syllabus components and weightings
- (b) Task description
- (c) Timing of task
- (d) Task value
- (e) Outcomes of each task

Year 11 and Year 12 Course Assessment Task Calendars supplement the Handbooks and are provided in Google Calendar for students each year. The calendars provide specific dates for tasks and are available at the beginning of each term. Variations to task dates can occur after teacher consultation with the Leader of Curriculum. Any variation of assessment dates will only occur as a result of unforeseen circumstances, and will be decided in the best interests of all students. **A minimum of two weeks' notification will be provided for all tasks.**

The rules for Year 11 assessment are very similar to the rules applied to Year 12 courses. The following procedures relate to all assessment tasks in the Year 11 and Year 12 Courses at St Joseph's College.

NOTIFICATION OF TASKS

1. Prior to the scheduled date of the assessment task, and **usually at least two weeks prior to the task**, specific details of the assessment task will be emailed to students.
 2. The Assessment Task Notification will include:
 - Subject/course
 - Unit/Module
 - Topic
 - Weighting of Task (relative to course overview and if applicable)
 - The date and timing of the task
 - Length/duration of task (eg. reading time, etc)
 - Type/nature of task (eg. hand-up, exam, etc)
 - Outcomes to be assessed
 - Description of Task Requirements – breakdown of marks to indicate relative weightings
 - Success Criteria and/or Marking Rubric
 - Task References (if applicable)
 - Method of Feedback
 3. Teachers will explain the requirements of the task and the details listed above. Students will have the opportunity to reflect on the task requirements and ask questions to clarify issues.
 4. Teaching and learning will not be specifically directed towards the task. However, teaching and learning will incorporate the outcomes of the proposed assessment.
 5. Task design will be a collaborative activity, involving all teachers who will take part in the administration of the task.
 6. Prior to the marking of assessment tasks, where more than one teacher is involved in the marking, teachers will discuss and clarify the marking criteria to ensure consistency of judgement and awarding of marks takes place.
-

□ FEEDBACK FROM TASKS

An essential component of assessment is to provide meaningful feedback to each student. Elements of meaningful feedback could include:

- Providing marks which have meaning by linking marks to specific criteria.
 - Providing their rank within the student group for the task.
 - Allowing students to self-assess their work relative to the marking criteria.
 - Allowing peers to assess their work relative to the marking criteria.
 - Providing an opportunity for teachers to discuss with students (one on one/small group/whole group) the assessment of their performance, which may include their study preparation, their exam technique, their time management, their attitude and application, their commitment to class and home study, etc.
 - Written comments which benefit future student performance, affirm their performance, suggest methods of improvement, areas for development, etc.
 - Providing a link to their future learning in the course.
-

□ SATISFACTORY COMPLETION OF A COURSE

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

- (a) **followed the course** developed or endorsed by NESAs, and
- (b) applied themselves with **diligence** and **sustained effort** to the set tasks and experiences provided in the course by the school, and
- (c) achieved some or all of the course outcomes.
(ACE Ref: 4016)

Parents/carers of students who are not meeting either a, b, or c above in a particular course are posted an official warning letter indicating that satisfactory completion of the course is in jeopardy. If a second letter is sent indicating course requirements are still not being met, the student will be interviewed by the Principal and

Leader of Curriculum to determine if a N (Non-Completion of a Course) Award should be issued.

While NESAs 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 principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

(ACE Ref: 4016)

If a student does not satisfactorily meet all the requirements of a course it will not be recorded on their HSC. Students must satisfactorily complete both Year 11 and Year 12 components of a course to qualify for the award of the Higher School Certificate for that course.

□ SCHEDULE OF TASKS

Formal HSC assessment procedures will normally begin during Term 4 in Year 11. **No formal assessment tasks will be scheduled in the week prior to the Trial examination block.**

Schedules with timing for assessment tasks will be compiled for the HSC courses and distributed to all students. These schedules appear at the end of this booklet in alphabetical order. Specific dates for assessments or examination periods are notified to students via the course assessment details posted on the Google Assessment Calendar.

Students are warned that compensation cannot be made because of extended illness, misadventure or domestic problems that may have affected a student's performance throughout the course.

The teacher must assess the student's **actual performance**, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

(ACE Ref: 8072)

SUBMISSION OF TASKS

Students are expected to complete **all** assessment tasks.

Assessment tasks which are to be handed up, with the exception of those practical projects in Industrial Technology – Multimedia, Information Processes & Technology and Photography, Textiles & Design, and Visual Arts must be submitted by the commencement of Period 1 on the due date (or by the commencement of Period 1 on an earlier date if desired.) **These tasks are to be placed in the Assessment Task Box which is located in the Library.**

All assessments which are placed in the box **must have a completed Assessment Cover Sheet attached to the task.** These are located in the bottom filing drawer of the Assessment Task Box. The Assessment Task Box will be removed at the commencement of Period 1. Students with tasks submitted after this time must follow procedures for lateness as listed later in this Handbook.

Practical projects for the courses listed above are to be submitted on the due date during class time. Submission dates will be on the same day that a normal lesson occurs in the timetable. **All work must be**

submitted at the time stated in the assessment notification during the designated lesson. Failure to do so will be considered a late submission and the student will be required to follow the procedures set out in the 'Lateness' section below.

Submission of assessment tasks which are too big or bulky to be placed in the Assessment Task Box eg. design folios, major practical projects, need to be submitted to the Course Teacher prior to Period 1 at a prearranged location. In the absence of the Course Teacher, the Leader of Learning or Leader of Curriculum will accept the task.

TASKS ARE NOT TO BE HANDED TO THE OFFICE OR LIBRARY STAFF.

All assessment tasks are to be **hard copy** unless otherwise stated in the assessment notification details.

Students under suspension must comply with all assessment requirements on or by the due date as indicated in this document.

Students must keep a copy of submitted written work.

APPLICATION FOR EXTENSION

At least three school days PRIOR to the due date and using the 'Scheduled Assessment Task Variation' form, students are permitted to apply for an extension of time for submission of an Assessment task. **This form is to be handed to the Course Teacher** who will then meet with the Assessment Review Committee to decide the outcome of the application. **These forms are available from the Library.**

Students granted an extension of time for a "hand in"

assessment task must place the task in the Assessment Box on or before the extension date. For practical projects these must be submitted to the class teacher on or before the extension date.

Extensions of time will **ONLY** be given for circumstances outside the student's control. The Assessment Review Committee will notify the student in writing of its decision. Please also see the rules for 'Procedures for Absences Prior to and on the Date of Scheduled Assessment Task'.

LATENESS

If a student is to hand in an assessment task and is **late on the due date**, the student must submit the task to a member of the Library staff where it will be date and time stamped and signed by the student. In the event that the task is a practical project for Industrial Technology – Multimedia, Photography, Textiles & Design, or Visual Arts the task is to be submitted to the Leader of Curriculum. An **Assessment Variation Form** with appropriate documentation signed by the Parent/Carer must be submitted to the Class teacher the next school day so that the Assessment Review Committee is able to meet and determine an outcome for the late submission.

For late submission of a task that was due on the last day of the week or last day of term, submission of the task is to be made electronically to both the class teacher and the Leader of Curriculum the next day.

This can be undertaken either via email, Moodle upload or uploading to Google drive and sharing the file/s with the class teacher and the Leader of Curriculum. In the event that the task consists of a practical project such as a painting or timber creation, some form of evidence of completion needs to be emailed to the class teacher and Leader of Curriculum. This can include photos of the project from a number of different angles.

In the event that an assessment variation application is not approved, tasks submitted after 9:00am on the due date (Day 1) will incur a penalty of **25% of the total possible mark**. A task submitted after 9:00am on the day following the due date (Day 2) will incur a penalty of **50% of the total possible mark**. A task submitted after 9:00am on Day 3 will incur a **zero mark** for the entire task.

❑ PROCEDURES FOR ABSENCES PRIOR TO AND ON THE DATE OF SCHEDULED ASSESSMENT TASKS

The following procedures with regard to absences are the student's responsibility. Teachers are NOT required to ask for this documentation.

If an assessment task is to be handed in and the **student is absent** on the due date, the student is required to arrange, where possible, for a family member to submit the task by placing it in the Assessment Task Box before the commencement of Period 1.

When a student is **unexpectedly absent** on the **school day before and/or due date** of an assessment task he/she must notify the Course Teacher, Leader of Learning, Head of House or Leader of Curriculum before the commencement of Period 1 on the morning of the absence. If this notification of absence is via phone to the College Office, the student or parent/carer should tell the Office Staff about the assessment task(s) that has been missed so that this information can be passed on to the appropriate teaching staff.

The **next available school day** following the absence the student must report to the Course Teacher and hand in a "Scheduled Assessment Task Variation" form available from the Library accompanied by either:

- (a) **a medical certificate** in the case of an illness.
- (b) **satisfactory documentation** in the case of other leave.

If the **absence is known in advance** (eg. TAFE attendance, sporting representation, etc) the student must notify the Course Teacher or Leader of Curriculum **as soon as the clash becomes evident**. This notification must be **at least 3 school days before the day of the task** and not on or after the task date. The notification is made on the "Scheduled Assessment Task Variation" form and accompanied by the appropriate documentation. The Leader of Sport can sign acknowledgement in the event of College Sport representation.

If the absence is due to leave, the leave must be granted an exemption and endorsed by the Principal. Application forms for exemptions can be obtained from the front office. Exemptions are only granted for extenuating circumstances such as elite sporting competition. Exemptions will not be granted for family holidays.

The Course Teacher takes the "Scheduled Assessment Variation Form" to the Leader of Learning who will meet with the Leader of Curriculum and the Assessment Review Committee. The student will be notified of the committee's decision in writing.

If a student fails to complete a task specified in the school-based assessment programme and the teacher considers the student has a valid reason (eg. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task.

In exceptional circumstances (eg. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

(ACE Ref. 8078)

In all other cases where a student fails to complete an assessment task, a penalty will be recorded. In such a situation, parents and students will be notified in writing as soon as practical after the task.

❑ ASSESSMENT REVIEW COMMITTEE

An Assessment Review Committee consisting of the Course Teacher, Leader of Learning and Leader of Curriculum will meet to determine the outcome of any applications regarding student assessment variation. Student assessment variation requests are to be submitted to the **Course Teacher** on an Assessment Variation Form available from student reception with

the appropriate documentation attached. The Course Teacher immediately notifies the Leader of Learning and Leader of Curriculum so that the Assessment Review Committee is able to meet.

The Leader of Curriculum will notify the student in writing of the Committee's decision.

❑ DIGITAL PRESENTATION OF TASKS

All assessment tasks are to be **hard copy** unless otherwise stated on the assessment notification given to students. **Computer breakdown or printer failure** is not a valid reason for non-submission of a task on the due assessment date. In the event of a computer and/or printer problem immediately prior to the hand up date, students must take the following action:

1. Place **some evidence** that the task had been commenced in the assessment box before the commencement of Period 1 eg. handwritten notes, part printouts, work on a backup device such as a USB flash drive, or email a copy of the assignment to the Course Teacher.
2. Complete an Assessment Variation Form, with documentation attached, on or before the due date and hand this form to your Course Teacher.

Assessment tasks should never be commenced too close to the due date.

All written assessments are to be created using the student's Google account and in Google Docs which will automatically save work to the Google drive cloud. Students should ensure that they develop an appropriate file management system so that all documents can be easily located. Google documents will maintain a history of work completed. Teachers might also use Google Classroom which will allow the teacher access to the document during its creation, with the ability to add formative feedback. The type of submission, hard copy or digital submission, will be notified on the assessment notification.

Students using computers for other work should save and back up their work at regular intervals throughout the period of time allocated to complete the task. The **amount of evidence** presented in the event of computer breakdown should have a direct relationship to the length of time allocated for the task to be completed, eg. if the student is given eight weeks to complete a research task, the evidence submitted would need to be substantial.

❑ SCHOOL PRINTING OF ASSESSMENT TASKS

It is advisable to print assessment tasks from home when possible in order to avoid delays that can occur on the morning of the due date caused by an overload of print requests on the College printer. If printing from the College printer is the only option, you are advised to do so the **day before** the submission date.

In the case of unforeseen circumstances, such as power failure at the College or extreme natural events

preventing access to the Library, students are required to use one of the following contingency plans.

Upload the task to the student's Google Drive and share the task with the relevant class teacher which will time stamp the document OR place the task on a USB flash drive and hand it to the relevant class teacher.

❑ HONESTY IN HSC ASSESSMENT

Honesty in HSC Assessment – the Standard (ACE Ref: 9022)

This standard sets out the requirements of the NSW Education Standards Authority (NESA) for 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 this 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 NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

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

Honesty in HSC assessment: what constitutes malpractice

(ACE Ref: 9023)

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

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

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

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

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

If doubt arises regarding the authenticity of work submitted for assessment, the matter will be considered by the Assessment Review Committee. If instances of cheating, copying or plagiarism are substantiated, a zero mark will be awarded for those sections of the assessment task deemed to be non-authentic work.

Plagiarism involves copying or using thoughts directly from another person's work as your own work. This includes the use of Artificial Intelligence (AI) to generate assessment responses. All students have completed the NESA "All My Own Work Modules" and are aware of the regulations regarding plagiarism.

Any other student who is determined to have assisted with the cheating/copying will also be liable for a zero result. In a situation where a zero score is imposed, the student and his/her parents will be informed in writing as soon as practical after the task.

In instances where plagiarism has occurred, an authentic task will need to be submitted at a date to be determined by the Review Committee to satisfactorily complete course outcomes. A zero mark for those sections that have been plagiarised will still be recorded.

In relation to **AI** use in teaching and learning, the following will apply:

It is the responsibility of each St Joseph's College student to show the development of their thinking. This will mean that, on request, any content produced should be given context, with evidence, outlining how drafts or ideas were formed, grown, iterated, and refined to realise a final piece of work.

It is not the responsibility of the school to 'detect' AI use, rather it is the responsibility of students to demonstrate that work produced is original and conforms with ethical expectations.

Fundamentally, it is not the work of educators to demonstrate that material has been lifted or produced by AI technology. Whenever requested, students must be able to show their planning, sequence of development leading to a culminating piece of work.

This may be a draft document where students can show how they progressed their outline to first ideas/dot points/paragraphs to a full extended response or in mathematics the thought process behind finding the solution.

INVALID ASSESSMENT TASKS

If an individual assessment task is deemed to have produced unreliable results through a decision of the Course Teacher, Leader of Learning, Leader of Curriculum and Principal, then the appropriate action will

be taken to ensure that no student is advantaged or disadvantaged. If an additional task is to be scheduled adequate notice of the precise timing is to be given in writing to the students.

❑ REPORTING OF MARKS

Each KLA is responsible for ensuring that tasks are marked in accordance with the Syllabus guidelines and the marking criteria established for each task. Recording of all marks is the responsibility of each individual KLA.

After each Assessment task is returned, students will have access to their rank and mark for that task and may request a review of that mark **within one week** of the return of the task (see also Appeals). Students who

receive a penalty or zero mark, and parents of students, who receive a penalty or zero mark, will be informed in writing.

Each department will maintain progressive ranking of students in each course. Mid-Course and End of Course reports will include an examination mark and rank as well as a cumulative assessment rank for each course.

❑ ACADEMIC ACHIEVEMENT AWARDS

The Leader of Learning within the KLA will allocate Merit Awards to those students who have achieved at an exemplary level in an assessment task. The Leader of Learning within a KLA will also allocate Semester Academic Excellence awards for those students who

have achieved at an exemplary level of achievement midway and at the end of the course.

Task Merit Awards and Academic Excellence awards are recorded on the Mid-Course and End of Course reports.

❑ APPEALS

1. **Final HSC Assessment:** Students may seek a review of their assessment after their last HSC examination if their position differs significantly from expectations they have had from feedback on their performance in individual assessment tasks throughout the course.

2. **Individual Assessments:** If a student disagrees with a mark allocated for an assessment task, then the student must ask, in writing, for the Course Teacher to review the mark **within one week** of receiving the return of the assessment task. If a student still disagrees with the Course Teacher's decision, then the student must ask, in writing, for the Leader of Learning to review the situation within one week of the assessment task.

In the event that the student remains dissatisfied an appeal may be lodged in writing to the Leader of Curriculum. This appeal will be heard by a committee consisting of the Principal, the Leader of Curriculum and the Leader of Learning of the faculty in which the appeal is made. **The Appeal Committee will focus on whether the school's procedures for assessment have been followed.** In a formal appeal, students are not entitled to seek a review of the teacher's judgements of the worth of individual performance on an assessment task. This means marks or grades awarded will not be subject to review as part of the formal appeal process.

The student and parents will be informed in writing of the final result of any formal appeal.

❑ TRANSFERS

Students who transfer from one school to another before Term 4, Year 11 will be assessed with all other students at the receiving school.

The receiving school assesses students who transfer between Term 4 Year 11 and the final date of the HSC

entry. The receiving school may seek information from the sending school but there is no obligation on the receiving school to use that information. The sending school assesses students who transfer after the final date of HSC entry.

ATTENDANCE

In circumstances where attendance is unsatisfactory, no Record of Achievement, Higher School Certificate or Result Notice will be issued.

Students who have a record and/or a pattern of attendance, which in the Principal's judgement warrants the withholding of the Year 11 Record of Achievement and/or the Year 12 Record of Achievement and/or the Higher School Certificate and Result Notice, will be required to prove to the Principal's satisfaction, following a review of their attendance, that an award is justified.

Where a Principal considers that a student's pattern of attendance could result in the non-award of a Higher

School Certificate, a Result Notice and Record of Achievement, the student will be warned and the parents or guardian immediately advised in writing (if the student is under 18).

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 principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements. *(ACE Ref: 8028)*

Attach any documented
Evidence here!

St Joseph's College Scheduled Assessment Task Variation

Name: _____ AWC: _____ Year: _____

Course Teacher: _____ Course: _____

Year 12 Course ☐

Year 11 Course ☐

Year 10 Course ☐

Nature of TASK: _____

Due Date of TASK: _____

ON COMPLETION, PLEASE HAND TO YOUR CLASS TEACHER

Student Declaration (circle the appropriate phrase)

1a. **I will not be / was not able to** complete the scheduled assessment task indicated above.

OR

1b. I was absent on the day prior to an assessment task.

2a. In the event of Illness/Misadventure, **I did / did not** notify the College prior or on the due date of my task via email or phone call of the inability to be at school to complete the task or to submit the task on time.

OR

2b. In the event on a known absence such as College sport representation, TAFE attendance or another absence granted an Exemption from School by the Principal, **I have / have not** submitted this variation form as soon as the clash of events occurred.

3. **My reason is as follows:** (tick the appropriate reason)

(a) I was sick and I couldn't attend school – **a medical certificate must validate this reason.**

(b) I was absent due to unplanned circumstances and a family member could not submit the task on my behalf.

(c) I will be representing the College at an approved College event OR attendance at TAFE.

4. **Attached is the necessary documented evidence:** (tick the appropriate evidence)

(a) a parental letter explaining my absence submitted prior to the due date (submitted prior to the due date).

(b) a medical certificate substantiating the nature of my illness.

(c) a statement outlining the reason for my unplanned absence, witnessed by my parent/guardian.

Student signature: _____ Date: ____/____/____

Parent signature: _____ Date: ____/____/____

OR

Notification by: _____ Date: ____/____/____

ASSESSMENT REVIEW COMMITTEE RULING

In regard to this matter the following is to be arranged:

(a) the task is to be submitted and accepted with no penalty by date: _____

(b) the task is to be administered by the Course Teacher on date: _____

(c) an extension of time with no penalty be granted by the Leader of Learning to date: _____

(d) an estimated mark be authorised by the Principal at the end of the course.

(e) a 25% penalty has been recorded on the task.

(f) a 50% penalty has been recorded on the task.

(g) a zero mark be recorded for this task by the Leader of Curriculum.

Leader of Learning: _____

Leader of Curriculum: _____ Date: ____/____/____

SECTION TWO

ASSESSMENT PROGRAMMES

Syllabus Assessment Component		Weighting %
1	Skills in working scientifically	60
2	Knowledge and understanding of course content	40
	TOTAL	100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 9, Term 1	Week 2, Term 3	Week 10, Term 3	
	Type of Task	Practical Investigation	Depth Study	End of Course Examination	
	Outcomes	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO 11-5, BIO11-7, BIO11-8	BIO11-1, BIO11-3, BIO11-4, BIO11-5, BIO11-7, BIO11-10, BIO11-11	BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
1		25	25	10	60
2		5	5	30	40
TOTAL		30	30	40	100

Syllabus Assessment Component		Weighting %
1	Knowledge and Understanding of Course Content	40
2	Stimulus-based Skills	20
3	Inquiry and Research	20
4	Communication of business information, ideas and issues in appropriate forms	20
TOTAL		100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 1, Term 2	Week 3, Term 3	Weeks 9 & 10, Term 3	
	Type of Task	Research and Response	Business Report	End of Course Examination	
	Outcomes	P1, P2, P6, P7, P8, P9	P2, P3, P4, P6, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10	
1		10	10	20	40
2			10	10	20
3		20			20
4			10	10	20
TOTAL		30	30	40	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of course content	40
2	Religious skills	20
3	Inquiry and research skills	20
4	Communication of information, ideas and issues in appropriate forms	20
TOTAL		100

Assessment Programme Year 11 2025				
Component being assessed		Task 1	Task 2	Total %
	Date of Task	Week 3, Term 2	Week 9, Term 3	
	Type of Task	Multimodal Presentation	Research Task	
	Outcomes	KS1.5, KS5.1, KS5.2, KS5.3	KS1.3, KS1.4, KS3.1, KS6.2, KS6.3	
1		20	20	40
2		10	10	20
3			20	20
4		10	10	20
TOTAL		40	60	100

Syllabus Assessment Component		Weighting %
1	Art Criticism / Art History	30
2	Practical – Artmaking	70
	TOTAL	100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 8, Term 1	Week 8, Term 2	Week 8, Term 3	
	Type of Task	Project 1 Introduction to Ceramics	Project 2 Surface Treatment	Individual / Collaborative Project	
	Outcomes	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	
1		5	15	10	30
2		15	25	30	70
TOTAL		20	40	40	100

Syllabus Assessment Component		Weighting %
1	Skills in working scientifically	60
2	Knowledge and understanding of course content	40
	TOTAL	100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 9, Term 1	Week 9, Term 2	Week 10, Term 3	
	Type of Task	Skills and Research Task	Depth Study	End of Course Examination	
	Outcomes	CH11-4, CH11-5, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-7, CH11-9	CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
1		20	30	10	60
2		5	5	30	40
TOTAL		25	35	40	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of how the following impact on wellbeing: resource management; positive relationships; range of societal factors and nature of groups, families and communities.	40
2	Skills in: applying management processes to meet the needs of the individual, groups, families and communities; planning to take responsible actions to promote wellbeing.	25
3	Knowledge and understanding about research methodology and skills in researching; critical thinking; analysing and communicating.	35
TOTAL		100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 8, Term 1	Week 7, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	Written Report	Extended Responses	End of Course Examination	
	Outcomes	P1.1, P1.2, P4.2, P5.1, P6.2	P2.1, P2.3	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2, P7.1, P7.2, P7.3, P7.4	
1		10	10	20	40
2		5	10	10	25
3		15	10	10	35
TOTAL		30	30	40	100

Syllabus Assessment Component		Weighting %
1	Making	40
2	Performing	30
3	Critically Studying	30
	TOTAL	100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 1, Term 2	Week 8, Term 2	Week 9, Term 3	
	Type of Task	Essay Folio	Individual Project	Playbuild Performance	
	Outcomes	P1.1, P1.3, P2.6, P3.1, P3.2, P3.3, P3.4	P1.4, P1.6, P1.8, P2.2, P2.3, P3.1, P3.2, P3.4	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.3, P2.4, P2.5, P2.6, P3.1	
1			30	10	40
2				30	30
3		30			30
TOTAL		30	30	40	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of course content	40
2	Stimulus-based skills	20
3	Inquiry and Research	20
4	Communication of economic information, issues and ideas in appropriate forms	20
TOTAL		100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 10, Term 1	Week 10, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	Knowledge Skills and Stimulus Task	Research-based Extended Response In-class Task	End of Course Examination	
	Outcomes	P1, P2, P5, P7, P8	P1, P2, P3, P5, P6, P7, P8, P9, P10, P12	P1, P2, P3, P4, P5, P7, P8, P10, P11	
1		10	10	20	40
2		10		10	20
3		5	15		20
4		5	5	10	20
TOTAL		30	30	40	100

Syllabus Assessment Component		Weighting %
1	Engineering fundamentals	35
2	Engineering products	25
3	Biomedical Engineering	25
4	Braking systems	15
TOTAL		100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 10, Term 1	Week 7, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	Engineering Product Catalogue	Engineering Report	End of Course Examination	
	Outcomes	P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P6.2	P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3	
1		15	10	10	35
2		10	5	10	25
3			20	5	25
4				15	15
TOTAL		25	35	40	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of course content	50
2	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	TOTAL	100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 10, Term 1	Week 9, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	Read to Write	Narratives that Shape Our World Multi-modal	End of Course Examination	
	Outcomes	EA11-1, EA11-3, 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	
1		15	20	15	50
2		15	20	15	50
TOTAL		30	40	30	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of course content	50
2	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
TOTAL		100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 10, Term 1	Week 9, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	Read to Write	Contemporary Possibilities Multi-modal	End of Course Examination	
	Outcomes	EN11-1, EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
1		15	20	15	50
2		15	20	15	50
TOTAL		30	40	30	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of texts and why they are valued	50
2	Skills in complex analysis composition and investigation	50
	TOTAL	100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 1, Term 2	Week 10, Term 2	Week 8, Term 3	
	Type of Task	Imaginative Response	Comparative Essay	Multimodal Presentation	
	Outcomes	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
1		15	15	20	50
2		15	15	20	50
TOTAL		30	30	40	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of course content	50
2	Skills in: <ul style="list-style-type: none"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	50
	TOTAL	100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 10, Term 1	Week 6, Term 2	Week 8, Term 3	
	Type of Task	Multimodal Presentation	Speaking Task	Collection of Classwork	
	Outcomes	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-5, ES11-6, ES11-7	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
1		15	15	20	50
2		15	15	20	50
TOTAL		30	30	40	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding	50
2	Source-based skills	50
	TOTAL	100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 8, Term 1 (ongoing)	Week 7, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	Baby care Simulation	Digital Presentation	End of Course Examination	
	Outcomes	1.4, 2.4, 5.1, 6.1	1.4, 2.2, 2.3, 6.2	1.1, 1.2, 2.4, 3.1, 5.1	
1		15	15	20	50
2		15	15	20	50
TOTAL		30	30	40	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of factors that affect health and the way the body moves	40
2	Skills in: influencing community health and taking action to improve participation and performance in physical activity	30
3	Skills in: critical thinking; research and analysis	30
TOTAL		100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 9, Term 1	Week 9, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	Youth Health Issues	Collaborative Investigation	End of Course Examination	
	Outcomes	HM-11-01, HM-11-02, HM-11-06, HM-11-08, HM-11-09, HM-11-10	HM-11-05, HM-11-09, HM-11-10	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	
1		10	10	20	40
2		10	10	10	30
3		10	10	10	30
TOTAL		30	30	40	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of course content	40
2	Analysis and evaluation	20
3	Inquiry and research	20
4	Communication of legal information, issues and ideas in appropriate forms	20
TOTAL		100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 2, Term 2	Week 6, Term 3	Weeks 9 & 10, Term 3	
	Type of Task	Research-based Extended Response Task	Extended Response	End of Course Examination	
	Outcomes	P1, P5, P7, P8, P9, P10	P2, P4, P7, P8, P9, P10	P1, P2, P3, P5, P6, P9, P10	
1		10	5	25	40
2		5	5	10	20
3		10	10		20
4		5	10	5	20
TOTAL		30	30	40	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding outcomes and course content	50
2	Skills outcomes and content	50
	TOTAL	100

NB: There is no external examination of students in Stage 6 Content Endorsed Courses.

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 10, Term 1	Week 8, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	Practical Skills Exam	Research Task	End of Course Examination	
	Outcomes	1.3, 3.1, 4.2, 5.1, 5.2	1.3, 2.1, 2.3, 3.1, 3.4	1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 5.2	
1		10	10	30	50
2		20	20	10	50
TOTAL		30	30	40	100

NB: Students may achieve other outcomes such as open water snorkeling /SCUBA certification and St John Ambulance First Aid Certificate.

Syllabus Assessment Component		Weighting %
1	Use of concepts, skills and techniques to solve mathematical problems in a wide arrange of theoretical and practical contexts	50
2	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50
	TOTAL	100

NB: Up to 20% of the assessment of the Year 12 Course may be based on the Year 11 content.

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 9, Term 1	Week 9, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	In-class Test	In-class Test	End of Course Examination	
	Outcomes	MA11-1, MA11-2, MA11-8, MA11-9	MA11-2, MA11-3, MA11-5, MA11-8, MA11-9	MA11-1 to MA11-9	
1		15	15	20	50
2		15	15	20	50
TOTAL		30	30	40	100

NB: Examinations will be of HSC style (ie. Free response.)
They will be aimed at familiarising students with mixed content questions.

Syllabus Assessment Component		Weighting %
1	Understanding, fluency and communicating	50
2	Problem solving, reasoning and justification	50
TOTAL		100

NB: Up to 20% of the assessment of the Year 12 Course may be based on the Year 11 content.

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 9, Term 1	Week 8, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	In-class Test	In-class Test	End of Course Examination	
	Outcomes	MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-7, MS11-9	MS11-1 to MS11-10	
1		15	15	20	50
2		15	15	20	50
TOTAL		30	30	40	100

NB: Examinations will be of HSC style (ie. Free response.)
 They will be aimed at familiarising students with mixed content questions.

Syllabus Assessment Component		Weighting %
1	Understanding, fluency and communicating	50
2	Problem solving, reasoning and justification	50
	TOTAL	100

NB: Up to 20% of the assessment of the Year 12 Course may be based on the Year 11 content.

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 8, Term 1	Week 8, Term 2	Week 8, Term 3	
	Type of Task	Investigation	Assignment	Investigation	
	Outcomes	MS11-1, MS11-2, MS11-6, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, MS11-3, MS11-7, MS11-8, MS11-9, MS11-10	
1		15	15	20	50
2		15	15	20	50
TOTAL		30	30	40	100

NB: Examinations will be of HSC style (ie. Free response.)
They will be aimed at familiarising students with mixed content questions.

Syllabus Assessment Component		Weighting %
1	Use of concepts, skills and techniques to solve mathematical problems in a wide arrange of theoretical and practical contexts	50
2	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50
TOTAL		100

NB: Up to 20% of the assessment of the Year 12 Course may be based on the Year 11 content.

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 9, Term 1	Week 8, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	In-class Test	In-class Test	End of Course Examination	
	Outcomes	ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1 to ME11-7	
1		15	15	20	50
2		15	15	20	50
TOTAL		30	30	40	100

NB: Examinations will be of HSC style (ie. Free response.)
They will be aimed at familiarising students with mixed content questions.

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of course content	40
2	Historical skills in the analysis and evaluation of sources and interpretations	20
3	Historical inquiry and research	20
4	Communication of historical understanding in appropriate forms	20
TOTAL		100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 8, Term 1	Week 5, Term 3	Weeks 9 & 10, Term 3	
	Type of Task	Research Task	Extended Response	End of Course Examination	
	Outcomes	MH11-6, MH11-7, MH11-9, MH11-10	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	MH11-1, MH11-3, MH11-5, MH11-9	
1		20		20	40
2		5	5	10	20
3			15	5	20
4		5	10	5	20
TOTAL		30	30	40	100

Syllabus Assessment Component		Weighting %
1	Performance	25
2	Composition	25
3	Musicology	25
4	Aural	25
TOTAL		100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 8, Term 2	Week 6, Term 3	Week 8, Term 3	
	Type of Task	Composition Portfolio Topic 2	Musicology Portfolio Topic 3	End of Course Examination	
	Outcomes	P2, P3, P6, P7, P8	P1, P4, P5, P8	P4, P5, P7, P8	
1		5		20	25
2		25			25
3			25		25
4			5	20	25
TOTAL		30	30	40	100

Syllabus Assessment Component		Weighting %
1	Skills in working scientifically	60
2	Knowledge and understanding of course content	40
	TOTAL	100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 9, Term 1	Week 4, Term 2	Week 10, Term 3	
	Type of Task	Practical Investigation	Depth Study, Research and Presentation (incl. Field Trip)	End of Course Examination	
	Outcomes	PH11-1, PH11-2, PH11-3, PH11-4, PH11-7, PH11-8, PH11-9	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-7, PH11-10	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	
1		20	30	10	60
2		5	5	30	40
TOTAL		25	35	40	100

Syllabus Assessment Component		Weighting %
1	Knowledge and Understanding	50
2	Skills	50
	TOTAL	100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 10, Term 1 (ongoing)	Week 8, Term 2	Week 8, Term 3	
	Type of Task	Games and Sports Applications 1 and 2	First Aid and Sports Injuries	Individual Games and Sports Applications	
	Outcomes	1.1, 3.1, 4.1, 4.2	3.6, 4.2, 4.5	3.2, 4.4	
1		20	15	15	50
2		20	15	15	50
TOTAL		40	30	30	100

Note: The course mark allocated to a 1 Unit course in Stage 6 is out of 50.
For easier interpretation, this assessment guide is presented in % weightings.

MK II - 27.05.2025

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of course content	40
2	Source-based skills	20
3	Investigation and research	20
4	Communication of information, ideas and issues in appropriate forms	20
TOTAL		100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 9, Term 1	Week 9, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	Research and Response	Essay Response	End of Course Examination	
	Outcomes	P2, P6, P8	P1, P2, P6, P8	P1, P2, P4, P5, P8, P9	
1		10	10	20	40
2			10	10	20
3		20			20
4			10	10	20
TOTAL		30	30	40	100

MK II - 11.06.2025

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding of course content	40
2	Source-based skills	20
3	Investigation and research	20
4	Communication of information, ideas and issues in appropriate forms	20
TOTAL		100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 6, Term 1	Week 8, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	Research Response	In Class Extended Response	End of Course Examination	
	Outcomes	P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P8, P9	
1			10	30	40
2		10	5	5	20
3		10	10		20
4		5	10	5	20
TOTAL		25	35	40	100

Syllabus Assessment Component		Weighting %
1	Art Criticism / Art History	50
2	Artmaking	50
	TOTAL	100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 1, Term 2	Week 8, Term 2	Week 9, Term 3	
	Type of Task	Drawing Portfolio and Essay	Painting and Essay	Printmaking Portfolio and Essay	
	Outcomes	P1, P2, P3, P4, P6, P7, P9, P10	P1, P2, P3, P4, P5, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
1		20	20	10	50
2		10	10	30	50
TOTAL		30	30	40	100

Syllabus Assessment Component		Weighting %
1	Design and Making	70
2	Critical and Historical Studies	30
	TOTAL	100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 9, Term 1	Week 9, Term 2	Week 8, Term 3	
	Type of Task	Interior Design	Graphic Design	Product Design	
	Outcomes	DM1, DM2, DM3, DM4, DM5, DM6 CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6 CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6 CH1, CH2, CH3, CH4	
1		20	25	25	70
2		10	10	10	30
TOTAL		30	35	35	100

Syllabus Assessment Component		Weighting %
1	Knowledge and understanding	30
2	Skills	70
	TOTAL	100

Assessment Programme Year 11 2025					
Component being assessed		Task 1	Task 2	Task 3	Total %
	Date of Task	Week 8, Term 1	Week 8, Term 2	Weeks 9 & 10, Term 3	
	Type of Task	Written Task	Test	Written Report	
	Outcomes	1, 2, 3, 4, 5	1, 2, 3, 5, 8	1, 2, 3, 4, 8, 9	
1		10	10	10	30
2		25	20	25	70
TOTAL		35	30	35	100

**DIOCESE OF LISMORE
CATHOLIC SCHOOLS LIMITED 45649
St Joseph's College**



The following are VET Courses studied
at St Joseph's College, Banora Point,
for students enrolled in Year 11 2025:

ACTIVE VOLUNTEERING

(Content Endorsed non-ATAR students only
– NO HSC EXAM)

BUSINESS SERVICES

CONSTRUCTION

ELECTROTECHNOLOGY

ENTERTAINMENT INDUSTRY

FITNESS

(Content Endorsed non-ATAR students only
– NO HSC EXAM)

HOSPITALITY

All Tasks in Year 11 Courses
are competency-based.

Only ATAR students will be required to
sit exams for the Year 12 HSC
Mid-Course and Trial Examination.

Students must complete mandatory Work Placement
and show the teacher evidence of this. Students
must negotiate with their class teachers regarding
any assessment items they will miss while on Work
Placement prior to commencing the placement.

OTHER

Students who are undertaking a HSC course with an external learning facility, such as Southern Cross Distance Education, the Lismore Catholic Education Office Online learning programmes, TAFE, etc, are advised to refer to the Assessment Handbooks that they would have received from these organisations.

A GLOSSARY OF KEY WORDS TO BE USED ACROSS ALL SUBJECT AREAS

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.

This glossary will help 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 judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (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 judgement based on criteria; determine the value of
Examine	Inquire into

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

Referencing / Bibliography requirements
Please refer to Senior Planner