

# **St Clare's Catholic High School**



## **Year 11 Course**

### **2022**

# **Assessment Handbook**

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## Introduction

This handbook gives you a detailed summary of assessments and assessment processes for the Year 11 Course. Within it you will find important information about what assessment is, what you should do in particular situations, and what might occur if the processes are not followed.

You will notice that the assessment schedules for each of the subjects offered at and through St Clare's Catholic High School are included. This is to help you to organise your study routine so that you can approach your studies with diligence and self-discipline, and also so that you can find balance in a busy lifestyle.

## St Clare's - who to contact

You will need to discuss aspects of your assessments and the assessment schedule from time to time. Please use this guide to determine who you should contact, depending on your question. **Always talk to your class teacher first.**

Order of contact	Role	Name
Step 1	Classroom teacher	Various, according to timetable
Step 2 - choose the right person	Leader of Learning - Diversity <i>Contact this person if you are seeking disability provisions in assessments or examinations after talking to your classroom teacher</i>	Mrs Debbie Watts <a href="mailto:dwatts1@parra.catholic.edu.au">dwatts1@parra.catholic.edu.au</a>
	VET Cluster Leader of Learning (CEDP) <i>Contact this person if you are seeking clarification about VET after talking to your VET teacher</i>	Ms Bridget Ward <a href="mailto:bward@parra.catholic.edu.au">bward@parra.catholic.edu.au</a>
	Leader of Learning <i>Contact this person if you are seeking clarification about a subject/course after talking to your classroom teacher</i>	Mr Juan Chavez (PDHPE) <a href="mailto:ichavez@parra.catholic.edu.au">ichavez@parra.catholic.edu.au</a>  Ms Rachel Watts (HSIE) <a href="mailto:rwatts@parra.catholic.edu.au">rwatts@parra.catholic.edu.au</a>  Ms Jessica Damski (Religious Education) <a href="mailto:jdamski@parra.catholic.edu.au">jdamski@parra.catholic.edu.au</a>  Ms Sheree McCormack (Science) <a href="mailto:smccormack@parra.catholic.edu.au">smccormack@parra.catholic.edu.au</a>  Ms Sherene Mitchell (English) <a href="mailto:smitchell@parra.catholic.edu.au">smitchell@parra.catholic.edu.au</a>

		Ms Widad Thalji (Mathematics) <a href="mailto:wthalji@parra.catholic.edu.au">wthalji@parra.catholic.edu.au</a>  Ms Pauline Tivoli (Creative Arts) <a href="mailto:ptivoli1@parra.catholic.edu.au">ptivoli1@parra.catholic.edu.au</a>  Ms Theresa Nielsen (Technologies) <a href="mailto:Tmorabito@parra.catholic.edu.au">Tmorabito@parra.catholic.edu.au</a>
<b>Step 3</b>	Leader of Wellbeing Stage 6	Mr Anthony Pope <a href="mailto:apope@parra.catholic.edu.au">apope@parra.catholic.edu.au</a>
<b>Step 4</b>	Head of Learning	Mr Dale Ahern <a href="mailto:dahern1@parra.catholic.edu.au">dahern1@parra.catholic.edu.au</a>
	Head of Wellbeing	Ms Nikki Valeri <a href="mailto:nvalleri@parra.catholic.edu.au">nvalleri@parra.catholic.edu.au</a>
<b>Step 5</b>	Assistant Principal	Ms Hayley Lalor <a href="mailto:hlalor@parra.catholic.edu.au">hlalor@parra.catholic.edu.au</a>

## Studying the Year 11 Course

### How do I successfully complete Year 11?

Years 11 and 12 represent post-compulsory education. This means that by undertaking a decision to enrol in the Year 11 and 12 courses, you have undertaken a serious commitment to your studies.

In order to complete Year 11 you must be able to show three things. You can:

- follow the course developed or endorsed NESA;
- apply yourself with diligence and sustained effort to the set tasks provided in the course by the school;
- achieve some or all of the outcomes of the course.

This requires regular attendance, completion of and active engagement in class work, completion of homework activities, careful completion of assessment tasks, as well as revision and study routines.

### How do the *Minimum Standards* impact on my achievement?

You are required to achieve a minimum standard of literacy and numeracy to receive the HSC. You will be given opportunities to attempt to achieve the minimum standards throughout this year and next year. You will not be successful at attaining an HSC if you have not achieved the minimum standards in literacy and numeracy prior to Year 12 or within 5 years of completion.

It is useful to know that a determined and sustained effort will result in the successful completion of Year 11 studies.

## What happens if I don't successfully complete Year 11?

To enrol in Year 12 HSC subjects, you must successfully complete the corresponding Year 11 course.

This means that you:

- have successfully completed a minimum **12** units of study by
  - satisfactorily completing all formal assessments
  - working with diligence and sustained effort
- attended school consistently (irregular attendance could result in unsuccessful completion of the course);
- have not received an 'N' Determination in a subject that prevents you from continuing that subject in Year 12.

## What happens if I decide to finish my school education at the end of Year 11?

If you decide to leave school at any time between now and the end of Year 12, you will achieve a Record of School Achievement (RoSA) for each of the subjects in which you are enrolled.

It's a legal requirement legislated by the NSW Government that all people under the age of 17 years are either engaged in full time study or work. You are not able to withdraw from school unless you have alternative study or work arrangements.

Students who choose to move to alternative study institutions or work must complete a Leavers Form and attach proof of enrolment or acceptance in the next pathway. Until this, students are required to attend school and complete the set program.

If you do not satisfactorily complete 12 units of study in Year 11, you will not be able to enrol in Year 12. In this instance, you may be required to repeat Year 11, enrol in TAFE or look for full time employment.

## What is expected of me, as a Year 11 student?

### Student responsibilities

As a Year 11 student you take the commitment to study seriously. You are committing to apply yourself diligently to your studies, completing all set work on time and with pride. This includes:

- classwork
- homework
- assessment tasks
- daily attendance at school

A lack of diligence and effort, or poor school attendance, could result in an 'N' Grade (Not completed course result). You can read more about this further in this document.

How do I achieve an HSC?

To successfully achieve an HSC you must:

- have achieved the minimum standards in literacy and numeracy
- study a minimum of 12 units in the Year 11 course
- study a minimum of 10 units in the HSC course
- Both the Year 11 course and the HSC course must include the following:
  - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
  - at least three courses of 2 units value or greater
  - at least four subjects
- complete the practical, oral or project works required for specific courses and the assessment requirements for each course
- have sat for and made a serious attempt at the required Higher School Certificate (HSC) examinations
- at Catholic schools, at least one unit of Studies of Religion or Catholic Studies must be included in your subject selection.

The NESA publication, *Higher School Certificate Rules and Procedures* contains all the HSC rules and requirements you will need to know.

Students must check their pattern of study meets HSC requirements above and personal choices for example ATAR or NON ATAR pathways.

## Do I have an ATAR or non-ATAR pattern of study?

Modern study and work opportunities are very flexible. Once you finish school, you can be successful in a range of employment and career fields with or without an ATAR. An ATAR is used to gain entry into university. For students who demonstrate a strong academic record, the choice to undertake an ATAR pattern of study is the right one. For students who find study difficult, or who are looking to employment in a trade or area that does not require an university degree, an ATAR is not necessary.

You will still be eligible for an HSC if you have a non-ATAR pattern of study.

An ATAR is a percentage measure which shows what percentage of students a particular candidate has performed better than. An ATAR of 50% indicates that the candidate has performed better than 50% of all other students in their HSC group.

The ATAR is calculated from the English mark and the next best 8 units of Board Developed Courses that a student presents for the HSC examination. The ATAR is calculated using a process which compares degree of difficulty of different subjects before combining results.

Only Board Developed Courses can count towards the ATAR. Content Endorsed Courses and School Developed Courses cannot. For the purposes of calculating the ATAR, all Board Determined Courses are classified as “Category A” or “Category B”.

**You may count NO MORE THAN 2 units of “Category B” subjects in your ATAR**, even though they are still eligible for an ATAR.

In the VET (240 Hour) courses, there is an optional examination. The examination must be undertaken in order for the course to count for an ATAR, if required to make up the minimum 10 units. Similar rules apply to English Studies.

## About Assessment

### What is assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessments are more than just the formal tasks you submit: all learning, whether in class, at home, or formally submitted, contributes to your assessment, and therefore to your overall grade.

Different types of courses are assessed in different ways. If you are studying VET subjects, please note the information specific to these courses later in this handbook.

### Why is it important?

The purpose of assessment is so that you can find out how you are doing in each of your subjects. You can use the feedback you receive from your assessments to evaluate your progress and set goals for improvement. All assessment tasks are designed to assess your achievement in a range of course outcomes. Formal assessment tasks are weighted according to the advice given by NESA.

You will be assessed in a range of ways, such as examinations, portfolios, practical activities and others, depending on the outcomes and context of the course you are studying. This means that you can demonstrate the breadth of your knowledge and skills.

In Year 11, you will engage in a variety of assessments. Some of these assessments will be informal and ongoing, based on your class participation and work, and others, whilst still based on your class work, will be formal and are listed in the Assessment Schedules for each subject. They can be found in this handbook. The formal assessments determine your final grade in each subject. VET subjects are formally assessed.

Regular assessment of the outcomes of each course is an important way for your teachers to determine your achievement and progress in the course.

### What does 'All My Own Work' mean?

All students deserve the opportunity to achieve to the best of their ability. To get the most out of their learning and to ensure that all students receive the marks and ranks that they deserve they must submit tasks that are entirely their own work. Receiving too much help from others when completing assessment tasks, copying the work of other students, or using information from sources such as text books, scholarly journals or the internet without acknowledging them is cheating and disadvantages students who submit original work.

It is a NESA requirement that all students complete five modules of training about responsible scholarship, copyright laws, academic referencing, collusion and plagiarism. Collectively, these modules are called *All My Own Work*. By completing the modules students acknowledge that



they are aware of the rights and responsibilities that they have for the submission of assessment tasks with regard to originality and referencing.

It is your responsibility to be familiar with the NESAs requirements for submitting work that is original. Failure to follow these requirements is considered to be malpractice.

## How are grades allocated?

To determine your achievement, you will be given a grade for the formal and informal assessment tasks you complete. All of your work, and your participation in your lessons, can contribute to your grade in each course. This is because your teacher can measure your achievement of the course outcomes in a variety of ways.

A teacher will measure a student's performance in a course by using a resource prepared by NESAs, called the *Common Grade Scale For Year 11 Courses*. This resource describes what students should do at each grade level. Teachers will also prepare marking criteria for formal assessment tasks, outlining the skills and content on which a student will be assessed. These relate to the course outcomes.

The grade you achieve will demonstrate what you know and can do. In the Year 11 course, it is not based on the performance of other students. This is determined by a teacher's professional judgement, based on your achievement in your assessment for that subject, with reference to the [Common Grade Scale](#). (page 16)

## How do I submit a task?

St Clare's offers a broad range of subjects, and each subject has unique requirements for the submission of formal assessment tasks. It is important that all assessment tasks are submitted on time to ensure that no student is unfairly advantaged by having more time. Whenever you receive an Assessment Task Notification form it will state:

1. The date and time the task is due
2. The method of submission (via email, Google Classroom, paper copy, etc.)

When submitting paper and practical assessment tasks you must ensure that:

- the Assessment Notification Cover Page is attached to the front of your assessment. Your teacher will ask you to sign that this is your own work and that it has been submitted at the required time.
- tasks are given to the class teacher (or to the agreed substitute teacher if the class teacher is absent).
- tasks are never to be submitted to other staff members or taken to the front office
- tasks are not given to other students to submit on your behalf
- you have not taken extra time to complete the task, such as arriving late on the day the task is due, as this gives you an unfair advantage.

Failure to submit a task on time **WILL** result in the loss of marks or grades for the task.

## What if the assessment task is an exam?

All the same rules apply for exams as for hand-in assessment tasks.

When an exam is scheduled you must:

- arrive at the exam room half an hour before the exam is due to begin
- remain in the exam room until the end of the time given for the exam
- take into the exam room ONLY
  - pens, pencils, eraser, calculator (NESA approved only)
  - other specified equipment, approved by NESA for that subject
  - a clear pouch to store these in
  - tissues
  - water
- no other items will be permitted in the exam room.

## What if I have additional needs?

Detailed information about NESA and Disability Provisions can be found in the Assessment, Certification and Examination (ACE) Manual on the NESA site at: <http://ace.nesa.nsw.edu.au/> (Section 10). Here you will find information about who is eligible for Disability and Medical Special Provisions and the HSC Examination Application for Provisions process.

Students studying a Life Skills program of study for one or more courses will still need to satisfy the requirements of the HSC.

The school's Diversity team work with individual students to assess their needs. You or your parents/caregivers can speak to the Leader of Learning- Diversity if they have any questions about senior school adjustments and examination provision requirements for HSC applications.

It is important to note that NESA decide HSC examination provisions and therefore the school is governed by NESA guidelines in making the best decisions regarding a student's assessment and HSC examination preparation in Year 11 and 12.

If you have a disability or medical condition that may affect your ability to demonstrate your skills in an examination, it is recommended that you make contact with your teacher and Leader of Learning - Diversity as early as possible to ensure appropriate consultation and planning for HSC Examination Provisions application.

## Assessment Procedures and Integrity

### What if I am away on the day a task is due?

You must be at school to submit or complete a formal assessment task on the day it is due. The due date will be listed on the Task Notification. However, there may some unavoidable absences from time to time, such as:

- very serious illness of self or close family member
- a family emergency, such as a car accident
- family bereavement

**If you are absent on the day a task is due to be submitted or completed, you must follow these steps:**

- 1) phone or send an email to your teacher in the morning, before the task is due**
- 2) if the task is not a practical task, send it by email to your teacher**
- 3) get a doctor's certificate, bereavement certificate or other supporting evidence**
  - download and complete the *Illness, Misadventure or Special Considerations Form* (Appendix 1) (page 17)
- 4) on the next day you return to school, give your teacher the task and the completed *Illness, Misadventure or Special Considerations form***

There may be times when you know you will not be present for a task, or have other extenuating circumstances that you know will prevent you from submitting the task on the due date. In this case an *Illness, Misadventure or Special Considerations Form* (Appendix 1) is required. Approval will depend on your reasons and documentation for the application. This must be submitted prior to the due date.

### What about approved leave?

It is recommended that any leave in senior school be limited to that which is absolutely necessary. Time out of classes will affect a student's learning and success in Year 11 and 12. Extended holidays need to be carefully considered in relation to the implications on the student's ability to keep up with course work.

You will need to submit an *Illness, Misadventure or Special Considerations Form* in all circumstances.

The Principal's approved leave does not negate a student's responsibility to notify their teacher and complete necessary processes for any missed assessment or class work.

In some cases, you may be asked to complete an alternative task or submit work prior to your leave. This will occur when it is not possible for you to complete the task the rest of the class has completed.

On occasions, it may be necessary to give an estimate mark for the task, but this will occur rarely and when there is no absolutely alternative.

### What about mandatory work placement?

Work placement does not privilege you to alternative due dates for assessments in other courses. If you have assessment tasks in other subjects/courses whilst on work placement, you will still be required to submit on time.

You may be able to organise digital submission or early submission with your teacher so as to not affect your work placement. It is the student's responsibility to discuss this with the teacher prior to assessment time.

Non mandatory work experience will not be approved without discussion with the principal and will only be considered in extraordinary circumstances as students must fulfil a required amount of hours in each course, stipulated by NESAs.

### What if I fail to submit an assessment task?

You must submit an assessment task on the due date, at the required time, unless you have applied for late submission through an *Illness, Misadventure or Special Considerations* Form (Appendix 1) and it has been approved.

If you fail to complete or submit an assessment task on the due date without following the procedure described in the previous section, 'What if I am away on the day a task is due', the following will be applied:

- a score of zero will be recorded: this will affect your overall performance in that subject.
- the process for 'N' Grade warnings will be followed.

### What if I make a 'non-serious attempt'?

You must make your best effort in all aspects of your study, including assessment tasks and exams. When you complete a task without taking it seriously, it is called a 'non-serious attempt'. This includes attempting all necessary components of a task. Students who make non-serious attempts jeopardise their successful achievement of an HSC.

### What if my assessment task is the result of malpractice?

#### **What is malpractice and why should I be concerned about it?**

Malpractice is when a student goes out of his/her way to take an unfair advantage in an assessment task. It is also called cheating. It is a very serious offence and, therefore, instances of intentional or accidental malpractice are treated seriously at school, TAFE, university or any other place of study.

NESA provides the following definition of malpractice:

*Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, 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 print or digital mediums without reference to the source*
- *building on the ideas of another person without reference to the source*
- *plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own*
- *submitting work that another person, such as a parent, 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 an in-class assessment/examination, including having access to mobile devices using non-approved aids during an assessment task*
- *providing false explanations to explain work not handed in by the due date*
- *assisting another student to engage in malpractice.*

*Deliberate acts of malpractice may occur if a student feels that their own efforts may be inadequate, or if they feel unable to cope with the consequences of poor performance. Unintentional acts of malpractice may occur if students are poorly prepared or do not know how to acknowledge the contribution made by others to their work.*

NESA (2018) *Assessment in Practice* Retrieved from

<https://educationstandards.nsw.edu.au/wps/wcm/connect/90ba4628-9d99-4612-8244-75a8f775bc17/stage-6-assessment-in-practice.pdf?MOD=AJPERES&CVID=>

### **What happens if my work is found to be the result of malpractice?**

There are serious penalties for malpractice of your work, including assessment tasks. These include:

- a score of zero will be recorded for part of a task or the entire task, whichever demonstrates malpractice; this will affect your overall performance in that subject
- the process for 'N' Grade warnings will be followed
- you will be required to complete the task, or the relevant section of the task, and to resubmit within five school days
- details of the malpractice will be recorded on the NESA Register of Malpractice in HSC Assessment Tasks

If you do not agree that malpractice has occurred, you can appeal this ruling. There is information on 'Appeals' included later in this handbook.

### **What is plagiarism?**

Plagiarism is using the work, words and ideas of others, without acknowledging the writer, or without giving the writer credit for his/her original work. It is a form of malpractice. It is dishonest.

### **Plagiarism occurs when a student:**

- copies the writer's exact words, without using quotation marks, and without providing the respective source
- uses the writer's ideas as their own
- buys, or borrows, someone else's work, and copies it
- cuts and pastes information from several different sources into their work
- quotes a small part of an original work and presents the remainder as his/her own

### **What is the difference between plagiarism and research?**

Research is reading relevant information about a topic and using this to form your own ideas. In research, the source (original writer or publication) is acknowledged.

Plagiarism is copying, paraphrasing, or cutting and pasting the original source, as described above.

### **How do I know if I am plagiarising work?**

Ask yourself these questions:

- Am I reading information on this topic?
- Am I using any of this information?
- Am I researching information, whilst I am working on this assessment item?
- If your answer is 'yes' to any of these questions, your researched information must be acknowledged.

### **How do I ensure I am not plagiarising?**

- ✓ Take careful notes, and when you use exact words from the source, enclose those words in quotation marks.
- ✓ Be clear about the parts that you have quoted, the parts that you have rewritten in your own words (paraphrased), as well as the parts that you have summarised.
- ✓ Record the details of all of the sources that you have used, including Internet sites.
- ✓ Keep all of your notes and sources, until your assessment item has been returned to you.
- ✓ Acknowledge sources in the main body of your text, using brackets, as well as in your bibliography.

### **What are the penalties for plagiarism?**

- Plagiarism is malpractice. The procedure for malpractice will be followed.

### **What is an 'N' Grade Determination?**

Failure to complete set assessment tasks may result in the student receiving an 'N' Grade warning in a given subject. Students can also receive an 'N' Grade warning for failure to demonstrate due diligence in a subject. This includes:

- not participating in class activities
- not attempting coursework
- a poor record of attendance in a subject
- lack of completion of, or diligence in, mandatory work placement for VET students.

An 'N' Grade award means that a student is deemed to be unsatisfactory in a particular subject, is unable to progress to the HSC course in that subject and receives no mark or credit for that subject in the Year 11 Record of School Achievement. A student will receive three 'N' Grade warnings before this occurs. An 'N' Grade is a very serious breach of a student's responsibility.

If you are at risk of receiving an 'N' Grade, the following will occur:

- An 'N' Grade warning letter will be issued to you, your parents/caregivers and a copy will be kept on file. A meeting with your parents/caregivers will take place.
- You will need to return the acknowledgement slip, with any missing work, to the class teacher
- If you still do not complete missed work with diligence and effort, a second 'N' Grade warning letter will be issued, and a second meeting with your parents/caregivers will take place.
- If you still do not complete missed work with diligence and effort, a third 'N' Grade warning letter will be issued, and a third meeting with your parents/caregivers will take place. You are at serious risk of unsuccessful achievement in that subject. If this subject is two units of a ten unit study program, you are not eligible for an HSC.

### **What if I think I have received an unfair mark or ruling?**

You may appeal against decisions concerning aspects of the award of the Higher School Certificate/Year 12 and Year 11 Record of Achievement on a number of bases. These may include student appeals against:

- the mark achieved for a particular task
- the rejection of an application for special consideration

- 'N' awards in particular subjects
- student appeals against assessment rankings (Year 12 only)
- student appeals against the withholding of a Higher School Certificate/Record of Achievement (attendance/application)

An appeal should include the *Application for Appeal* form (Appendix 2) (page 19). An appeal should be lodged to the class teacher within 24 hours of the task being returned to the class.

The appeal process is outlined as follows:

- An appeal committee will be made up of a Leader of Learning, a subject content expert teacher and the Assistant Principal.
- The Appeal Committee will review the task.
- Your application for appeal will be accepted or rejected based on:
  - the information you have provided pertaining to the issue
  - any documentation you have included in your application
  - the rules governing schools, applied by NESA
  - the committee's professional knowledge and judgement
- You will be informed of the outcome in person and in writing

You can find an *Application for Appeal* form in Appendix 2 in this booklet.

## End of Year 11 Course

### How do I graduate from the Year 11 Course?

If you leave school at any time before completing Year 12 you will be given a *Record of School Achievement (RoSA)*. Your RoSA will indicate the levels of achievement you have received in each of your subjects represented by grades from A to E. You will not be awarded a grade, and therefore not achieve a RoSA, for subjects that have not been successfully completed.

The RoSA is useful to you if you leave school prior to the HSC because you can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2022, have not demonstrated the HSC minimum standard to receive their HSC.

### Summary of Levels of Achievement

- A** The student has an **extensive** knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a **very high level of competence** in the processes and skills and **can apply these skills to new situations**.
- B** The student has a **thorough** knowledge and understanding of the content and a **high level of competence** in the processes and skills. In addition, the student is **able to apply this knowledge and these skills to most situations**.
- C** The student has a **sound** knowledge and understanding of the main areas of content and has achieved an **adequate level of competence** in the processes and skills.
- D** The student has a **basic** knowledge and understanding of the content and has achieved a **limited level of competence** in the processes and skills.
- E** The student has an **elementary** knowledge and understanding in few areas of the content and has achieved **very limited competence** in some of the processes and skills.





**ST CLARE'S CATHOLIC HIGH SCHOOL**  
**ILLNESS, MISADVENTURE and SPECIAL CONSIDERATION**  
**FORM**

Student: \_\_\_\_\_

Learning Group: \_\_\_\_\_

Course: \_\_\_\_\_

Class teacher: \_\_\_\_\_

Due date of the assessment task: \_\_\_\_/\_\_\_\_/\_\_\_\_

Term \_\_, Week \_\_ (as per the Assessment Notification/Assessment Schedule in Handbook)

Actual completion date of the assessment task: \_\_\_\_/\_\_\_\_/\_\_\_\_

Type of task: \_\_\_\_\_

Outline the circumstances of your case.

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To support this application, you have attached (circle/highlight the appropriate dot-point):

- a medical certificate
- a bereavement notice
- other supporting documentation (**A note from your parent/carer is not sufficient.**)

**DECLARATION**

I declare that the above information is true and accurate.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent's / Guardian's signature: \_\_\_\_\_

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**Staff Recommendation**

	Approved	Late submission	Alternative task	Estimate grade	Signature/Date
Class teacher	Yes / No	Yes / No	Yes / No	Yes / No	
Leader of Learning	Yes / No	Yes / No	Yes / No	Yes / No	
Leader of Diversity (where relevant)	Yes / No	Yes / No	Yes / No	Yes / No	
<b>Final Decision</b>					
Assistant Principal	Yes / No	Yes / No	Yes / No	Yes / No	



**ST CLARE'S CATHOLIC HIGH SCHOOL**  
**APPLICATION FOR APPEAL**

Student: \_\_\_\_\_ Learning Group: \_\_\_\_\_

Course: \_\_\_\_\_

Course teacher: \_\_\_\_\_

Describe the nature of the appeal (Eg. Appeal an Assessment Result):

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If you are appealing an assessment result, please complete the following information:

Due date of the assessment task: Term \_\_, Week \_\_ (as per the Assessment Handbook)

Type of task: \_\_\_\_\_

Outline the circumstances of your case in relation to the awarded mark(s) and/or the assessment process.

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You may attach relevant documentation to support your appeal.

DECLARATION

I declare that the above information is true and accurate.

Student's signature:

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Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**This form must be lodged with the class teacher within 24 hours of the return of the assessment item. Office Use Only**

This application has been <b>approved</b> <b>rejected</b> .
Signed:
Leader of Learning: _____ Date: _____
Subject content expert teacher: _____ Date: _____
Assistant Principal: _____ Date: _____



**St Clare's Catholic High School**  
**'N' GRADE WARNING LETTER Year 11**  
**NSW Educational Standards Authority (NESA)**  
**1st official warning in *Subject***

Date \_\_\_\_\_

Parent/carer' address details \_\_\_\_\_

Student: \_\_\_\_\_ Homeroom: \_\_\_\_\_

Dear \_\_\_\_\_

We are writing to advise that your child, *student's given name*, is in danger of not meeting the Course Completion Criteria for the Year 11 Preliminary course to the HSC in *subject*.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the first official warning that we have issued concerning *student's name in subject*. A minimum of two course-specific warnings must be issued, prior to a final 'N' (not complete) determination being made for a course. Students must complete all courses in Year 11 to be eligible for the HSC.

**Course Completion Criteria**

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

- a) **followed** the course that has been developed, or endorsed, by NESA;
- b) **applied** himself/herself with diligence and sustained effort to the set tasks and experiences, provided in the course
- c) **achieved** some, or all, of the course outcomes.

When it is determined that a student has not met the Course Completion Criteria, he/she places himself/herself at risk of receiving an 'N' (non-completion of course) determination. Students who receive an 'N' determination, are not eligible for the award of the Record of School Achievement (RoSA) and do not meet requirements for HSC.

To date, student's given name has not satisfactorily met (a) / (b) / (c) of the Course Completion Criteria.

The table below lists those tasks, requirements or outcomes, not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for *student's given name* to satisfy the Course Completion Criteria, the tasks, requirements or outcomes, which are listed, need to be completed/achieved satisfactorily within the next two weeks.

Furthermore, we may require you to attend a meeting at school with *student's name* to discuss his/her academic performance in this course.

Yours sincerely

Assistant Principal

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***Please detach this section, and return it to the teacher conducting the meeting about this matter.***

### **Requirements for the satisfactory completion of a Stage 6 course**

- I have received the letter dated today's date, indicating that student's full name is in danger of not completing course satisfactorily.
- I am aware that, if the warning is not resolved, this course may appear on his/her RoSA, with 'Not Complete' indicated.
- I am also aware that the 'N' determination may make him/her ineligible for the award of the RoSA.

Parent's/Carer's signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

<b>Actions required to be taken by the student to resolve this warning</b>			
<b>Outstanding tasks or issue to be resolved</b>	<b>Initial due date</b>	<b>Action required by the student</b>	<b>Revised due date</b>

# VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

LEADER OF LEARNING VET: MS BRIDGET WARD

## ASSESSMENT IN VET COURSES

The Vocational Education and Training Courses offered for the 2022 Preliminary Year are **Construction, Fitness, and Hospitality**.

These courses deliver **dual qualifications** for the **Higher School Certificate (HSC)** and for the **Australian Qualifications Framework (AQF)** and as a result, each has dual assessment systems. The first is **standards-referenced assessment (HSC)** and the second is **competency-based assessment (AQF)**. **Standards-referenced assessment refers to the Preliminary Exam in Term 3 2022 and the Trial Exam in Year 12 2023 for Framework Courses. All courses offered are Framework courses with the exception of Fitness. First Place in Course** is based on performance in work placement, overall competency achievement, application, and examination performance, if applicable.

### Competency-Based Assessment

VET courses are **competency-based**. This means that a student's **performance** is **judged against a prescribed standard** contained in each unit of competency. In competency based assessments students are either *competent* or *not yet competent*.

Teachers will gather information and make judgments about a student's achievement on a continuous basis. When a task or practical is administered the student will be judged as either **competent** or **not yet competent**. Assessment Tasks in VET have three components: **questions, observation** during practical and simulated work environments and **structured activities**.

Competency-based assessment focuses on the **requirements of the workplace**. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined. As such, an **integrated or holistic approach** to assessment is adopted. This means that several units of competency are assessed together. To achieve an AQF VET Certificate or Statement of Attainment, a student must be assessed as competent according to the requirements set out in the national Training Package. **Any student that is deemed not yet competent in a task needs to re-submit the task.** Students are given an opportunity to **re-submit twice to demonstrate competence, however in some instances, it is not possible to repeat practical activities, hence the student will not achieve that unit of competency. A student studying a full qualification, will receive a Statement of Attainment if all units of competency are not achieved.**

A schedule of assessment tasks follows. The tasks, outcomes and the timing of these may be modified according to student needs and course requirements. The majority of assessment

occurs towards the final weeks of the module being delivered, with the exception of some practical coursework which accumulates ongoing evidence throughout the module. As a result, this assessment schedule should only be used as a guide. Please also note that the competency assessment schedule may change subject to changes to the training package.

## Assessment Appeals

### Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the Leader of Learning VET (LOLVET) and bring your task with you.
3. The LOLVET will discuss your concerns with you.
4. A joint meeting will be arranged between you, the teacher and the LOLVET so that your concerns and those of the teacher can be addressed.
5. The result of this meeting may be:
  - (a) A revised assessment by the teacher;
  - (b) A new assessment task for **part** of the disputed task; or
  - (c) A **full** assessment task to be completed in place of the disputed task.
  - (d) Assessed by another accredited assessor.
6. If you are still dissatisfied, you will need to speak to the Leader of Learning Curriculum.

A sample form for VET Assessment Appeal Submission is provided at the back of this handbook.

### Examinations

**NOTE:** The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications (i.e. Cert II or Cert III etc).

Students studying VET courses can choose to sit the HSC Examination in that course. The external HSC Examination for VET Curriculum Framework courses is optional. Students wishing to include their VET marks in the calculation of their ATAR must sit the HSC Examination. The marking of the HSC Examination is standards referenced as is the marking of general HSC courses. Some tasks and internal Examinations will be based on standards referenced assessment to give students HSC practice. Internal Examinations such as the Trial HSC in Year 12 will be the basis for determining an HSC ESTIMATE MARK for each student. An HSC estimate mark is a prediction of the likely performance of each student in the HSC Examination based on internal evidence and the professional judgment of the teacher. The HSC estimate mark will only be used if an Illness or Misadventure Appeal to NESA for the HSC Examination is upheld.



## **Assessment Practices**

*VET students will be involved in either competency based or standards referenced assessment (see previous page). The nature of each assessment is dependent on the current course and cohort. Students will be informed by their VET teacher as to the nature of each assessment.*

As assessment in VET is continuous, at times during the year, students will be involved in competency based assessment that is developed out of their coursework. The competency based assessment tasks are provided so that students are able to demonstrate competence in the course units of competency, which then determines the AQF qualification achieved (ie. Statement of Attainment or Certificate level).

During the latter stages of the 2 year course, students will have the opportunity to consider whether they wish to sit the optional HSC examination in their VET course/s. Students will need to complete a HSC Examination Intention Form at this time, provided by the Leader of Learning VET.

## Work Placement

- **Work placement is mandatory** and allows students to apply the theory and practical skills learnt in class.
- Allocated dates are as follows:
  - **Construction:** Term 3 Week 8 - 5/9/22 to 9/9/22
  - **Fitness:** Term 3 Week 5 - 5/8/22 to 19/8/22
  - **Hospitality:** Term 3 Week 7 - 29/8/22 to 2/9/22
- Students who **wish to source their own employer** must provide their teacher with the **required completed documentation 6 weeks prior to the scheduled placement**, otherwise they must select from the list provided by, Schools Industry Partnership (SIP).
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete 70 hours of work placement over the two years, otherwise they will not receive their HSC.
- Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement.
- Being on work placement is not an excuse for missing or being late to hand in a 'take home' assessment task. Work placement dates are known well in advance, students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any 'in class' assessment activities occur whilst they are on work placement. Students must also catch-up on all work missed in their other classes.
- Students must complete and submit all paperwork regarding work placement **ON TIME** to confirm their place and avoid losing the placement to another student or school.
- Students can use their current casual employment for work placement if it is directly related to the subject. An '**Application for Recognition of Prior Learning**' must be obtained from their VET teacher and completed by the student and their employer. The Leader of Learning VET (LOLVET) will assess the application and students will be informed as to the success of their application.
- Absences from work placement **MUST** be reported to the employer, the Leader of Learning VET **and** to the school. In the case of illness a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.
- Students must return their **Work Placement Employer Report** on their **first day of return to school**. The report is copied and retained by the school. Failure to return the report will place your **HSC in jeopardy** as it is proof as to how many hours were completed.



**Catholic Education Diocese of Parramatta  
VET Assessment Appeal Submission**

<b>Name</b>	
<b>Course</b>	
<b>School</b>	
<b>Teacher</b>	

**Units of Competency Assessed**

Please identify in the table below the units of competency that are the subject of the assessment appeal.

Unit Code(s)	Unit of Competency	Date Assessed

**Grounds for Appeal**

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.

--

Student Signature:

Date:

**Outcome of Appeal:**

**Decision:**    Upheld    Rejected

Principal's Signature:

Date:

**Office Use Only:**

Date Received:

Received By:

Date Reviewed:

Reviewed By:

## VIRTUAL SCHOOL COURSES

### TEACHER EDUCATOR/VIRTUAL SCHOOL COORDINATOR: MR STEVEN BAUER

We are pleased that we can offer courses through the CEDP Virtual School so that students can undertake their preferred courses whilst remaining at school and alongside traditional subjects. These courses use a blended learning model.

Students will receive the necessary documentation through their course teacher, supported by staff at St Clare's.

## OTHER EXTERNAL PROVIDERS

The Principal may give approval for a student to study additional course(s) with an outside tutor/teacher provided that the Principal has determined that the proposed tutor/teacher is, by qualifications and/or experience and/or expertise, a suitable person to teach NESA's syllabus, and the school is unable to offer the course.

The courses outsourced must also comprise a **minority** of each student's overall pattern of study for each stage of learning. This means that students must carefully select courses to ensure that most subjects are delivered at the student's school.

Therefore any application to undertake study with an external provider will be carefully considered, within the context of the student's overall study package and is subject to ongoing review. Supporting documentation of the external provider's assessment program must be given to the student's school. It is the student's responsibility to provide this to the Principal.

# **COURSE SPECIFIC**

## Assessment Grids



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 Ancient History**  
**2022**

Task number	Task 1	Task 2	Task 3	
Unit	Tutankhamun's Tomb	Historical Investigation	All units	
Task type	Source Analysis & Response	Historical Investigation	Examination	
Syllabus outcomes	11-4, 11-5, 11-6, 11.9, 11-10	11-2, 11-3, 11-5, 11-6, 11-7, 11-8, 11.9	11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11.9, 11-10	
Completion date	Term 1 Week 11	Term 3 Week 1	Term 3 Week 8/9	
Component				Total Weight
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis & evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	10	5	5	20
<b>Task weighting %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 Biology**  
**2022**

Task number	Task 1	Task 2	Task 3	
Unit	<i>Cells as the Basis of Life</i>	<i>Ecosystem Dynamics</i>	<i>Ecological Diversity</i>	
Task type	First Hand Investigation	Depth Study: Fieldwork	Examination	
Syllabus outcomes	BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-8	BIO 11/12-1 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-11	BIO 11/12-1 BIO 11/12-2 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-8 BIO 11-9 BIO 11-10 BIO 11-11	
Completion date	Week 8, Term 1	Week 6, Term 2	Yr 11 Assessment Block Week 8/9 Term 3	
				Total Weight
<b>Component:</b> Skills in working scientifically	20	20	20	60
<b>Component:</b> Knowledge and understanding of course content	10	10	20	40
<b>Task weighting %</b>	30	30	40	100



**St Clare's Catholic High School  
Stage 6 Assessment Schedule  
Year 11 Business Studies  
2022**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Unit</b>	Nature of Business	Business Management	Business Planning	
<b>Task type</b>	Case Study Research Report	Extended Response	Examination	
<b>Syllabus outcomes</b>	P1, P2, P6, P7, P8	P2, P4, P5, P6, P7, P8, P9, P10	P3, P4, P5, P8, P9, P10	
<b>Completion date</b>	Term 1, Week 9 2022	Term 2, Week 9 2022	Term 3, Week 8/9 2022	
<b>Component</b>				<b>Total Weight</b>
Knowledge and understanding of course content	5	15	20	<b>40</b>
Stimulus-based skills	10	5	5	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms		10	10	<b>20</b>
<b>Task weighting %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>





**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 Community and Family Studies**  
**2022**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Unit</b>	<b>Resource Management</b>	<b>Individuals and Groups</b>	<b>All units</b>	
<b>Task type</b>	Case Study	Research Task/Presentation	Examination	
<b>Syllabus outcomes</b>	P1.1, P1.2, P 3.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	
<b>Completion date</b>	Term 1 Week 7, 2022	Term 2 Week 5, 2022	Term 3 Weeks 8 & 9	
<b>Component</b>				<b>Total Weight</b>
Knowledge and Understanding	5	5	30	40
Skills	25	25	10	60
<b>Task weighting %</b>	30%	30%	40%	100



**St Clare's Catholic School**  
**Stage 6 Assessment Schedule**  
**Year 11 Chemistry**  
**2022**

Task number	Task 1	Task 2	Task 3	
Topic	Properties and Structure of Matter	Reactive Chemistry	Properties and Structure of Matter Introduction to Quantitative Chemistry Reactive Chemistry Drivers of Reaction	
Task Type	Practical Assessment	Depth Study	Examination	
Date	Term 1, Week 8	Term 2, Week 9	Term 3, Week 8/9	
Outcomes	CH11/12-2, CH11/12-3, CH11/12-5, CH11/12-7	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-10	CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
Component				Total Weight
Skills in working scientifically	30	20	10	60
Knowledge and understanding of course content		10	30	40
<b>Task Weighing %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 Studies in Catholic Thought 1 Unit**  
**2022**

Task number	Task 1	Task 2	Task 3	
Unit	Module 1: Who is a human person?	Module 2: The Trinitarian God and Humanity	Module 3: Re-imaging of Creation	
Task type	Research Task	Presentation	Class Test	
Syllabus outcomes	11.1; 11.2; 11.3; 11.6; 11.7; 11.10	11.1; 11.2; 11.3; 11.6; 11.7; 11.8; 11.9; 11.10	11.1; 11.3; 11.4; 11.5; 11.6; 11.7; 11.10	
Completion date	Week 10, Term 1, 2022	Week 10, Term 2, 2022	Week 6, Term 3, 2022	
Component				Total Weight
Knowledge and understanding of course content	5	5	10	20
Religious skills		5	5	10
Inquiry and research skills	10			10
Communication of religious ideas and understanding in appropriate forms		5	5	10
<b>Task weighting</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>



**St Clare's Catholic High School  
Stage 6 Assessment Schedule  
Year 11 Design & Technology  
2022**

Task number	Task 1	Task 2	Task 3	
Unit	Designer Case Study	Office Product and Portfolio	End of Year Exam	
Task type	Project	Project	Exam	
Syllabus outcomes	P1.1, P2.1, P2.2, P4.3, P5.2, P5.3, P6.1	P1.1, P2.2, P3.1, P4.1, P4.2, P5.1, P5.2, P5.3, P6.1	P1.1, P4.3, P7.1, P7.2	
Completion date	Term 1, Week 9	Term 3, Week 4	Term 3, Week 8/9	
Component				Total Weight
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	40
<b>Task weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 English Advanced**  
**2022**

Task number	Task 1	Task 2	Task 3	
Module	<b>Common Module:</b> <i>Reading to Write</i>	<b>Module A:</b> <i>Narratives that Shape our World</i>	<b>Module A:</b> <i>Narratives that Shape our World</i> <b>Module B:</b> <i>Critical Study of Literature</i> <b>Common Module:</b> <i>Reading to Write</i>	
Task type	Imaginative Composition and Essay	Multimodal	Yearly Examination	
Syllabus outcomes	EA11-1, EA11-4, EA11-7	EA11-2, EA11-5, EA11-8, EA11-9	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	
Completion date	Week 10 of Term 1	Week 9 of Term 2	*Week 8/9 of Term 3	
Component				Total Weight
Knowledge and understanding of course content	10	20	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	20	20	10	<b>50</b>
<b>Task weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 English Extension 1**  
**2022**

Task number	Task 1	Task 2	Task 3	
Module	<i>Texts, Culture and Value</i>	<i>Related Project</i>	<i>Texts, Culture and Value</i>	
Task type	Imaginative response and reflection	Multimodal - independent research and analysis of related material	Yearly Examination	
Syllabus outcomes	EE11-1, EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5, EE11-6	
Completion date	Week 8 of Term 1	Week 1 of Term 3	*Week 8/9 of Term 3	
Component				Total Weight
<b>Knowledge</b> - understanding course content	20	10	20	<b>50</b>
<b>Skills</b> - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	5	30	15	<b>50</b>
<b>Task weighting %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 English Standard**  
**2022**

Task number	Task 1	Task 2	Task 3	
Module	<b>Common Module:</b> Reading to Write	<b>Module A:</b> Contemporary Possibilities	<b>Common Module:</b> Reading to Write <b>Module A:</b> Contemporary Possibilities <b>Module B:</b> Close Study of Literature	
Task type	Imaginative Composition and Essay	Multimodal	Yearly Examination	
Syllabus outcomes	EN11-1, EN11-4, EN11-5	EN11-2, EN11-7, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8, EN11-9	
Completion date	Week 10 of Term 1	Week 9 of Term 2	*Week 8/9 of Term 3	
Component				Total Weight
<b>Knowledge</b> - understanding course content	10	20	20	<b>50</b>
<b>Skills</b> - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	20	20	10	<b>50</b>
<b>Task weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 English Studies**  
**2022**

Task number	Task 1	Task 2	Task 3	
Module	<b>Mandatory Module:</b> Achieving Through English – English in education, work and community	<b>Module E:</b> Playing the Game – English in sport	<b>Module K:</b> The Big Screen – English in filmmaking	
Task type	Resume, Cover Letter and Reflection	Multimodal Task	Portfolio of Writing	
Syllabus outcomes	ES11-3, ES11-5, ES11-8, ES11-10	ES11-1, ES11-2, ES11-4, ES11-6, ES11-7	ES11-5, ES11-7, ES11-8, ES11-9, ES11-10	
Completion date	Week 10 of Term 1	Week 10 of Term 2	Week 10 of Term 3	
Component				Total Weight
<b>Knowledge</b> - understanding course content	15	20	15	<b>50</b>
<b>Skills</b> - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	15	20	15	<b>50</b>
<b>Task weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>





**St Clare's Catholic High School  
Stage 6 Assessment Schedule  
Year 11 Exploring Early Childhood  
2022**

Task number	Task 1	Task 2	Task 3	
<b>Unit</b>	Core A: Pregnancy and Childbirth	Core B: Child Growth and Development	<ul style="list-style-type: none"> <li>Core A: Pregnancy and Childbirth</li> <li>Core B: Child Growth and Development</li> <li>Core C: Promoting Positive Behaviour</li> </ul>	
<b>Task type</b>	Research Task	Design Task	Yearly Examination	
<b>Syllabus outcomes</b>	1.1, 1.4, 2.1, 5.1	1.2, 1.4, 2.4	1.1, 1.2, 1.3, 1.4, 3.1	
<b>Completion date</b>	Term 1, Week 9 2022	Term 2, Week 10 2022	Term 3, Week 8 and 9, 2022	
<b>Component</b>				<b>Total Weight</b>
Knowledge and Understanding	5	5	15	25
Skills	10	10	5	25
<b>Task weighting %</b>	15	15	20	50



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 Legal Studies**  
**2022**

Task number	Task 1	Task 2	Task 3	
Unit	The Legal System	The Legal System/Law in Practice	All units	
Task type	Extended response	Research	Examination	
Syllabus outcomes	P3, P4, P6, P7, P8, P9	P5, P8, P9, P10	P1, P2, P3, P4, P7	
Completion date	Term 1, Week 7 2022	Term 2, Week 9 2022	Term 3, Week 8/9 2022	
Component				Total Weight
Knowledge and understanding of course content			40	40
Analysis and evaluation	20			20
Inquiry and research		20		20
Communication of legal information, issues and ideas in appropriate forms	10	10		20
<b>Task weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 Mathematics Advanced**  
**2022**

Task number	Task 1	Task 2	Task 3	
Unit	Working with Functions, Trigonometry	Trigonometry, Trigonometric Functions, Differentiation	All units	
Task type	Topic Test	Assignment	Exam	
Syllabus outcomes	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Completion date	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 8/9	
Component				Total Weight
Understanding, Fluency and Communication	15	15	20	50%
Problem Solving, Reasoning and Justification	15	15	20	50%
Task weighting %	30%	30%	40%	100%



**St Clare's Catholic School**  
**Stage 6**  
**Year 11 Mathematics Extension 1**  
**Assessment Schedule 2022**

Task number	Task 1	Task 2	Task 3	
Unit	Further Functions	Further Functions, Polynomials	All Year 11 Topics	
Task Type	Topic Test	Assignment	Exam	
Syllabus Outcomes	ME11.1, ME11.2, ME11.6, ME11.7	ME11.1, ME11.5, ME11.6, ME11.7	ME11.1, ME11.2, ME11.3, ME11.4, ME11.5, ME11.6, ME11.7	
Completion Date	Term 1, Week 10	Term 2, Week 6	Term 3, Week 8/9	
Component				Total Weight
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
<b>Task Weighing %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 Mathematics Standard**  
**2022**

Task number	Task 1	Task 2	Task 3	
Unit	Formulae & Equations Relative Frequency & Probability Linear Relationships	Money Matters	All units	
Task type	Topic Test	Investigation	Exam	
Syllabus outcomes	MS11-1, MS11-6, MS11-8, MS11-10	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Completion date	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 8/9	
Component				Total Weight
Understanding, Fluency and Communication	15	15	20	50%
Problem Solving, Reasoning and Justification	15	15	20	50%
Task weighting %	30%	30%	40%	100%



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 Modern History**  
**2022**

Task number	Task 1	Task 2	Task 3	
Unit	The American Civil War	Historical Investigation	Final Examination	
Task type	Source task	Research Task	Yearly Examination	
Syllabus outcomes	MH11-2; MH11-3; MH11-5; MH11-6; MH11-7; MH11-9	MH11-2; MH11-3; MH11-5; MH11-6; MH11-7; MH11-8; MH11-9	MH11-1; MH11-2; MH11-3; MH11-4; MH11-5; MH11-6; MH11-9; MH11-10	
Completion date	Week 11, Term 1	Week 1, Term 3	Week 8/9, Term 3	
Component				Total Weight
Knowledge and understanding of course content	10	10	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>Task weighting %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 Music**  
**2022**

Task Number	Task 1	Task 2	Task 3	
Task Name	Small Ensemble Arrangement, Performance and Viva Voce	Composition, Viva Voce and Logbook	Aural and Performance Exam	
Format/Nature of Task	Performance, Composition and Musicology	Composition, Musicology and Aural	Preliminary Exam	
Outcomes	P1, P3, P4	P3, P5, P7, P8	P1, P4, P6, P7, P10, P11	
Date of Task	Term 1, Week 10	Term 2, Week 9	Term 3, Week 8/9	
Component				Weighting
Performance	10		15	25
Aural		10	15	25
Musicology	10	15		25
Composition	10	15		25
<b>Total Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



**St Clare's Catholic High School**  
**Stage 6**  
**Year 11 Preliminary PDHPE**  
**Assessment Schedule**  
**Year 2022**

Task number	Task 1	Task 2	Task 3	
Unit	Core 2 - The Body in Motion	Core 1 - Better Health for Individuals	All Units	
Task type	Sport Analysis & Log Book	Case Study	Yearly Examination	
Syllabus outcomes	P8, P10, P11, P16	P1, P2, P6, P15	P2, P3, P4, P5, P6, P7, P12, P15, P17	
Completion date	Term 1, Week 9 2022	Term 2, Week 8 2022	Term 3, Week 8/9 (Exam Block) 2022	
Component				Total Weight
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysis and communicating	20	20	20	60
<b>Task weighting %</b>	30	30	40	100





**St Clare's Catholic High School**  
**Stage 6**  
**Year 11, Physics, 2022**  
**Assessment Schedule**

Task number	Task 1	Task 2	Task 3	
Unit	Kinematics	Waves and Thermodynamics	Kinematics, Dynamics, Waves & Thermodynamics, Electricity & Magnetism	
Task type	Practical and Problem Solving task	Depth Study	Exam	
Syllabus outcomes	PH11/12-4, PH11/12-5, PH11/12-6, PH11-8	PH11/12-1, PH11/12-5, PH11/12-6, PH11/12-7, PH11-10	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	
Completion date	Term 1, Week 7	Term 2, Week 8	Term 3, Week 8/9	
Component				Total Weight
Working scientifically	25	20	15	60
Knowledge and understanding of course content	5	10	25	40
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



**St Clare's Catholic High School  
Stage 6 Assessment Schedule  
Year 11 Society and Culture  
2022**

Task number	Task 1	Task 2	Task 3	
Unit	The Social and Cultural World	Personal and Social Identity	All Units	
Task type	Speech	Research Report	Exam	
Syllabus outcomes	P1, P3, P6, P9, P10	P1, P3, P5, P8, P10	P1, P2, P3, P4, P5, P6, P7, P10	
Completion date	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8/9	
Component				Total Weight
Knowledge and understanding of course content	15	10	25	50
Application and evaluation of social and cultural research methods	10	10	10	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
<b>Task weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



**St Clare's Catholic High School  
Stage 6 Assessment Schedule  
Year 11 Studies of Religion 1 Unit  
2022**

Task number	Task 1	Task 2	Task 3	
Unit	Nature of Religion and Beliefs	Christianity Religious Tradition Study	All	
Task type	Research/ Prepared Study Notes and In-class Responses	Extended Response	Yearly Examination	
Syllabus outcomes	P1, P2, P6, P7, P8, P9	P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P4, P5, P6, P8, P9	
Completion date	Term 1, Week 9	Term 2, Week 10	Term 3 Week 8/9	
Component				Total Weight
Knowledge and understanding of course content	5	5	10	20
Source-based skills	-	-	10	10
Investigation and research	5	5	-	10
Communication of information, ideas and issues in appropriate forms	5	5	-	10
<b>Task weighting %</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>



# **St Clare's Catholic High School** **Stage 6 Assessment Schedule** **Year 11 Studies of Religion 2 Unit** **2022**

Task number	Task 1	Task 2	Task 3	
Unit	Religions of Ancient Origin	Christianity Religious Tradition Study	All Topics	
Task type	Research and Multimodal Digital Presentation	Extended Response	Yearly Examination	
Syllabus outcomes	P1, P2, P6, P7, P8, P9	P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P4, P5, P6, P8, P9	
Completion date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8/9	
Component				Total Weight
Knowledge and understanding of course content	10	10	20	40
Source-based skills		10	10	20
Investigation and research	15	5		20
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Task weighting %	30	30	40	100



**St Clare's Catholic High School**  
**Stage 6**  
**Year 11 Sport, Lifestyle and Recreation**  
**Assessment Schedule**  
**Year 2022**

Task number	Task 1	Task 2	Task 3	
Unit	Games and Sports Applications 1	Sports Coaching and Training	All Units	
Task type	Block Skills	Coaching Plan and Session Delivery	Yearly Examination	
Syllabus outcomes	1.1, 1.3, 3.1, 4.1, 4.4	1.1, 1.3, 3.1, 3.2, 3.6 4.2	1.1, 1.3, 1.4, 1.6, 2.5, 3.2, 3.6, 4.1, 4.5	
Completion date	Term 1 Week 10 2022	Term 2 Week 6 2022	Term 3 Week 8/9 2022	
Component				Total Weight
Knowledge and Understanding	5	5	15	25
Skills	10	10	5	25
<b>Task weighting %</b>	15	15	20	50



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 Visual Arts**  
**2022**

Task number	Task 1	Task 2	Task 3	
Unit	Looking At Myself	Where on Earth Do We Come From?	Yearly examination	
Task type	Body of Work I & Artist's Statement	Body of Work II & Artist's Statement	Examination	
Syllabus outcomes	P1, P4, P6, P7	P2, P3, P5, P7,	P7, P8, P9, P10	
Completion date	Term 1, Week 11	Term 2, Week 10	Term 3, Week 8/9	
Component				Total Weight
Art Making	20	30		<b>50</b>
Art Criticism and History	10	10	30	<b>50</b>
<b>Task weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



**St Clare's Catholic High School  
Stage 6 Assessment Schedule  
Year 11 Visual Design  
2022**

Task number	Task 1	Task 2	Task 3	
Unit	Graphic Design	Aesthetic Environments	Product Design	
Task type	Monogrammed Tote Project 1	School Mural Project 2	Cardboard Chair Project 3	
Syllabus outcomes	DM2, DM5, CH1	DM1, DM3, DM6	DM1, DM4, CH2, CH4	
Completion date	Term 1: Week 8	Term 2: Week 10	Term 3: Week 10	
Component				Total Weight
Making	20	30	20	<b>70</b>
Critical and Historical Studies	10		20	<b>30</b>
<b>Total Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



**St Clare's Catholic High School**  
**Stage 6 Assessment Schedule**  
**Year 11 Work Studies**  
**2022**

Task number	Task 1	Task 2	Task 3	
Unit	My Working Life	In the Workplace	Workplace Communication	
Task type	Report	Handbook	Portfolio	
Syllabus outcomes	1,2,3,4,5,7	1,5,6	2,5,7	
Completion date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 7	
Component				Total Weight
Knowledge and understanding	5	5	5	15
Skills	15	10	10	35
<b>Task weighting %</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>50</b>



# **VET**

# Assessment Grids

## Construction (Vet) 2 Unit 2022

### Year 11 Course - Competency Assessment Schedule

**Qualification: CPC20220 Certificate II in Construction Pathways**

-	Task	Unit		Task Type	Task Due
1	Safe on Site	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Questions Observation Structured activities	Components of the task will be due throughout Term 1 2022.  All components of this task must be completed by the end of Term 1 2022.
		CPCCOM1014	Conduct workplace communication		
2	CIC	CPCCWHS1001	Conduct workplace communication	Questions Observation	Students will be informed in Term 1 when the CIC Whitecard is delivered.
3	Chipping Away	CPCCCA2002	Use carpentry tools and equipment (CPCCWHS2001)	Questions Observation Structured activities	Components of the task will be due throughout Terms 2 and 3 2022.  All components of this task must be submitted by the end of Term 3 2022.
		CPCCCA2011	Handle carpentry materials (CPCCWHS2001)		
		CPCCOM1015	Carry out measurements and calculations		
		CPCCOM2001	Read and interpret plans and specifications (CPCCWHS2001)		

**Please note:**

- Students who are absent from the CIC Whitecard, or are deemed not achieved, will need to undertake the course in their own time and at their own expense. Evidence of completion must be provided to the Construction teacher.
- CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry is a pre-requisite for many other units of competency in the course. Students must achieve this unit in Task 1 in order to progress with the course.
- Students must participate in a minimum of 70 hours of work placement over the two-year course.

**Examinable Units**

Mandatory units of competency assessed in the Construction course for the Trial and HSC Examinations are (units in **bold** will be assessed in the Preliminary Exam in Term 3):

CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations
CPCCOM2001	Read and interpret plans and specifications
CPCCCA2011	Use carpentry tools and equipment
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work

**Stage 6 Fitness**  
**Competency Assessment Schedule 2022**  
**Qualification: SIS30321 Certificate III in Fitness**

Task	Module	Unit	Task Type	Task Due
<b>Safety in the Fitness Industry</b>	HLTWHS001	Participate in workplace health and safety	<ul style="list-style-type: none"> <li>- Questions</li> <li>- Observation</li> <li>- Structured activities</li> </ul>	<p>Components of the task will be due <b>throughout</b> Term 1 2022.</p> <p>All components of this task must be completed by the end of Term 1 2022.</p>
	SISXFAC002	Maintain sport, fitness and recreation facilities		
	SISXFAC001	Maintain equipment for activities		
<b>First Aid</b>	HLTAID011	Provide First Aid	<ul style="list-style-type: none"> <li>- Questions</li> <li>- Observation</li> </ul>	Students will be informed in Term 2 when First Aid is delivered by an external provider.
<b>Work with Clients</b>	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	<ul style="list-style-type: none"> <li>- Questions</li> <li>- Observation</li> <li>- Structured activities</li> </ul>	<p>Components of the task will be due <b>throughout Terms 1, 3, and 4 2022 and Terms 1, 2, and 3 2023.</b></p> <p><b>All components</b> of this task must be submitted by <b>mid Term 3 2023.</b></p>
	SISFFIT052	Provide healthy eating information		
	SISFFIT032	Complete pre-exercise screening and service orientation		
	BSBOPS304	Deliver and monitor a service to customers		
	SISFFIT033	Complete client fitness assessments		
	BSBOPS304	Organise personal work priorities		
	BSBPEF301	Develop and instruct gym-based exercise programs for individual clients		

Please note:

- Students who are absent from the First Aid course, will need to undertake the course in their own time and at their own expense. Evidence of completion must be provided to the Fitness teacher.
- Students must participate in a minimum of 70 hours of work placement over the two-year course.

## Stage 6 Hospitality

### Competency Assessment Schedule 2022

#### Qualification: SIT20316 Certificate II in Hospitality (Food and Beverage)

Task	Module	Unit		Task Type	Task Due
1	Safe & Hygienic Workplaces	SITXWHS001	Participate in safe work practices	<ul style="list-style-type: none"> <li>- Questions</li> <li>- Observation</li> <li>- Structured activities</li> </ul>	Components of the task will be due throughout Term 1 2022. All components of this task must be completed by the end of Term 1 2022.
		SITXFSA001	Use hygienic practices for food safety		
		SITXFSA002	Participate in safe food handling practices		
2	Kitchen Skills	SITHKOP001	Clean kitchen premises and equipment	<ul style="list-style-type: none"> <li>- Questions</li> <li>- Observation</li> <li>- Structured activities</li> </ul>	Components of the task will be due throughout Term 2 and 3 2022. All components of this task must be completed by the end of Term 3 2022.
		SITHCCC001	Use food preparation equipment (Prerequisite: SITXFSA001)		
		SITHCCC003	Prepare and present sandwiches (Prerequisite: SITXFSA001)		
		SITHCCC002	Prepare and present simple dishes (Prerequisite: SITXFSA001)		

Please note:

- Students must participate in a minimum of 70 hours of work placement over the two-year course.
- SITXFSA001 Use hygienic practices for food safety is a pre-requisite for many other units of competency in the course. Students must achieve this unit in Task 1 in order to progress with the course.

### Examinable Units

Mandatory units of competency assessed in the Hospitality course for the Trial and HSC Examinations are (units in bold will be assessed in the Preliminary Exam in Term 3):

SITXFSA001	Use hygienic practices for food safety
SITXWHS001	Participate in safe work practices
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverages
SITXCCS003	Interact with customers





*I am*  
**known**  
*understood*  
**valued**  
*learning*

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