

Xavier Catholic College Ballina



YEAR 11 ASSESSMENT BOOKLET 2020

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Xavier Catholic College Mission Statement

*What does the Lord require of us
but to act justly,
and to love kindness,
and to walk humbly with our God?* Micah 6:8

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



Assessment Policy and Procedures

Assessment is the process of identifying, gathering and interpreting information about student achievement for a variety of purposes including:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing information on student learning and progress in a course in relation to the syllabus outcomes
- providing evidence of satisfactory completion of a course
- reporting on the achievement by each student at the end of a course

[Adapted from: *HSC Assessment In A Standards-Referenced Framework – A Guide To Best Practice*, Educational Resources Board of Studies NSW www.arc.nesa.nsw.edu.au/go/hsc]

Specific advice relating to assessment in individual courses is contained in this booklet. These tables contain information concerning:-

- a) *Assessment Components*
- b) *Assessment Weightings*
- c) *Methods of Assessment*

Copies of the Year 11 Assessment Policy are located on the school website under Assessment Schedules 2020, Year 11 where they shall be freely available for student reference.

Each teacher is responsible for the maintenance of his/her own Official Marks Register and for the accuracy of records. These must be kept for reference in the event of a School Review. Each Department is to keep its own Assessment Marks. These are to be recorded –

- a) *in a Marks Book*
- b) *in the back of the Department Register, and*
- c) *centrally in “MARKBOOK”*

Teachers are advised to keep a careful and accurate HAND WRITTEN record of all matters pertaining to Assessment, and reminded that computer printouts of marks are insufficient. Back-up copies of results must be kept at all times. It is advisable to keep one of these back-up copies off the premises.
At no time will the school or any teacher make available to students or parents any student's *Cumulative Assessment Mark*. What may be made known is a student's *Rank Order* at any given time. When progress is discussed with either parents or students, the privacy of other students must be respected.

ASSESSMENT OF PARALLEL CLASSES

Where in a particular subject, more than one (1) class follows a particular course, assessment must be such that students are ranked across the entire course.

The following methods assist with comparability:

- a) *each teacher teaching common units of work to each class;*
- b) *the use of common tasks, in which case there must be one (1) marker per task/pilot marking and benchmarks established*
- c) *the sharing of the marking of tasks, so that one person marks all of one (1) section.*

Other methods of ensuring comparability are not to be employed without the permission of the Principal.

ALTERATIONS TO ASSESSMENT POLICY

No alterations to the Assessment Policy as herein outlined are possible without the permission of the KLA/Subject Leader, the Assistant Principal (Teaching and Learning) and Leader of Curriculum and appropriate notice to the students affected. **If an alteration is made, amendments must be given to students in writing and copies kept in the teacher's file and the Assistant Principal (Teaching and Learning) and Leader of Curriculum's file and recorded on the Assessment Calendar on the College intranet and marked with an asterisk.**

REPORTING TO PARENTS

Prior to the beginning of assessment, an Information Night is to be held, to inform parents of the philosophy and the mechanics of assessment as it operates in this school. In a standards-referenced framework students are assessed against a standard, that is, how well they can demonstrate an outcome. They are not assessed against other students. At the end of the teaching learning process the teacher will report what the student knows and can do and offer suggestions for further improvement.

At Xavier Catholic College communication indicating the progress for Year 11 courses will take the form of:

- a) copies of the completed marking criteria sheets for each assessment task. These are returned to the students indicating their performance relative to the outcomes assessed and advice for further improvement.
- b) a progress report issued during Term 2
- c) a formal report at the end of Term 3.

REPORTING TO STUDENTS

Students must be informed **in writing** of the assessment requirements of each course, before the commencement of the Assessment Program in that course. This advice must include:-

- a) *components/weightings of tasks;*
- b) *an indication of when tasks will take place, e.g. Term 2, 20120, etc.;*
- c) *mark value of each task;*
- d) *nature of each task (project, etc.);*
- e) *outcomes being assessed in each task.*
- f) *details of administrative arrangements (including marking guidelines and criteria).*

On receipt of this information, students will be asked to sign a class list, which will be kept with the records of the course teacher.

When assigned, Assessment Tasks should be given **IN WRITING, with the date when tasks are assigned, the date due, the outcomes being assessed, the weighting of the task and the marking criteria clearly stated.** Teachers are asked to keep note of students who are absent when tasks are assigned and to adopt methods of ensuring that they are given all necessary information at the earliest possible opportunity once they have returned to school. Electronic copies may also be made available, for instance, on Google Classroom.

Assessment Tasks are to be returned to students with accompanying comments, rank order, grades or marks, as is appropriate. Marks need not necessarily be returned to the student. After each task, the students' RANK ORDER for that task must be made available to them, all the while being mindful of the privacy of the other students. Copies of the completed cover sheets for each assessment task will be included in the student's Report Portfolio as outlined in the previous section.

If a student disagrees with a mark awarded for a task he or she is free to seek a review of the mark under the same conditions as for a School Review (**p12**) namely: Any request must be made to the LOL within two (2) days of return.

After this time, marks awarded will not be the subject of any type of Review. Throughout the Assessment period, students may request information on their Cumulative Assessment Rank. Parents also may request this information. This is to be made available to parents and students under the following conditions:

- a) *no actual cumulative mark is to be given to either parents or students;*
- b) *the privacy of other students is to be maintained.*

SUBMISSION OF TASKS

Each student is expected to perform all the tasks that are part of the Assessment Program.

Students are to be given a due date for each assessment task they are required to submit.

Late submissions of work will be accepted up to four school days after the due date under the following circumstances:-

- a) a penalty shall be imposed which shall be a reduction in the marks obtained by 30% of the maximum possible mark for the first day late; 20% of the maximum possible mark for the second day late and 10% of the maximum possible mark for each subsequent day late.
- b) submissions after this date will be treated as a non-attempt and shall be awarded a zero mark.

The students will sign a class list. The Leader of Learning (LOL) responsible for each task must provide the relevant list/s to the Class Teacher. The Leader of Learning concerned should assist the Class Teacher with the collection of the task.

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

Late Submission of Tasks

Students should be given a due date for each assessment task they are to submit. To avoid any unfair advantage "hand-in" type tasks should typically be due on a Monday (this may vary).

Late submissions of work will be accepted up to four school days after the due date under the following circumstances:

- a) a penalty shall be imposed which shall be a reduction in the mark obtained by 30% of the maximum possible mark for the first day late; 20% of the maximum possible mark for the second day late and 10% of the maximum possible mark for each subsequent day late.
- b) submissions after this date will be treated as a non-attempt and shall be awarded a zero mark.

Illness/Misadventure Provisions

Each student is expected to perform tasks which are part of the Assessment Program.

If a student is absent for the submission OR sitting of a task due to illness, a parent/guardian is to contact the college to notify of a students' absence and complete *Absence From Assessment Form* via the School Website, complete with doctor certificate. This is similar for Misadventure, external sport commitments and significant family commitment (effectively an 'out of the ordinary' event (eg. funeral, travelling for a wedding within NSW, a significant family birthday). Some form of evidence is required to be included with the *Absence From Assessment Form*. A note from a parent or guardian is **NOT** sufficient. Students will typically sit the missed task in the **first available lesson** after they return to school.

Students who are away from the school on Non-Approved Leave when assessment tasks are due need to notify the school at least TWO WEEKS in advance both via front office and to LOC/LOL. Students who will be away in these circumstances will receive a zero mark for 'in-class' tasks that may occur during their absence. Submittable tasks are to be electronically submitted BEFORE or ON the due date via the means stipulated by the Leader of Learning on the assessment task. **Parents are therefore actively encouraged to avoid taking their students away from school during examination times and when assessment tasks are due for submission.**

In all other cases where a candidate fails to complete an Assessment Task, a zero mark will be awarded. If, for any reason, a zero mark is awarded to any student, the Leader of Curriculum will be informed. The student and his/her parents will also be informed **as soon as possible in writing** by the School. (Refer to the Appendix)

Any student who is unable to complete an assessment task on time must complete a *Absence from Assessment Form* (Refer to the Appendix). These forms are available on the School Website under the Curriculum tab.

In exceptional circumstances an estimate may be given, however this must be authorised by the Leader of Curriculum/Assistant Principal (Teaching and Learning) based on the advice of the LOL/Subject Teacher. The estimate, if used, must indicate what the student might actually have achieved had he/she completed the task, **not** what might have been achieved under more favourable circumstances.

It is the student's responsibility to ensure that the Google Form is completed. Under no circumstances are students to assume that a request will be approved automatically. However, teachers are asked to achieve a balance between ensuring that the student assumes his/her responsibilities and the requirements of pastoral care.

After the teacher completes the proforma letter the Leader of Curriculum will ensure that copies are made and given/posted to the following people:-

- a) *the student*
- b) *the parents of the student*
- c) *the Principal*
- d) *the KLA/Subject Leader*
- e) *the Head of House*

The original is to be kept in the files of the Leader of Curriculum.

Where a candidate has been given zero marks for Assessment Tasks totalling 50% or more of the Final Assessment Marks, the Principal must certify that that particular course has not been studied satisfactorily. In cases where it is possible this may occur, early warning must be given so that both the student and parents are aware of potential consequences. **It is necessary that the warnings be given in writing.** The Leader of Curriculum holds forms for this purpose. When used, copies are to be made and distributed as outlined above.

PROLONGED ABSENCES

A student who is absent from school for a prolonged period of time, (i.e. in excess of TWO (2) weeks), must satisfy the Principal as to the legitimacy of the absence. Depending on the reason for the absence, Tasks missed during this time may be rescheduled at the discretion of the teacher of the course, in consultation with the KLA/Subject Leader and the Leader of Curriculum/Assistant Principal (Teaching and Learning) and the Principal. In such cases, the use of an estimate may be authorised. Where an estimate is used, it must clearly be identified as such in Assessment Records.

TIMETABLING OF ASSESSMENT TASKS

NESA has specified a maximum of three tasks for each Year 11 subject.

Tasks will be timetabled with the aid of the **Assessment Calendar on the College internet. When scheduling tasks, teachers are asked to see that students are not put under undue stress, by having a multiplicity of tasks on the same day or within the same week.**

Reasonable notice should always be given to students concerning Assessment Tasks. The suggested minimum time is **TWO (2) WEEKS**. For good reasons, this minimum time can be altered, but only after reference to the LOL/Subject Teacher and the Leader of Curriculum/Assistant Principal (Teaching and Learning). **If an alteration is made, amendments must be given to the students in writing and copies kept in the teacher's file, the Leader of Curriculum's file and recorded on the Assessment Calendar on the College intranet.** It is advisable to publish and post in a prominent place in the classroom, a schedule of all tasks.

No Assessment Tasks should be given or fall due in the week before or during the scheduled examinations. The examinations themselves may contribute towards the Final Assessment Mark. **If only part of an**

examination contributes towards assessment, students must do that part in a specified time. This section of the examination must then be collected, so that all students are working under equal conditions. If a submitted task is due the week before scheduled exams it MUST be due on the Monday of that week.

ALL TASKS designated as Assessment Tasks must be used, no task should be discarded. If a task does not function as required or where there are problems in the administration of a task it may be necessary to reduce the weighting assigned to the task, add an additional task (with sufficient notice) and adjust the weightings accordingly. In extreme cases, an invalid task may need to be discarded completely or a replacement task may be organised. [From: *HSC Assessment In A Standards-Referenced Framework – A Guide To Best Practice*, Educational Resources Board of Studies NSW www.arc.nesa.nsw.edu.au/go/hsc]

Any student who feels his/her load is too heavy should discuss this problem with the teacher or the Assistant Principal Teaching & Learning.

STUDENT RESPONSIBILITIES

Students have the responsibility to:-

- a) *present ALL Assessment Tasks*
- b) *present their own work and to present it on time*
- c) *make arrangements with the teachers for substitute/alternative tasks*
- d) *work without prejudicing the efforts of other students*

HSC: All My Own Work

All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed *HSC: All My Own Work* or its equivalent.

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

Students who have completed the program will also know about penalties for cheating and to avoid malpractice when preparing their work for assessment.

The *HSC: All My Own Work* consists of five modules:

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

MALPRACTICE

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. A student found to be committing malpractice may receive a zero; a loss of some marks or may have to resubmit an alternate, yet comparable task. In this case, parents/caregivers would be contacted by the relevant Leader of Learning. 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
- 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 aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

[From: *HSC Assessment In A Standards-Referenced Framework – A Guide To Best Practice*,
Educational Resources Board of Studies NSW www.boardofstudies.nsw.edu.au Section 3.1.4]

In the event that malpractice is proven, students should understand that they may be awarded a zero mark, receive a penalty in the form of reduced marks **or** be asked to complete a substitute task under supervision. Furthermore, if it is established that students miss school or miss class in order to complete/prepare for Assessment Tasks, they will incur a penalty of reduced marks. In the case of absence the day before an assessment task is due students must provide a Doctor's certificate. The Leader of Curriculum in consultation with the Leader of Learning and the teacher of the specific subject will decide the exact penalty.

CREDENTIALING

The Record of School Achievement (RoSA) is the new credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

While formal RoSA credentials are only for school leavers, all Year 1 students will be able to access their results electronically and print a transcript of their results.

To qualify for the RoSA a student must have:

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

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

The process involves the collection of information on the achievement of each student at various stages throughout the course. This assessment information presents a picture of what the student knows, understands and can do in relation to the syllabus objectives and outcomes. Teachers apply their professional judgement to the overall picture of student achievement at the end of the course. The Common Grade Scale for Year 11 Courses (page 12) is then used to make an on-balance judgement of the most applicable grade description. A student should be awarded the grade that aligns with the most appropriate grade description.

Assessment activities should provide students with the opportunity to demonstrate achievement relative to the course objectives and outcomes.

In developing Year 11 course assessment programs, teachers will use a range of different assessment activities or tasks. It is important that the assessment activities are manageable within the overall requirements of the course. NESA recommends that for a 2-unit course three (3) tasks ONLY are sufficient to gain an adequate picture of student achievement.

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

'N' DETERMINATION

In cases of non-completion of course requirements, an 'N' determination will be submitted. Courses that were not satisfactorily completed will not be printed on the Record of Achievement.

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

Students who have received 'N' determination have a right of appeal.

Common Grade Scale for Year 11 Courses

The Common Grade Scale shown below should be used to report student achievement in the Year 11 Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

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.

SCHOOL REVIEW OF ASSESSMENTS

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

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

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

SCHOOL REVIEWS WILL NOT BE CONDUCTED ON GROUNDS OTHER THAN THESE

Should a student desire a school Review, he/she must request it in writing, giving reasons why the request is made. Forms for this purpose can be obtained from the Leader of Curriculum/Assistant Principal (Teaching and Learning). A Panel of teachers, as detailed below, will conduct reviews.

The Review Panel will consist of:-

- a) *The Leader of Curriculum/Assistant Principal (Teaching and Learning)*
- b) *a teacher well versed in statistical and/or grading procedures*
- c) *the Subject Leader*
- d) *the Teacher of the Subject concerned.*

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

- a) *all relevant NESA documents;*
- b) *all relevant school documents that have been distributed to parents and students;*
- c) *all Subject Department Records covering procedures used;*
- d) *teachers markbook for checking original entries and all conversions, as well as the converted scores that the rankings are based on;*
- e) *evidence of advice given to students concerning the scheduling of Assessment Tasks.*

In view of the above, teachers are advised to keep a careful and accurate HAND WRITTEN record of all matters pertaining to Assessment, and reminded that computer print-outs of marks are insufficient.

Results of the Review will be communicated in writing to the student concerned. The Principal, in the presence of the Assistant Principal (Teaching and Learning) and Leader of Curriculum, the Subject Leader and at least one other teacher will present them.

Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have keywords that state what students are expected to be able to do. A glossary of keywords has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

Absence from Assessment form

Please complete this form if your student will be absent from an assessment task.
Refer the Assessment Policy relevant to your student's year level, located on the school website.

***Required**

Email address *

Your email address

Student Name: *

Your answer

Year: *

Your answer

Homeroom: *

Your answer

Subject affected by absence: *

Your answer

Teacher: *

Your answer

Nature of Assessment Task: *

In-Class assessment

Submission

The reason for my absence: *

Significant family commitment

External sporting commitment

Illness

Misadventure (unforeseen circumstances that prevents the student from completing of submitting the task)

Holiday

Other:

If 'Other' please provide details:

Your answer

Please provide a copy of supporting documentation here: e.g doctors certificate, funeral notice, competition entry form, etc

ASSESSMENT SCHEDULES

STUDIES OF RELIGION



Xavier Catholic College Assessment Schedule Studies of Religion - 1 Unit Year 11, 2020

	Task 1	Task 2	Task 3	
Date of Task	Term 1 Week 9	Term 2 Week 8	Term 3 Exam Block	
Type of Task	ICT Presentation	Research and Essay	Examination	
Outcomes	P1, P2, P3, P6, P8	P4, P5, P6, P7, P8, P9	P1, P2, P5, P8, P9	
Syllabus Topic	Nature of Religion and Beliefs	Religious Tradition Study - Judaism	All Topics Studied	
Components				Weighting%
Knowledge and Understanding of course content	10	10	20	40
Source-based skills			20	20
Investigation and Research	10	10		20
Communication of information, ideas and issues in appropriate forms	10	10		20
Total Weighting	30%	30%	40%	100%



Xavier Catholic College

Assessment Schedule

Studies of Religion - 2 Unit Year 11, 2020

	Task 1	Task 2	Task 3	
Date of Task	Term 1 Week 8	Term 2 Week 8	Term 3 Exam Block	
Type of Task	ICT Presentation	Research and essay	Examination	
Outcomes	P1, P2, P3, P8, P9	P4, P5, P6, P7, P8, P9	P1, P2, P5, P6, P8, P9	
Syllabus Topic	Nature of Religion and Beliefs	Religious Tradition Study- Christianity	All Topics Studied	
Syllabus Content				Weighting %
Knowledge and understanding of course content	10	10	20	40
Source-based skills	5	5	10	20
Investigation and research	10	10		20
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total Weighting	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule Studies in Catholic Thought Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 9	Term 2 Week 6	Term 3 Exam Block	
Nature of Task	Research Task	Presentation/ICT	Test of Limited Scope	
Syllabus Topic	Who is a Human Person?	The Trinitarian God and Humanity	Reimagining of Creation	
Outcomes	SCT 11-1, SCT 11-2, SCT 11-3, SCT 11-6, SCT 11-7, SCT 11-10	SCT 11-1, SCT 11-2, SCT 11-3, SCT 11-6, SCT 11-7, SCT 11-8, SCT 11-9, SCT 11-10	SCT 11-1, SCT 11-3, SCT 11-4, SCT 11-5, SCT 11-6, SCT 11-7, SCT 11-10	
Total Weighting	30%	30%	40%	100%

ENGLISH



Xavier Catholic College Assessment Schedule English Advanced - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 9	Term 2 Week 9	Term 3 Exam Block	
Nature of Task	Creative/ Reflection	Multimodal	Final Exam	
Syllabus Topic/s	Reading to Write	Module A: Narratives that shape our world	Module B: Critical Study	
Outcomes Assessed	EA11-1, EA11-3, EA11-4, EA11-5, EA11-9	EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-6, EA11-7, EA11-8	
Syllabus Components				Weighting %
Knowledge and Understanding	15	15	20	50
Skills in Responding	15	15	20	50
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule English Standard - Year 11, 2020

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



Xavier Catholic College Assessment Schedule

Extension 1 English - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 10	Term 2 Week 9	Term 3 Exam Block	
Nature of Task	Creative/Imaginative Response	Multimodal Presentation on Related Project	Yearly Exam	
Syllabus Topic/s	Texts, Culture and Value	Texts, Culture and Value	Texts, Culture and Value	
Outcomes Assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Syllabus Components				Weighting %
Knowledge and Understanding of texts and why they are valued	10	20	20	50
Skills in complex analysis composition and investigation	10	20	20	50
Total %	20%	40%	40%	100%



Xavier Catholic College Assessment Schedule English Studies - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8	
Nature of Task	Response and Reflection	Multimodal	Collection of Class Work	
Syllabus Topic/s	Achieving through English	Module K: The Big Screen	Module E: Playing the game	
Outcomes Assessed	ES11-1, ES11-2, ES11-7, ES11-9, ES11-10	ES11-1, ES11-3, ES11-5, ES11-6	ES11-3, ES11-4, ES11-6, ES11-8,	
Syllabus Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively	15	15	20	50
Total %	30%	30%	40%	100%

MATHEMATICS



Xavier Catholic College Assessment Schedule Mathematics Advanced - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 8	Term 2 Week 6	Term 3 Exam Block	
Nature of Task	Assignment/ Validation task	In-class test - (2 periods)	Examination	
Syllabus Topic/s	Functions	Trigonometric Functions Calculus Trigonometry Measure of Angles, Trigonometric Functions and Identities	All topics studied	
Outcomes Assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11- 8 MA11-9	
Syllabus Components				Weighting %
Concepts, skills and techniques	15	15	20	50
Reasoning and communication	15	15	20	50
Total %	30%	30%	40%	100%



Xavier Catholic College

Assessment Schedule

Mathematics Extension 1 - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 9	Term 2 Week 8	Term 3 Exam Block	
Nature of Task	Assignment/validation	In-class test	Examination	
Syllabus Topic/s	Remainder and factor theorems Sums and products of roots of polynomials Inequalities, Graphical relationships	Inverse functions Inverse trigonometric functions Parametric form of a function or relation Further trigonometric identities Permutations and combinations	The binomial expansion and Pascal's triangle, Rates of change with respect to time, Exponential growth and decay Related rates of change, Plus all previous topics	
Outcomes Assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7, ME11-3	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Syllabus Components				Weighting %
Concepts, skills and techniques	15	15	20	50
Reasoning and communication	15	15	20	50
Total %	30%	30%	40%	100%



Xavier Catholic College

Assessment Schedule

Mathematics Standard - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 8	Term 2 Week 6	Term 3 Exam Block	
Nature of Task	Assignment/ In-class test	In-class test (2 periods)	Examination	
Syllabus Topic/s	Algebra-A1 Financial Maths- F1.3	Algebra-A1, A2 Financial Maths - F1.1, F1.2, F1.3 Measurement - M1.1/M1.3	All topics studied	
Outcomes Assessed	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-8, MS11-9 MS11-10	MS11-1 to MS11-10	
Syllabus Components				Weighting %
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule Numeracy CEC - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 8	Term 2 Week 8	Term 3 Exam Block	
Nature of Task	Learning Portfolio	Investigation	TASK 3	
Syllabus Topic/s	Whole Numbers 1.1 Operations with whole numbers 1.2 Distance 1.3	Time 1.4 Data, graphs and tables 1.5 Fractions and decimals 2.1	Operations with Fractions and decimals 2.2 Metric Relationships 2.3 Length, Mass and Capacity 2.4	
Outcomes Assessed	N6 - 1.1 N6 - 1.2 N6 - 1.3 N6 - 2.1 N6 - 2.2 N6 - 2.3 N6 - 3.1 N6 - 3.2	N6 - 1.2 N6 - 1.3 N6 - 2.2 N6 - 3.1 N6 - 3.2	N6 - 1.2 N6 - 2.1 N6 - 2.2 N6 - 2.3 N6 - 3.1 N6 - 3.2	
Syllabus Components				Weighting %
Understanding, Fluency and Communicating	15%	20%	15%	50%
Knowledge and Understanding	15%	20%	15%	50%
Total %	30%	40%	30%	100%

SCIENCE



Xavier Catholic College Assessment Schedule Biology - Year 11, 2020

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



Xavier Catholic College Assessment Schedule Chemistry - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 10	Term 2 Week 8	Term 3 Exam Block	
Nature of Task	Depth Study Modelling Task	Depth Study Research & Practical Task	Yearly Examination	
Syllabus Topic/s	Properties & Structure of Matter	Quantitative Chemistry	Modules 1-4	
Outcomes Assessed	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11/12-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11/12-9	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-8 CH11-9 CH11-10 CH11-11	
Syllabus Components				Weighting %
Skills in Working Scientifically	15	25	20	60
Knowledge & Understanding	10	10	20	40
Total %	25%	35%	40%	100%



Xavier Catholic College

Assessment Schedule

Earth and Environmental Science - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 9	Term 2 Week 7	Term 3 Exam Block	
Nature of Task	Practical & Processing Task	Depth Study	Examination	
Syllabus Topic/s	Module 1 Earth Processes	Module 2 Scientific Modelling	Modules 1, 2 and 3	
Outcomes Assessed	EES11/12 - 1 EES11/12 - 3 EES11/12 - 4 EES11/12 - 7 EES11 - 8	EES11/12 - 1 EES11/12 - 2 EES11/12 - 4 EES11/12 - 5 EES12 - 6 EES12 - 7 EES11 - 9 EES11 - 10 EES11 - 11	EES11/12 - 2 EES11/12 - 3 EES11/12 - 4 EES11/12 - 5 EES11/12 - 6 EES11 - 8 EES11 - 9 EES11 - 10 EES11 -11	
Syllabus Components				Weighting %
Skills in Working Scientifically	20	30	10	60
Knowledge & Understanding	10	10	20	40
Total %	30%	40%	30%	100%



Xavier Catholic College Assessment Schedule Physics - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 10	Term 2 Week 9	Term 3 Exam Block	
Nature of Task	Test of limited scope	Depth Study	Examination	
Syllabus Topic/s	Waves & Thermodynamics	Kinematics & Dynamics	All topics studied	
Outcomes Assessed	PH11 - 3 PH11 - 4 PH11 - 6 PH11 - 7 PH11 - 10	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-7, PH11-8 PH11-9	PH11 - 1 PH11 - 2 PH11 - 3 PH11 - 4 PH11 - 5 PH11 - 6 PH11 - 7 PH11 - 8 PH11 - 9 PH11 - 10 PH11 - 11	
Syllabus Components				Weighting %
Skills in Working Scientifically	15	25	20	60
Knowledge & Understanding	5	15	20	40
Total %	20%	40%	40%	100%

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)



Xavier Catholic College Assessment Schedule Ancient History - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 10	Term 2 Week 8	Term 3 Exam Block	
Nature of Task	Source Study	Historical Investigation	Examination	
Syllabus Topic/s	Investigating Ancient History	Student Individual Research Topic	All topics studied	
Outcomes Assessed	AH11-1, AH11-2, AH11-3, AH11-6, AH11-7	AH11-5, AH11-6, AH11-7, AH11-8, AH11-9	AH11-1, AH11-4, AH11-7, AH11-9, AH11-10	
Syllabus Components				Weighting %
Knowledge and understanding of course content	15		25	40
Historical skills in the analysis and evaluation of sources and interpretations		10	10	20
Historical inquiry and research	5	15		20
Communication of historical understanding in the appropriate forms	10	5	5	20
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule Business Studies - Year 11, 2020

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



Xavier Catholic College

Assessment Schedule

Economics - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 9	Term 2 Week 7	Term 3 Exam Block	
Nature of Task	Stimulus Response	Research and Presentation	End of Course Examination	
Syllabus Topic/s	Introduction to Economics & Consumers and Business	Markets and Labour Markets	Financial Markets and Government in the Economy	
Outcomes Assessed	P1 P2 P4 P7 P11	P3 P8 P9 P10 P12	P1 P3 P5 P6 P7 P8 P10	
Syllabus Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Stimulus Based Skills	15		5	20
Inquiry and research	5	15		20
Communication of economic information, ideas and issues in appropriate forms		10	10	20
Total %	30%	35%	35%	100%



Xavier Catholic College Assessment Schedule Geography - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 8	Term 3 Week 5	Term 3 Exam Block	
Nature of Task	Biophysical Processes Research and Oral	Senior Geography Project	Examination	
Syllabus Topic/s	Biophysical Interactions	SGP - research process and project	Biophysical Interactions, Global challenges, SGP	
Outcomes Assessed	P1, P2, P3, P7, P8, P9, P10, P12	P7, P8, P9, P10, P11, P12	P1, P2, P4, P5, P8, P10, P12	
Syllabus Components				Weighting %
Geographical Inquiry/Research and Fieldwork	10	10		20
Tools and Skills		10	10	20
Communication	5	10	5	20
Knowledge and Understanding	5	10	25	40
Total %	20%	40%	40%	100%



Xavier Catholic College

Assessment Schedule

Modern History - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 2 Week 2	Term 2 Week 7	Term 3 Exam Block	
Nature of Task	Source Study	Research and Presentation	Examination	
Syllabus Topic/s	Investigating Modern History, The Shaping of the Modern World - WW1	Historical Investigation	The Decline and Fall of the Romanov Dynasty, The Cuban Revolution	
Outcomes Assessed	MH11-1, MH11-3, MH11-4, MH11-6, MH11-7	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9	
Syllabus Components				Weighting %
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research		15	5	20
Communication of historical understanding in the appropriate forms		10	10	20
Total %	30%	30%	40%	100%



Xavier Catholic College Assessment Schedule

Society and Culture - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 9	Term 3 Week 3	Term 3 Exam Block	
Nature of Task	Digital Presentation	Research Task	Examination	
Syllabus Topic/s	The Social and Cultural World	Mini Personal Interest Project	All topics studied	
Outcomes Assessed	P1, P2, P3, P5, P8, P10	P1, P3, P4, P5, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P10	
Syllabus Components				Weighting %
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	5	20	5	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	20%	40%	40%	100%



Xavier Catholic College

Assessment Schedule

Faculty: Languages Subject: French Continuers
Year 11 2020

Component	Task 1	Task 2	Task 3	Weighting %
	Reading and responding A (20%) Writing (10%) Topics: Relationships - Family and friends Leisure and interests Daily life and healthy lifestyle	Writing (10%) Speaking (20%) Topics: Term 1 topics and School life and experiences, Travel and tourism	End of course exam Listening (30%) Reading and Responding Part B (5%)	
	Timing Term 2, Week 4	Timing Term 2, Week 10	Timing Exam Week	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	
Listening			30	30
Reading	20		10	30
Speaking		20		20
Writing	10	10		20
Total %	30%	30%	40%	100%



Xavier Catholic College
Assessment Schedule
Languages - Italian Beginners
Year 11 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 2 Week 5	Term 2 Week 9	Term 3 Exam Week	
Nature of Task	In class task	Hand in writing task In class speaking task	Formal Exam	
Syllabus Topic/s	Family life, Home and Neighborhood Friends, recreation and pastimes People, places and communities	Family life, Home and Neighborhood Friends, recreation and pastimes Education People, places and communities	Family life, Home and Neighborhood Friends, recreation and pastimes Education and work People, places and communities Future plans and aspirations	
Outcomes Assessed	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.2, 1.3 3.1, 3.2, 3.3	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	
Syllabus Components				Weighting %
Listening			30	30
Reading	20		10	30
Speaking		20		20
Writing	10	10		20
Total %	30%	30%	40%	100%

TECHNOLOGICAL AND APPLIED STUDIES (TAS)



Xavier Catholic College Assessment Schedule Food Technology - Year 11, 2020

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



Xavier Catholic College Assessment Schedule

Industrial Technology - Multimedia/Timber - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Week 4, Term 2	Week 6 , Term 3	Term 3 Exam Week	
Nature of Task	Planning and Communication	Preliminary Project	Yearly Examination	
Syllabus Topic/s				
Outcomes Assessed	P3.1, P3.3, P5.1, P5.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Syllabus Components				Weighting %
Knowledge and understanding of course content	10%		30%	40
Knowledge and skills in the management, communication and production of projects	20%	40%		60
Total %	30%	40%	30%	100%



Xavier Catholic College Assessment Schedule

Software Design and Development - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Week 3 , Term 2	Week 5 , Term 3	Term 3 Exam Week	
Nature of Task	Presentation	Practical	Written test	
Syllabus Topic/s	Introduction to software development. Concepts and Issues in the Design and Development of Software	Developing Software Solutions	Introduction to software development. Concepts and Issues in the Design and Development of Software Developing Software Solutions	
Outcomes Assessed	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P6.1	P5.1, P5.2, P6.1, P6.2, P6.3	TBC	
Syllabus Components				Weighting %
Knowledge & Understanding	15%	10%	25%	50
Design & Development of Software Solutions	5%	30%	15%	50
Total %	20%	40%	40%	100%



Xavier Catholic College
Assessment Schedule
TAS Textiles & Design Year 11 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 2, Week 4	Term 3, Week 6	Term 3 Exam Week	
Nature of Task	Preliminary Project 1 “Non-Apparel”	Preliminary Project 2 “Apparel”	Preliminary Exam	
Syllabus Topic/s	Design	Properties & Performances	Design, Properties & Performances, ATCF AI	
Outcomes Assessed	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1, P5.1, P5.2, P6.1	
Syllabus Components				Weighting %
Design	30%		10%	40%
Properties & Performances		40%	10%	50%
ATCF AI			10%	10%
Total %	30%	40%	30%	100%

CREATIVE ARTS



Xavier Catholic College Assessment Schedule Ceramics - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 2 Week 6 4/6/19	Term 3 Week 6 26/8/19	Term 3 Exam Block	
Nature of Task	Making and Folio	Making and Folio	Examination	
Syllabus Topic/s	Ceramics Project Handbuilding	Ceramics Project Functional forms	Critical and Historical Studies	
Outcomes Assessed	M1, M2, M3, M4, M5	M1, M2, M3, M5, M4, M6	CH1, CH2, CH3, CH4, CH5	
Syllabus Components			Critical and Historical Studies	Weighting %
Making	35	35		70
Critical and Historical			30	30
Total %	35%	35%	30%	100%



Xavier Catholic College
Assessment Schedule
 Drama - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 11	Term 2 Week 9	Term 3 Exam Block	
Nature of Task	Performance night and Log Book	Performance and design	Performance and Essay	
Syllabus Topic/s	Improvisation and Play Building	Elements of Production in Performance	Theatrical traditions and Performance Styles	
Outcomes Assessed	P1.1, P1.2, P1.3, P1.5, P1.7, P1.8, P2.1, P2.5, P2.6, P3.1	P1.3, P1.4, P1.6, P2.4, P2.6, P3.1, P3.4	P1.1, P3.4	
Syllabus Components	Improvisation and Play Building Acting	Elements of Production in Performance	Theatrical traditions and Performance Styles	Weighting %
Making	15	10	15	40
Performing	10	10	10	30
Critically Studying	5	15	10	30
Total %	30%	35%	35%	100%



Xavier Catholic College Assessment Schedule Music - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 11	Term 2 Week 9	Term 3 Exam Block	
Nature of Task	Performance	Composition Portfolio and Musicology	Aural and Musicology Examination	
Syllabus Topic/s	Methods of Notating Music	Music for Television, Radio, Film and Multimedia	Popular Music	
Outcomes Assessed	P1, P5, P7, P9, P10, P11	P2, P3, P4, P5, P6, P7, P8, P10, P11	P2, P4, P5, P6, P7, P8, P10, P11	
Syllabus Components	Performance	Composition and Musicology	Aural and Musicology	Weighting %
Performance	25			25
Composing		25		25
Musicology		10	15	25
Aural			25	25
Total %	25%	35%	40%	100%



Xavier Catholic College Assessment Schedule

Photography, Video and Digital Imaging - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 2 Week 2	Term 3 Week 6	Term 3 Exam Block	
Nature of Task	Art Making	Folio	Examination	
Syllabus Topic/s	Digital Imaging	PVDI Folio	Critical and Historical Studies	
Outcomes Assessed	M2, M3, M5	M2, M3, M5, M6	CH1, CH2, CH3, CH4, CH5	
Syllabus Components	Digital Imaging	Digital Imaging/Video	Critical and Historical Studies	Weighting %
Making	20	30		50
Critical and Historical	20	10	20	50
Total %	40%	40%	20%	100%

Visual Arts



Xavier Catholic College Assessment Schedule Visual Arts - Year 11, 2020

Timing of Task	Term 2 Week 3	Term 3 Week 7	Term 3 Weeks 8-9	
Nature of Task	Body of Work and VAPD	Body of work and VAPD	Examination	
Syllabus Topic/s	Exploring Conventions. Frames and Conceptual Framework	Postmodern Practices. Practice in art making	Critical and Historical Studies	
Outcomes Assessed	P1 - P10	P1 - P10	P7 - P10	
Syllabus Components	Art Making Critical and Historical Study	Postmodern Practices. Practice in Art making	Critical and Historical Studies	Weighting %
Art Making	20	30		50
Critical and Historical	20	10	20	50
Total %	40%	40%	20%	100%

VAPD = Visual Arts Process diary



Xavier Catholic College Assessment Schedule

Community and Family Studies - Year 11, 2020

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



Xavier Catholic College Assessment Schedule

Personal Development, Health and Physical Education - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 10	Term 2 Week 8	Term 3 Exam Block	
Nature of Task	Case Study	Movement Analysis	Examination	
Syllabus Topic/s	Better Health for Individuals	The Body In Motion	All Topics	
Outcomes Assessed	P1, P2, P3, P4, P5, P6, P15, P16	P7, P8, P9, P11, P16	P2, P3, P5, P6, P7, P8, P9, P10, P15, P16, P17	
Syllabus Components				Weighting %
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in critical thinking, research, analysis and communicating	20%	20%	20%	60%
Total %	30%	30%	40%	100%



Xavier Catholic College
Assessment Schedule
PDHPE: Exploring Early Childhood
Year 11 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 6	Term 2 Week 8	Term 3 Week 7	
Nature of Task	Research	Baby Practical Activity and Written response	Pre-school meal plan design	
Syllabus Topic/s	Core A: Pregnancy and Childbirth	Core B: Child Growth and Development	Module 12; Food and Nutrition	
Outcomes Assessed	1.1, 1.4, 2.1, 5.1, 6.1, 6.2	1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 3.2, 2.4, 4.1, 4.2, 5.1	1.3, 8.1, 4.1, 6.1	
Syllabus Components				Weighting %
Knowledge and Understanding	15%	20%	15%	50%
Skills	15%	20%	15%	50%
Total %	30%	40%	30%	100%



Xavier Catholic College Assessment Schedule

Sport, Lifestyle and Recreation (1 Unit) - Year 11, 2020

	Task 1	Task 2	Task 3	
Timing of Task	Term 1 Week 7 onwards	Term 2 Week 7	Term 3 Week 7	
Nature of Task	Offensive/ Defensive Strategy	Fitness Program Design	Carnival Organisation	
Syllabus Topic/s	Games and Sports Applications	Fitness	Sports Administration	
Outcomes Assessed	1.1, 1.3, 1.4, 2.1, 3.1, 3.2, 3.4, 3.6, 4.4 4.5	1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 3.5, 4.1, 4.3	1.1, 1.3, 1.6, 2.4, 3.2, 3.7, 4.2	
Syllabus Components				Weighting %
Knowledge and Understanding	10%	20%	20%	50%
Skills	20%	10%	20%	50%
Total %	30%	30%	40%	100%

VOCATIONAL EDUCATION AND TRAINING (VET)



Catholic Schools Office
Diocese of Lismore 7054

DELIVERY & ASSESSMENT PLAN

QUALIFICATION CODE:	CPC20211	QUALIFICATION TITLE:	Certificate II in Construction Pathways (Release 3.0)	XAVIER CATHOLIC COLLEGE
QUALIFICATION VERSION:	V1.0	BOSTES COURSE NUMBER/S:	26201	BOSTES COURSE:
		CONSTRUCTION		

PACKAGING RULES:										2020 - 2021									
TRAINING PACKAGE REQUIREMENTS (TP): 12 units of competency, 6 core and 6 electives (no less than 4 units from groups A-G, with no less than 2 units from any group, up to 2 units from Group H; 1 imported unit from Cert I or II equals E(*)										PRELIMINARY - Year 11			HSC - Year 12						
BOSTES REQUIREMENTS (BOSTE): Students must attempt all mandatory units and selection of elective to minimum of 110 hours. Students must complete a minimum of 70 work placement hours.										TP - SIT20316			HSC HRS		BOSTES - 76511				
ASSESSMENT METHODS																			
UNIT CODE	UNIT TITLE	PREREQUISITE/S			TP - SIT20316	HSC HRS	BOSTES - 76511	TERM 1	Credit Transfer	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	TERM 7				
CPCCWH51001	Prepare to work safely in the construction industry	Nil			E(*)	10	M												
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	Nil	OBSERVATION WRITTEN TEST QUESTIONING	C	15	M													
CPCCCA2002B	Use carpentry tools and equipment	CPCCOHS2001A		E(B)	20	M													
CPCCCA2001A	Handle carpentry materials	CPCCOHS2001A		E(B)	20	E													
CPCCCM1013A	Plan and organise work	Nil		C	10	M													
CPCCCM1012A	Work effectively and sustainably in the construction industry	Nil	OBSERVATION QUESTIONING WRITTEN TEST	C	25	M													
CPCCCM1014A	Conduct workplace communication	Nil		C	10	M													
CPCCCM1015A	Carry out measurements and calculations	Nil	OBSERVATION QUESTIONING WRITTEN TEST	C	20	M													
CPCCCM2001A	Read and interpret plans and specifications	Nil		C	20	M													
CPCCCO2002A	Use and maintain concreting plant, tools and equipment	CPCCOHS2001A		E(*)	10	E													
CPCCCO2003A	Carry out concreting to simple forms	CPCCOHS2001A		E(H)	20	E													
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	CPCCOHS2001A	OBSERVATION QUESTIONING PROJECT	E(B)	20	E													
CPCCCM2006B	Apply basic levelling procedures	CPCCOHS2001A		E(H)	15	E													
CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials	CPCCOHS2001A	OBSERVATION QUESTIONING WRITTEN TEST	E(A)	20	E													
CPCCBL2002A	Use bricklaying and blocklaying tools and equipment	CPCCOHS2001A		E(A)	10	E													
TOTAL HOURS									245										
ELECTIVE HOURS									125										
WORK PLACE LEARNING									35										



Catholic Schools Office
Diocese of Lismore 7054

DELIVERY & ASSESSMENT PLAN

QUALIFICATION CODE: **SIT20316** Certificate II in Hospitality (Release 1.0) **XAVIER CATHOLIC COLLEGE**

QUALIFICATION VERSION: **V1.0** BOSTES COURSE: **26511** BOSTES COURSE: **HOSPITALITY**

PACKAGING RULES:				2020 - 2021									
TRAINING PACKAGE REQUIREMENTS (TP): 12 units must be completed: 6 core units and 6 elective units, consisting of: 1 unit from Group A, 3 units from Group B and 2 units from Group C or elsewhere in SIT Training Package, or any other current Training Package or accredited course.				PRELIMINARY - Year 11									
BOSTES REQUIREMENTS (BOSTE): 4 mandatory units in 3 focus areas (hygiene, safety & working in the hospitality industry), 4 stream units in food & beverage, 95hrs of elective units and 75hrs of work placement.				HSC - Year 12									
UNIT CODE	UNIT TITLE	PREREQUISITE/S	ASSESSMENT METHODS	TP - SIT20316	HSC HRS	BOSTES - 26511	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	TERM 7
SITXESA001	Use hygienic practices for food safety (Release 1.0)	nil	OBSERVATION WRITTEN TEST PROJECT	E(A)	10	M		HOSP 1					
SITXVHSD001	Participate in safe work practices (Release 1.0)	nil		C	15	M							
SITHCCC001	Use food preparation equipment (Release 1.0)	SITXESA001	OBSERVATION WRITTEN TEST PROJECT	E	20	E		HOSP 2					
SITHCCC002	Prepare and present simple dishes (Release 1.0)	SITXESA001		E(B)	20	E							
SITHFAB005	Prepare and serve espresso coffee (Release 1.0)	SITXESA001	OBSERVATION DEMONSTRATION WRITTEN TEST	E(B)	15	S				HOSP 3			
SITHCCC006	Prepare appetisers and salads (Release 1.0)	SITXESA001	OBSERVATION WRITTEN TEST DEMONSTRATION	E(B)	25	E				HOSP 4			
BSBWOR203	Work effectively with others (Release 1.0)	nil	PROJECT OBSERVATION WRITTEN TEST	C	15	M				HOSP 5			
SITXCCS003	Interact with customers (Release 1.0)	nil		C	15	S							
SITXCOM002	Show social and cultural sensitivity (Release 1.0)	nil		C	10	E							
SITHIND003	Use hospitality skills effectively (Release 1.0)	nil	PROJECT OBSERVATION WRITTEN TEST	C	20	E				HOSP 6			
SITHFAB007	Serve food and beverage (Release 1.0)	SITXESA001		E(B)	40	S							
SITHFAB004	Prepare and serve non-alcoholic beverages (Release 1.0)	SITXESA001		E(B)	15	S							
SITHIND002	Source and use information on the hospitality industry (Release 1.0)	nil	PROJECT PORTFOLIO WRITTEN TEST	C	20	M						HOSP 7	
SITHCCC005	Prepare dishes using basic methods of cookery	SITXESA101	OBSERVATION DEMONSTRATION WRITTEN TEST	E	10	E						HOSP 8	
TOTAL HOURS				250									
ELECTIVE HOURS													
WORK PLACE LEARNING				35									
				35									



Catholic Schools Office

Diocese of Lismore 7054

DELIVERY & ASSESSMENT PLAN

QUALIFICATION CODE: SIR30216	QUALIFICATION TITLE: Certificate III in Retail
QUALIFICATION VERSION: V1.0	BOSTES COURSE NUMBER/S: 26911
	BOSTES COURSE: RETAIL SERVICES

PACKAGING RULES:				2020 - 2021													
TRAINING PACKAGE REQUIREMENTS: 13 units must be completed. 8 core units and 5 elective units, min 3 listed electives and units elsewhere in SIR Retail Services Training Package, or any other current Training Package or accredited course.				Preliminary - Year 11						HSC - Year 12							
NESA REQUIREMENTS: 7 mandatory units, 2 General Selling Stream units, elective units to a minimum of 80 HSC indicative hours and minimum 70 hours mandatory work placement.				TRAINING PACKAGE	HSC HRS	NESA COURSE	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	TERM 7				
TASK/THEME	UNIT CODE	UNIT TITLE	ASSESSMENT METHODS														
SAFETY & STORE ENVIRONMENT	SIRXWHS002	Contribute to workplace health and safety	OBSERVATION/DEMONSTRATION SCENARIO TEST	C	15	M	Retail 1										
	SIRXIND002	Organise and maintain the store environment		E	10	E											
CUSTOMER SERVICE	SIRXCEG001	Engage the customer	DEMONSTRATION QUESTIONING - WRITTEN SCENARIO	C	20	M	Retail 2										
	SIRXCEG002	Assist with customer difficulties		C	20	E											
	SIRXCEG003	Build customer relationships and loyalty		C	20	E											
WORK EFFECTIVELY	SIRXCOM002	Work effectively in a team	QUESTIONING - WRITTEN STRUCTURED ACTIVITIES SCENARIO	C	15	M	Retail 3										
	SIRXIND001	Work effectively in a service environment		C	20	M											
SECURITY	SIRXRSK001	Identify and respond to security risks	STRUCTURED ACTIVITIES OBSERVATION QUESTIONING - WRITTEN	C	15	M	Retail 4										
	SIRXINV001	Receive and handle retail stock		E	20	E											
	SIRRMER001	Produce visual merchandise displays		E	20	S											
RETAIL SALES	SIRXPKD001	Advise on products and services	STRUCTURED ACTIVITIES OBSERVATION QUESTIONING - WRITTEN	E(i)	20	S	Retail 5										
	SIRXSL001	Sell to the retail customer		C	15	M											
	SIRXSL002	Follow point-of-sale procedures		E(i)	20	M											
	SIRRTF001	Balance and secure point-of-sale terminal		E	15	E											
TOTAL HOURS				245													
TOTAL ELECTIVE HOURS				85													
Work Placement 1				35													
Work Placement 2				35													

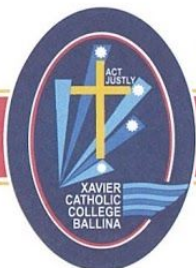
APPENDIX

APPENDIX

Sample copies of the following forms are provided:

- HSC Course Warning Letter.....
- Absence from Assessment Flow Charts.....

Year 11 Course Warning Letter



XAVIER CATHOLIC COLLEGE

A Jesuit Companion School

2 Redford Drive, Skennars Head, N.S.W. 2478 P.O. Box 1310 Ballina, N.S.W. 2478 Phone: (02) 6618 0180

Fax: (02) 6687 6828 Email: xccball@lism.catholic.edu.au Web: xavierlism.catholic.edu.au

....

Dear Mr & Mrs,

OFFICIAL WARNING **Non-completion of a Year 11 Course**

I am writing to advise that your son/daughter is in danger of not meeting the Course Completion Criteria for the Year 11 Course

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the first **official warning** we have issued concerning

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Course Completion Criteria

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

- a) **followed** the course developed or endorsed by the Board; 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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Year 11 Course.

To date, has not satisfactorily met *b)* or *c)* of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with your son/daughter and contact the school if further information or clarification is needed.

Yours sincerely,

Class Teacher / Head Teacher

Curriculum Coordinator

Principal

Date

ACT JUSTLY

To satisfy the Course Completion Criteria, the following task(s), requirements or outcomes need to be satisfactorily completed by:-

Task Name(s) / Weight / Course Requirement(s) / Course Outcome(s)	Original due date (if applicable)	Action required by student	Revised date to be completed by (if applicable)

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----

Please detach this section and return it to the Curriculum Coordinator

Requirements for the Satisfactory Completion of a Year 11 Course

I have received the letter dated indicating that my son/daughter is in danger of not having satisfactorily completed the course -

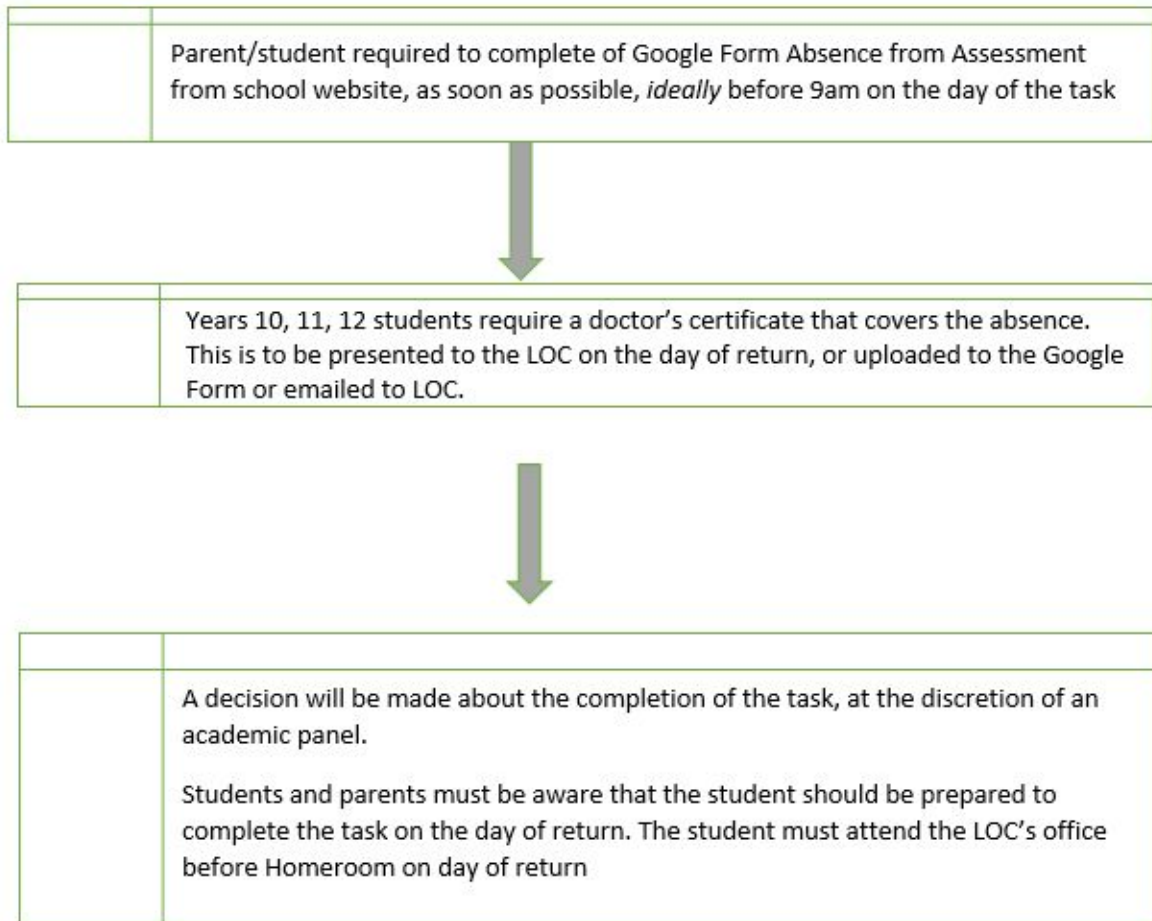
Parent/Guardian's Signature: _____ Date: _____

Parent/Guardian's Name (please print): _____

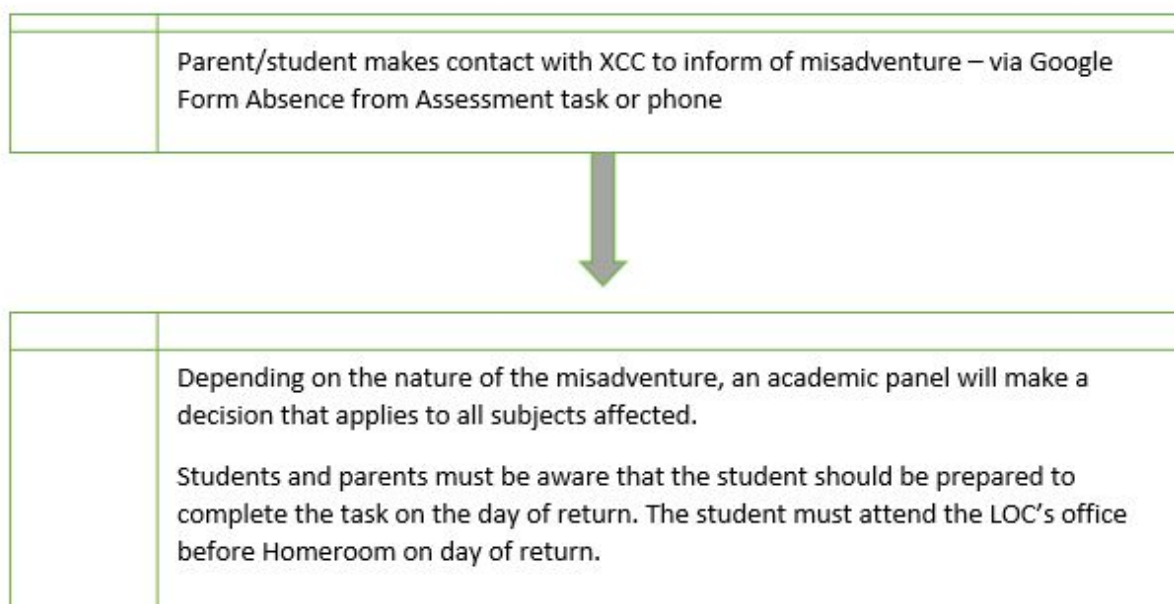
Student's Signature: _____ Date: _____

NOTE: Two copies of this letter have been provided so that you may retain one copy for your records. Please sign and return the other one to the Curriculum Coordinator.

ILLNESS

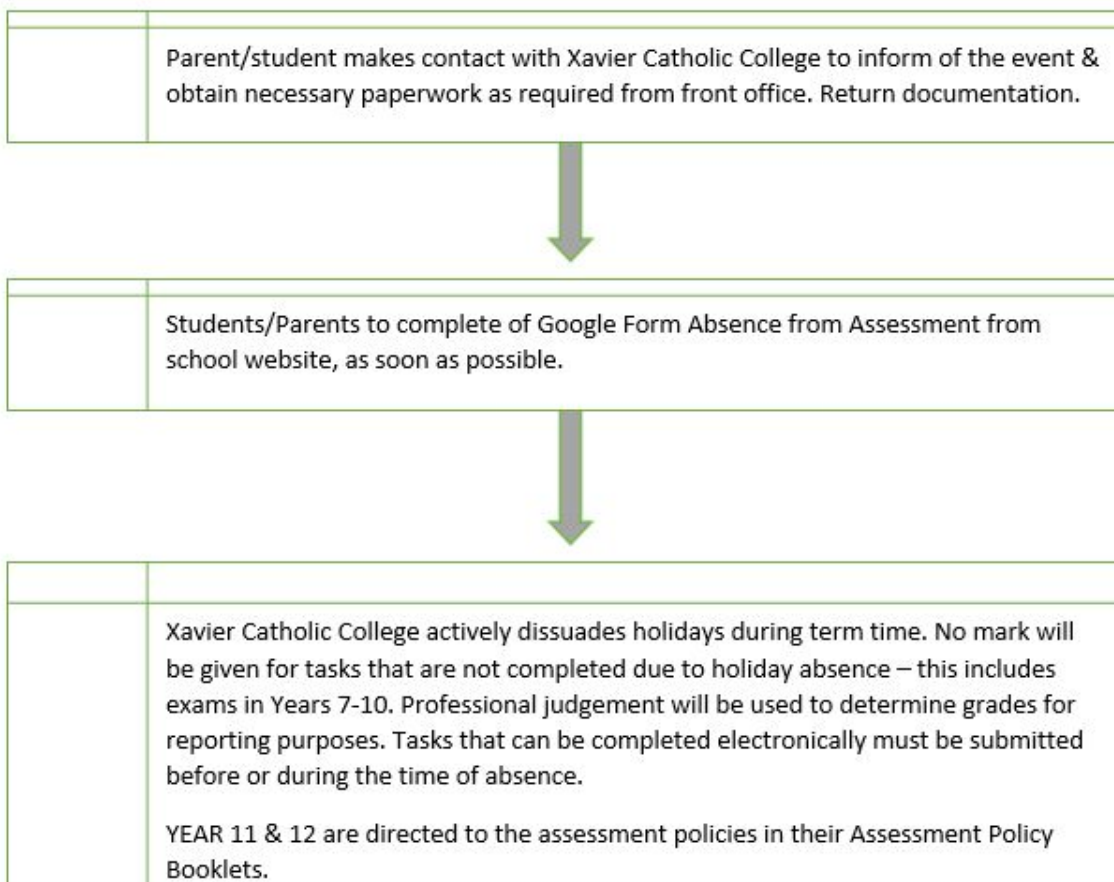


MISADVENTURE



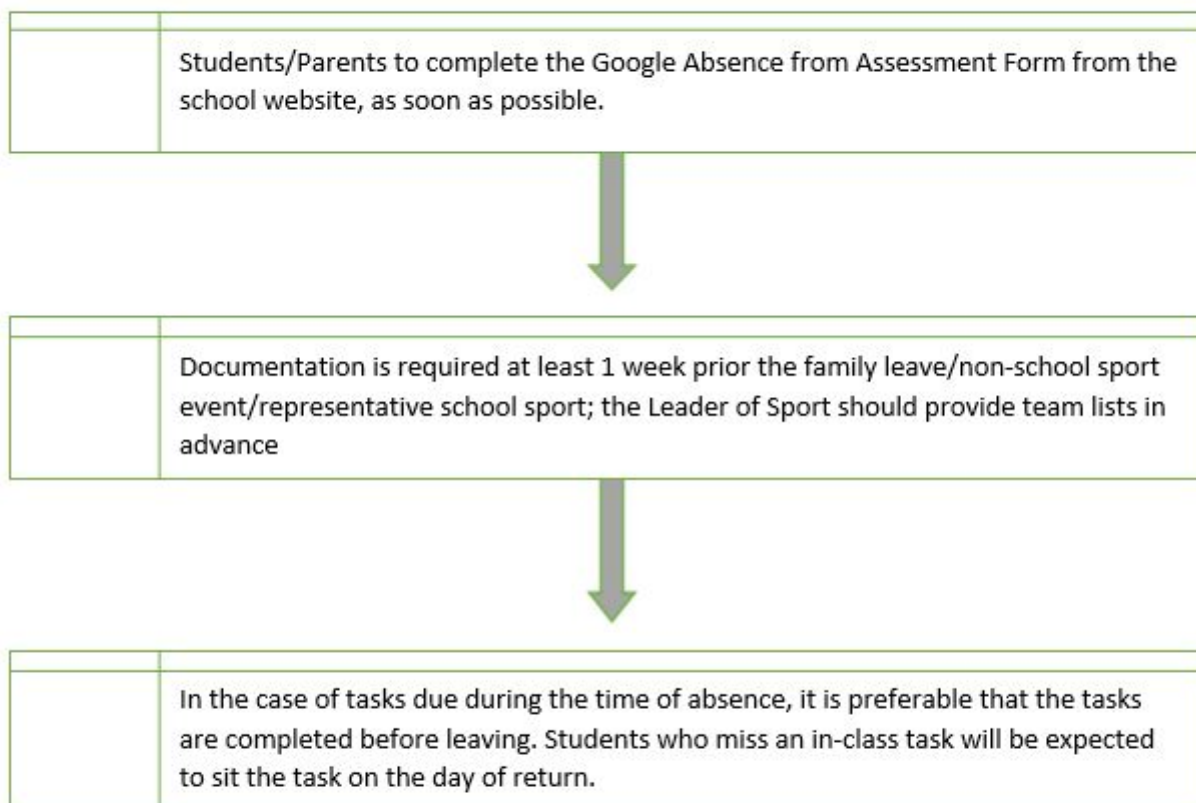
* Misadventure is considered to be unforeseen circumstances (e.g. attendance at a funeral, accident, family breakdown/crisis, visiting a terminally ill relative). These are events that are out of the control of the student.

HOLIDAYS/NON-APPROVED LEAVE



FAMILY LEAVE/NON-SCHOOL SPORT/ REPRESENTATIVE SCHOOL SPORT

N.B. Family leave is NOT for family holidays – it is for significant *family* events (e.g. weddings, significant birthdays, baptisms).



**Representative School Sport includes, but is not limited to Bill Turner Cup, Cochrane Cup, Waratah Cup, CRL, Berg & Downey Shields; the Leader of Sport should provide team lists in advance. It does NOT include Diocesan sporting events.