



Year 11 Assessment Handbook 2022

SHINE WITH CHRIST'S GLORY



ST BEDE'S
CATHOLIC COLLEGE
CHISHOLM

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Introduction

The purpose of this Assessment Handbook is to provide information to parents/carers and students regarding their studies in Year 11. **Students who satisfactorily complete Year 11 are awarded the Record of School Achievement (RoSA).**

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017. NESA is the government agency responsible for education in NSW. Information can be accessed at either of the following websites:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Responsibility of Students

Students are required to both understand and comply with the Year 11 Assessment Policy as outlined in this handbook. **Please note that ignorance is NOT an excuse.**

Consistent effort throughout the year will be necessary to obtain the highest possible results. Teachers will make every effort to ensure that students achieve their best, and parents / carers are asked to support students by encouraging effective homework / study patterns at home.

Formal Assessment

There are a wide variety of ways in which students may be assessed. Student's may be assessed informally, for the purpose of informing teaching instruction or evaluating student success. This handbook will focus specifically on *formal* assessment.

Formal Assessment is any assessment that is used by the College to give judgement on student achievement. This assessment attributes to each student's overall grades. It is what is required to be reported to NESA.

Assessment Handbooks

St Bede's Catholic College publishes Assessment Handbooks for each academic year. These handbooks will include:

- NESA requirements
- St Bede's Catholic College Assessment Policy and Procedures
- Assessment Schedules related to courses being studied which outline:
 - Task Number
 - Task Type / Name
 - Weighting of the Task
 - Outcomes being assessed with Task
 - Timing of the Task
- Term Planner for each academic year including an overview of assessment tasks and key events related to the nominated cohort.

Assessment Task Notifications

Students will receive an Assessment Task Notification for every formal assessment task. This notification will be issued electronically through a Compass Learning Task. The notification will be issued at least **TEN school days** prior to the due date of the task. The notification will include:

- Course Name
- Year / Class Group
- Task Title
- Task Number
- Date Task Issued
- Date Task Due
- Weighting of the Task
- Submission Details – need to be explicitly outlined
- Outcomes being assessed by task
- Task Description
- Marking Criteria / Guidelines / Rubrics (where appropriate)
- Feedback to be provided

If the original due date of an Assessment Task needs to be altered, students will be advised in the following ways:

1. The date will be changed and communicated through Compass
2. Change to assessment details will be emailed to the student's school email account;
3. The change of assessment details will be published on the '*Student Notices via Compass*' for a minimum of **THREE** days;
4. The changes will be identified in the school's fortnightly newsletter under the heading of Curriculum Information.

Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 and prior to completing Year 12.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10;
- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy the Education Standards' curriculum and assessment requirements for the RoSA;
- complied with the requirements from the NSW Education Act 1990.

Satisfactory completion of a Year 11 Course

The following course completion criteria refers to students in Year 11.

A student is considered to have satisfactorily completed a Year 11 course if, in the principal's view, there is sufficient evidence that the student has:

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

Satisfactory completion of the Year 11 course or its equivalent is a prerequisite for entry into an HSC course.

While NESAs does not stipulate attendance requirements, principals may determine that as a result, of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of such absences. Warning letters must be related to the student's absence to the non-completion of the course requirements.

This information is taken from the ACE Manual: ACE 8021 – Satisfactory completion of an HSC course. <https://ace.nesa.nsw.edu.au/ace-8021>

In addition to these requirements, NESAs requires all Year 11 students to make a genuine attempt at all Assessment Tasks for each of their courses. St Bede's Catholic College will be applying the same expectations.

Refer to ACE Manual: ACE 8073 – Completion of HSC internal assessment tasks. <https://ace.nesa.nsw.edu.au/ace-8073>

RoSA Credentialing and Assessment

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark;
- courses a student has participated in but did not complete before leaving school;
- date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Stage 6 (Year 11) courses, the student has satisfactorily completed.

Grades are:

- based on student achievement in their assessment work;
- submitted to NESAs by the school in Term 4;
- monitored by NESAs for fairness and consistency.

Common Grade Scale for Year 11

NESA has produced a Common Grade Scale for the Stage 6 Year 11 Courses to assist with the reporting of student achievement. This Common Grade Scale describes performance at each of the five grade levels.

Grade	Description of Achievement
A	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	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.
C	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.
D	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.
E	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.

Types of Assessment Tasks

There are two general types of Assessment Tasks:

1. **In Person Assessment Tasks** – examples of these types of tasks include examinations, in-class responses, oral tasks, presentations, practical tasks, and performance tasks (e.g., music or drama performances)
2. **Submitted Assessment Tasks** - examples of these types of tasks include research tasks, written / scientific reports, and extended responses.

In Person Assessments Tasks will be completed on the nominated date and the specified lesson. This information will be identified on the Assessment Task Notification.

Submitted Assessment Tasks can be submitted in a range of ways, depending on

the nature of the task. The process for submission will be clearly outlined on each Assessment Tasks Notification. The ways in which tasks can be submitted include:

A. Online / Electronic submission (via the Turnitin software):

- Stage 6 Students are responsible for submitting their task via the **Turnitin software** by **9.00am** on the day specified on the Assessment Task Notification.
- Students completing Oral Assessment Tasks will be required to submit a copy of their speech / presentation via Turnitin on the due date. When the student delivers the speech / oral presentation, they will also be required to sign an Assessment Record Sheet to acknowledge the day they presented their speech / oral presentation.

B. Hand in submissions (examples include models, artworks, design folios, Presentations and Performances etc):

- Stage 6 Students are responsible for submitting their task by **9.00am** on the nominated date. The due date should always fall on a Monday.
- Tasks are to be submitted to the **Submission Point of the Learning Hub** Students must sign the Assessment Record Sheet to acknowledge they have submitted their task.
- For printed, hard copies or hand-written Assessment Tasks, students must attach an **Assessment Task Cover Sheet Years 10 and 11 (BLUE FORM)** to their task.
- In circumstances where it is impractical for the Assessment Task to be submitted at the Submission Point of the Learning Hub tasks may be submitted to the teacher (e.g., Food Technology practical task, Industrial Technology practical projects, Visual Art artworks etc). In these situations, students will still be required to sign and date a task specific Assessment Record Sheet with their classroom teacher to acknowledge they have submitted the task. They must also submit an **Assessment Task Cover Sheet Years 10 and 11 (BLUE FORM)** for these tasks.

Vocational Education & Training (VET)

VET Courses are competency based; therefore, no internal assessment mark is required for these courses. However, if students intend to sit for the HSC VET Examination in 2022 an estimate mark, based on the Trial HSC Examination will be submitted to NESAs in case of Illness / Misadventure in the HSC Examination. The College keeps records of all competencies achieved and these are regularly updated by the VET Leader of Learning to NESAs so that a Statement of Attainment can be generated at the end of the course or if the student leaves prior to the completion of the course.

Assessment for VET courses is ongoing throughout the course and may consist of a combination of written and practical tasks or demonstrations. All units of competency studied during both the Preliminary and HSC years will count towards the student's achievement of the Australian Qualifications Framework (AQF) Certificate, provided all units of Competency are achieved, or a Statement of Attainment if only some units of Competency are achieved.

HSC Examinations for VET Courses

Students wishing to use achievement in their VET course for calculation towards an Australian Tertiary Admission Rank (ATAR) – where the subject is deemed eligible – can choose to undertake the written NSW Educational Standards Authority Examination and will nominate this option during the HSC year. The College requires **all VET students to sit for the Trial Examination in the HSC year** (except for VET Manufacturing and Engineering students).

All core and stream units of Competency covered during the Preliminary and HSC years will be assessed in the HSC examination.

The written examination is independent of the competency-based assessment undertaken during the course. The mark achieved by students in the examination is used as the sole basis for determining the student's ATAR.

Satisfactory Completion of an HSC Vocational Educational Training (VET) Course

As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hours requirements of the course
- the HSC course structure
- mandatory work placement requirements (where applicable)
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

VET Mandatory Work Placement

The requirement to complete work placement in a VET framework course is also stated in **the student declaration** on the **Confirmation of Entry**. This is to be signed by the student and retained by the school.

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 a **non-completion ('N') determination**.

It is possible for the principal to certify, later, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn – Work placement must be completed to be eligible for the relevant credential.

This information is taken from the ACE Manual: ACE 8028 – Criteria for Satisfactory completion of an HSC Vocational Educational Training (VET) course.

St Bede's Catholic College is required to apply these Satisfactory Course Completion criteria from NESAs to the RoSA credential. To support the implementation of these NESAs requirements St Bede's outlines the following points:

- Principals may determine that, because of absences, a student may not have completed the course.
- Students must 'satisfactorily' complete the Year 10 RoSA credential requirements prior to commencing study in Year 11 courses.
- Students are expected to make a serious attempt at all assessment tasks.
- The 2022 HSC Rules and Procedures explicitly outlines students are required to "make a serious attempt at the Assessment Task / Examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt (p.19)." <https://educationstandards.nsw.edu.au/wps/wcm/connect/cdac1bba-d094-4e0f-824f-51433e65425d/2022-hsc-rules-and-procedures.pdf?MOD=AJPERES&CVID=>
- Where concerns arise in a particular course students and families will be advised formally in writing.
- Concerns related to an Assessment Task may result in an N Warning Letter being issued.
- A pattern of concern related to Formative Assessment Tasks will result in a Formative Assessment Letter being issued and may lead to a N Warning Letter being issued.

If a student is deemed not to have completed a course, he / she will receive an 'N' determination. The course will be listed as 'Not Completed' on the student's Record of Achievement, and this may mean that they are not eligible for the RoSA in that year.

Students have the right to appeal against an 'N' determination. They must complete the Assessment Task Appeals Form found on the College website and follow the appeals process as outlined in Appendix 4.

Technology and Assessment Tasks

Assessment Tasks may require students submit the task in electronic form, and this will be specified on the Assessment Task Notification.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. In all situations students are expected to store digital files and documents in OneDrive for CDMN or Microsoft Teams.

Technology failure is NOT a valid reason for failure to submit an Assessment Task on time. Technology breakdown, as grounds for extension, will only be considered in extreme circumstances.

To minimise problems in relation to technology, students should adhere to the following protocols:

- Always save to OneDrive for CDMN or Microsoft Teams.

- Tasks submitted electronically should follow the specific instructions outlined on the Assessment Task Notification in relation to file size and formats and / or the use of specific software programs.

The College does not provide student access to printers to print hard copies of their tasks.

Assessment / Examination Etiquette, Malpractice, Plagiarism, Cheating & All My Own Work

Honesty in HSC Assessment – the standard

This standard sets out the requirements of NESAs for students submitting their own work in HSC assessments. Candidates for the HSC, as well as their teachers and others who may guide them, are required to comply with this standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the HSC. Throughout the assessment process, the highest level of honesty is required.

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

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

These requirements should be read in conjunction with NESAs syllabuses and policies in related areas such as malpractice and satisfactory completion of a course.

This information is taken from the ACE Manual: ACE 9022 – Honesty in HSC Assessment – the standard <http://ace.nesa.nsw.edu.au/ace-9022>

Honesty in HSC assessment: what constitutes malpractice

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

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

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

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

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

This information is taken from the ACE Manual: ACE 9023 – Honesty in HSC Assessment: what constitutes malpractice <http://ace.nesa.nsw.edu.au/ace-9023>

NESA requires proven cases of malpractice to be reported to them by St Bede's Catholic College including the penalty imposed.

All My Own Work (AMOW)

The **HSC: All My Own Work** program is designed to help HSC students follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their

HSC studies.

The program has been developed as part of the NSW Government's Respect and Responsibility strategy and complements other approaches such as brochures for teachers, students and parents and strengthened student and teacher declarations for the HSC.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

Each module contains:

- Information and advice on the module focus questions
- Quiz questions
- Links to relevant websites
- Summary
- Frequently Asked Questions (FAQs)
- Link to a glossary

<http://amow.nesa.nsw.edu.au/>

Certifying the Completion of the All My Own Work Program

The criteria for satisfactory completion of the program are like the criteria for satisfactory completion of a Year 11 or 12 (HSC) course.

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

- systematically addressed the content covered by the program; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the program by the school; and
- achieved some or all of the program outcomes.

As with decisions about satisfactory completion of a course, the professional judgement of principals and teachers is a key element in decisions about a student's satisfactory completion of the program.

Principals are also able to deem that satisfactory completion has been demonstrated through equivalent programs.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

St Bede's students are required to achieve a score of **80% or above** for each of the five AMOW modules to be deemed to have satisfactorily completed the AMOW program.

St Bede's Catholic College Principles and Procedures regarding Assessment/Examination Etiquette

St Bede's Catholic College Assessment / Examination Etiquette Principles and Procedures are based on the HSC guidelines. These principles and procedures will be communicated to students and families at regular times throughout the year.

Student Conduct During Assessment Tasks and Examinations – In any cases where student conduct is outside the rules, the Leader of Learning / Assistant Principal should be notified.

- You must follow the day-to-day rules of the school when you sit for your examinations. Failure to observe these rules may result in zero marks for the Assessment Task or Examination, no result for the course, or non-award of a RoSA or Higher School Certificate.

Behave Politely and Take Assessment Tasks and Examinations Seriously

During each Tasks / Examination you must:

- always follow the teacher / supervisor instructions;
- make a serious attempt at the examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt and you may have the course cancelled;
- answer in English, unless the question paper directs otherwise. If you don't write in English, you will receive zero marks for your answer;
- behave politely and courteously towards the teacher / supervisor and other students.

During Assessment Tasks / Examinations you must not:

- Cheat;
- include frivolous or objectionable material;
- speak to anyone other than a supervisor;
- behave in any way likely to disturb another student or upset the running of the Assessment Task/Examination's running;
- be affected by alcohol or illegal drugs;
- consume food unless approved by NESAs (through Disability Provisions) or St Bede's Catholic College (for example, if you have diabetes);
- take any writing booklets or examination paper, whether used or not, out of the room;
- write on your body (for example your arms), tissues or material that is not exam material;
- leave the room if your principal requires all students to stay until each exam ends.

If you do not follow these rules, or if you cheat in the assessment / examination in any way, you may be asked to leave the assessment / examination room. The Assistant Principal and Leader of Learning will be contacted and in some cases

you will be reported to NESA. The penalty may be:

- Zero for the assessment / examination;
- cancellation of the course concerned, or of all courses.

and as a consequence you may be ineligible for a RoSA or Higher School Certificate.

- Actions that may be illegal may be reported to the police.

This information is taken from the 2018 Higher School Certificate: Rules and Procedures (p. 19).

<https://educationstandards.nsw.edu.au/wps/wcm/connect/b139760f-135a-4229-a2ad-fd0f8b85f306/2018-HSC-rules-procedures.pdf?MOD=AJPERES&CVID=>

Approved Equipment to be brought to Assessment Tasks / Examinations

You should bring the equipment you know you will need and is allowed for each examination. Make sure that your equipment is in good working order, because misadventure applications will not be upheld (or supported / accepted) for equipment failure.

You can bring the following items into your examinations:

- black pens;
- clear plastic bag / pencil case containing the required equipment;
- pencils (must be at least grading 2B);
- erasers and a sharpener;
- a ruler marked in millimetres and centimetres;
- highlighter pens;
- a clear bottle of water;
- a non-programmable watch, which you must take off and place on your desk in clear view and not touch during the Assessment Task / Examination.

You may need to bring other certain equipment, like a calculator for some Assessment Tasks / Examinations. Students need to ensure that their scientific calculator is an approved model.

When equipment is listed for an examination, it means that you might need it to answer some questions. If equipment is listed as optional, it is not essential for answering any questions, but you can bring and use it if you wish.

Items NOT Permitted in an Assessment Task/Examination Room

You are not permitted to bring any of the following items into assessment tasks / examinations. They are to be left outside the room. These include:

- mobile phones (At St Bede's Catholic College, mobile phones may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- programmable watches, like smart watches (At St Bede's Catholic College, programmable watches may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);

- any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones, or electronic dictionaries (At St Bede's Catholic College, electronic devices may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- paper or any printed or written material (including your examination timetable);
- dictionaries (except in language examinations, if allowed);
- correction fluid or correction tape.

Students cannot borrow equipment during Assessment Tasks / Examinations. Teachers / Supervisors may inspect your equipment when you enter the room and will tell you where to place any unauthorised items. They are not responsible for these items.

This information is taken from the 2021 Higher School Certificate: Rules and Procedures (p.17).

Assessment / Examination Etiquette, Malpractice, Plagiarism, Cheating

In circumstances, where a student is suspected of not complying with the expectations outlined above with respect to Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating, St Bede's Catholic College will apply the following course of action:

- Classroom Teacher consults with the relevant Leader of Learning regarding concerns related to Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating.
- Students will be required to demonstrate that all unacknowledged work is entirely their own – this process will be overseen by the Leader of Learning (This could require the student to produce evidence).
- For students in Years 10 and 11:
 - If the student disagrees with the decision made they may file an appeal. The College then must convene the Assessment Appeals Committee and follow the process as outlined in Appendix 4. The Assessment Appeals Committee will consider all evidence presented and make a final determination;
 - Parents will be notified of any cases regarding breaches of Assessment Tasks / Examination etiquette, malpractice, plagiarism and cheating;
 - If an established case of breaching the Assessment Tasks / Examination Etiquette found, the student may be awarded a mark of ZERO;
 - If an established case of plagiarism is found, the student will be awarded a mark of ZERO;
 - An N Warning Letter will be issued;
 - Students will be required to resubmit the assessment task in accordance with All My Own Work (i.e. the resubmitted work must be the student's own work);
 - Students can appeal within two days of receiving the notification as per the Assessment Appeals process as outlined in Appendix 4.

to the principal if they disagree with the decision of the Assessment Appeals Committee within TWO school days of receiving notification.

Attendance, Absence from School & Extensions

Where a student's attendance pattern may jeopardise the satisfactory completion of a Year 11 course, the reason for absence and its likely effect on the student's course progress should be established.

Principals should consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantiated and that the progress of the student towards course outcomes will not be unduly affected.

When leave is granted by the Principal, such leave should not, of itself, jeopardise the student's eligibility for the RoSA.

While NESAs do not stipulate attendance requirements, principals may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

This information is taken from the ACE Manual: ACE 8021 – Satisfactory completion of an HSC course: non-completion ('N') determinations.

<https://ace.nesa.nsw.edu.au/ace-8021>

Furthermore, the NSW Education Act (1990) Part 2 – 4 (b) states "the education of a child is primarily the responsibility of the child's parents (p.4)."

This information is taken from the NSW Education Act (1990).

<https://www.legislation.nsw.gov.au/inforce/fc4bcf6a-d005-68af-fa91-fd9a7d10cd09/1990-8.pdf>

Considering the attendance and absence advice from NESAs and the NSW Education Act outlined above, St Bede's Catholic College has the following expectations:

- In the interest of Year 11 and 12 students achieving to their maximum potential,

extended leave of FIVE or more school days will NOT usually be approved by the Principal. In situations where leave may be required, families need to make an appointment / have a discussion with the Principal / Assistant Principal to discuss the circumstances. This appointment needs to occur at least TEN school days prior to the possible absence from school. Consistent with HSC expectations leave will not be granted for / during scheduled school examination periods.

If after discussion with the Principal / Assistant Principal, indications are that leave will be granted, a leave form will need to be submitted. Refer to Appendix 1 and Appendix 2. These leave forms can also be found on the College website.

- Extended leave of FIVE or more school days for Year 11 students will need to be applied for in writing at least TEN school days prior to the leave period. Ordinarily, Year 11 students should be discouraged from being away from school as studies in the Year 11 Courses lay the foundation for study in the HSC Course. Consistent with HSC expectations leave will not be granted for / during scheduled school examination periods.
- In general, families who are aware in advance that their child will be absent from school for a period of time need to apply in writing to the Principal identifying the dates of the leave and the reason. In cases where the leave is greater than TEN days approval for Extended Leave will be issued by the College.
- In situations where leave has been approved by the Principal, it is the student and families' responsibility to discuss arrangements with respect to Assessment Tasks while the child is on leave. These discussions need to take place with the Assistant Principal. A Year 10 - 11 Illness, Misadventure and Request for Extension Form will need to be completed for all courses where there is an impact on Assessment Tasks. See Appendix 3.
 - It should be noted that estimate marks for Assessment Tasks are only given in exceptional circumstances.
 - Submitted Assessment Tasks due during the period of leave will generally be required to be submitted prior to the commencement of leave.
 - Ordinarily, students will not be granted an extension for Assessment Tasks that are related to approved leave.
- In situations, where leave has been approved it will be the responsibility of the student to complete work during the period of absence. The school is not compelled to provide work missed while the student is on leave.
- In instances where there is a pattern of absence from school of students in Years 7 – 11 without valid reasons, St Bede's Catholic College will communicate these concerns to the families.

Failure to comply with the St Bede's Catholic College's, expectations regarding leave may result in a student being awarded a zero mark for the impacted Assessment Tasks.

Absences due to Illness - Students in Years 10 – 12

Action: Illness, Misadventure Form & Medical Certificate (or Pharmacist Certificate in extenuating circumstances)

For all absences due to medical illnesses an Illness, Misadventure Form and a Medical Certificate is required from a registered Medical Practitioner.

The Fair Work Act (2009) does allow Pharmacists to issue personal (sick / medical) leave and carer's leave certificates as proof of a legitimate absence from work by an employee. Therefore, Medical Certificates Will be accepted from Registered Medical Practitioners, Dentists and Registered Clinical Psychologists and from a Registered Pharmacist / Chemist.

Medical Certificates Will not be accepted from the following health professionals: Dieticians, Physiotherapists, Occupational Therapist etc. (The *Australian Institute of Health and Welfare* defines a medical practitioner as a person whose primary employment role is to diagnose physical and mental illnesses, disorders and injuries and prescribe medications and treatments that promote or restore good health) - <http://www.aihw.gov.au/medical-practitioner-related-definitions/>

The Medical Certificate / Pharmacist Certificate must be an original and be on the registered Medical Practitioner's / Pharmacist's letterhead. In addition to these general points the following conditions also apply:

- Students must submit a completed Illness, Misadventure Form including supportive evidence to Student Services on their **FIRST** day of attendance back at school;
- The registered Medical Practitioner / Pharmacist must sight the illness on or prior to the day of the Assessment Task or the date the Assessment Task is due;
- The Medical Certificate / Pharmacist Certificate must cover the full period of illness;
- The Medical Certificate / Pharmacist Certificate *must* cover the period of the Assessment Task (dates must appear on the certificate);
- The Medical Practitioner / Pharmacist providing the Medical Certificate / Pharmacist Certificate must not be a family member;
- Ideally the Medical Certificate / Pharmacist Certificate will state, where possible, the relevant illness / condition (as this will assist the College with making a valid determination);
- The missed In-Class Assessment Task must be completed immediately upon return to school or at a time that is designated by the College. For Submitted Assessment Tasks, the task must be submitted on the students **FIRST** day back at school after absence;
- If a student is absent on and after the due date of the Assessment Task the Medical Certificate / Pharmacist Certificate must indicate the day the student is fit to return to school;
- In circumstances where students need to attend a scheduled medical appointment (e.g., Paediatricians Appointment or Orthodontists Appointment etc) and this appointment coincides with an Assessment Task an Illness, Misadventure Form must be submitted at least FIVE school

days prior to the date of the Assessment Task. A Medical Certificate will also need to be submitted on the next school day after the appointment. The Medical Certificate is to be submitted to Student Services.

- o In these situations, the student may complete the task prior to attending the scheduled appointment. In this instance the student will be expected to complete a Assessment Variation Declaration where they agree to NOT share any details related to the task with any peers until all students have completed the task. The declaration will be completed at the conclusion of the task.
- Failure to follow any of these procedures could result in a zero mark being awarded.

NESA considers "giving false reasons for not handing work by the due date" (p.8) to be Malpractice. This information is taken directly from the 2020 HSC Rules and Procedures.

Absences due to an Acceptable Unforeseen Circumstance (e.g. Funeral) - Students in Years 10 – 12

Action: Illness, Misadventure Form & Supporting Evidence (e.g., Funeral Notice)

In circumstances where a student needs to be absent for an Assessment Task due to an unforeseen reason, the following actions need to take place:

- Parent needs to advise the Assistant Principal of the circumstances. In some situations, written notification may be required;
- Student must submit a completed Illness, Misadventure Form to Student Services on their **FIRST** day of attendance back at school. Evidence may be required eg: Funeral Notice;
- The missed Assessment Task must be completed immediately upon return to school or submitted at Student Services no later than 9.00 am.
- If possible, the student may complete the task prior to the leave. In this instance, the student will be expected to complete a Assessment Variation Declaration where they agree to NOT share any details related to the task with any peers until all students have completed the task. The declaration will be completed at the conclusion of the task;
- The Principal and Assistant Principal or St Bede's Assessment Appeals Committee will be the final arbiter of the acceptability of the reason;
- In cases where the task is a Submitted Assessment Task and the Assessment Task Notification has been issued at least TEN school days prior to the due date of the task, a student will generally not be granted an extension.

Absences due to an Acceptable Foreseen School Circumstance (e.g., Extra Curricula Activities - Public Speaking, Sport, Work Placement etc) - Students in Years 10 – 12

Action: Illness, Misadventure Form including all details submitted to Student Services at least THREE school days prior to the due date of the assessment task.

Students representing the school in an extra-curricular activity or participating in an internal school-based activity are required to follow the procedure outlined below:

- The student must submit a completed Illness, Misadventure Form to Student Services at least **THREE** school days prior to the due date of the Assessment Task;
- In situations where the task is a Submitted Task and the Assessment Task Notification has been issued at least TEN school days prior to the due date of the task, a student will generally not be granted an extension;
- The missed Assessment Task must be completed immediately upon return to school or submitted to Student Services no later than 9.00 am;
- If possible, the student may complete the task prior to the leave. In this instance the student will be expected to complete an Assessment Variation Declaration, where they agree to NOT share any details related to the task with any peers until all students have completed the task. The declaration will be completed at the conclusion of the task;
- Students with a demonstrated pattern of non-compliance (e.g., two occasions) with respect to submitting the Illness, Misadventure Form three days prior to the due date of the Assessment Task will place future opportunities to represent the school in doubt.

Acceptable Absences during an Extended Time Assessment – Students in Years 10 – 12

Action: Illness, Misadventure Form including all details submitted & Supporting Evidence.

If an acceptable absence occurs during the period of an extended time for Assessment Tasks (e.g., practical project or large research assignment) an extension of the due date can be applied. However, students should not assume that an extension will be granted. If an extension of time is granted the time could be of a pro-rata nature. For example, THREE school days illness may warrant THREE school days extension.

Missed Assessment Tasks - Students in Years 10 – 12

Action: Illness, Misadventure Form including all details submitted & Supporting Evidence.

In circumstances where students have missed an Assessment Task one of the following will take place:

- The student will complete the original task. OR
- The student will complete a substitute task. OR
- In exceptional circumstances, an estimate mark could be used. In cases where an estimate mark is to be used, this mark will only be finalised at the completion of the Course Assessment Program. The Assistant Principal and Leader of Learning will review the initial estimate mark and determine that the estimation has not either advantaged or disadvantaged any student.

The relevant Leader of Learning and Assistant Principal will consider the circumstances and determine which of the options outlined above will be applied.

Outcome of Assessment Appeals Committee

Any disputes over an individual task which has been submitted electronically must be communicated to the class teacher within two days after receiving the mark and feedback. In the case of a written task submission the student must report any disputes at the end of the lesson in which the feedback has been provided to the student. In instances where a dispute is raised the class teacher may consult with the subject Leader of Learning. Should the student believe they have reasonable grounds and evidence to further dispute the decision they may follow the Assessment Appeals process by completing an Assessment Appeals Form. However, there will be no process for appeals in the instance the student is given the mark and feedback in class and the student leaves the lesson without communicating a dispute with the teacher. The appeals process is found at Appendix 4.

Penalties for Non-Submission, Malpractice & Assessment / Examination Non-Compliance

Students need to clearly understand that there are significant penalties if Assessment Tasks are not completed and submitted by the specified due date and there are no valid reasons and / or supporting evidence. Furthermore, penalties can also be applied for academic malpractice and / or non-compliance with St Bede's Catholic College Assessment / Examination Etiquette requirements.

Should students in Years 10-11 not submit a task by the submission due date and time without any valid reason and / or supporting evidence a ZERO mark will be recorded for this task.

Students undertaking VET Work Placement or Work Experience will be required to submit a completed Illness, Misadventure Form FIVE school days prior to the due date of the Assessment Task.

Illness and Misadventure Applications

St Bede's Catholic College's, Illness and Misadventure procedures for students in Year 10 and 11 related to Illness / Misadventure will reflect the expectations of NESAs. The process students must follow is found at Appendix 5.

- Students may lodge an Illness / Misadventure application using the Year 10 – 11 Illness, Misadventure Form if they believe that circumstances occurring immediately before or during an Assessment Task, and which were beyond their control, diminished their performance in the Assessment Task.
- Student's application for Illness / Misadventure related to submitted Assessment Tasks will not be considered as the student will have had sufficient notice to complete the task.
- Students are responsible for submitting to Student Services the application for Illness / Misadventure, except in circumstances where this is not possible due to severe illness.
- A student must submit their Illness / Misadventure application on the day of the task or their **FIRST** schoolday of attendance after the due date of the task, with appropriate supporting evidence / documentation.
- If a student's circumstances prior to a task are such they believe they will be applying for Illness / Misadventure after the task, the student needs to advise the supervising teacher prior to the commencement of the task.
- A student cannot make an application for Illness / Misadventure based on:
 - Difficulties in preparation or loss of time preparation time; for example, as a result of an earlier illness
 - Alleged deficiencies in teaching
 - Loss of study time or access to facilities
 - Long-term illness, such as glandular fever, unless the student has suffered a flare-up of the condition immediately prior or during the task – A Medical Certificate would be required to support the reoccurrence of the illness

- The same grounds for which a student usually receives disability provisions, unless the student experiences additional unrelated difficulties during the task.
- Misreading the Assessment Schedule / Examination Timetable
- Misreading the Assessment / Examination instructions
- Other commitments, such as participation in entertainment, work, VET Work Placement or sporting events or attendance at examinations conducted by other education organisations
- Technology failure – this is not a valid reason for failure to submit an assessment task on time.

Unacceptable grounds for appeal

The application process does not cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the examination (e.g., a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s)
- matters avoidable by the student (e.g., misreading of timetable; misinterpretation of examination paper).

This information is taken from the ACE Manual: ACE 11004 – Higher School Certificate - Illness / Misadventure Applications – Grounds for Appeal
<http://ace.nesa.nsw.edu.au/ace-11004>

Major Works -Year 11

The following Year 11 courses at St Bede's Catholic College all require students to complete Major Works as part of their study. Each course has specific requirements which MUST be adhered to and when the works can commence. Information from NESA should be consulted to determine the actual requirements associated with each course. The courses include:

- *Industrial Technology*
- *Music*
- *Society and Culture*
- *Visual Arts*
- *Drama*

This information is taken from the ACE Manual: ACE 8063 – Study of Preliminary and HSC courses. <http://ace.nesa.nsw.edu.au/ace-8063>

Monitoring of Major Works

Teachers of students in Years 10, 11 & 12 completing Major Works in the courses listed above will be required to complete a Record of Major Works Progress Report. This review of individual student's progress will need to be completed a minimum of twice each term. The teacher and student are to sign the report after each review.

Once a teacher has completed each review they should discuss the progress of each individual student with the relevant Leaders of Learning. In cases where there is a possible concern the Assistant Principal should be advised. Depending on the nature of the concern some possible courses of actions could include:

- an interview with the child and their family
- issuing of an N Warning letter

If a student disagrees with the teacher's comments in the report they should communicate their concerns to the relevant Leader of Learning. The Leader of Learning is to discuss the matter with both the student and teacher documenting the details of these conversations.

St Bede's Catholic College Major Works Expectations

Students in all stages are expected to be respectful of the following points when considering options for their Major Works:

- Catholic traditions, faith, and ethos
- Values, culture, ethos, and traditions of St Bede's Catholic College
- General community expectations
- Personal / family circumstances of themselves or other community members

All students should discuss their intentions when developing ideas for their work with their teachers. In situations where the points identified above, could be comprised, the teacher should communicate in writing their concern with the Principal as a matter of urgency.

Depending on the circumstances, the Principal may need to discuss the situation with the student and their family.

Disability Provisions

Disability provisions provide eligible students with practical support to allow them to access and participate in their Assessment Tasks. These practical arrangements are designed to help students who couldn't otherwise make a reasonable attempt to demonstrate their knowledge of the assessment material. If provisions are granted, they are solely determined by how the student's assessment performance is affected.

Students' additional assessment needs may include learning, medical, vision or hearing difficulties. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

Who can apply for disability provisions?

A student with a disability recognised in the Commonwealth *Disability Standards for Education 2005*. The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an assessment situation.

Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

Schools' Responsibility Under the Disability Discrimination Act

All schools must be sure that students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability. St Bede's Catholic College will assess and accommodate individual students' disability provisions for assessment tasks.

The *Disability Standards for Education*, issued under the Commonwealth *Disabilities Discrimination Act*, outline the obligations of education and training providers. These

obligations can be accessed at:

<https://www.legislation.gov.au/Details/F2005L00767>

St Bede's Catholic College disability provisions are applicable for all Assessment Tasks, including examinations. St Bede's Catholic College procedures aim to ensure:

- Consistent academic standards applied to all students.
- Any adjustments or access arrangements made must maintain the academic rigour of the Assessment Task and the integrity of the credential being studied.
- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students.
- The use of assistive technologies to complete Assessment Tasks be investigated where necessary providing equal rigour and challenge are maintained.
- That there is an appeal process as part of the procedures.

Applying for Disability Provisions at St Bede's Catholic College

St Bede's Catholic College disability provisions are applicable for all Assessment Tasks, including examinations. St Bede's Catholic College procedures aim to ensure:

- Consistent academic standards applied to all students;
- Any adjustments or access arrangements made must maintain the academic rigour of the Assessment Task and the integrity of the credential being studied;
- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students;
- The use of assistive technologies to complete Assessment Tasks be investigated where necessary as long as equal rigour and challenge are maintained;
- That there is an appeal process as part of the procedures.

Families will make an application on behalf of their child to St Bede's Catholic College Learning Support Coordinator for disability provisions. Accompanying the application will be the following information:

- Identification of disability;
- Reports from Registered Medical Practitioners and Registered Clinical Psychologists;
- Vision or hearing test results;
- Other supporting documentation (e.g., Mental Health Plans).

In the case of students who have been diagnosed with a Mental Health condition, he /she will need to have a letter of diagnosis from the relevant Medical Professional (e.g., Registered Clinical Psychologists; Registered Paediatrician). *This diagnosis cannot be any older than twelve months.*

Furthermore, students with a Mental Health diagnosis should be receiving ongoing intervention / therapy from the relevant Medical Professional (e.g., Psychologist). In situations where the student has a Mental Health Plan this should be provided to the College.

The Learning Support Coordinator will determine if additional information is required (e.g., classroom observations etc) prior to presenting the application along with the supporting evidence to St Bede's Catholic College Learning Support Committee for determination.

School Reports and Parent, Teacher, Student Interviews

In accordance with government requirements, St Bede's Catholic College will issue two Academic Reports throughout the Year 11 Course. The first report will be issued during Term 2 and the second at the conclusion of the Year 11 course.

These reports will use the A – E Common Grade Scale, be written in plain English, as well as including comments related to a student's achievement. They may also include advice to assist the student improving their performance in the coming semester.

Two formal opportunities are provided for families to meet with teachers throughout the year to discuss the progress of individual students.

In addition to the Semester Reports, St Bede's Catholic College also issues two Parent, Teacher, Student Interviews. These are issued throughout Terms One and Three. The aim of the Student Review is to provide feedback to families about their child as a learner in each of their courses, rather than provide a specific focus on academic achievement.

Assessment Reviews and Appeals

Students have the right to appeal against their grade(s) after they receive their Record of School Achievement. Students wishing to appeal should submit their appeal in writing, through the Assessment Appeals Form, together with evidence, to Student Services. The Assessment Appeals Committee will follow the process as outlined in Appendix 4. If necessary, the Principal will submit the appeal, together with the school's comments, to NESAs.

Generally, appeals concerning RoSA Grades are to be submitted to the Committee within FIVE school Days.

Glossary of Key Terms

The key words below are taken from the [NESA website](#). These words are used in Assessment Tasks and for Examination questions to outline what students are expected to do. The glossary has been developed to help provide a common language and consistent meaning across all courses. Using the glossary will help teachers and students understand what is expected in responses to examination and assessment tasks.

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

Key Word	Meaning / Expectation.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Summarise	Express, concisely, the relevant details.
Synthesise	Putting together various elements to make a whole.

This information can be accessed at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html

Referencing and Bibliographies

Plagiarism

NESA (2018) defines plagiarism as, “when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.” To avoid unintentionally plagiarising someone else’s work it is important to acknowledge sources you have used either directly or indirectly to help produce an assessment piece. Acknowledging sources by using in-text citations, Reference lists and Bibliographies will help you avoid plagiarism.

Plagiarism can also include the following:

- Fabrication - making up research data and presenting them as results.
- Collusion – working with others on a task in which individual answers are required.
- Impersonation – Getting someone else to do your assessment for you.
- Falsification – manipulating research and data and presenting ‘false’ results which will not be valid.
- Contract cheating – seeking someone else to complete a task for you, either paid or unpaid.

Referencing

Referencing sources properly, in the style required by your teacher and course, is an essential part of senior writing. At St Bede’s Catholic College, Lochinvar, use of the **APA referencing style is the preferred method**. APA uses the author, date citation style. This style allows readers to find the information sources cited both in-text and in the References or Bibliography at the end of your work.

Use of the Microsoft Word Referencing tool is a convenient and simple means of maintaining and producing in-text citations, reference lists and bibliographies.

Students requiring help with referencing are encouraged to seek help from the Teacher Librarian Mrs Greaves.

APA Basics:

APA is an in-text referencing style. *This means that short referencing (Author, Date) must be included in the text of your assignment when you quote research and information from outside sources (books, journals, websites etc.).*

Full details of the references cited in your assignment are then listed in *References*

at the end of your work.

A Bibliography is different to a References list in that it lists all the sources you read, whether cited or not within your work, to help write your assignment.

In-text citations:

Every time you paraphrase, or use an idea directly from another source in your work you must include an in- text citation to that source. To make an in-text citation, you must include the author's surname/s and the year of the publication in parentheses, e.g. (Smith & Jones, 2018). This allows the reader to find the appropriate full reference in the References or Bibliography at the end of your document.

If you include a direct quote (word-for-word) the in-text citation must include the page number/s where the quotation appeared e.g. (Smith & Jones, 2018, p. 56).

When paraphrasing a source (putting it into your own words), it is not required [to include page numbers in the in-text citation](#), however it may still be useful to do so to help the reader locate the paraphrased information in a large source such as a book.

References and Bibliographies:

When making a final list of References or creating a Bibliography:

- *start on a separate page at the end of your document,*
- *include the title of the list, whether it be References (all sources you directly cite) or Bibliography (all sources you read, whether cited or not, to help complete the assessment)*
- *always organised sources in alphabetical order,*
- *never use numbers or bullet points,*
- *ensure the second and subsequent lines of each source have hanging indents,*
- *ensure the titles of book, journals and websites are underlined or written in italics if typed.*

Sample Reference list

References

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TEXT TYPE REFERENCING SAMPLES

BOOKS

TYPE	IN-TEXT REFERENCE	REFERENCelist
One author	... notes its prominence (Weller, 2011). OR Weller(2011) notes that ...	Weller, M. (2011). <i>The digital scholar: How technology is transforming academic practice</i> . New York, NY: Bloomsbury Publishing.
Two authors	... has surfaced (DeWit & O'Neill, 2014). OR DeWit and O'Neill (2014) describe ...	DeWit, S. C., & O'Neill, P. A. (2014). <i>Fundamental concepts and skills for nursing</i> (4th ed.). St. Louis, MO: Elsevier.

JOURNAL ARTICLES

TYPE	IN-TEXT REFERENCE	REFERENCE LIST
One author	... notes its prominence (Acciari, 2014). OR Acciari(2014) notes that ...	Acciari, M. (2014). The Italianization of Bollywood cinema: Ad hoc films. <i>Studies in European Cinema</i> , 11(1), 14-25. http://doi.org/10.1080/17411548.2014.903099
Two authors	... has surfaced (Marra & Edmond, 2014). OR Marra and Edmond (2014) describe ...	Marra, A. R., & Edmond, M. B. (2014). New technologies to monitor healthcare worker hand hygiene. <i>Clinical Microbiology and Infection</i> , 20(1), 29-33. http://doi.org/10.1111/1469-0691.12458

WEB RESOURCES

TYPE	IN-TEXT REFERENCE	REFERENCE LIST
Web page with author/s listed Follows the same author formatting as other resources	For in-text citations use the year only ... notes its prominence (Palmer, 2008). OR Palmer (2008) notes that ...	For the reference list, include the month and day (if provided) Palmer, L. F. (2008, July 17). Insufficient milk syndrome: A fallacy becomes a reality. Retrieved from http://babyreference.com/insufficient-milksyndrome-a-fallacy-becomes-a-reality/
Web page with corporate author Created by an organisation, government body, or a group	For in-text citations use the year only ... in their care (Health Times, 2015). OR Health Times (2015) suggests ...	For the reference list, include the month and day (if provided) Health Times. (2015, May 27). The future of aged care nursing in Australia. Retrieved from https://healthtimes.com.au/hub/agedcare/2/news/nc1/the-future-of-aged-care-nursing-in-Australia/495/
YouTube and other streaming video	... colour (Vsauce, 2013). OR Vsauce (2013) posits that ...	Vsauce. (2013). Is your red the same as my red? [Video file]. Retrieved from https://www.youtube.com/watch?v=evQsOFQju08

OTHER

For more information and examples on citing sources please refer to the University of Newcastle document **Quick Guide to APA 6th Referencing**
http://libguides.newcastle.edu.au/ld.php?content_id=24800207
 OR email Ms Pantaleo ann-maree.pantaleo@mn.catholic.edu.au

Religious Studies

Studies in Catholic Thought
Studies of Religion I
Studies of Religion II

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Year 11 2022 Studies in Catholic Thought Assessment Schedule

Subject	Studies in Catholic Thought
Teacher/s	Robert Copas & Elizabeth Reynolds
Subject Coordinator	Fiona Duque

Overview
<p><i>Studies in Catholic Thought</i> requires students to engage with the theological, philosophical, ethical and aesthetic tradition of the Catholic Church. It equips students to engage with the richness of this faith tradition and the complex ways it continues to captivate people and ideas throughout the ages and in the modern world. <i>Studies in Catholic Thought</i> draws upon the liberal arts approach, to develop and challenge students' thinking and analytical skills as they engage with the depth and breadth of the Catholic tradition.</p>

Areas of study
<ul style="list-style-type: none"> • Who is a Human Person? • The Trinitarian God and Humanity • The Re-imagining of Creation

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	Research Task	Presentation	Class Test
Due Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 7/8 (Exam Block)
Weighting	15%	15%	20%
Nature of Task	Research Portfolio	ICT Task	Reimagining of Creation Test
Focus Outcomes	SCT 11.1, 11.2, 11.3, 11.6, 11.7, 11.10	SCT 11.1, 11.2, 11.3, 11.6, 11.7, 11.8, 11.9, 11.10	SCT 11.1, 11.3, 11.4, 11.5, 11.6, 11.7, 11.10

Assessment Components	Task 1	Task 2	Task 3	Weight
Knowledge and understanding of course content	5%	5%	10%	20%
Religious skills in: <ul style="list-style-type: none"> • Using Scripture and Catholic Church documents • Analysis, synthesis and evaluation based on evidence from scripture, theology, philosophy and other relevant sources 	5%		5%	10%
Inquiry and research skills	5%	5%		10%
Communication of religious ideas and understanding in appropriate forms		5%	5%	10%
Total Weighting	15%	15%	20%	50%

Year 11 2022 Studies of Religion I Assessment Schedule

Subject	Studies of Religion I
Teacher/s	Robert Copas & Ashlyn Horder
Subject Coordinator	Fiona Duque

Overview
The Stage 6 Studies of Religion syllabus acknowledges religion as a distinctive answer to the human need for meaning in life. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life. Religion is generally characterised by a worldview that recognises a supernatural dimension – belief in divinity or powers beyond the human and/or dwelling within the human.

Areas of study
<ul style="list-style-type: none"> • Religious Tradition Depth Study: Islam • Religious Tradition Depth Study: Christianity • Nature of Religion and Beliefs

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	Islam Research and Short Answer	Christianity Essay	End of Year 11 Examination
Due Date	Term 2, Week 1	Term 2, Week 10	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	Research and Short Answer	In-class Essay	Examination
Focus Outcomes	P3, P4, P5, P7	P5, P8, P9	P1, P2, P5, P6, P8, P9

Assessment Components	Task 1	Task 2	Task 3	Weight
Knowledge and understanding of course content	5	10	25	40%
Source-based skills	5	10	5	20%
Investigation and research	15	5		20%
Communication of information, ideas and issues in appropriate forms	5	5	10	20%
Total Weighting	30%	30%	40%	100%

Year 11 2022 Studies of Religion II Assessment Schedule

Subject	Studies of Religion II
Teacher/s	Andrew Slater & Fiona Duque
Subject Coordinator	Fiona Duque

Overview

The Stage 6 Studies of Religion syllabus acknowledges religion as a distinctive answer to the human need for meaning in life. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life. Religion is generally characterised by a worldview that recognises a supernatural dimension – belief in divinity or powers beyond the human and/or dwelling within the human.

Areas of study

- Religious Tradition Depth Study: Judaism
- Religious Tradition Depth Study: Islam
- Religious Tradition Depth Study: Christianity
- Religions of Ancient Origin
- Nature of Religion and Beliefs
- Religion in Australia Pre-1945

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Judaism and Islam Research and Short Answer	Christianity Essay	End of Year 11 Examination
Due Date	Term 2, Week 1	Term 2, Week 10	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	Research and Short Answer	In-class Essay	Examination
Focus Outcomes	P3, P4, P5, P7	P5, P8, P9	P1, P2, P5, P6, P8, P9

Assessment Components	Task 1	Task 2	Task 3	Weight
Knowledge and understanding of course content	5	10	25	40%
Source-based skills	5	10	5	20%
Investigation and research	15	5		20%
Communication of information, ideas and issues in appropriate forms	5	5	10	20%
Total Weighting	30%	30%	40%	100%

English

English Extension
Advanced English
Standard English
English Studies

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Year 11 2022 English Extension Assessment Schedule

Subject	English Extension
Teacher/s	Tamara Powell
Leader of Learning	Tamara Powell

Overview

English Extension course provides students with the opportunity to further strengthen their understanding of how and why aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent cultures. In Extension 1 they extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.

Areas of study

- Module: Texts, Culture and Value
- Related Research Project

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Imaginative Task	Extended Response Task	Related Research Project
Due Date	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9
Weighting	30%	30%	40%
Nature of Task	Imaginative Response with Critical Reflection	Critical Comparative response Examination-style	Multimodal Presentation
Focus Outcomes	EE11-2, EE11-6	EE11-3, EE11-5	EE11-1, EE11-4, EE11-5

Assessment Components	Syllabus Weightings %	Task 1	Task 2	Task 3
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	15%	20%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	15%	20%
Total Weighting	100%	30%	30%	40%

Year 11 2022 English Advanced Assessment Schedule

Subject	Advanced English
Teacher/s	Tamara Powell & Eleanor Martin
Leader of Learning	Tamara Powell

Overview

This course provides students with the opportunity to explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. Students strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts.

Areas of study

- Common Module – Reading to Write
- Module A – Narratives that Shape our World
- Module B – Critical Study of Literature

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Multimodal Task	Extended Response Task	End of Course Examination
Due Date	Term 1, Week 10	Term 2, Week 8	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	Multimodal Presentation	Critical and analytical writing and reflection	Examination*
Focus Outcomes	EA11-1, EA11-2, EA11-4, EA11-9	EA11-5, EA11-6, EA11-8	All may be assessed

Assessment Components	Syllabus Weightings %	Task 1	Task 2	Task 3
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Total Weighting	100%	30%	30%	40%

Year 11 2022 English Standard Assessment Schedule

Subject	English Standard
Teacher/s	Rosanna Pascoe, Jasmine Simmons, Kelly Pearson
Leader of Learning	Tamara Powell

Overview

This course provides students with the opportunity to explore and experiment with the ways events, experiences, ideas and processes are represented in and through a range of texts. Students strengthen their knowledge and understanding of language and literature by responding to and composing a wide variety of texts for different audiences and purposes.

Areas of study

- Common Module: Reading to Write
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Portfolio Task	Multimodal Task	End of Course Examination
Due Date	Term 1, Week 8	Term 2, Week 8	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	Portfolio of writing	Multimodal Presentation	Examination
Focus Outcomes	EN11-1, EN11-4, EN11-9	EN11-2, EN11-5, EN11-7	All may be assessed

Assessment Components	Syllabus Weighting %	Task 1	Task 2	Task 3
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Total Weighting	100%	30%	30%	40%



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Year 11 2022 English Studies Assessment Schedule

Subject	English Studies
Teacher/s	Abby O'Connor
Leader of Learning	Tamara Powell

Overview

This course provides students with the opportunity to consolidate their language, literacy and literature skills through responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts. English Studies supports students to refine their skills and knowledge in English and empowers them to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from various contexts.

Areas of study

- Mandatory Module: Achieving Through English
- Module L: Who do I think I am?
- Module F: MiTunes and Text

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Job Interview Task	Portfolio Task	Podcast Task
Due Date	Term 1, Week 8	Term 2, Week 10	Term 3, Week 9
Weighting	25%	35%	40%
Nature of Task	Speaking Task	Portfolio (Collection of classwork)	Multimodal Presentation
Focus Outcomes	ES11-2, ES11-4, ES11-7	ES11-3, ES11-4, ES11-6	ES11-5, ES11-6, ES11-8, ES11-9

Assessment Components	Syllabus Weighting %	Task 1	Task 2	Task 3
Knowledge and understanding of course content	50	15	15	20
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	50	10	20	20
Total Weighting	100	25	35	40

Mathematics

Mathematics Extension 1
Mathematics Advanced
Mathematics Standard 1
Mathematics Standard 2

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Year 11 2022 Mathematics Extension 1 Assessment Schedule

Subject	Mathematics Extension 1
Teacher/s	Sue Young
Subject Coordinator	Nick Moroney

Overview

This course provides students with the opportunity to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Students have the opportunity to develop rigorous mathematical arguments and proofs and use mathematical models extensively. Students develop their awareness of the interconnected nature of mathematics, its beauty and its functionality.

Areas of study

1. Functions (ME-F1, ME-F2)
 - Further Work with Functions
 - Polynomials
2. Trigonometric Functions (ME-T1, ME-T2)
 - Inverse Trigonometric Functions
 - Further Trigonometric Identities
3. Calculus (ME-C1)
 - Rates of Change
4. Combinatorics (ME-A1)
 - Working with Combinatorics

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Topic Test	Research Task	Examination
Due Date	Week 6, Term 1	Week 7, Term 2	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	In-class task	In-class task	Examination
Focus Outcomes	ME11.5	ME11.2, ME11.3	M11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7

Assessment Components	Task 1	Task 2	Task 3	Weight
Understanding, Fluency and Communication	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total Weighting	30%	30%	40%	100%

Year 11 2022 Mathematics Advanced Assessment Schedule

Subject	Mathematics Advanced
Teacher/s	Nick Moroney & Sue Young
Subject Coordinator	Nick Moroney

Overview

This course provides students with the opportunity to develop their knowledge, understanding and skills in mathematics and working mathematically. Students have the opportunity to develop ways of thinking and use mathematics as a powerful way of viewing and modelling the world to investigate patterns, order, generality and uncertainty.

Areas of study

1. Functions (MA-F1)
 - Working with Functions
2. Trigonometric Functions (MA-T1, MA-T2)
 - Trigonometry and Measure of Angles
 - Trigonometric Functions and Identities
3. Calculus (MA-C1)
 - Introduction to Differentiation
4. Exponential and Logarithmic Functions (MA-E1)
 - Logarithms and Exponentials
5. Statistical Analysis (MA-S1)
 - Probability and Discrete Probability Distributions

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Topic Test	Question Aided Task	Examination
Due Date	Week 10, Term 1	Week 10, Term 2	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	In-class task	In-class task	Examination
Focus Outcomes	MA11-2	MA11-4, MA11-5	MA11-1, MA11-2, MA11-3, MA 11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9

Assessment Components	Task 1	Task 2	Task 3	Weight
Understanding, Fluency and Communication	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total Weighting	30%	30%	40%	100%

Year 11 2022 Mathematics Standard 2 Assessment Schedule

Subject	Mathematics Standard 2
Teacher/s	Grace Cugaly, Luke Menzies & Jessie Murray
Subject Coordinator	Nick Moroney

Overview

This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner.

Areas of study

1. Algebra (MS-A1, MS-A2)
 - Formula and Equations
 - Linear Relationships
2. Measurement (MS-M1, MS-M2)
 - Applications of Measurement
 - Working with Time
3. Financial Mathematics (MS-F1)
 - Money Matters
4. Statistical Analysis (MS-S1, MS-S2)
 - Data Analysis
 - Relative Frequency and Probability

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Data Research Task	Question Aided Task	Examination
Due Date	Week 10, Term 1	Week 5, Term 2	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	Hand in task	In-class task	Examination
Focus Outcomes	MS11-2, MS11-7, MS11-9, MS11-10	MS11-3, MS11-4, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10

Assessment Components	Task 1	Task 2	Task 3	Weight
Understanding, Fluency and Communication	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total Weighting	30%	30%	40%	100%

Year 11 2022 Mathematics Standard 1 Assessment Schedule

Subject	Mathematics Standard 1
Teacher/s	Sandra Kinloch
Subject Coordinator	Nick Moroney

Overview
This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner.

Areas of study
<ol style="list-style-type: none"> 1. Algebra (MS-A1, MS-A2) <ul style="list-style-type: none"> • Formula and Equations • Linear Relationships 2. Measurement (MS-M1, MS-M2) <ul style="list-style-type: none"> • Applications of Measurement • Working with Time 3. Financial Mathematics (MS-F1) <ul style="list-style-type: none"> • Money Matters 4. Statistical Analysis (MS-S1, MS-S2) <ul style="list-style-type: none"> • Data Analysis • Relative Frequency and Probability

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	Data Research Task	Question Aided Task	Examination
Due Date	Week 10, Term 1	Week 5, Term 2	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	Hand in task	In-class task	Examination
Focus Outcomes	MS11-2, MS11-7, MS11-9, MS11-10	MS11-3, MS11-4, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10

Assessment Components	Task 1	Task 2	Task 3	Weight
Understanding, Fluency and Communication	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total Weighting	30%	30%	40%	100%

HSIE

Ancient History
Modern History
Business Studies
Legal Studies
Society and Culture

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Year 11 2022 Ancient History Assessment Schedule

Subject	Ancient History
Teacher/s	Andrew Cornwall
Subject Coordinator	Andrew Cornwall

Overview
The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It provides the opportunity to investigate the motivations and actions of individuals and groups, and how they shaped the political, social, economic, and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the ancient world.

Areas of study
<ul style="list-style-type: none"> • Investigating Ancient History including: <ul style="list-style-type: none"> ○ The Nature of Ancient History ○ At least TWO Case Studies • Features of Ancient Societies across TWO ancient societies • An Historical Investigation

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	This is Sparta!	Historical Investigation	Year 11 Exam
Due Date	Week 7, Term 1	Week 9, Term 2	Term 3, Week 7/8 (Exam Block)
Weighting	25%	35%	40%
Nature of Task	Source Analysis Task	Historical Investigation Project	Year 11 End of Year Examination
Focus Outcomes	AH11-3, AH11-6, AH11-7, AH11-9	AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-9

Assessment Components	Task 1	Task 2	Task 3	Weight
Knowledge, understanding of course content	10%		30%	40%
Source based skills: analysis, synthesis and evaluation of historical information from a variety of sources	10%	5%	5%	20%
Historical Inquiry and research including mandatory historical investigation		20%		20%
Communication of historical understanding in appropriate forms	5%	10%	5%	20%
Total Weighting	25%	35%	40%	100%

Year 11 2022 Modern History Assessment Schedule

Subject	Modern History
Teacher/s	Andrew Coates
Subject Coordinator	Andrew Cornwall

Overview
Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences, as well as people and events that have defined the modern world. The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources.

Areas of study
<ul style="list-style-type: none"> • Investigating Modern History including: <ul style="list-style-type: none"> ○ The Nature of Modern History ○ At least TWO Case Studies • An Historical Investigation • The Shaping of the Modern World

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	Modern South Africa	Historical Investigation	Year 11 Exam
Due Date	Week 10, Term 1	Week 7, Term 2	Term 3, Week 7/8 (Exam Block)
Weighting	25%	35%	40%
Nature of Task	Source Analysis Task	Historical Investigation Project	Year 11 End of Year Examination
Focus Outcomes	MH11-3, MH11-6, MH11-7, MH11-9	MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9

Assessment Components	Task 1	Task 2	Task 3	Weight
Knowledge, understanding of course content	10%		30%	40%
Source based skills: analysis, synthesis and evaluation of historical information from a variety of sources	10%	5%	5%	20%
Historical Inquiry and research including mandatory historical investigation		20%		20%
Communication of historical understanding in appropriate forms	5%	10%	5%	20%
Total Weighting	25%	35%	40%	100%



Year 11 2022 Business Studies Assessment Schedule

Subject	Business Studies
Teacher/s	Jennie Nemeth and Beau Dalton
Subject Coordinator	Andrew Cornwall

Overview
Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment.

Areas of study
<ul style="list-style-type: none"> • Topic 1: Nature of business • Topic 2: Business management • Topic 3: Business planning

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	The Nature of Business	Research – Business Planning	Year 11 Exam
Due Date	Term 1, Week 7	Term 2, Week 6	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	In class task	Research Task	Year 11 End of Year Examination
Focus Outcomes	P1, P2, P3, P6, P8	P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P9, P10

Assessment Components	Task 1	Task 2	Task 3	Weight
Knowledge and understanding of course content	15%	5%	20%	40%
Stimulus based skills	5%		15%	20%
Inquiry and research		20%		20%
Communication of business information, ideas and issues in appropriate forms	5%	10%	5%	20%
Total Weighting	30%	30%	40%	100%

Year 11 2022 Legal Studies Assessment Schedule

Subject	Legal Studies
Teacher/s	Lauren Power
Subject Coordinator	Andrew Cornwall

Overview

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national, and international level. The Preliminary Course develops students' knowledge and understanding of the nature and functions of the law and law-making, the development of Australian and International Legal Systems, the Australian Constitution and law reform. Three core areas of study are studied which incorporate a principal focus and themes and challenges, throughout.

Areas of study

- Part I: The Legal System
- Part II: The Individual and the Law
- Part III: Law in Practice

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Once upon a crime	Just Married	Year 11 Exam
Due Date	Week 10, Term 1	Week 6, Term 2	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	Case Research Task	Research & In-class Task	Year 11 End of Year Examination
Focus Outcomes	P6, P8, P10	P4, P5, P9	P1, P2, P3

Assessment Components	Task 1	Task 2	Task 3	Weight
Knowledge and understanding of course content			40%	40%
Analysis and evaluation	10%	10%		20%
Inquiry and research	10%	10%		20%
Communication of legal information, ideas and issues in appropriate forms	10%	10%		20%
Total Weighting	30%	30%	40%	100%

Year 11 2022 Society and Culture Assessment Schedule

Subject	Society and Culture
Teacher/s	Elicia Shaw
Subject Coordinator	Andrew Cornwall

Overview
Society and Culture provides students with an understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation. Students are provided with essential concepts, skills, competencies and knowledge to encourage a process of independent thinking that can be used to explain patterns of behaviour, solve problems, and engage in and actively contribute to all levels of society.

Areas of study
<ul style="list-style-type: none"> • Depth Study: The Social and Cultural World • Depth Study: Personal and Social Identity • Depth Study: Intercultural Communication

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	Research Study	Research Task	Year 11 Exam
Due Date	Term 1, Week 10	Term 2, Week 9	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	Comparative Research Cross-Cultural Study	Primary Research and in-class response	Year 11 End of Year Examination
Focus Outcomes	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P9, P10

Assessment Components	Task 1	Task 2	Task 3	Weight
Knowledge, understanding of course content	10%	10%	30%	50%
Application and evaluation of social and cultural research methods	15%	15%	0%	20%
Communication of information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total Weighting	30%	30%	40%	100%

Science

Biology
Chemistry
Physics

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Year 11 2022 Biology Assessment Schedule

Subject	Biology
Teacher/s	Alanna Bohatko & Rebecca Haines
Subject Coordinator	Liane Buckley

Overview

The Biology course explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. Students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

Areas of study

- Biochemical processes
- Transport and gas requirements
- Biological Diversity
- Ecosystems - Past + Future

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Reactions Rate	Ecosystems	End of Course Examination
Due Date	Term 1, Week 9	Term 2, Week 6	Term 3, Week 7/8 (Exam Block)
Weighting	30 %	30 %	40 %
Nature of Task	Secondary Data Analysis	Depth Study	Examination
Focus Outcomes	BIO11/12-1, BIO11/12-5 BIO11/12-6, BIO11/12-7 BIO11-8	BIO11/12-1, BIO11/12-3, 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

Assessment Components	Task 1	Task 2	Task 3	Weight
Skills in Working Scientifically	20%	20%	20%	60%
Knowledge and Understanding	10%	10%	20%	40%
Total Weighting	30%	30%	40%	100%

Year 11 2022 Chemistry Assessment Schedule

Subject	Chemistry
Teacher/s	Rebeca Dawber
Subject Coordinator	Liane Buckley

Overview

The Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Areas of study

- Module 1: Properties and Structure of Matter
- Module 2- Introduction to Quantitative Chemistry
- Module 3: Reactive Chemistry
- Module 4: Drivers of Reactions

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Quantitative Chemistry	Reactive Chemistry	End of Course Examination
Due Date	Term 2, Week 3	Term 3, Week 2	Term 3, Week 7/8 (Exam Block)
Weighting	30%	40%	30%
Nature of Task	First-hand investigation	Depth Study	Examination
Focus Outcomes	CH11-3, CH11-5, CH11-6, CH11-9	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-10	CH11-4, CH11-5, CH11-6 CH11-7, CH11-8, CH11-9, CH11-10, CH11-11

Assessment Components	Task 1	Task 2	Task 3	Weight
Skills in Working Scientifically	20%	30%	10%	60%
Knowledge and Understanding	10%	10%	20%	40%
Total Weighting	30%	40%	30%	100%

Year 11 2022 Physics Assessment Schedule

Subject	Physics
Teacher/s	Liane Buckley
Subject Coordinator	Liane Buckley

Overview

Year 11 Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Areas of study

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Kinematics	Dynamics	End of Course Examination
Due Date	Term 1, Week 7	Term 2, Week 5	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	First-Hand Investigation and Data Analysis	Analysis and Processing of Data Incorporating Depth Study	Examination
Focus Outcomes	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11-8	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-9	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, PH 11-11

Assessment Components	Task 1	Task 2	Task 3	Weight
Skills in Working Scientifically	20%	20%	20%	60%
Knowledge and Understanding	10%	10%	20%	40%
Total Weighting	30%	30%	40%	100%

PDHPE

PDHPE
Community and Family Studies
Sports Lifestyle and Recreation

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Year 11 2022 PDHPE Assessment Schedule

Subject	PDHPE
Teacher/s	Nicholas Marsh & Kirsti Proctor
Subject Coordinator	Sarah Millen

Overview
<p>Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.</p> <p>In Year 11, students will examine the meanings of health, the perceptions individuals have about health and the range of factors and behaviours that influence health. When studying The Body in Motion, students will investigate the scientific foundations of human movement, exploring how the body moves and why it moves in particular ways. Students will then move on to investigating what exercise means to different people and the factors that influence exercise choices. When studying First Aid, students will engage in the investigation and practical application of the major assessment and management techniques for injuries and medical conditions.</p>

Areas of study
<ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion • Fitness Choices • First Aid

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	Better Health for Individuals	Body In Motion	Preliminary Examination
Due Date	Term 1, Week 9	Term 2, Week 7	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	Research Task	In-class Extended Response	Examination
Focus Outcomes	P2, P3, P4, P5, P6, P15	P7 - P11, P16, P17	P1 – P17

Assessment Components	Task 1	Task 2	Task 3	Weight
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%	60%
Total Weighting	30%	30%	40%	100%

Year 11 2022 – Community and Family Studies Assessment Schedule

Subject	Community and Family Studies
Teacher/s	Sarah Millen & Belinda Watts
Subject Coordinator	Sarah Millen

Overview
<p>Community and Family Studies (CAFS) develops an understanding of the diverse nature and interdependence of families and communities within Australian society. The course enables students to plan and manage resources to address contemporary issues facing families and communities. CAFS draws on selected components of families studies, sociology, developmental psychology and students' general life experiences.</p> <p>In Year 11, students will begin by exploring resource management and the importance of effectively management resources in order to achieve wellbeing. The students will explore wellbeing, needs and wants, resources, values, goal setting, communication, decision making and personal management. They will then move to explore individuals and groups and the role they play in meeting the specific needs of individuals, families and social groups. They learn about the importance of building a positive relationship in order to promote a sense of belonging among individuals, families and social groups. They will then explore family structures and communities and the roles individuals adopt within each. They will be required to examine how constant change and challenges families and communities and that informal and formal support available can assist them to manage the change effectively.</p>

Areas of study
<ul style="list-style-type: none"> • Resource Management • Individuals and Groups • Families and Communities

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	Resource Management	Individuals and Groups	Preliminary Examination
Due Date	Term 1, Week 6	Term 2, Week 8	Term 3, Week 7/8 (Exam Block)
Weighting	20%	40%	40%
Nature of Task	Scenario Response	Case Study	Examination
Focus Outcomes	P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.2	P1.2 - P6.1

Assessment Components	Task 1	Task 2	Task 3	Weight
Knowledge and understanding of course content	5%	10%	25%	40%
Skills in critical thinking, research methodology, analysing and communicating	15%	30%	15%	60%
Total Weighting	20%	40%	40%	100%

Year 11 2022 Sports, Lifestyle & Recreation Assessment Schedule

Subject	Sports, Lifestyle & Recreation
Teacher/s	Sarah Millen & Nicholas Marsh
Leader of Learning	Sarah Millen

Overview
<p>Sports, Lifestyle & Recreation (SLR) enables students to build up on their learning from PDHPE in Year 7 – 10. The course specifically focuses on the aspects that relates to participation in sports and physical activity. The study of SLR will support students in developing a commitment to, and capacity for, lifelong learning in these areas. The students will be given significant opportunity to apply theoretical understanding to practical situations. There will be a balance between experiences in a range of movement contexts, as well as the opportunity to specialise in sport specific activity.</p> <p>Throughout the Year 11 course the students will develop their swimming and lifesaving skills and appreciate the range of activities offered by aquatic environments. They will be given the opportunity to develop their confidence and skills in a range of games and sporting contexts.</p>

Areas of study
<ul style="list-style-type: none"> • Aquatics • Games & Sports Application I & II

Assessment Tasks		
	Task 1	Task 2
Task name	Swimming & Lifesaving Skills	Games & Sports Application I & II
Due Date	Term 1, Week 6	Term 3, Week 9
Weighting	30%	70%
Nature of Task	Aquatics	Game Scenarios
Focus Outcomes	1.3 4.4, 4.5	1.1, 1.3, 3.1, 4.1

Assessment Components	Task 1	Task 2	Weight
Knowledge and Understanding	10%	40%	50%
Skills	20%	30%	50%
Total Weighting	30%	70%	100%

Technologies

*Industrial Technology - Timber
Products & Furniture Technologies*

Industrial Technology - Multimedia

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Year 11 2022 Industrial Technology – Timber Products & Furniture Technologies Assessment Schedule

Subject	Industrial Technology – Timber Products & Furniture Technologies
Teacher/s	Dean Hile
Subject Coordinator	Tamara Borkowski

Overview
In the Preliminary course, the content is introductory and is related to a number of practical projects and the study of an individual business in the focus area. The aim of the Preliminary course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the HSC Major Project and related folio.

Areas of study
<ul style="list-style-type: none"> • Industry Study • Design, Management and Communication • Production • Industry Related Manufacturing Technology

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	Industry Report	Minor project and portfolio	Yearly Preliminary Exam
Due Date	Term 1, Week 8	Term 3, Week 5	Term 3, Week 7/8 (Exam Block)
Weighting	20%	40%	40%
Nature of Task	In-class Essay.	Bedside Table and Portfolio.	Examination.
Focus Outcomes	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2.	P1.1, P1.2, P6.1, P6.2, P7.1, P7.2

Assessment Components	Task 1	Task 2	Task 3	Weight
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in the design, management, communication and production of projects	10%	30%	20%	60%
Total Weighting	20%	40%	40%	100%

Year 11 2022 Industrial Technology – Multimedia Assessment Schedule

Subject	Industrial Technology – Multimedia
Teacher/s	Andrew Steinbeck
Subject Coordinator	Tamara Borkowski

Overview
Industrial Technology Multimedia will introduce students to concepts that will be incorporated into projects. Students will apply research in the development and staging of their projects throughout the course. Students will become skilled in a variety of animation techniques, video-editing, storyboarding, sketching, lighting and filming

Areas of study
<ul style="list-style-type: none"> • Industry Study • Design, Management and Communication • Production • Industry Related Manufacturing Technology

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	Industry Report	Minor project and portfolio	Yearly Preliminary Exam
Due Date	Term 1, Week 8	Term 3, Week 5	Term 3, Week 7/8 (Exam Block)
Weighting	20%	40%	40%
Nature of Task	In-class Essay.	Bedside Table and Portfolio.	Examination.
Focus Outcomes	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2.	P1.1, P1.2, P6.1, P6.2, P7.1, P7.2

Assessment Components	Task 1	Task 2	Task 3	Weight
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in the design, management, communication and production of projects	10%	30%	20%	60%
Total Weighting	20%	40%	40%	100%

Creative Arts

Drama
Music 1
Visual Arts
Ceramics
Visual Design

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Year 11 2022 Drama Assessment Schedule

Subject	Drama
Teacher/s	Eleanor Martin
Subject Coordinator	Michelle Burgess

Overview

This course provides students with the opportunity to engage in collaborative and individual experiences to develop skills in interpretation, communication, performance and critical analysis. Students engage with the cultural traditions and social contexts of drama and theatre through critical study and experiences in practical workshop activities and performances.

Areas of study

- Theatrical Traditions and Performance Styles
- Elements of Production
- Improvisation, Playbuilding and Acting

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Performance and Written	Performance and Written	Group Performance Log Book
Due Date	Term 1, Week 10	Term 2, Week 9 - Performance Week 10 - Written	Term 3, Week 7/8 (Exam Block)
Weighting	40%	30%	30%
Nature of Task	Workshop/ written task	Performance Evening Role Descriptions	Group devised performance & Drama Logbook
Focus Outcomes	P1.1, 1.2, 1.5, 1.6, P2.1 P3.1, P3.2, P3.3	P1.3, 1.4, 1.6, 1.7 P2.1, 2.2, 2.3, 2.4	P1.1, 1.3, 1.4, 1.5, 1.6 P2.1, 2.3, 2.4

Assessment Components	Task 1	Task 2	Task 3	Weight
Making*		10%		
Performing	20%	20%	20%	
Critically Studying	20%		10%	
Total Weighting	40%	30%	30%	100%

Year 11 2022 Music 1 Assessment Schedule

Subject	Music 1
Teacher/s	Michelle Burgess & Russell Thornton
Subject Coordinator	Michelle Burgess

Overview
Students will study and learn about the Concepts of Music through the Learning Experiences of Performance, Composition, Musicology and Aural Skills. Students will study the concepts through two compulsory Contexts/Areas of Study along with choosing their own Context (taken from the Syllabus) for their final unit in the Preliminary Course.

Areas of study
<ul style="list-style-type: none"> • Methods of Notating Music • Music for Small Ensembles • Student Own Choice (taken from the Syllabus)

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	Composition	Viva Voce	Performance
Due Date	Term 1, Week 9	Term 2, Week 9	Term 3, Week 7/8 (Exam Block)
Weighting	35%	30%	35%
Nature of Task	Composition with Musicology Portfolio and Aural Analysis	Viva Voce with Aural Analysis	Performance and Musicological Analysis
Focus Outcomes	P2, P3, P4, P5, P6, P7, P10	P2, P4, P6, P7, P8, P10	P1, P4, P5, P6, P7, P8, P9, P10, P11

Assessment Components	Task 1	Task 2	Task 3	Weight
Performance			25%	25%
Composition	25%			25%
Musicology	5%	15%	5%	25%
Aural	5%	15%	5%	25%
Total Weighting	35%	30%	35%	100%

Year 11 2022 Visual Arts Assessment Schedule

Subject	Visual Arts
Teacher/s	Nina Ross
Subject Coordinator	Michelle Burgess

Overview
In the Preliminary Visual Arts Course, content is introductory and is related to a number of practical artworks, and the study of multiple artists and artworks over periods in the art history timeline. The aim of the Preliminary course is to prepare and equip the students with the necessary knowledge and skills to successfully complete the HSC Body of Work and Case Studies.

Areas of study
Artmaking – Practice, Conceptual Framework & Frames Art Criticism/Art History – Practice, Conceptual Framework & Frames

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	Artmaking	Identity Project Artmaking & VAPD & Case Study	Preliminary Examination
Due Date	Term 1, Week 9	Term 2, Week 9	Term 3, Week 7/8 (Exam Block)
Weighting	30	40	30
Nature of Task	Major Work	Major Work and Case Study	Theory Examination
Focus Outcomes	P1-P6	P1-P10	P8-P10

Assessment Components	Task 1	Task 2	Task 3	Weight
Artmaking Practice Conceptual Framework Frames	Artmaking WEEK 9 30%	Identity Project Artmaking WEEK 9 20%		50%
Art Criticism/Art History Practice Conceptual Framework Frames		Identity Project Case Study WEEK 9 20%	Preliminary Examination WEEK 7 & 8 EXAMINATION BLOCK 30%	50%
Total Weighting	30	40	30	100%

Year 11 2022 Ceramics Assessment Schedule

Subject	Ceramics
Teacher/s	Amber Pyne
Subject Coordinator	Michelle Burgess

Overview

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces. This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

Areas of study

The student will:

- Develop knowledge, skills and understanding through the making of ceramic works that lead to and demonstrate conceptual and technical accomplishment.
 - Develop knowledge, skills and understanding that lead to increasingly accomplishes critical and historical investigations of ceramics.
- Introduction to Ceramics (Module 1 and 2): Vessels
 - Hand building (Module 3): Bustling Busts
 - Ceramics Project (Module 11): Inspired by Nature

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Vessels	Case Study	Ceramics Project
Due Date	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9
Weighting	35%	30%	35%
Nature of Task	Artmaking	Critical/Historical Study	Artmaking
Focus Outcomes	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6

Assessment Components	Task 1	Task 2	Task 3	Weight
Designing and Making	Vessels		Ceramics Project	70%
Critical and Historical		Case Study		30%
Total Weighting	35%	30%	35%	100%

Year 11 2022 Visual Design Assessment Schedule

Subject	Visual Design
Teacher/s	Leisha Young
Subject Coordinator	Michelle Burgess

Overview
The course enables students to pursue their interests in the products, materials, techniques and technologies that have a personal and social relevance and includes reference to concepts associated with design briefs and the exploration of expressive forms. The course is designed to give students the opportunity to understand and value how graphic, wearable, product and interior/exterior design invite different interpretations and explanations.

Areas of study
<ul style="list-style-type: none"> • Graphic Design - Designing and Making & Critical/Historical Study • Wearable Design - Designing and Making & Critical/Historical Study • Product Design - Designing and Making & Critical/Historical Study

Assessment Tasks			
	Task 1	Task 2	Task 3
Task name	Wearable Art	Case Study	Festival Project
Due Date	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9
Weighting	35%	30%	35%
Nature of Task	Designing and Making	Critical/Historical Study	Designing and Making
Focus Outcomes	DM1-DM6	CH1-CH4	DM1-DM6

Assessment Components	Task 1	Task 2	Task 3	Weight
Designing and Making	Wearable Art Week 9 35%		Festival Project Week 9 35%	70%
Critical/Historical Study		Case Study Week 9 30%		30%
Total Weighting	35%	30%	35%	100%

Languages

Chinese Beginners

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Year 11 2022 Chinese Beginners Assessment Schedule

Subject	Chinese Beginners
Teacher/s	Louise Robertson
Leader of Learning	Tamara Powell

Overview

The Preliminary Course has outcomes as its organisational focus. Topics provide context in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture. The following tasks provide opportunities for purposeful use of language and allow students to develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:

- o a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- o a context (this may be real, simulated or imaginary, and include aspects such as where, when and who is involved)
- o a process (thinking, problem-solving, creating)
- o a product (a result that can be described in terms of achievement of the purpose of the task and of the student's overall cognitive development)

an audience (the person/people at whom or to whom the task is targeted or directed).

Areas of study

- Family Life, Home and Neighbourhood
- People, Places and Communities
- Friends Recreation and Pastimes

Assessment Tasks

	Task 1	Task 2	Task 3
Task name	Tell Me About Yourself	Pen Pals	Yearly Examination
Due Date	Term 1, Week 10	Term 2, Week 8	Term 3, Week 7/8 (Exam Block)
Weighting	30%	30%	40%
Nature of Task	Response to Spoken/Visual Text/ Oral Presentation	Responses in English and Chinese to a series of emails	Yearly Examination
Focus Outcomes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3

Assessment Components	Task 1	Task 2	Task 3	Weight
Listening	20%		10%	30%
Reading		20%	10%	30%
Speaking	10%		10%	20%
Writing		10%	10%	20%
Total Weighting	30%	30%	40%	100%

VET

Business Services
Hospitality

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Year 11 2022 Business Services Assessment Schedule

Subject	Business Services
Teacher/s	Loretta Foster
Leader of Learning	Loretta Foster

Overview
The Business Services Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal, and organisational skills essential within the workplace. This unit underpins knowledge and skills related to work, employment, and further training within the business services industry.

Assessment Tasks				
Term	Units of Competency	Assessment Event	Tasks	Due Date
1	<p>BSBWHS201 Contribute to health and safety of self and others</p> <p>BSBITU213 Use digital technologies to communicate remotely</p> <p>BSBIT307 Develop keyboarding speed and accuracy</p>	EVENT 1	<p>Observation –practical activities</p> <p>Topic Test–Questions on units of competency</p> <p>Open book Portfolio – Prepare, produce and present a portfolio on WHS documentation</p> <p>Observation –Practical activities</p> <p>Observation – online keyboarding skills</p>	<p>Term 1 Week 9</p> <p>Term 1-3 Ongoing</p>
2	<p>BSBITU211 Produce digital text documents</p> <p>BSBWOR204 Use business technology</p>	EVENT 2	<p>Portfolio – prepare, present and produce business documents</p> <p>Topic test</p>	Term 2 Week 8
	Preliminary Work placement (35 hours)		Work Placement Journal Log	TBC
3	<p>BSBINM201 Process and maintain workplace information</p> <p>BSBWOR202 Organise and complete daily work activities</p>	EVENT 3	<p>Observation- Completion of class practical activities</p> <p>Scenario – demonstration of knowledge according to industry standard</p> <p>Topic Test – Questions on both units of competency – open book</p>	Term 3 Week 9

Year 11 2022 Hospitality Assessment Schedule

Subject	Hospitality – Kitchen Operations
Teacher/s	Kristine Hanrahan
Leader of Learning	Loretta Foster

Overview

The Hospitality Curriculum Framework is recognised as an entry-level qualification for employment in the Hospitality industry. This course is competency based and the student's performance is recognised against a prescribed industry standard. Students are assessed using a variety of oral, written, and practical assessment methods. They are given a number of opportunities to demonstrate competence across the range of competency standards covered by this course.

Assessment Tasks

Term	Units of Competency	Assessment Event	Tasks	Due Date
1 & 2	SITXFSA001 Use hygienic practices for food safety SITHCCC001 Use food preparation equipment SITHKOP001 Clean kitchen premises and equipment	EVENT 1	Task 1: Practical Observation: Class practicals Task 2: Tests: In-class - Use Food Prep Equipment, Hygiene and Cleaning. Task 3: Student Demonstration; Practical exam, work flow and evaluation	Ongoing-weekly practical lessons Term 2: Week 5 Term 2: Week 8
	Preliminary Work placement (35 hours)		Students to submit Work Placement Journal Log	TBC
3	SITHCCC003 Prepare and present sandwiches SITXWHS001 Participate in safe work practices SITHCCC002 Prepare and present simple dishes	EVENT 2	Task 4: Practical Observation; Class practicals; Simple Dishes/sandwiches. Task 5: Student Demonstration – Take Away morning tea Task 6: Portfolio with peer evaluation of morning tea. Task 7: Test – safe work practices.	Ongoing-weekly practical lessons Term 3: Week 6



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APPLICATION FOR LEAVE UP TO TEN DAYS

This form is required to be completed in cases where leave of absence for a period of three or more school days is requested. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested. Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

Part A

To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made

Student Details

Family name:		Given name(s):	
Address:			Postcode:
Date of Birth:	Age:	Year:	Homeroom:

Application for Leave

If consecutive dates: Dates exemption applied for:	From:	To:	Total number of school days:
If non-consecutive dates: Individual dates applied for:			

Reason for leave

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Parent/Caregiver Details

Family name:		Given name(s):	
Address:			Postcode:
Contact telephone:	Relationship to student:		

Declaration/Signature

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

I declare that the information provided in this Application for a Leave is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made because of this Application may be reversed.

Signature _____ Date _____

Privacy Statement

The information provided will be used to process the student's application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

The information will be stored securely. You may access or correct any personal information if you have any concerns or complaints about the way your personal information has been collected, used or disclosed, please contact the school.

Part B**To be completed by student requesting exemption from attendance at school**

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

Subject	Teacher	Teacher signature	Assessment due during period of leave?

Leader of Wellbeing:	Signature:
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In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or coordinator. You must attach an Illness/Misadventure form for any absences.

Student Declaration		
	Signature	Date
I have attached an Illness/Misadventure form for any assessments during my period of absence.		
I do not have any assessments due during my period of absence?		

Once you have completed and signed the relevant section above please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

Assistant Principal's Recommendation		
Recommended <input type="checkbox"/>	Conditionally Recommended <input type="checkbox"/>	Not Recommended <input type="checkbox"/>
Comment:		
Signature:		Date:

Principal's Recommendation	
Approved <input type="checkbox"/>	Not Approved <input type="checkbox"/>
Comment:	
Signature:	Date:



ST BEDE'S CATHOLIC COLLEGE

CHISHOLM

APPLICATION FOR EXTENDED LEAVE – TEN DAYS or MORE

To be completed by parent/caregiver for leave of 10 or more days **for the purpose of travel** within Australia and/or overseas. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested.

Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

Part A

To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made

Student Details

Family name:		Given name(s):	
Address:			Postcode:
Date of Birth:	Age:	Year:	Homeroom:

Application for Leave

Dates leave applied for:	From:	To:	Total number of school days:
Reason for travel:			

Relevant travel documentation, such as an eTicket (in case of flight bound travel) or itinerary (in the case of non-flight bound travel within Australia only), must be attached to this application.

Are there any prior or current leave applications	Yes <input type="checkbox"/>	No <input type="checkbox"/>	(If yes, provide details below)
Dates of prior/current leave/exemption(s) applied for	From:	To:	No of school days:
Is a copy of prior/current Certificate of Exemption attached?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Parent/Caregiver Details (applicant)		
Family name:	Given name(s):	
Address:	Postcode:	
Contact telephone:	Relationship to student:	

Declaration/Signature

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

I declare that the information provided in this Application for a Leave is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made because of this Application may be reversed.

Signature of applicant/s _____ Date _____

Privacy Statement

The information provided will be used to process the student’s application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

The information will be stored securely. You may access or correct any personal information. If you have any concerns or complaints about the way your personal information has been collected, used or disclosed, please contact the school.

Part B - To be completed by student requesting exemption from attendance at school

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

Subject	Teacher	Teacher signature	Assessment due during period of leave?

Leader of Wellbeing:	Signature:
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In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or coordinator. You must attach an Illness/Misadventure form for any absences.

Student Declaration		
	Signature	Date
I have attached an Illness/Misadventure form for any assessments during my period of absence.		
I do not have any assessments due during my period of absence?		

Once you have completed and signed please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

Assistant Principal's Recommendation		
Recommended <input type="checkbox"/>	Conditionally Recommended <input type="checkbox"/>	Not Recommended <input type="checkbox"/>
Comment:		
Signature:		Date:

Principal's Recommendation	
Approved <input type="checkbox"/>	Not Approved <input type="checkbox"/>
Comment:	
Signature:	Date:



Appendix 3

Year 10-11 Illness, Misadventure and Request for Extension

*A new form is required for each subject task. Only one form is required for cross-curricular tasks where one assessment is provided – see note below**

Section 1: To be completed by student. Form must be handed in on return to school

Name: _____ Year _____ Homeroom _____

Subject(s)*: _____ Teacher(s)*: _____

Task Name: _____ Task No: _____

Nature of Task: _____ Due Date: _____

Reason for Absence/Request _____

Student's Signature

Parent's Signature

Date: _____

Date: _____

Section 2: To be completed by the class teacher/Leader of Learning

Resolution Decision: Accepted / Rejected

Action Taken: _____

Leader of Learning's* Signature

Assistant Principal's

Date: _____

Date: _____

Comment/Reason: _____

Copy to be kept on student file and filed in the student chronicle on Compass

**For cross-curricular tasks ensure you write down all subjects and all teachers.
A Leader of Learning responsible for the task must sign this form before you hand this to Student Services*

Assessment Task Result Appeals Process

Task submitted, completed, and marked. Feedback provided, recorded, and returned to student. If the student raises concern regarding their task, they are encouraged to first raise this with the class teacher. The teacher may consult with the Leader of Learning. A decision is then made as to whether the mark is adjusted, and this is communicated to the student.

Student accepts mark

Student can appeal by submitting the Assessment Appeals Form to student Services. This must be submitted within two days of receiving the mark

Appeal Supported

Assessment Committee supports the appeal. The Assessment Appeals Form is completed and communicated to the student, class teacher and parent via Compass. Class teacher updates result.

Appeal Not Supported

Assessment Committee does not support the appeal. The Assessment Appeals Form is completed and communicated to the student, class teacher, and parent via Compass. Student can further appeal to Principal within 2 school days of receiving the notification.

Appeal Supported

Principal consults with Assessment Committee and supports the appeal. The Assessment Appeals Form is completed and communicated to the student, class teacher and parent via Compass. Class teacher updates result.

Appeal Not Supported

Principal consults with Assessment Committee and appeal is not supported. The Assessment Appeals Form is completed and communicated to the student, class teacher and parent via Compass. Result Stands
Principal's Decision is final

Appendix 5



Year 10 – 11 Illness and Misadventure Procedure

