



# St Joseph's Catholic High School **YEAR 11 ASSESSMENT MANUAL** **2025**



“Act justly, love tenderly  
and walk humbly with your God”



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## Introduction

Assessment is integral to the learning and teaching of students at St Joseph's Catholic High School. The goal of assessment is to enable teachers and students to gather evidence about student achievement and assist in the planning and implementation of teaching strategies to enable all students to be successful learners.

Assessment at St Joseph's Catholic High School may be either formal or informal. Formal tasks are those listed on the assessment schedule with a notification and must be designed to assess the outcomes identified for the task. All formal assessment tasks should be common across all relevant classes and marked in a way that provides consistent and reliable measures of achievement. Informal assessment is used to inform teachers about student's ability to meet the relevant stage outcomes.

The use of both formal and informal assessment provides information and data to staff members to allow for the evaluation of the effectiveness of teaching practices in the school community. It allows staff to support students in their learning and development.

Quality assessment assists students to become independent and self-directed learners. All assessment is standards referenced and students should have a clear understanding of what is expected of them.

All assessments, both formal and informal provide all students with an opportunity to demonstrate their achievement of course outcomes in a meaningful way and contribute to the finalisation of a student's final grade at the end of each semester.

Students are encouraged to make every lesson count, challenge themselves to be engaged learners and do their best in every lesson.

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### **Informal Assessment Tasks**

At St Joseph's, assessment is about understanding what your child knows and can do. Teachers collect information from different activities and assessments to form a clear picture of your child's learning. As they gather more information, they update this picture to make sure it's accurate. This helps them guide your child's learning and set appropriate standards in the classroom. They use a variety of methods to gather this information.

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Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations

## **1.0 Course Requirements**

This handbook has been developed to provide students and parents with information regarding assessment for the NSW Education Standards Authority (NESA) Year 11 Course.

### **1.1 Course Completion Criteria**

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

### **1.2 Non-Completion of a Course**

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This includes course work, assessment tasks, class discussions and preparation for lessons. Failure to provide such evidence may result in non-completion of a course. In such circumstances, students and their parents/carers will be notified through an official NESA Warning letter as part of the N Determination Process.

### **1.3 Non-Completion or Failure to Submit Assessment Tasks**

If a student fails to complete an assessment task specified in the assessment schedule, without a valid and accepted reason (medical certificate or equivalent – documented via the school’s Illness/Misadventure Form by a Medical Practitioner or other professional), a zero grade will be recorded for that task. In such circumstances, students will be notified through an official NESA Warning letter. It is a requirement that all tasks are completed and submitted to an appropriate standard (genuine attempt - refer to 5.2 Non Genuine Attempt At An Assessment Task).

### 1.4 Attendance Requirements

For the satisfactory completion of a course, a student’s attendance at school is compulsory.

There are five main areas that need to be clarified with regard to absenteeism.

- a) All absences must be supported with an explanation from the parent/carer
- b) Where absence coincides with either;
  - I. The due date of an assessment task, or
  - II. The date an assessment task is to be held, or
  - III. The day prior to an assessment task;

a medical certificate is required to substantiate the absence.
- a) Where a student’s pattern of attendance interferes with their engagement with a substantial number of course outcomes, that student will be at risk of being awarded a non-completion for that course. A warning letter will be issued outlining the new requirements and a due date for outstanding work/tasks to be completed to ensure outcomes are satisfactorily met as outlined in the N Determination process.

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- b) **Approved Leave:** This may be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence. Where leave is applied for during an Examination period, an interview with the student, their parent/carer and the Principal must take place. An *Illness Misadventure Form* must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken.
- c) The School does not encourage leave to be taken during a student's Year 11 or HSC year.

**If a student fails to meet the School requirements in one or more of the above outlined criteria, the N-Determination process will be implemented.**

A student presenting for a Higher School Certificate MUST have satisfactorily completed the following:

- a) **Year 10**
- b) **All My Own Work**
- c) **12 units of Preliminary Courses** that satisfy the NESA pattern of study requirements
- d) **NESA Minimum Standards**
- e) **10 units of HSC Courses** that satisfy the NESA pattern of study requirements that satisfy the NESA pattern of study requirements.

## **2 Australian Tertiary Admissions Rank (ATAR)**

The ATAR is SEPARATE from the HSC. It is a number, calculated by the Universities Admission Centre to assist universities in selecting students to undertake further study at the tertiary level.

The ATAR is OPTIONAL. You only require an ATAR if you intend to continue studies at a University. It is reported separately to the HSC and students not wishing to undertake further study at university do not have to apply for an ATAR.

The ATAR is calculated on a student's best 10 single units of Board Developed Courses (Category A and 2 units of Category B courses) of study. It must include:

- at least two units of English

- at least three courses of two unit value
- at least four subjects
- at most six units of courses in Science
- at least six units from Board Developed Courses including at least two units in Board Developed Courses in English

## 2.1 How to Maximise your ATAR

If you follow the suggestions below you will give yourself the best chance of maximising your ATAR.

1. Your HSC Examination result and school assessment are combined to determine your HSC result. Maximise your performance in **all** assessment tasks to ensure the highest possible ranking in each course you undertake.
2. Make sure you have an appropriate range of courses and units when you begin your HSC pattern of study.
3. Regardless of what courses you are undertaking you are capable of a high ranking by performing to the highest possible standard in each of those courses.
4. Have a consistent approach to study and completion of all homework and course tasks. Prioritise your study plan and do not over commit yourself to other activities.
5. Seek constant feedback from your teachers regarding areas where you can improve.

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## **3 Pattern of Study**

### **3.1 HSC Pattern of Study**

Students not intending to continue their education at University/tertiary level will still attain their HSC by meeting all the NESA requirements of study, this being the successful completion of the NESA All My Own Work Course, Minimum Standards Tests, 12 Units of Preliminary Courses and 10 Units of HSC Courses. Students are required to sit their HSC Examinations and at the successful completion of these examinations, will receive their Higher School Certificate.

### **3.2 RoSA ONLY Pattern of Study**

Students not intending to continue their education at University/tertiary level and who do not wish to sit their HSC Examinations can elect to follow a RoSA Pattern of Study. Students are required to meet all course requirements being the successful completion of 12 Units of Preliminary Courses and 10 Units of HSC Courses. Students electing this pattern will receive their RoSA transcript which is a record of their academic achievements in the courses studied from Years 10 to 12.

This pattern of study allows students to elect a mixture of Board Endorsed and Content Endorsed Courses.

## **4 Stage 6 Assessment Policy**

Assessment Strategies are based on the course outcomes and weightings mandated by the NESA (NSW Education Standards Authority). Assessment tasks may take many forms eg: written examinations, research assignments, projects, presentations, practical or field work reports. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of School Achievement which is the official NESA certificate documenting a student's final results. Measuring achievement at various points throughout the course provides a better indication of student achievement across a broad range of course outcomes rather than a single examination.

## **Assessment**

### **4.1 Assessment Task Notification**

The assessment schedule for all Year 11 courses can be found in this handbook. In addition to this, students will receive an assessment notification for each task at least 2 weeks prior to submission/due date. The notification will include the following information:

- a) weighting
- b) outcomes formally assessed
- c) task type

- d) proposed timing and duration
- e) actual date and time of submission (eg: by 9 am Wednesday 11th June, 2025) to the Curriculum Office
- f) any specific requirements
- g) marking criteria
- h) feedback strategies

Any changes to the assessment schedule will be notified to students in writing. It is the student’s responsibility to keep themselves informed about the timing of assessment tasks. It is the responsibility of the Leader of Learning and Class Teacher to ensure that all students receive relevant notification.

Assessment tasks, where practical, will not have a submission or completion date the week before or the week after a major examination period (ie; Yearly Examinations), unless no exam has been scheduled for the exam period in a particular subject.

Assessment tasks can be assigned over holiday periods permitting that the 10 days notification period is also provided for the task. Long-term major projects are completed throughout the whole assigned time period.

Where possible, assessment tasks will not be due the first day back after a holiday period, so that students are not disadvantaged.

#### **4.2 Absence from School prior to an Assessment Task**

Students who are absent from school/classes the day before or the morning of an assessment task may gain an unfair advantage. If a student is absent the day before or the morning of when a task is due the reason must be valid and justified. This includes the day before major exams blocks such as the Yearly Exam block.

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The only exemption to being absent the morning of a task would be where a student has timetabled free periods.

The School may ask for an Illness/Misadventure Form or other supporting documentation. If the student has no valid reason for their absence the task still must be completed and the student will receive recognition of achievement of associated outcomes for the task. If the absence is due to illness or misadventure, an Illness/Misadventure Form must be completed.

#### **4.3 Illness or Misadventure/Non-Submission**

If, due to illness, misadventure or compassionate grounds a student either:

- a) misses an assessment task, or
- b) is unable to complete an assessment task by the due date, or
- c) is absent from school just prior to an assessment task being due or
- d) their performance in a task is affected or
- e) is absent on the day an assessment task is due to be submitted.

***The student MUST provide an Illness/Misadventure Form and appropriate documentation/evidence (eg. Medical Certificate) where applicable within 3 days of the date of the task to the Curriculum Office.***

In the event of an absence on the day of an assessment task, a phone call to the school must be made to notify the school that you will not be attending your assessment. A completed Illness/Misadventure Form and supporting documentation must be submitted to the Curriculum Office within 3 days of the assessment task due date. The Curriculum Office will arrange for the task to be completed and where possible this may be on the first day back of attendance.

Every effort must be made to submit a task on the due date. If the submission is a hand-in task, it can be submitted to the Curriculum Office by a family member if you are too unwell to attend. If the task can be submitted electronically to your class teacher, then every effort should be made to do so. Failing this, the hand-in task must be submitted on the first day back to school.

***Illness/Misadventure Forms are to be obtained from the Curriculum Office.***

# Submission Process

FORMAL TASKS YR 7-12

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## STEP 02

### First day return to school

Students are to submit task to Teacher/LoL along with an I/M form with appropriate documentation by 9:00am on the first day they return to school.



## STEP 01

### Before submission

Task out as early as possible (minimum 2 weeks before due date)

### Day of submission

Teacher records whether task is submitted in Compass, informs LoL of students that have not submitted task, Compass SMS sent to those students and parents

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More

## STEP 03

### 4 days late

Class Teacher and LoL discuss non-submissions with

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#### **4.4 Principles of Assessment**

Assessment is the process of collecting evidence of student learning in order to provide information about a student's knowledge, skills and understanding of the learning outcomes specified in the NSW Syllabuses. The fundamental purpose of assessment is to improve student learning.

#### **4.5 Number and Value of Tasks**

NESA and the Catholic Education Office, Diocese of Wollongong require a maximum of three formal tasks for a course. Each course will have an assessment schedule based on the mandatory weightings and components and requirements for individual courses.

An individual task will not normally be worth less than 10%, nor more than 40%, of the total assessment marks. One task may address several course outcomes. In general, later tasks will carry more weight and measure more outcomes than earlier tasks.

[For more information see the specific subjects NESA syllabus](#)

#### **4.6 School-Based Assessment - Year 11 Courses**

In Year 11, students will complete school-based assessments to determine their final grade in each subject.

Assessment in Year 11 **MUST** be based on **Mandatory Weightings and Components** as set out in the Syllabuses for each HSC course being studied. Each task is linked to syllabus outcomes and students are given the opportunity to demonstrate their level of achievement of the outcomes. Values and attitudes are **NOT** measured.

Assessment tasks allow students to show what **they know, understand and can do** in ways that may not be possible in a written examination. Tasks may include research projects, portfolios, performances, oral presentations, essays and extended responses, tests and examinations, practical investigations, experiments and fieldwork to name a few. The nature of tasks varies from subject to subject.

Students must **follow the principles set out in HSC: All My Own Work** and **make a genuine and serious attempt in all tasks. Formal Assessment Tasks MUST be completed and submitted** by published due dates. A **ZERO** result will be given for **all non-submitted** Assessment Tasks. Students will have access to an

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Illness and Misadventure process to cover genuine illness and misadventure which results in late submission. This procedure is further explained on page eight.

At the end of each course, and based on a combination of formal and informal assessment, the school will submit to NESAs a ROSA grade for each student in each Board Developed Course (Except VET and Life Skills Courses). This grade is then allocated to the students RoSA.

#### **4.7 Year 11 Grades**

NESA has developed a set of general performance descriptors that describe grades A to E as five levels of achievement. The following table gives an indication of how these help to assess a student’s performance across all elements of each course.

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

#### **4.8 Determining Grades in Each Course**

Your Learning Advisors will use both summative and formative tasks to determine your achievement and your grade in each course. In both types of assessment, your Learning Advisor is looking for evidence of your achievement across a range of outcomes. Your Learning Advisor will use their professional judgment to determine your grade in each assessment task. They will compare your work with criteria and samples provided by NESAs. When these assessments are combined, your achievement in the tasks will form the basis of your ROSA grade at the end of the Year 11 course.

#### **4.9 Monitoring Student Performance**

Student performance will be monitored through the listed assessments, through informal class tasks and through Class Teacher interaction with students. Monitoring of student progress will be used to provide feedback to students and to inform teaching.

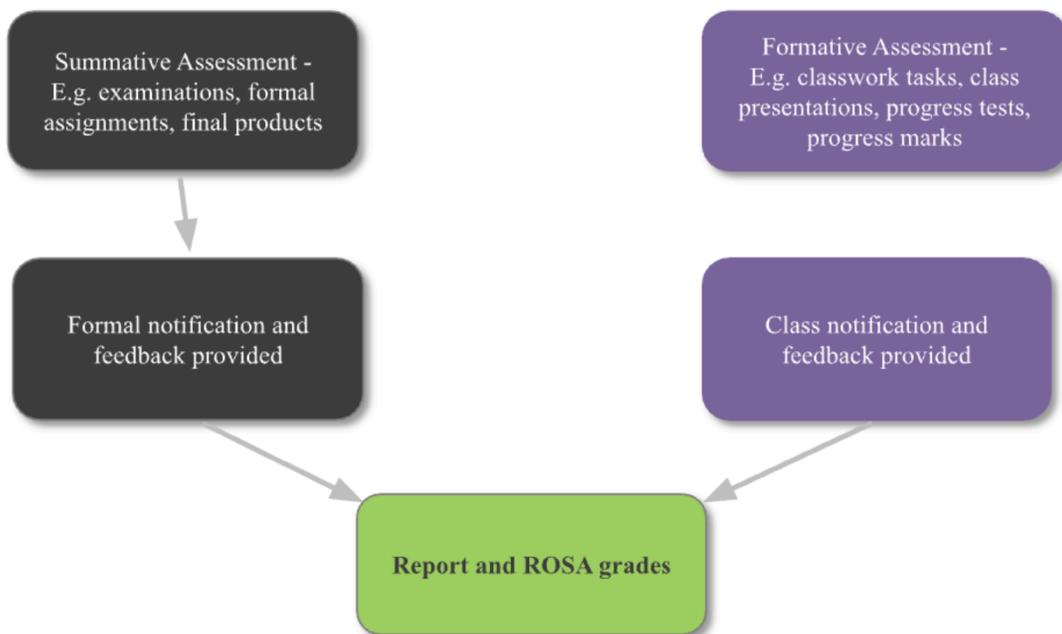
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#### **4.10 Recording Student Performance**

Student performance in listed assessments will be digitally recorded using Compass. Student results will be determined based on standards-referenced levels of achievement in the listed formal tasks. At the end of the Yr 11 course, the Leader of Learning - Curriculum will be responsible for recording results onto the NESAs Schools Online website.

#### **4.11 Reporting on Grades**

You will be provided with a Progress Report early in the second term based on your assessments during the first part of the year. You will also be issued a Final Year 11 Report that will indicate your grades for each of the courses you attempted. If you decide not to continue to the HSC year, your ROSA will reflect your efforts in the Year 11 course. If you do continue to the HSC, your Year 11 grades will form part of your HSC report from NESAs.

### **5 Failure to Meet Assessment Requirements**

#### **5.1 Implications of Late or Missed Assessment Task**

If an assessment task is missed or handed in late without a valid reason it may be awarded a zero grade. The

assessment task must still be submitted so that the student can receive recognition of achievement of associated outcomes for the task.

### 5.2 Non-genuine attempt at an Assessment Task

If a student does not make a genuine attempt in an assessment task, a zero grade may be awarded and an N Warning letter may be issued. A non-genuine attempt is where a student writes irrelevant or inappropriate comments or fails to seriously address the task.

### 5.3 Malpractice

All work presented in assessment tasks must be the student's own work or be acknowledged appropriately with reference to the source or author. Malpractice is taken very seriously as it enables students to gain an advantage over other students which is unfair and inequitable.

Malpractice can include, but is not limited to

- copying someone else's work in part or in whole, and presenting it as your 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 your own
- submitting work that another person, such as a parent, friend, tutor or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks
- without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in a school-based task, such as a test or exam
- cheating in the HSC examination
- using non-approved aids during an assessment task

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- contriving false explanations to explain work not handed in by the due date
- faking an illness or injury to prevent the completion or submission of work
- unauthorised use of AI ; and/or
- assisting another student to engage in malpractice

#### **5.4 Malpractice Procedures**

If malpractice is suspected, the teacher must inform the appropriate Leader of Learning. The Course teacher will provide the Leader of Learning evidence to support the malpractice (e.g., the internet page copied, other student work that is the same, etc.). The Leader of Learning and Teacher will determine the extent of the malpractice.

In cases where malpractice is suspected or has been proven the following procedures will be applied:

- The student, parent/carer will be informed (verbally or in writing) by the Teacher and/or Leader of Learning and be presented with the evidence.
- An 'N' Warning letter will be generated by the Leader of Learning to officially inform the student/parent/carer of the malpractice and what the student needs to do to redeem the 'N' Warning letter.
- The student will be given the opportunity to present any evidence or information to support their position (drafts of work, witness statements, etc) to the Teacher and/or Leader of Learning.
- Notes/records of any discussions/interviews will be taken and kept securely.
- Confidentiality will be maintained at all times by all parties.
- The student will be informed of their right of appeal and the appeal process. Appeals must be lodged to the Leader of Learning - Curriculum within 48 hours of verbal/written notification of an incidence of malpractice.

#### **5.5 Consequences of Malpractice**

Proven malpractice may impact a students ROSA grade.

One or more of the following consequences may be applied to proven malpractice:

- reduced grade for all or part of the assessment task
- zero grade for part or all of the assessment task
- an N Warning letter sent to the student/parent/Carer; and/or
- withdrawal from a course/s.

For more information go to:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/breaking-hsc-rules>

#### **5.6 Appeal against Malpractice**

After being informed of the consequence of proven Malpractice, students have 48 hours to appeal a decision made by the KLA Leader of Learning to the Leader of Learning - Curriculum.

The Leader of Learning - Curriculum will review the evidence and inform the student, parent/carer of their decision verbally or in writing. Notes of any discussion/interview must be made and retained.

If the student, parent/carer is not satisfied with the decision of their appeal to the Leader of Learning - Curriculum a final appeal can be made to the Principal. This appeal **MUST** be made within 48 hours of being informed of the Leader of Learning - Curriculum's decision. The appeal must be made to the Principal in writing and any new evidence provided. The Principal's decision will be final.

### 5.7 Invalid/Unreliable Tasks

In exceptionally rare circumstances, often due to situations and circumstances beyond the control of the school, formal assessment tasks may be deemed invalid or unreliable. In these cases, students will be informed in writing and one or more of the following will occur where appropriate:

- only part of the task will be marked
- the weighting of the task may be reduced, and additional weighting added to a future task; and/or
- a new task and due date will be issued
- an updated assessment schedule will be issued.

## 6 Student Appeals Process

Students have the right to appeal the decision of a Leader of Learning in relation to any individual task.

All appeals over an individual task must be resolved **at the time the task is returned**.

- i) The student must discuss the matter with the relevant teacher/Leader of Learning upon completion of the task, or, immediately upon returning to school following the absence.
- ii) An Assessment Appeal Form must be handed to the Leader of Learning - Curriculum **within three school days** of return of the Assessment Task

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- iii) The student will be invited to meet with the Appeals Panel to explain their case. Attendance before the appeals panel is optional.
- iv) The Appeals Panel will be chaired by the Curriculum Coordinator and consist of
  - 1) the Principal (or their nominated representative)
  - 2) two independent Leaders of Learning.
  - 3) A student can nominate a support person to attend eg. one parent, independent teacher eg. PAL if they wish. This must be indicated in writing to the Curriculum Office ideally 24hrs before the Appeal Panel convenes.

The Appeals Panel will be convened within 5 school days of receiving an Appeal.

- v) The Appeals Panel will inform the student in writing of the outcome of their Appeal within 5 school days of the Panel meeting.
- vi) All decisions of the Appeals Panel will be final.

If malpractice is suspected, the teacher must inform the appropriate Leader of Learning. The Course teacher will provide the Leader of Learning evidence to support the malpractice (e.g., the internet page copied, other

## **7 Assessment Feedback**

Students will be given feedback on how well they have performed on each assessment task. This can take the form of grades, teacher comments, description of the competencies achieved by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

A student can only query the grade awarded by a teacher for an individual assessment task at the time the task is returned.

## **8 Course Completion**

### **8.1 Satisfactory Completion of Course**

Students will be considered to have satisfactorily completed the subject being attempted if there is sufficient evidence that they have applied themselves with diligence and sustained effort to all set tasks; this includes both Assessment and Non-Assessment Tasks. They must also have achieved some or all of the course outcomes.

### **8.2 N-Determination Process**

A student, who fails to make a genuine attempt to complete course work (through classwork and attendance in class) and/or who fails to complete formal and informal assessment tasks will be deemed as not satisfactorily completing the course.

If it appears that a student is at risk of not meeting the assessment or attendance requirements in a course, a warning will be given. In this case:

- the Leader of Learning - Curriculum will be informed by the relevant Leader of Learning
- the student will be advised, in writing, in time for the problem to be corrected
- the student is required to provide written acknowledgment of the warning
- the warning notice will be copied and retained in the student's file
- the student's parent(s) or guardian(s) will be advised.

A student who fails to satisfactorily complete a course will have an "N" determination will be awarded.

This decision will be made by the Senior Review Committee who will meet and discern the "N" determinations for students at risk. The committee is made up of the Curriculum Coordinator and two Leaders of Learning who are not linked to the faculties involved in the "N" determination process. The Principal will be advised of the committee's decision.

Students may appeal the decision with the Principal and/or the NESAs.

## **9.0 VET Courses**

### **9.1 Assessment in VET and Work Placement**

As with all other Year 11 courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements.

Assessment of all students in VET Courses is competency based. Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. When you successfully demonstrate your competence against a particular standard you will be judged as "competent". There is no pass/fail. You are either "competent" or "not yet competent".

The units of competency you achieve will be recognised on a vocational qualification. Your school reports will contain an on-going record of your achievements.

SJCHS Year 11 Assessment Manual 2025

### **Informal Assessment Tasks**

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Short Answer Questions & Tests, Excursion & Research Report, Multiple Choice tests.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations

Most VET courses include a requirement of work placement. These hours support the demonstration of course competencies in an industry setting. Completion of these is a requirement of these courses.

## **9.2 Workplace Readiness**

Students will be prepared for their work placement by their VET Teacher. You will receive a *Student's/Parent's Guide to Workplace Learning* booklet, which will give the necessary information such as responsibilities of the student, child protection legislation, accidents and insurance, safety, confidentiality, and other matters. In addition, your course will be designed so that you cover important knowledge and skills (such as WH&S) prior to your work placement.

St Joseph's Catholic High School also run a work readiness program including completing activities on [www.go2workplacement.com](http://www.go2workplacement.com) and undergoing a workshop with our work placement provider.

It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

It is a student's responsibility to see each of their teachers prior to commencing work placement regarding course work and upcoming assessment tasks which need to be complete before returning to school. If a student misses an assessment task whilst on work placement an Illness Misadventure must be submitted.

## Assessment Outlines

The following section contains assessment outlines for all Year 11 Courses at St Joseph's in 2025. Each assessment outline indicates the:

- A. Course category
- B. Syllabus outcomes
- C. Assessment components and component weightings
- D. Focus outcomes assessed in each task
- E. Assessment components for each task
- F. Nature of each task (i.e. what students will be engaged in)
- G. Weighting for each task
- H. Timing of each task
- I. Feedback

SJCHS Year 11 Assessment Manual 2025

### Informal Assessment Tasks

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Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



## YEAR 11 ASSESSMENT SCHEDULE 2025

# ANCIENT HISTORY

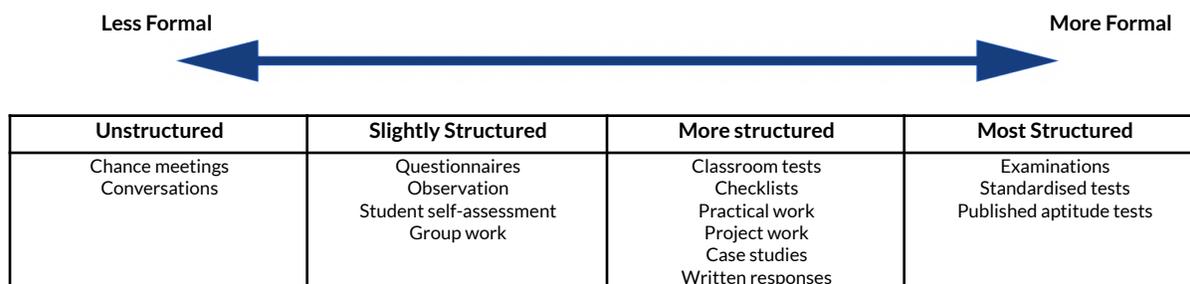
## HUMAN SOCIETY AND ITS ENVIRONMENT

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	Investigating Ancient History Topic Test with source analysis	Historical Investigation Research Essay with in-class component	Yearly Examination All topics	
Due Date:	Term 1, Week 6 (In-Class) 06/03/2025	Term 2, Week 5 (In-Class) 30/05/2025	Term 3, Week 9/10 15/09 to 26/09 (In the examination block)	
Outcomes:	P6, P7, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Knowledge and understanding of course content	15	5	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	5	5	10	20
<b>Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

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Some examples of informal assessments in this subject might include but are not limited to: Forensic report, Task Analysis, Historical Sources Task, Presentations and Posters, Topic Test, Guide Book.



### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

### Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Short Answer Questions & Tests, Excursion & Research Report, Multiple Choice tests.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations





## YEAR 11 ASSESSMENT PLAN 2025

# BIOLOGY

## SCIENCE

### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<b><u>Practical Skills Test</u></b> Refer to the task assessment notification for specific content addresses in this examination	<b><u>Depth Study Report</u></b> Refer to the task assessment notification for specific content addresses in this examination	<b><u>Yearly Examination</u></b> Refer to the task assessment notification for specific content addresses in this examination	
Due Date:	Week 9, Term 1 25/03/2025	Week 10, Term 2 01/07/2025	Week 9-10, Term 3 2025	
Outcomes:	BIO11/12-1, BIO11/12-2 BIO11/12-3, BIO11/12-7 BIO11/12-8, BIO11/12-9	BIO11/12-1, BIO11/12-4 BIO11/12-5, BIO11/12-6 BIO11/12-7, BIO11-10	BIO11/12-4, BIO11/12-5 BIO11/12-6, BIO11/12-7 BIO11-8, BIO11-9 BIO11-10, BIO11-11	

### SJCHS Year 11 Assessment Manual 2025

### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Short Answer Questions & Tests, Excursion & Research Report, Multiple Choice tests.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations

Skills in Working Scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Weighting %	30	30	40	100

## Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Google Classroom Tasks, SCRIBO Tasks, worksheets, Experimental Write-Ups, notebook checks and a variety of classwork and homework.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

### Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A - E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.



## YEAR 11 ASSESSMENT SCHEDULE 2025

# ***BUSINESS STUDIES***

### HUMAN SOCIETY AND ITS ENVIRONMENT

Task Details & Components	Task 1	Task 2	Task 4	Total % Weighting
Task:	Topic Test <i>Nature of Business</i>	Research Report with in class component	Yearly Examination	
Due Date:	Term 1, Week 9 28/03/2025 (In-Class)	Term 2, Week 9 TBC 27/06/2025 (In-Class)	Term 3, Week 9-10 (Exam Block)	
Outcomes:	P1, P2, P6, P7, P8	P1, P3, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P10	
Knowledge and understanding of course content	10	10	20	40

#### SJCHS Year 11 Assessment Manual 2025

#### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Short Answer Questions & Tests, Excursion & Research Report, Multiple Choice tests.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations

Stimulus based skills	10		10	20
Inquiry and research		20		20
Communication of business information, ideas and issues in appropriate forms		10	10	20
<b>Weighting %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



# YEAR 11 ASSESSMENT PLAN 2025

## **CATHOLIC FAITH IN ACTION**

RELIGION

### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Total % Weighting
Task:	<b><u>Who am I?</u></b> In-Class Task	<b><u>Self Reflective Report</u></b>	
Due Date:	Week 3, Term 2 2025 12th May 2025	Week 6, Term 3 2025 28th August 2025	
Outcomes:	KS6.1, KS6.2	KS7.1, KS7.2, KS7.4, KS6.3	
Knowledge and understanding of course content	20	20	40
Religious Skills, Using Scripture and Catholic Church documents. Analysis, synthesis and evaluation based on evidence from scripture, catholic social teaching and service activities	10	10	20
Inquiry and research skills	10	10	20

SJCHS Year 11 Assessment Manual 2025

### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Short Answer Questions & Tests, Excursion & Research Report, Multiple Choice tests.



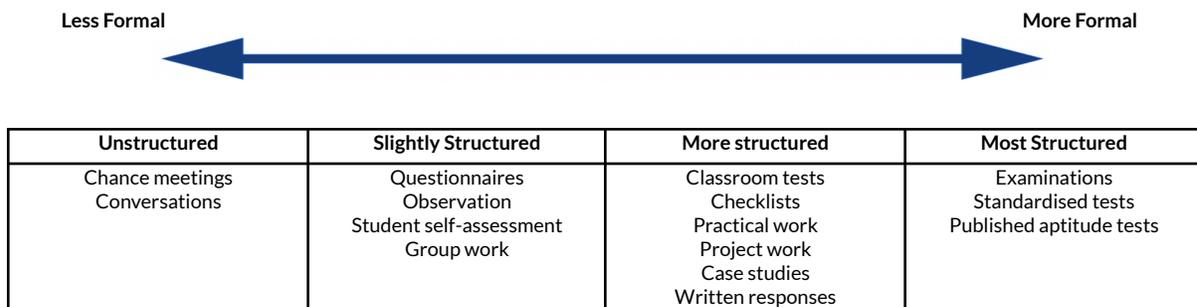
Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations

Communication of religious ideas and understanding in appropriate forms	10	10	20
<b>Weighting %</b>	<b>50</b>	<b>50</b>	<b>100</b>

### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Journal writing & reflections, class discussions, research tasks.



### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

### Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.



## YEAR 11 ASSESSMENT PLAN 2025

# CHEMISTRY

## SCIENCE

### Formal Assessment Tasks

SJCHS Year 11 Assessment Manual 2025

### Informal Assessment Tasks

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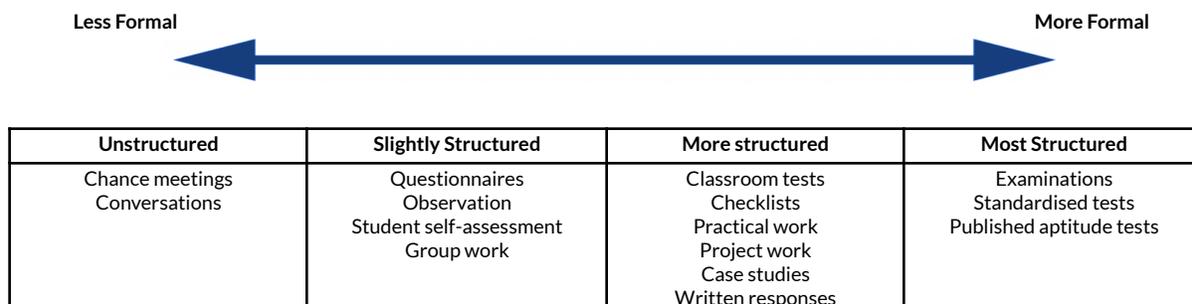
Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<b><u>Depth Study Report</u></b> Module 3: Reactive Chemistry	<b><u>Practical and Skills Test</u></b> Module 1, 2 and 3	<b><u>Yearly Examination</u></b>	
Due Date:	Week 8, Term 1 21/03/2025 (In-Class Practical)  Week 11, Term 1 08/04/2025 (Electronic submission due)	Week 2, Term 3 29/07/2025	Week 9-10, Term 3 2025	
Outcomes:	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-10	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding of course content	10	15	15	40
Weighting %	30	35	35	100

## Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Google Classroom Tasks, SCRIBO Tasks, worksheets, Experimental Write-Ups, notebook checks, variety of classwork and homework.



### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

### Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A - E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.

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Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



## YEAR 11 ASSESSMENT SCHEDULE 2025

# **COMMUNITY & FAMILY STUDIES**

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<u>Resource Management</u> Interview and report	<u>Families and Communities</u> In class responses	<u>End of Year Examination</u>	
Due Date:	Term 1, Week 9 Thursday 3rd April, 2025	Term 3, Week 6 Tuesday 26th August, 2025	Term 3, Week 9/10	
Outcomes:	P1.1, P3.2, P4.1, P4.2, P5.1, P6.1	P2.2, P3.1, P3.2,	P1.1 - P6.2	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
<b>Weighting %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Observation, Written Response/Study Notes.

Less Formal



More Formal

Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

### Recording Student Performance

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Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



## YEAR 11 ASSESSMENT PLAN 2025

# **DESIGN & TECHNOLOGY**

## TECHNOLOGY AND APPLIED STUDIES

### Formal Assessment Tasks

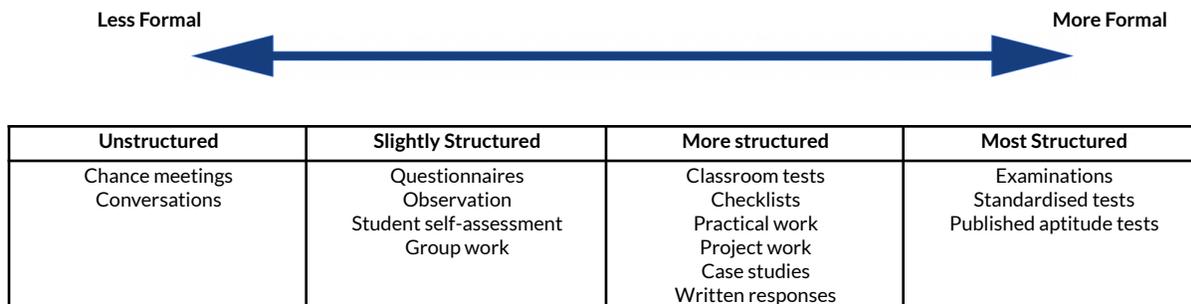
Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<b>Reverse Engineering</b>	<b>Design Project</b> Child's Toy	<b>Preliminary Examination</b> Reduce, Reuse, Recycle	
Due Date:	Week 10, Term 1 Wed 2/4/2025	Week 10, Term 2 Wed 2/7/2025	Weeks 9 & 10, Term 3 2025	
Outcomes:	P1.1, P2.1, P2.2, P3.1, P4.3	P4.1, P4.2, P4.3, P5.1, P5.2, P5.3	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	
Knowledge and understanding of course content	15	5	20	

Knowledge and skills in designing, managing, producing and evaluating design projects	15	25	20	60
Weighting %	30	30	40	100

### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Observation, Written Response/Study Notes.



### Recording Student Performance

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### Allocating Grades

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Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



# YEAR 11 ASSESSMENT PLAN 2025

## ENGLISH ADVANCED

ENGLISH

### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<u>Composition and Reflection</u>	<u>Multimodal Task</u>	<u>Preliminary Examination</u>	
Due Date:	Term 1 (week 11) 07/04/2025	Term 2 (week 9) 03/07/2025	Term 3 (examination period)	
Outcomes:	EA11-1, EA11-3, EA11-9	EA11-2, EA11-5, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Weighting %	30	40	30	

### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Short Answer Responses, Imaginative Writing, Annotation and Reflection, Research Tasks, Scene Analysis, Reflective Writing, Context Research, Textual Analysis, Essay Writing.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

### Allocating Grades

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# YEAR 11 ASSESSMENT PLAN 2025

## ENGLISH EXTENSION ONE

ENGLISH

### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<u>Imaginative Response and Reflection</u>	<u>Multimodal Presentation</u>	<u>Preliminary Examination</u>	
Due Date:	Term 2 (week 1) 02/05/2025	Term 3 (week 1) 24/07/2025	Term 3 (examination period)	
Outcomes:	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-4, EE11-5	EE11-2, EE11-3, EE11-5	
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Weighting %	30	40	30	

### Informal Assessment Tasks

At St Joseph's, assessment is about understanding what your child knows and can do. Teachers collect information from different activities and assessments to form a clear picture of your child's learning. As they gather more information, they update this picture to make sure it's accurate. This helps them guide your child's learning and set appropriate standards in the classroom. They use a variety of methods to gather this information.

SJCHS Year 11 Assessment Manual 2025

### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Short Answer Questions & Tests, Excursion & Research Report, Multiple Choice tests.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



Some examples of informal assessments in this subject might include but are not limited to: Analysis of related material, Imaginative Writing, Annotation and Reflection, Research Task, Analytical Writing, Persuasive Writing, Comparative tables, Essay Writing.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

### Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.

## YEAR 11 ASSESSMENT PLAN 2025

# ENGLISH STANDARD

## ENGLISH

### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<u>Composition and Reflection</u>	<u>Multimodal Task</u>	<u>Preliminary Examination</u>	
Due Date:	Term 1 (week 11) 07/04/2025	Term 2 (week 9) 03/07/2025	Term 3 (examination period)	
Outcomes:	EN11-1, EN11-3, EN11-9	EN11-2, EN11-4, EN11-5	EN11-1, EN11-3, EN11-6, EN11-7, EN11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Weighting %	30	40	30	

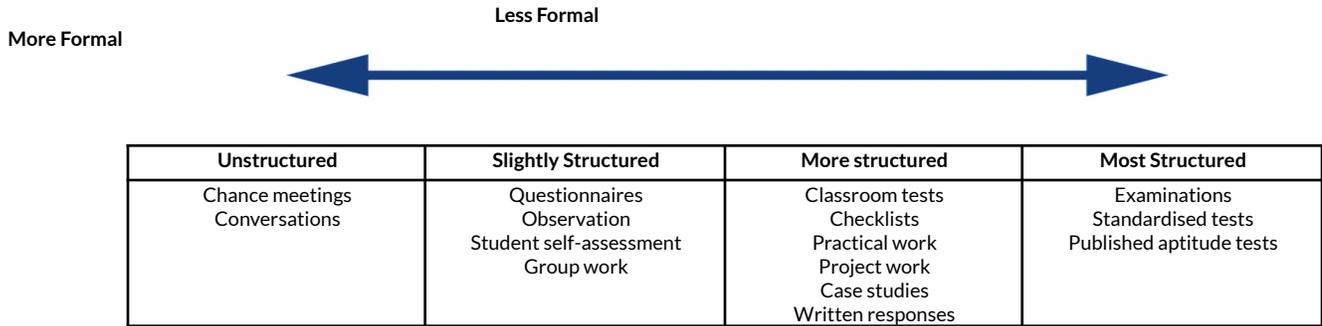
### Informal Assessment Tasks

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your child's learning and set appropriate standards in the classroom. They use a variety of methods to gather this information.

Some examples of informal assessments in this subject might include but are not limited to: Short Answer Responses, Imaginative Writing, Annotation and Reflection, Viewing and Representing task, , Scene Analysis, Reflective Writing, Reading & Comprehending, Textual Analysis, Essay Writing.



### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

### Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.

## YEAR 11 ASSESSMENT PLAN 2025

# ENGLISH STUDIES

ENGLISH

### Formal Assessment Tasks

SJCHS Year 11 Assessment Manual 2025

### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Short Answer Questions & Tests, Excursion & Research Report, Multiple Choice tests.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<u>Multimodal Presentation</u>	<u>Film Review</u>	<u>Collection of Classwork</u>	
Due Date:	Term 1 (week 11) 07/04/2025	Term 2 (week 9) 27/06/2025	Term 3 (week 9)	
Outcomes:	ES11-1, ES11-3, ES11-4, ES11-6	ES11-2, ES11-4, ES11-9	ES11-5, ES11-7, ES11-8, ES11-10	
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
Weighting %	30	30	40	

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Some examples of informal assessments in this subject might include but are not limited to: Research Task, Resume Building, Persuasive Writing, Analysis of short film, Google slide presentation, short answer questions, reflective writing, portfolio task.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

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After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

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# YEAR 11 ASSESSMENT PLAN 2025

# INDUSTRIAL TECHNOLOGY

## TECHNOLOGY AND APPLIED STUDIES

### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<u>Industry Study</u> Written Response	<u>Project &amp; Folio</u> Cabinet Project	<u>Final Examination</u>	
Due Date:	Week 9, Term 1 Fri 28/3/2025	Week 6, Term 3 Fri 29/8/2025	Week 8/9, Term 3 2025	
Outcomes:	P1.1, P1.2, P6.1, P6.2, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P5.1, P5.2	Outcomes TBA for the Year 11 Final Examination	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
<b>Weighting %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

### Informal Assessment Tasks

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#### SJCHS Year 11 Assessment Manual 2025

#### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Short Answer Questions & Tests, Excursion & Research Report, Multiple Choice tests.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Study Notes, Theory Workbook.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

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#### Allocating Grades

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## YEAR 11 ASSESSMENT PLAN 2025

# INVESTIGATING SCIENCE

## SCIENCE

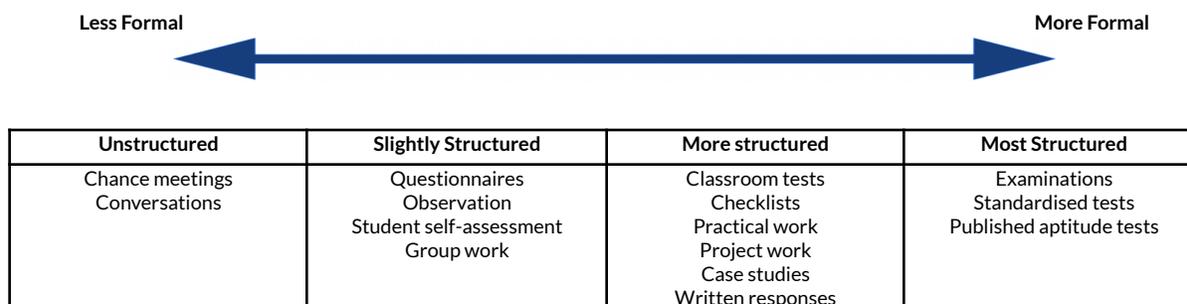
### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<b><u>Depth Study</u></b>  Modules 1 and 2 Refer to the task assessment notification for specific content addressed in this examination	<b><u>Practical Test</u></b>  Modules 1, 2 and 3 Refer to the task assessment notification for specific content addressed in this examination	<b><u>Yearly Examination</u></b>  Modules 1-4 Refer to the task assessment notification for specific content addressed in this examination	
Due Date:	Week 11, Term 1 07/04/2025	Week 4, Term 3 14/08/2025	Week 9-10, Term 3 2025	
Outcomes:	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11/12-12, INS11/12-13, INS11/12-14, INS11/12-15	INS11/12-1, INS11/12-2 INS11/12-3, INS11/12-4 INS11/12-5, INS11/12-6 INS11/12-7, INS11-8 INS11-9	INS11/12-4, INS11/12-5 INS11/12-6, INS11/12-7 INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11	
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and understanding of course content	10	15	15	<b>40</b>
<b>Weighting %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Google Classroom Tasks, SCRIBO Tasks, worksheets, Experimental Write-Ups, notebook checks.



### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

### Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Short Answer Questions & Tests, Excursion & Research Report, Multiple Choice tests.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



## YEAR 11 ASSESSMENT SCHEDULE 2025

### ***LEGAL STUDIES***

#### HUMAN SOCIETY AND ITS ENVIRONMENT

#### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
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Task:	Nature of the Legal System Topic Test	Research Task with in class component	End of Course Examination	
Due Date:	Term 1, Week 10 01/04/2025 (In-Class)	Term 2, Week 9 24/06/2025 (In-Class)	Term 3, Week 9/10 TBC (In-Class)	
Outcomes:	P1, P2, P3, P4, P8, P9, P10	P1, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Knowledge and understanding of course content	10	15	5	40
Analysis and evaluation	5	5	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	10	20
<b>Weighting %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Case Study, Investigation, Media Analysis, Class Debate, Practice Essay.



SJCHS Year 11 Assessment Manual 2025

### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Short Answer Questions & Tests, Excursion & Research Report, Multiple Choice tests.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations

Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

### Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.



# YEAR 11 ASSESSMENT PLAN 2025

## ***MATHEMATICS ADVANCED***

### MATHEMATICS

#### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	In-Class Test	Assignment and In-Class Test	Yearly Examination	
Due Date:	Week 8, Term 1 20/03/2025	Week 10, Term 2 30/06/2025	Week 9 & 10, Term 3 2025	
Outcomes:	MA11.1, MA11.2, MA11.9, MA11.8	MA11.1, MA11.3, MA11.4, MA11.8, MA11.9	MA11.1, MA11.2, MA11.3, MA11.4, MA11.5, MA11.6, MA11.7, MA11.8, MA11.9	
Understanding, Fluency and Communicating	20	10	20	<b>50</b>

#### SJCHS Year 11 Assessment Manual 2025

#### Informal Assessment Tasks

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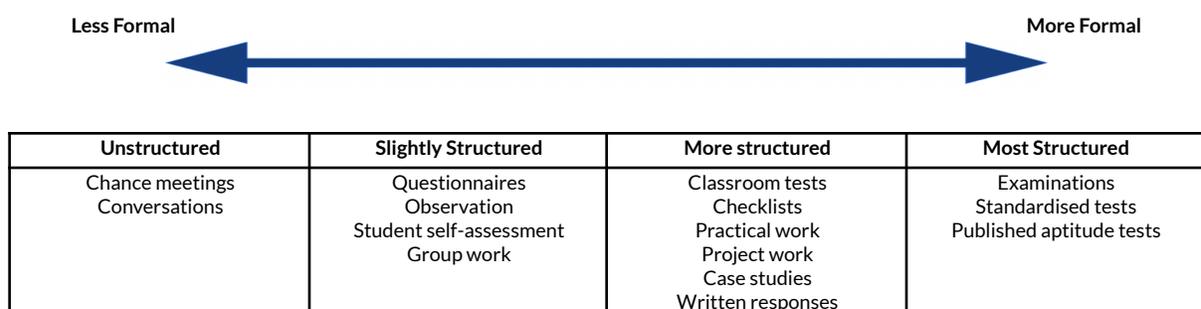
Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations

 <p>Problem Solving, reasoning and justification</p>	15	15	20	50
	<b>Weighting %</b>	<b>35</b>	<b>25</b>	<b>40</b>

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Some examples of informal assessments in this subject might include but are not limited to: Online Quizzes, Observation/Verbal Questioning, Written Response.



### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

### Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class

## YEAR 11 ASSESSMENT PLAN 2025

# MATHEMATICS EXTENSION 1

## MATHEMATICS

### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	Assignment and In-Class Test	In-Class Test	Yearly Examination	
Due Date:	Week 9, Term 1 28/03/2025	Week 10, Term 2 02/07/2025	Week 9 & 10, Term 3 2025	





tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.

## YEAR 11 ASSESSMENT PLAN 2025

# MATHEMATICS STANDARD

## MATHEMATICS

### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	In-Class Test	Assignment and In-Class Test	Yearly Examination	
Due Date:	Week 7, Term 1 12/03/2025	Week 4, Term 2 21/05/2025	Week 9 & 10, Term 3 2025	
Outcomes:	MS11-1, MS11-3, MS11-9 MS11-10	MS11-2, MS11-5, MS11-6, MS11-8, MS11-9, MS11-10	MS11-1 to MS11-10	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, reasoning and justification	15	15	20	50
<b>Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Online Quizzes, Observation/Verbal Questioning, Written Response.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

### Allocating Grades

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## YEAR 11 ASSESSMENT PLAN 2025

# MATHEMATICS NUMERACY

## MATHEMATICS

### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	Number and Operations Assignment	Time, Data and Graphs Assignment	Assignment	
Due Date:	Week 8, Term 1 21/03/2025	Week 7, Term 2 13/06/2025	Week 6, Term 3 29/08/2025	
Outcomes:	N6-1.1, N6-1.2	N6-2.3, N6-2.4	N6-2.2, N62.5	
Knowledge and Understanding of course content	15	15	20	50
Skills	15	15	20	50
Weighting %	30	30	40	100

### SJCHS Year 11 Assessment Manual 2025

### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Short Answer Questions & Tests, Excursion & Research Report, Multiple Choice tests.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



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Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

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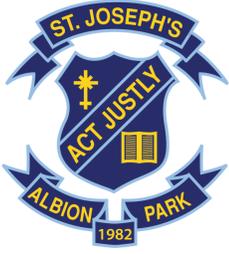
## YEAR 11 ASSESSMENT SCHEDULE 2025

### ***MODERN HISTORY***

#### HUMAN SOCIETY AND ITS ENVIRONMENT

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	Romanov Dynasty Topic Test with source analysis	Historical Investigation Research Essay with in-class component	Yearly Examination All topics	
Due Date:	Term 1, Week 8 18/03/2025 (In-Class)	Term 2, Week 10 01/07/2025 (In-Class)	Term 3, Week 9/10 15/09 to 26/09 (In the examination block)	
Outcomes:	P6, P7, P9	P2, P4, P6, P8, P10	P1, P2, P3, P4, P5, P6, P7, P9,	
Knowledge and understanding of course content	10	10	20	





### Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.

## YEAR 11 ASSESSMENT PLAN 2025

### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<b><u>Performance Practical and Composition</u></b> Music in Notation	<b><u>Viva Voce</u></b> Music of Another Culture	<b><u>Aural and Performance</u></b> Aural - Concepts of Music Performance - Music and Religion	
Due Date:	Term 1, Week 9 27/03/2025 Period 1 & 2	Term 2, Week 9 26/06/2025 Period 1 & 2	Term 3 Exam Week 2025	
Outcomes:	P1, P2, P3, P5, P7, P6, P8	P2, P5, P6, P7, P8	P1, P2, P3, P5, P4, P6, P7, P8,	
Performance	10		15	25
Composition	25			25
Musicology		25		25
Aural			25	25
<b>Weighting %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

### SJCHS Year 11 Assessment Manual 2025

### Informal Assessment Tasks

At St Joseph's, assessment is about understanding what your child knows and can do. Teachers collect information from different activities and assessments to form a clear picture of your child's learning. As they gather more information, they update this picture to make sure it's accurate. This helps them guide your child's learning and set appropriate standards in the classroom. They use a variety of methods to gather this information.

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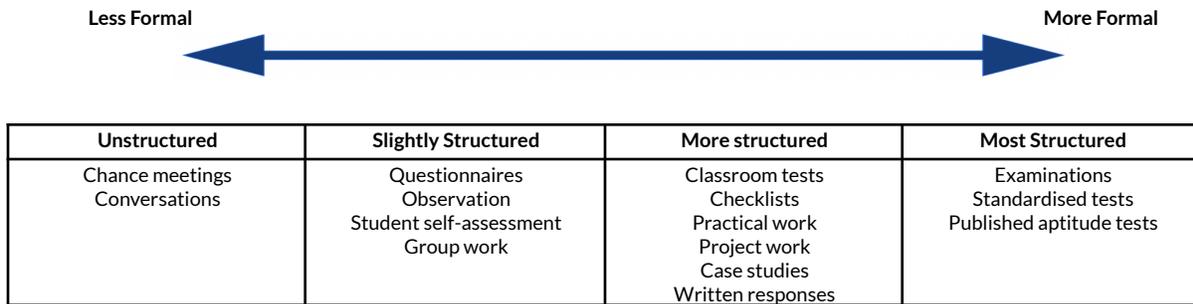


Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations

## Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Discussion, Performance, Observations, Recording.



### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

### Allocating Grades

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.



# YEAR 11 ASSESSMENT SCHEDULE 2025

## ***HUMAN MOVEMENT SCIENCE***

PDHPE

### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
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SJCHS Year 11 Assessment Manual 2025

### Informal Assessment Tasks

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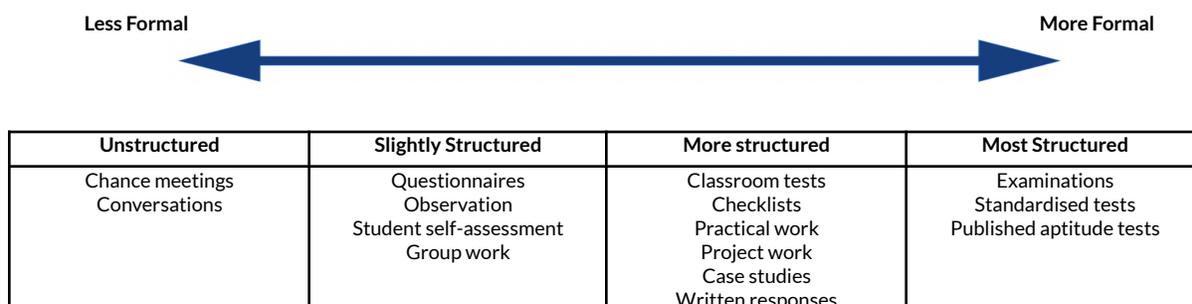
Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations

Task:	<b><u>The Body and Mind in Motion</u></b> Depth Study	<b><u>Health for Individuals and Communities</u></b> Collaborative Investigation	<b><u>Yearly Exam</u></b>	
Due Date:	Term 1 Week 10 31/03/2025	Term 3 Week 5 21/08/2025	Term 3 Week 9 - 10	
Outcomes:	HM-11-03 HM-11-06 HM-11-07 HM-11-09	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 ( Depends on research project)	All outcomes	
Knowledge and understanding of course content	10	10	20	40
Skills in Critical Thinking & Research	20	20	20	60
<b>Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Analysis of Movement, Case Studies, Scenarios, Written Responses, Class Discussions, Observations, Research Methodology Analysis.



### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

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# YEAR 11 ASSESSMENT PLAN 2025

## PHOTOGRAPHY

### CREATIVE AND PERFORMING ARTS

#### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<u>Introduction to Wet Photography</u>	<u>The Built Environment</u>	<u>Manipulated Forms</u>	
Due Date:	Term 2 Week 1B Friday 2nd May 2025	Term 3 Week 1B Friday 25th July 2025	Term 3 Week 8A Friday 12th September 2025	
Outcomes:	M1-6, CH1-4	M1-6, CH 1-5	M1-6	
Making	20	25	25	70
Critical/Historical	15	15		30
<b>Weighting %</b>	<b>35</b>	<b>40</b>	<b>25</b>	<b>100</b>

#### Informal Assessment Tasks

At St Joseph's, assessment is about understanding what your child knows and can do. Teachers collect information from different activities and assessments

SJCHS Year 11 Assessment Manual 2025

#### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Short Answer Questions & Tests, Excursion & Research Report, Multiple Choice tests.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



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Some examples of informal assessments in this subject might include but are not limited to: WHS Written, Observation, Verbal Questioning.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings Conversations	Questionnaires Observation Student self-assessment Group work	Classroom tests Checklists Practical work Project work Case studies Written responses	Examinations Standardised tests Published aptitude tests

### Recording Student Performance

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## YEAR 11 ASSESSMENT PLAN 2025

## PHYSICS

### SCIENCE

### Formal Assessment Tasks

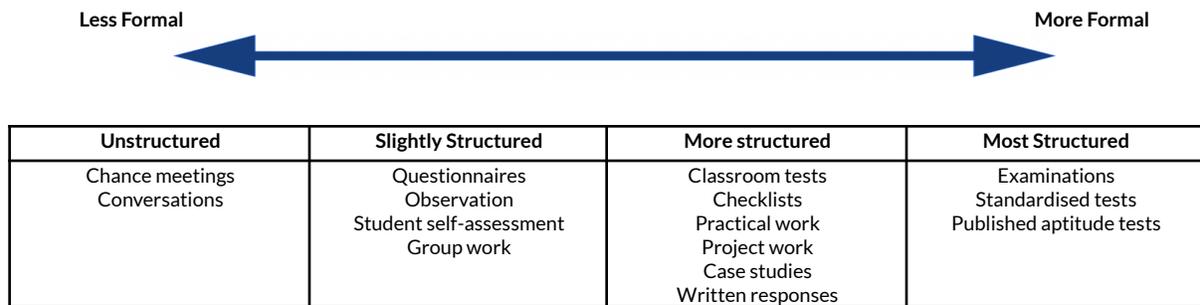
Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<b><u>Processes and Skills Examination</u></b>  Kinematics and Dynamics Refer to the task assessment notification for specific content addressed in this examination	<b><u>Depth Study Research and Presentation</u></b>  Electricity and Magnetism Refer to the task assessment notification for specific content addressed in this examination	<b><u>Yearly Examination</u></b>  Refer to the task assessment notification for specific content addressed in this examination	
Due Date:	Week 10, Term 1 02/04/2025	Week 5, Term 3 20/08/2025	Week 9, Term 3 2025	
Outcomes:	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-7, PH11-8	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-5, PH11/12-7 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	
Skills in Working Scientifically	20	20	20	60

Knowledge and understanding of course content	10	15	15	40
Weighting %	30	35	35	100

### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Google Classroom Tasks, SCRIBO Tasks, Worksheets, Experimental Write-Ups, notebook checks.



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Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



## YEAR 11 ASSESSMENT SCHEDULE 2025

### ***SOCIETY & CULTURE***

HUMAN SOCIETY AND ITS ENVIRONMENT

## Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	Social and Cultural World Research Task With in-class component	Mini-PIP	Yearly Examination All topics	
Due Date:	Term 1, Week 10 01/04/2025 (In-Class)	Term 2, Week 8 17/06/2025 (Hand-in)	Term 3, Week 9/10 15/09 to 26/09 (In the examination block)	
Outcomes:	P1, P2, P3, P7, P9, P10	P3, P4, P5, P6, P7, P8, P10	P1, P2, P5, P6, P9, P10	
Knowledge and understanding of course content	25		25	50
Application and evaluation of social and cultural research methods		20	10	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
<b>Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Informal Assessment Tasks

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SJCHS Year 11 Assessment Manual 2025

## Informal Assessment Tasks

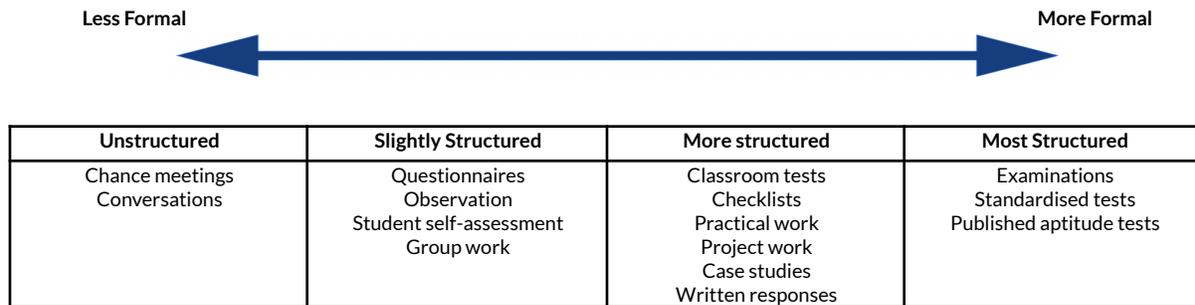
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Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations

Some examples of informal assessments in this subject might include but are not limited to: Research Essay, Short Answer Response, Debate, Research & Response, Class Discussions, Interview Questions & Report.



**Recording Student Performance**

After their achievements in a range of outcomes have been measured and feedback has been provided, students’ achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

**Allocating Grades**

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students’ achievements are a true reflection of their performance in class.



# YEAR 11 ASSESSMENT SCHEDULE 2025

## ***SPORTS, LIFESTYLE & RECREATION***

### PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

#### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Total % Weighting
Task:	Sports Coaching & Training	First Aid & Sports Injuries	
Due Date:	Term 1 Week 8 18/03/2025	Term 3 Week 2 30/07/2025	
Outcomes:	1.1 1.3 2.1 2.2 3.1 3.2 4.2 4.5	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	
Knowledge & understanding of the factors affecting health and the way the body moves	25	25	50
Skills in critical thinking in research & analysis	25	25	50

#### SJCHS Year 11 Assessment Manual 2025

#### Informal Assessment Tasks

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Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations

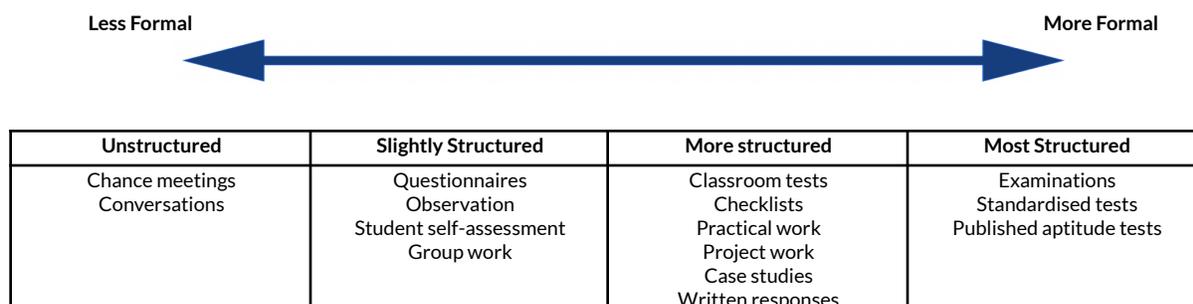


Weighting %	50	50	100
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Some examples of informal assessments in this subject might include but are not limited to: Planning Training Sessions, Practical Application, Scenarios, Describe the relationship between anatomy, physiology and performance, Design, implement and evaluate their own individual fitness program.



### Recording Student Performance

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### Allocating Grades

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## YEAR 11 ASSESSMENT PLAN 2025

# STUDIES OF RELIGION 1

## RELIGION

### Formal Assessment Tasks

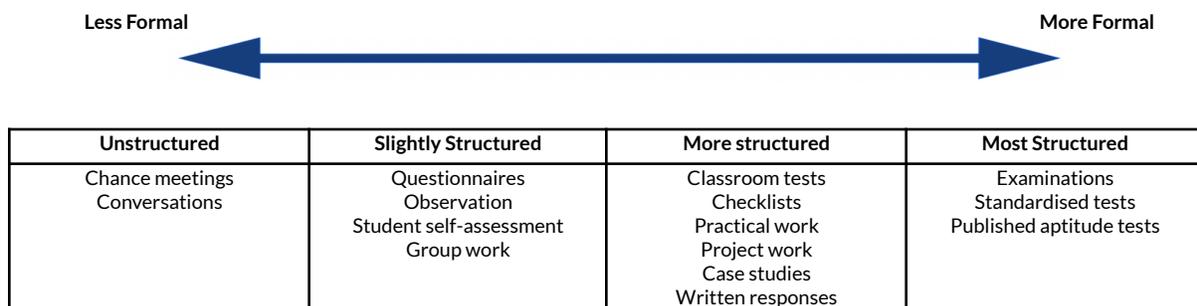
Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<u>Nature of Religion and Beliefs</u> In-class Topic Task	<u>Religious Tradition - Judaism</u> Research Essay	<u>End of Year Examination</u>	
Due Date:	Week 10, Term 1 2025 31/03/2025	Week 9, Term 2 2025 23/06/2025	Term 3 Exam Period Weeks 9 & 10	

Outcomes:	P1, P2, P6, P8	P3, P4, P5, P6, P7, P8, P9	P1, P2, P5, P8, P9	
Knowledge and understanding of course content	10	10	20	40
Source-based skills	10		10	20
Investigation and research		20		20
Communication of information, ideas and issues in appropriate forms	10	5	5	20
<b>Weighting %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

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Chance meetings	Questionnaires	Classroom tests	Examinations

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# YEAR 11 ASSESSMENT PLAN 2025

## VISUAL ARTS

### CREATIVE AND PERFORMING ARTS

#### Formal Assessment Tasks

Task Details & Components	Task 1	Task 2	Task 3	Total % Weighting
Task:	<b><u>2D Forms Unpacking Content</u></b> a) 2D Collection of Works b) Frames Essay in class	<b><u>3D Forms</u></b> a.3D Body of Work and VAPD b. Conceptual framework written task	<b><u>End of Year Examination</u></b>	
Due Date:	Week 1, Term 2 02/05/2025	Week 6, Term 3 29/08/2025	Week 9-10, Term 3 2025	
Outcomes:	P1, P3, P4, P7, P9	P2, P5, P6, P7, P8	P7 – P10	
Artmaking	25	25		50
Art Criticism and Art History	15	5	30	50
<b>Weighting %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

#### Informal Assessment Tasks

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 SJCHS Year 11 Assessment Manual 2025

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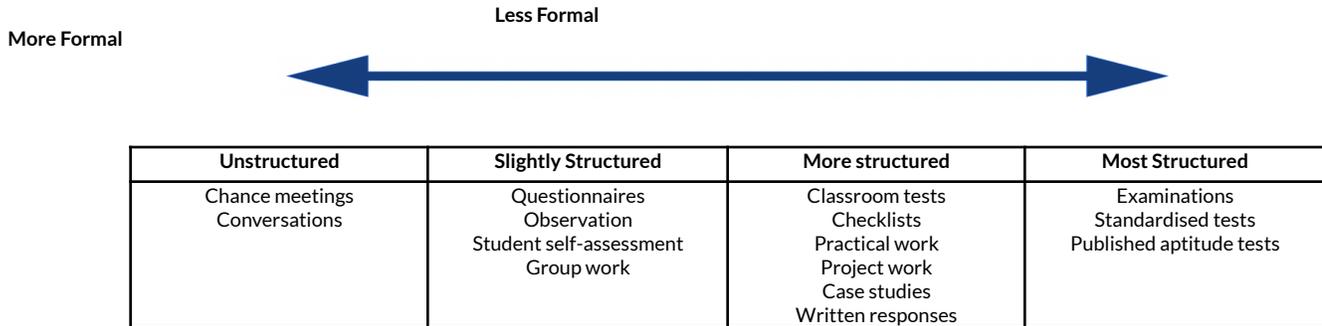


Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



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## YEAR 11 ASSESSMENT PLAN 2025

### **CERTIFICATE II ACTIVE VOLUNTEERING (VET)**

#### VOCATIONAL EDUCATION AND TRAINING

UOC CODE	Units Of Competency (UOC) TITLE	HSC Exam	C=Core E=Elective M=Mandatory S=Stream		Hrs	VET Assessment Task and Method of Assessment	Due Date
			TP	NESA			
CHCVOL001 HLTWHS001	Be an effective volunteer Participate in workplace health and safety	N/A	C C	M M	20 15	<b>Task 1</b> Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 1
BSBCMM201 FSKRDG10	Communicate in the workplace Read and respond to routine workplace information	N/A	C E	M E	15 10	<b>Task 2</b> Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 2
BSBINS201 BSBTEC201	Process and maintain workplace information Use business software applications	N/A	E E	E E	20 15	<b>Task 3</b> Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 3
FSKOCM007 CHCDIV001	Interact effectively with others at work Work with diverse people	N/A	E C	E M	10 20	<b>Task 4</b> Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 4
<b>Total</b>					<b>125</b>		

VET Industry Curriculum Frameworks have a written examination for Higher School Certificate. The school/RTO delivering the HSC VET Industry Curriculum Framework courses will enter the Trial examination mark for all students entered for the corresponding HSC VET examination.

**Mandatory Requirements:** 20 hours of Active Volunteering and sustained progress in the course.

## SJCHS Year 11 Assessment Manual 2025

## Informal Assessment Tasks

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Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



# YEAR 11 ASSESSMENT PLAN 2025

## **SKILLS FOR WORK (VET)**

### VOCATIONAL EDUCATION AND TRAINING



Skills for Work and Vocational Pathways ASSESSMENT SCHEDULE 2024  
Implementation: Preliminary Year 2024  
FSK20119 Certificate II in Skills for Work and Vocational Pathways

TERMS	UOC CODE	Units Of Competency (UOC) TITLE	C=Core E=Elective	Hrs	VET Assessment Task and Method of Assessment
			TP		
Term 1	FSKLRG011 BSBWHS211	Use routine strategies for work-related learning Contribute to the health and safety of self and others	C	10	Task 1
			E(other)	10	
Term 1	FSKWTG009 FSKLRG018	Write routine workplace texts Develop a plan to organise routine workplace tasks	E(B)	10	Task 2
			E(B)	10	
Term 2	ICTICT216 FSKWTG008	Design and create basic organisational documents Complete routine workplace formatted texts	E(other)	20	Task 3
			E(B)	10	
Term 2	FSKOCM004 FSKLRG009	Use oral communication skills to participate in workplace meetings Use strategies to respond to routine workplace problems	E(B)	10	Task 4
			E(B)	10	
Term 3	FSKNUM014	Calculate whole numbers and familiar fractions, decimals and percentages for work	E(A)	10	Task 5
	FSKNUM018	Collect data and construct routine tables and graphs for work	E(A)	10	
	FSKNUM019	Interpret routine tables, graphs and charts and use information and data for work	E(A)	10	
Term 3	FSKLRG010	Use routine strategies for career planning	E	10	Task 6
	FSKDIG003	Use digital technology for non-routine workplace task	E(B)	10	
	FSKOCM005	Use oral communication skills for effective workplace presentations	E(B)	10	
Term 4	FSKRDG009 FSKRDG008	Read and respond to routine standard operating procedures Read and respond to information in routine visual and graphic texts	E(B)	10	Task 7
			E(B)	10	
Term 4	HLTAID010	Provide basic emergency life support (Credit Transfer, external RTO)	E(other)	10	Task 8: Credit Transfer

180

Accredited for a total of 3 units at the Preliminary and/or HSC level. Enter the NESAC course number for either Year 11 (Preliminary) or Year 12 (HSC) on Schools Online. For course delivery over two years, the entry on Schools Online should be made in the second year (ie Year 12).



CEDoW RTO 90487

Assessment Schedule – FSK20119 Skills for Work and Vocational Pathways



YEAR 11 ASSESSMENT PLAN 2025  
***ELECTROTECHNOLOGY (VET)***  
VOCATIONAL EDUCATION AND TRAINING

SJCHS Year 11 Assessment Manual 2025

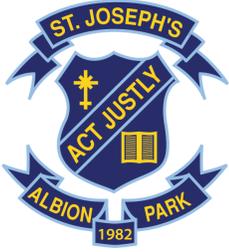
**Informal Assessment Tasks**

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Some examples of informal assessments in this subject might include but are not limited to: Quizzes, Written Response, Short Answer Questions & Tests, Excursion & Research Report, Multiple Choice tests.



Unstructured	Slightly Structured	More structured	Most Structured
Chance meetings	Questionnaires	Classroom tests	Examinations



**ELECTROTECHNOLOGY ASSESSMENT SCHEDULE 2025**

Implementation: Preliminary Year 2025

**QUALIFICATION: UEE22020 Certificate II in Electrotechnology (Career Start)**

Preliminary Year All competencies must be achieved to receive this qualification

**PRELIMINARY YEAR**

TERMS	UOC CODE	Units Of Competency (UOC) TITLE	HSC Exam	C=Core E=Elective M=Mandatory S=Stream		Hrs	Wpts	VET Assessment Task and Method of Assessment	Due Date
				TP	NESA				
Term 1	UEECD0007	Apply work health and safety regulations, codes and practices in the workplace.	✓	C	M	15	20	Task 1: Safety Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 1
	CPCCWHS1001	Prepare to work safely in the construction industry*		C	E	10	10		
Term 2	UEECD0051	Use drawings, diagrams, schedules, standards, codes and specifications	✓	E	M	25	40	Task 2: Components, Tools & Equipment Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 2
	UEECD0019	Fabricate, assemble and dismantle utilities industry components	✓	E	M	30	40		
	UEECD0020	Fix and Secure electrotechnology equipment	✓	E	M	15	20		
Term 3 & Term 4	UEECD0038	Provide solutions and report on routine electrotechnology problems	✓	C	M	25	60	Task 3: Problem-Solving Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 3
	UEECD0046	Solve problems in single-path circuits.	✓	C	M	40	40	Task 4: Single Path Circuits Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 4

\*\*CPCCWHS1001 White Card delivered by external RTO

Sub-Total 160hs 230 Pts.



CEDoW RTO 90487

Assessment Schedule – UEE22020 Certificate II in Electrotechnology (Career Start)

2025

**YEAR 11 ASSESSMENT PLAN 2025**

# COOKERY (VET)

## VOCATIONAL EDUCATION AND TRAINING

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**ASSESSMENT SCHEDULE 2025**  
**QUALIFICATION: SIT20421 - Certificate II in Cookery (Release 1)**  
**All Units of Competency must be completed to attain full qualification**

TERMS	UOC CODE	Units Of Competency (UOC) TITLE	HSC Exam	C=Core E=Elective M=Mandatory S=Stream		Hrs	VET Assessment Task and Method of Assessment	Due Date
				TP	NESA			
Term 1	SITXFSA005 SITXFSA006	Use hygienic practices for food safety Participate in safe food handling practices	✓ ✓	C	M	15	<b>Task 1</b> Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 1
				E	M	20		
Term 2	SITXWHS005 SITHCCO24	Participate in safe work practices Prepare and present simple dishes	✓	C	M	15	<b>Task 2</b> Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 2
				E	E	20		
Term 3	SITHKOP009 SITXINV006	Clean kitchen premises and equipment Receive, store and maintain stock	✓	C	S	15	<b>Task 3</b> Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 3
				C	E	15		
Term 4	SITHCCO28 SITHCCO23	Prepare appetisers and salads Use food preparation equipment	✓	E	E	30	<b>Task 4</b> Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 4
				C	S	20		
Term 5	SITXCCS011 SITXCOM007	Interact with customers Show social and cultural sensitivity	✓	E	M	20	<b>Task 5</b> Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 5
				E	E	10		
Term 6	SITHCCO27 SITHCCO30	Prepare dishes using basic methods of cookery Prepare vegetable, fruit, egg and farinaceous dishes	✓	C	S	40	<b>Task 6</b> Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 6
				E	E	35		
Term 7	SITHCCO34	Work effectively in a commercial kitchen		C	E	25	<b>Task 7</b> Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 7
<b>Total</b>						<b>280</b>		

VET Industry Curriculum Frameworks have a written examination for Higher School Certificate. The school/RTO delivering the HSC VET Industry Curriculum Framework courses will enter the Trial examination mark for all students entered for the corresponding HSC VET examination.

**Mandatory Requirements:** 70 hours of Workplacement and sustained progress in the course.



## YEAR 11 ASSESSMENT PLAN 2025

# CONSTRUCTION (VET)

## VOCATIONAL EDUCATION AND TRAINING

SJCHS Year 11 Assessment Manual 2025

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CONSTRUCTION PATHWAYS ASSESSMENT SCHEDULE 2025  
Implementation: Preliminary Year 2025  
QUALIFICATION: CPC20220

All Units of Competency must be completed to attain full qualification

TERMS	UOC CODE	Units Of Competency (UOC) TITLE	C=Core E=Elective M=Mandatory S=Stream		Hrs	VET Assessment Task and Method of Assessment	Due Date:
			TP	NESA			
Term 1	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	C	M	20	Task 1 Safety Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 1
	** CPCWHS1001	Prepare to work safely in the Construction Industry	E	E	CT		
Term 2	CPCCOM1015	Carry out measurements and calculations	C	M	20	Task 2 Measure, Calculate, Plan Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 2
	CPCCOM2001	Read and interpret plans and specifications*	E	M	20		
Term 3	CPCCCM1013	Plan and organise work	C	M	15	Task 3 Sustainability Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 3
	CPCCOM1012	Work effectively and sustainably in the construction industry	C	M	30		
Term 4	CPCCCM2006	Apply Basic levelling Procedures	E(I)	E	15	Task 4 Concreting Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 4
	CPCCCO2013	Carry out Concreting to Simple Forms	E(I)	E	20		
Term 5/6	CPCCCA2011	Handle Carpentry Materials	E(B)	E	20	Task 5 Framing Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 6
	CPCCVE1011	Undertake a Basic Construction Project	C	E	25		
	CPCCCM2005	Use Construction Tools and Equipment*	E	M	10		
	CPCCCA2002	Use Carpentry Tools and Equipment	E(B)	E	10		
Term 7	CPCCB2001	Handle and Prepare Bricklaying and Blocklaying Materials	E(A)	E	20	Task 6 Bricklaying Questioning/Practical Activity and Direct Observation	Friday, Week 8 of the Term 7
	CPCCB2002	Use Bricklaying and Blocklaying Tools and Equipment	E(A)	E	10		

\*CPCWHS1001 - White Card CT, \*CPCCCM2001 and CPCCCM2005 from CERT II Construction

Total 235

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**Mandatory Requirements:** 70 hours of Workplacement and sustained progress in the course.



CEDoW RTO 90487

Assessment Schedule – CPC20220 Certificate II in Construction pathways

2025



## St Joseph's Catholic High School

### Illness / Misadventure Form – YEARS 11&12

*This form is to be completed the day an Assessment Task has been missed and handed to the Curriculum Office on your next day of attendance. Medical (or other if requested) documentation is to be attached.*

Student's Name: ..... Year .....

Teacher's Name: .....

Subject: .....

Due date of Task: ..... Weighting: .....

Type of Assessment (eg: Exam, in class task): .....

Was any staff member approached before due date?  Yes  No

Please provide details:

.....  
.....  
.....  
.....

Medical Certificate attached:  Yes  No

Other written evidence attached:  Yes  No

Student's Signature: .....

Parent's Signature: .....

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(To be completed by the Leader of Learning Curriculum )

## SJCHS Year 11 Assessment Manual 2025

## Informal Assessment Tasks

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Action Taken:

.....  
.....

Leader of Learning Curriculum Signature: .....

Email sent to Leader of Learning  Date: .....