



STAGE 6
ASSESSMENT HANDBOOK

YEAR 11
2019

INTRODUCTION

Welcome to Stage 6 at Mater Dei Catholic College. The emphasis in the HSC is on learning. Whether your aim is University admission or gaining a position in the work place, you need to fully commit yourself to ongoing learning throughout both Year 11 and HSC courses.

Year 11 is an exciting and important year. Take every opportunity to involve yourself fully in the activities around the school. Learn to manage your time effectively.

Our focus is to support and challenge you so that you can do your best. Academically, the Year 11 course is vital to HSC success in Year 12. The information covered in Year 11 is assumed knowledge for the HSC. Work hard now and you will be rewarded. Assessment for both Year 11 and HSC courses is according to guidelines from NESA.

We wish you every success in 2019.

Mr Laurie Fitzpatrick

Leader of Curriculum

Mrs Val Thomas

Principal

Year 11 and HSC COURSES

PATTERN OF STUDY – NESAs Requirements

To qualify for the Higher School Certificate from Year 11, 2000, students must satisfactorily complete Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- two units of a Board Developed course in English;
- at least 6 units from Board Developed courses;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Year 11 units and six HSC units from courses in science.

PATTERNS OF STUDY – School Requirements

In addition to these NESAs requirements, Mater Dei Catholic College also requires its students to include a course of study in religious education.

SATISFACTORY COMPLETION OF A COURSE

A student will be considered to have satisfactorily completed Year 11 or HSC 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
- (c) **achieved** some or all of the course outcomes.

If the Principal is of the view that the student has not followed the course prescribed by their teachers or has not applied themselves with diligence or sustained effort to the subject then an "N" Determination will be given, as per the School's N Determination Policy. This would exclude the student from the subject and any further study in that subject.

ATTENDANCE

Whilst the NESAs does not mandate attendance requirements, at Mater Dei Catholic College the Principal may determine that, as a result of a student's pattern of absences from school or class, the course completion criteria may not have been met. Clearly, absences will be regarded seriously by the Principal and the School's Student Absence Policy will be implemented and this will give students early warning of the consequences of such absences.

NESAs

Information regarding the Higher School Certificate is available on-line:

www.boardofstudies.nsw.edu.au

ASSESSMENT

COMPLETION OF ASSESSMENT TASKS

Students are expected to undertake all assessment tasks set to the best of their ability.

SCHOOL REQUIREMENTS IF A STUDENT IS UNABLE TO SUBMIT A BOARD ASSESSMENT TASK

If a student is unable to sit for or submit a Board Assessment task that is specified in the assessment programme, then they are required to notify the school before the event and then produce a medical certificate on their return to school. Work and study commitments, family holidays etc. are not considered acceptable reasons for missing an assessment task.

If the teacher considers that the student has a valid reason for missing an assessment task, eg illness or endorsed leave, then an extension of time may be granted or a mark may be awarded based on a substitute task. Where there is no valid reason for non-completion of an assessment task, a 'zero' mark will be recorded for that task.

If a student is to be given a 'N' determination because of failure to complete assessment tasks worth more than 50 per cent of the final course assessment marks, then the school's "N" Determination Policy comes into effect.

PROCEDURES FOR STUDENTS – BOARD ASSESSMENT

1. UNEXPECTED ABSENCE FROM A TASK ON THE DAY:

- a. The school must be notified on the day of the absence.
- b. On the first day of return to school the student must present a note explaining the absence (including documentary evidence in the case of illness).
- c. An application for an alternative task must be made on the correct form available from the KLA Leader. Failure to follow these procedures will earn a "zero" mark for the task.

2. PRIOR KNOWLEDGE OF ABSENCE ON DAY OF ASSESSMENT TASK:

- a. The student must notify the teacher concerned at the earliest possible time of his/her proposed absence. This must be done at least two full school days prior to the due date.
- b. An application for an alternative task or extension of time must be made on the correct form available from the KLA Leader.

Failure to follow these procedures will earn a "zero" mark for the task.

3. LATE SUBMISSION OF WORK:

A "zero" mark will be given for the task unless an application for an extension of time is made at least two full school days prior to the due date. If the extension is granted there will be no mark penalty.

4. STUDENT ABSENCE WHEN THE ASSESSMENT TASK / INFORMATION IS GIVEN OUT:

It is the student's responsibility to approach the teacher for details of assessment tasks or information pertaining to those tasks if the student is absent when a Board Assessment task or information is given out.

5. PROCEDURES FOR HANDING IN ASSESSMENT TASKS:

All Assessment tasks must be handed to the classroom teacher personally on or before the due date. If the class teacher is unavailable on a given day, then the assessment task must be handed to the KLA Leader. No Assessment tasks are to be placed in the staff room or teachers' pigeonholes.

6. QUERYING ASSESSMENT TASK RESULTS:

Marks/results for individual Board Assessment tasks can only be queried at the time the tasks are handed back to the student. It is the student's responsibility to see the teacher at this time.

7. THE AWARD OF A ZERO MARK:

The following actions will incur a zero mark for any assessment task:

- (a) cheating during an assessment task
- (b) copying from another student and claiming the work as your own;
- (c) allowing other students to copy your work
- (d) copying material from references with no due acknowledgment
- (e) disrupting an assessment task (only one warning will be given).

If a zero mark is awarded for any Board Assessment task then the parents/guardians will be informed in writing of the award and any such communication will be maintained as records.

If an assessment task is deemed to be invalid for whatever reason, a substitute task will be given. Even though marks for both the original and substitute task must be counted in the Board Assessment for that subject/course, the importance of the original task will be reduced. The combined marks will then equal the weighting prescribed in the Assessment Booklet for the original task.

SUBMISSION OF DRAFTS

The submission of draft work is encouraged at Mater Dei Catholic College. Drafts allow feedback to occur and encourage student reflection. Drafts enable students to:

1. Strive for excellence.
2. Respond and act on questioning by a review.
3. Appreciate the value of a reader's viewpoint/critique of their work.
4. Assess whether or not their work satisfies the intent/criteria of the task.

Guidelines for Students

1. Complete and hand in the self-reflection proforma with your draft.
2. Expect a teacher to question and prompt you as to what or how you could refine or improve your work, ("not give you the answer").
3. Two drafts of any one task would be considered the normal limit.
4. Drafts are to be submitted to your usual classroom teacher.
5. Any final draft should be submitted at least four days prior to the submission date. A review process needs to include time for the reader to comment and adequate time for a response to the feedback.

Guidelines for Staff

1. Ideally a reply to a draft will be given within 48 hours.
2. Access to the task and the marking criteria is necessary.
3. Reading and critiquing drafts is done by the student's classroom teacher
4. Responding to drafts by questioning will be the basis of feedback. The questions should be 'thinking questions'.
5. Limit your comments – 3 or 4 most important aspects.
6. Alert students to missing components.
7. Teachers are not expected to:
 - Spend time 'proof reading' and correcting simple punctuation/grammatical mistakes.
 - Rewrite sentences, phrases, provide scaffold sequence of 'to do' steps.
 - Grade or indicate any sort of judgment on quality/band/mark.

Mater Dei Catholic College
Student Draft Reflection

Name _____

Date _____

Submit this with your task to be reviewed.

1. What part or parts of this draft are you satisfied with?	
2. What part of this draft do you think needs more work, or you are especially concerned about?	
3. 3 ideas or questions I have are:	(i)
	(ii)
	(iii)
4. Other queries, specific questions.	

SAMPLE ONLY

'N' DETERMINATIONS

COURSE COMPLETION REQUIREMENTS

Students must make a genuine attempt to complete course requirements. It is a matter for the teachers' professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

NESA stipulates that a student has not satisfactorily completed a course if

they have not applied themselves with diligence and sustained effort to set tasks and experiences provided in the course.

This requirement to meet all course requirements includes, attempting all homework and assignments as well as attending excursions.

N DETERMINATION

An "N" determination will be given in a course if:

1. A student does not satisfactorily complete a subject in the Year 11 Course.
2. A student does not satisfactorily complete a subject in the HSC Course.
3. A student fails to complete or make a genuine attempt at least 50% of their HSC Assessment in a subject.

An "N" determination in a course means that the course will not appear on the student's Record of Achievement.

- a) If this course is a Year 11 Course, this means that a student:
 - will not be able to proceed onto the HSC course in that subject.
 - may not have the required units to complete the Year 11 Course.
- b) If this course is a HSC course, this means that a student may not have the necessary units for the award of a Higher School Certificate.

SCHOOL REQUIREMENTS FOR AN 'N' DETERMINATION

The following sequence of events will be followed when awarding an 'N' Determination:

1. The classroom teacher will identify a student, who is at risk of an 'N' Determination, as early as possible.
2. Accurate records will be kept of the student's attendance and completed and uncompleted class work.
3. A warning letter will be sent home to the parents in time for the student to correct the problem.
4. If the situation does not improve a follow up letter will be sent.
5. The student will be notified of the 'N' Determination.
6. The student will be informed that they may appeal to the school and then the BOS against the "N" determination.

AREAS OF CONCERN AND SCHOOL PROCEDURES

1. NON COMPLETION OF SET WORK

This is unacceptable behaviour and is to be dealt with by the classroom teacher, as per department policy.

2. PATTERN OF NON COMPLETION OF SET WORK

This is a serious situation and is to be reported to the KLA Leader, who will interview the student and send a warning letter to the parents. A copy of the letter is to be kept within the department and another copy given to the Year Leader. The Curriculum Leader is also to be notified. If the Year Leader identifies a similar pattern over multiple subjects, then they will deal with the problem through the Pastoral Care system.

3. NON COMPLETION OF A MAJOR WORK / MAJOR ASSIGNMENT / EXCURSION / CONTINUED NON COMPLETION OF SET WORK

This is a serious situation and is to be reported to the KLA Leader, who will interview the student. A warning letter for an 'N' notification is to be given to the student by the KLA Leader, with the specification that the work is completed and submitted by a specified date. A copy of the 'N' warning letter is to be kept within the department and copy is to be given to the Year Leader and the Principal. If the work is still not completed a follow up letter is to be sent prior to an 'N' determination being given by the Principal.

4. NON COMPLETION OF AN ASSESSMENT TASK

The KLA Leader is to issue a zero notification as per the school's Assessment Policy.

5. IMMINENT NON COMPLETION OF 50% OF ASSESSMENT

A warning letter for an 'N' notification is to be given to the student by the KLA Leader, with the specification that the assessment task is completed and submitted by the required date. A copy of the "N" warning letter is to be kept within the department and copy is to be given to the Year Leader and the Principal. If the work is not completed a follow up letter is to be sent prior to an 'N' determination being given by the Principal.

REVIEW OF ASSESSMENT TASKS

Students have a right to request a review of procedures or the application of marking schemes that they believe may have had a negative impact on their performance in an assessment task. Any query or concern about an individual task must be raised at the time the task is returned to a student. In the first instance a student would approach either the class teacher or the relevant KLA Leader.

'N' DETERMINATIONS

When the Principal advises a student of an "N" determination, the Principal will also explain its consequences and the student's right to a school review and a further appeal to NESAs

The procedures for a school review of a 'N' determination will follow those laid down for other school reviews of assessment as follows:

- A student seeking a review of an 'N' determination must apply to the Principal by the date set down by NESAs. This review will be carried out by the Principal and relevant KLA Leader.
- The College will advise the Examinations and Certification Branch, by letter, of the outcome of any review of 'N' determination.
- A student seeking an appeal of an 'N' determination must apply to NESAs by the date set down by NESAs. Any subsequent appeal to NESAs will focus on whether the College review properly and correctly considered the matters before it.

Disclaimer: The dates supplied in this Assessment Book are true and correct at the time of printing, however, could be subject to change.

Course Name: **Agriculture**

		Task 1	Task 2	Task 3
Due		T1, Wk 8	T3, Wk 3	T 3, Wk 8 & 9
Description		Farm Study	Research	End of Year 11 Exam
Outcomes		P1.1, P1.2, P2.3, P3.1, P5.1	P2.1, P2.2, P4.1	P1.1, P1.2, P2.1, P2.3, P3.1, P4.1, P5.1
Syllabus Components/Modules and Weightings	Knowledge and understanding of the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems and the impact of innovation, ethics and current issues on Australian agricultural systems 40%		15	25
	Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner and knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing 40%	20	10	10
	Skills in effective research, experimentation and communication 20%	10	10	
Value 100%		30	35	35

Course Name: **Ancient History**

		Task 1	Task 2	Task 3
Due		T1 W8	T2 W7	T3 Wk 8 & 9
Description		Source Analysis	Research & Essay	End of Year 11 Exam
Outcomes		AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9
Syllabus Components/Modules and Weightings	Knowledge and understanding of course content 40%	20		20
	Historical skills in the analysis and evaluation of sources and interpretations 20%	5	5	10
	Historical inquiry and research 20%	10	10	
	Communication of historical understanding in appropriate forms 20%	5	5	10
Value 100%		40	20	40

Course Name: **Biology**

		Task 1	Task 2	Task 3
Due		T1, Wk 6	T2, Wk 6 (Study done Wk 3-6)	T3, Wk 8 & 9
Description		Practical	Depth Study	End of Year 11 Exam
Outcomes		BIO11/12-1 BIO11/12-3 BIO11/12-7 BIO11-8	BIO11/12-1 BIO11/12-3 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11
Syllabus Components/Modules and Weightings	Knowledge and Understanding 40%	5	15	20
	Skills in Working Scientifically 60%	15	25	20
Value	100%	20	40	40

Course Name: **Business Studies**

		Task 1	Task 2	Task 3
Due		T1 Wk 6	T2 Wk 8	T3 Wk 8 & 9
Description		Case Study Nature of Business	Small Business Plan Business Planning	End of Year 11 Exam
Outcomes		P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10
Syllabus Components/Modules and Weightings	Knowledge and understanding of course content 40%	5	15	20
	Stimulus-based skills 20%	10		10
	Inquiry and research 20%	10	10	
	Communication of business information, ideas and issues in appropriate forms 20%		10	10
Value 100%		25	35	40

Course Name: **Chemistry**

		Task 1	Task 2	Task 3
Due		T1, Wk 8	T3, Wk 1	T3, Wk 8 & 9
Description		Practical Task and data analysis Module 1 Properties and Structure of Matter	Depth Study Report Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	End of Year 11 Exam
Outcomes		CH11/12-2 CH11/12.3 CH11/12-4 CH11/12-5 CH11/12-7 CH11-8	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11
Syllabus Components/ Modules and Weightings	Knowledge and Understanding 40%	10	10	20
	Skills in Working Scientifically 60%	20	30	10
Value 100%		30	40	30

Course Name: **Community & Family Studies**

		Task 1	Task 2	Task 3
Due		T1, Wk 9	T3, Wk 5	T3, Wk 8 & 9
Description		Resources Management Task	Community Investigation	End of Year 11 Exam
Outcomes		P1.1, P1.2, P4.2, P5.1, P6.1	P1.2, P2.1, P2.4, P3.1, P4.1, P4.2, P5.1, P6.1	P1.1, P1.2, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2
Syllabus Components/Modules and Weightings	Knowledge and Understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> • Resource management • Positive relationships • Range of societal factors 40%	10	15	15
	Skills in: <ul style="list-style-type: none"> • Applying management processes to meet the needs of individuals, groups, families and communities • Planning to take responsible action to promote wellbeing 25%	5	10	10
	Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating 35%	5	15	15
Value	100%	20	40	40

Course Name: **Design and Technology**

		Task 1	Task 2	Task 3
Due		T1, Wk 8	T3, Wk 6	T3, Wk 8 & 9
Description		Designer Case Study	Design Project	End of Year 11 Exam
Outcomes		P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3
Syllabus Components/Modules and Weightings	Knowledge of course content 40%	10	10	20
	Knowledge and skills in designing, managing, producing and evaluating design projects 60%	20	30	10
Value 100%		30	40	30

Course Name: **Drama**

		Task 1	Task 2	Task 3
Due		T1, Week 8	T2, Week 8	T3, Wk 8 & 9
Description		Acting and Performing Monologue and Logbook	Elements of Production Design Project	End of Year 11 Exam
Outcomes		P1.1, P1.2, P1.3, P1.4, 2.1, 2.14, 2.6	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P2.1, P2.2, P2.3, P3.1	P1.1, P1.2, P1.3, P1.4, P1.6, P2.1, P2.2, P2.3, P2.4, P2.6, P3.1, P3.2, P3.3, P3.4
Syllabus Components/ Modules And Weightings	Making 40%	10	20	10
	Performing 30%	20		10
	Critical Studying 30%		10	20
Value 100%		30	30	40

Course Name: **Year 11 English Studies**

		Task 1	Task 2	Task 3
Due		T1, Wk7	T2, Wk 6	T3, Wk 5
Description		Mandatory Module: Achieving through English Work Portfolio	Elective Module Visual Representation	Elective Module Research Task
Outcomes		ES11-3; ES11-4; ES11-6; ES11-9	ES11-4; ES11-5; ES11-6; ES11-7;	ES11-1; ES11-2; ES11-7; ES11-8
Syllabus Components/Modules and Weightings	Knowledge and understanding of course content	20	15	15
	Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas <ul style="list-style-type: none"> • using language accurately, appropriately and effectively 	20	15	15
Value	100%	40	30	30

Course Name: **English Standard**

		Task 1	Task 2	Task 3
Due		T1, W7	T2, W5	T3, Wk 8 & 9
Description		Common Module Writing Task	Module A – Multimodal Presentation	End of Year 11 Exam
Outcomes		EN11-1; EN11-3; EN11-4; EN11-7; EN11-9	EN11-1; EN11-2; EN11-5; EN11-8;	EN11-3; EN11-5; EN11-6; EN11-7;
Syllabus Components/Modules and Weightings	Knowledge and understanding of course content 50%	10	25	15
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%	20	15	15
Value 100%		30	40	30

Course Name: **English Advanced**

		Task 1	Task 2	Task 3
Due		T1, W7	T2, W7	T3, Wk 8 & 9
Description		Common Module Writing Task	Module A – Multimodal Presentation	End of Year 11 Exam
Outcomes		EA11-1; EA11-3; EA11-4; EA11-9	EA11-2; EA11-6; EA11-7; EA11-8	EA11-1; EA11-5; EA11-6; EA11-7; EA11-8
Syllabus Components/Modules and Weightings	Knowledge and understanding of course content 50%	10	25	15
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes 50%	20	15	15
Value 100%		30	40	30

Course Name: **English Extension 1**

		Task 1	Task 2	Task 3
Due		T2, Wk 10	T3, Wk 10	T3, Wk 8 & 9
Description		Imaginative Writing Task	Independent Investigation and Multimodal Presentation	End of Year 11 Exam
Outcomes		EE11-2; EE11-6	EE11-1; EE11-4; EE11-5	EE11-1; EE11-3; EE11-5
Syllabus Components/Modules and Weightings	Knowledge and understanding of course content 50%	5	25	20
	Skills in complex analysis, composition and investigation 50%	15	15	20
Value	100%	20	40	40

Course Name: **Exploring Early Childhood**

		Task 1	Task 2	Task 3
Due		T1, Wk 10	T2, Wk 9	T3, Wk 5
Description		Pregnancy and Childbirth Task	Growth & Development Task	Promoting Positive Behaviour Task
Outcomes		1.1, 1.4, 2.1, 6.1	1.2, 1.3, 1.5, 5.1	2.4, 3.1, 4.1, 6.2
Syllabus Components/Modules and Weightings	Knowledge & Understanding 40%	15	15	10
	Skills 60%	20	25	15
Value	100%	35	40	25

Course Name: **Geography**

		Task 1	Task 2	Task 3
Due		T1 – Wk8	T2 – Wk8	T3 – Wk4
Description		Case Study Biophysical Interaction	Senior Geography Project (SGP)	Research Task Global Challenges
Outcomes		P1 P2 P3 P6 P7 P8	P7 P8 P9 P10 P11 P12	P1 P4 P5 P6 P8 P12
Syllabus Components/Modules and Weightings	Knowledge and understanding of course content 40%	15	5	20
	Geographical tools and skills 20%	10	10	
	Geographical inquiry and research, including fieldwork 20%	5	10	5
	Communication of geographical information, ideas and issues in appropriate forms 20%	5	5	10
Value 100%		35	30	35

Course Name: **Japanese Continuers**

		Task 1	Task 2	Task 3
Due		T1, Wk 10	T3, Wk 2	T3, Wk 8 & 9
Description		Listen & Recount (Personal World/Home & Friends)	Read & Design (Daily Routine & Neighbourhood)	End of Year 11 Exam (All topics)
Outcomes		1.1,1.2,1.3,1.4, 2.1,2.2,2.3	2.1,2.2,2.3,3.1,3.2,3.3,3.4,3.5, 3.6	1.1,1.2,1.3,1.4, 2.1,2.2,2.3,3.1,3.2,3.3,3.4,3.5,3.6,4.1,4.2,4.3
Syllabus Components/ Modules And Weightings	Listening 30%	20		10
	Reading 30%		20	10
	Speaking 20%	10		10
	Writing 20%		10	10
Value 100%		30	30	40

Course Name: **Legal Studies**

		Task 1	Task 2	Task 3
Due		T1 Wk9	T3 Wk4	T3 Wk 8 & 9
Description		Research Task The Legal System	In-class Essay The Law in Practice	End of Year 11 Exam
Outcomes		P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P3, P6, P7, P9, P10
Syllabus Components/Modules and Weightings	Knowledge and understanding of course content 40%	10	10	20
	Analysis and evaluation 20%		5	15
	Inquiry and research 20%	10	10	
	Communication of legal information, ideas and issues in appropriate forms 20%	10	5	5
Value 100 %		30	30	40

Course Name: **Mathematics Standard 1 & 2**

		Task 1	Task 2	Task 3
Due		T1, Wk 6	T2, Wk 8	T3, Wk 8 & 9
Description		Topic Test	Investigative Assignment	End of Year 11 Exam
Outcomes		MS 11 – 1, 2, 6, 9, 10	MS 11 – 2, 5, 6, 9, 10	MS 11 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Syllabus Components/Modules and Weightings	Understanding, Fluency and Communication 50%	20	10	20
	Problem Solving, Reasoning and Justification 50%	10	20	20
Value	100%	30	30	40

Course Name: **Mathematics 2 Unit (Advanced)**

		Task 1	Task 2	Task 3
Due		T2, Wk 2	T2, Wk 10	T3, Wk 8 & 9
Description		Investigative Assignment	Topic Test	End of Year 11 Exam
Outcomes		MA 11-1, 2, 8, 9	MA 11-1, 3, 4, 8, 9	MA 11-1, 2, 3, 4, 5, 6, 7, 8, 9
Syllabus Components/Modules and Weightings	Understanding, Fluency and Communication 50%	10	20	20
	Problem Solving, Reasoning and Justification 50%	20	10	20
Value	100%	30	30	40

Course Name: **Mathematics Extension 1**

		Task 1	Task 2	Task 3
Due		T1, Wk 7	T2, Wk 8	T3, Wk 8 & 9
Description		Topic Test	Investigative Assignment	End of Year 11 Exam
Outcomes		ME 11-1, 2, 6, 7	ME 11-1, 2, 3, 6, 7	ME 11-1, 2, 3, 4, 6, 7
Syllabus Components/Modules and Weightings	Understanding, Fluency and Communication 50%	20	10	20
	Problem Solving, Reasoning and Justification 50%	10	20	20
Value	100%	30	30	40

Course Name: **Modern History**

		Task 1	Task 2	Task 3
Due		T1, Wk 6	T3, Wk 1	T3, Wk 8 & 9
Description		Source Analysis	Research and Essay	End of Year 11 Exam
Outcomes		MH11-6 MH11-7, MH11-9 MH11-10	MH11-2 MH11-4 MH11-6 MH11-8 MH-9	MH11-1 MH11-3 MH11-5 MH11-9
Syllabus Components/Modules and Weightings	Knowledge and understanding of course content 40%	20		20
	Historical skills in the analysis and evaluation of sources and interpretations 20%	5	5	10
	Historical inquiry and research 20%		15	5
	Communication of historical understanding in appropriate forms 20%	5	10	5
Value 100%		30	30	40

Course Name: **Music 1**

		Task 1	Task 2	Task 3
Due		T1, Wk 11	T2, Wk 8	T 3, Wk 8 & 9
Description		Composition	Performance and Viva-Voce	End of Year 11 Exam
Outcomes		P2, P3, P5, P8	P1, P4, P5, P6	P1, P2, P5, P6, P7, P8
Syllabus Components/ Modules And Weightings	Aural 25%	10		15
	Musicology (Viva) 25%		15	10
	Composition 25%	25		
	Performance 25%		10	15
Value 100%		35	25	40

Course Name: **Personal Development, Health and Physical Education (PDHPE)**

		Task 1	Task 2	Task 3
Due		T1, Wk 10	T2, Wk 9	T3, Wk 8 & 9
Description		Research	Laboratory	End of Year 11 Exam
Outcomes		P1, P2, P3, P6, P15, P16	P7, P9, P10, P11, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17
Syllabus Components/Modules and Weightings	Knowledge and understanding 40%	10	10	20
	Skills in: -personal and community health - actions to improve participation and performance in physical activity 30%	10	10	10
	Skills in critical thinking, research and analysis 30%	10	10	10
Value	100%	30	30	40

Course Name: **Photography, Video and Digital Imaging**

		Task 1	Task 2	Task 3
Due		T1, Wk 5	T2, Wk 7	T3, Wk 6
Description		Developing a Point of View - Body of Work	The Arranged Image - Concepts and Accounts	Tradition, Styles and Conventions - Video and Intention
Focus Outcomes		M1, M5, M6, CH1	M2, M5, CH2, CH4	M3, M4, CH3, CH5
Syllabus Components/ Modules And Weightings	Making 70%	20	25	25
	Historical and Critical 30%	10	10	10
Value 100%		30	35	35

Course Name: **Physics**

		Task 1	Task 2	Task 3
Due		T1, Wk 7	T2, Wk 6 (Study done Wk 3-6)	T3, Wk 8 & 9
Description		Practical	Depth Study	End of Year 11 Exam
Outcomes		PH11/12-1 PH11/12-3 PH11/12-7 PH11-8	PH11/12-1 PH11/12-3 PH11/12-6 PH11/12-7 PH11-8 PH11-9	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11
Syllabus Components/Modules and Weightings	Knowledge and Understanding 40%	5	15	20
	Skills in Working Scientifically 60%	15	25	20
Value	100%	20	40	40

Course Name: **Society and Culture**

		Task 1	Task 2	Task 3
Due		T1, W8	T2, W8	T3, W8 & 9
Description		Primary Research Interview	Secondary Research Report	End of Year 11 Exam
Outcomes		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P3, P4, P7, P8, P9
Syllabus Components/Modules and Weightings	Knowledge and understanding of course content 50%	10	20	20
	Application and evaluation of social and cultural research methods 30%	15	5	10
	Communication of information, ideas and issues in appropriate forms 20%	5	5	10
Value 100 %		30	30	40

Course Name: **Software Design & Development**

		Task 1	Task 2	Task 3
Due		T2, Wk 8	T3, Wk 8 & 9	T3, Wk 10
Description		Developing solutions from scenarios	End of Year 11 Examination	Python Code Competition
Outcomes		P1.3, P3.1, P4.1, P5.2	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1	P1.2, P4.2, P5.1, P5.2, P6.2, P6.3
Syllabus Components/Modules and Weightings	Knowledge and understanding of course content 50%	10	30	10
	Knowledge and skills in the design and development of software solutions 50%	10	10	30
Value 100%		20%	40%	40%

Course Name: **Sport, Lifestyle & Recreation (BEC)**

		Task 1	Task 2	Task 3
Due		T1, Ongoing Wk 1 - 10	T2, Wk 1 - 10	T2 - T3 Ongoing
Description		Resistance Training Program	Games & Sports Application 1 Practical and Theory	Sports Coaching and Training
Outcomes		1.2, 2.1, 2.2, 2.3, 3.2, 3.3	1.1, 1.3, 2.1, 3.1, 4.4	1.3, 2.2, 3.1, 3.2, 4.2, 4.5
Syllabus Components/Modules and Weightings	Knowledge and Understanding 40%	10	15	15
	Skills 60%	20	15	25
Value	100%	30	30	40

Course Name: **Studies in Catholic Thought (BEC) *This is a new course for 2019**

		Task 1	Task 2	Task 3
Due		TBA	TBA	TBA
Description		Who is a human person?	The Trinitarian God and Humanity	The Re-imagining of Creation
Outcomes		TBA	TBA	TBA
Syllabus Components/Modules and Weightings	Knowledge and understanding of course content 40%			
	Source-based skills 20%			
	Investigation and research 20%			
	Communication of information, ideas and issues 20%			
Value	100%	TBA	TBA	TBA

Course Name: **Studies of Religion 1 Unit (Blended Course)**

		Year 11 Course 50%			HSC Course 50%		
		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Due		T1 Ongoing	T1 Wk 9	T2, Wk 6 & 7	T2, Wk 9	T3, Wk 4	T3, Wk 7
Description		Forum Activity	Essay – Depth Study Christianity	End of Year 11 Exam	In-class Task Nature of Religion/Belief Systems in Australia, Post 1945	Research Task – Depth Study - Islam	Trial HSC Exam
Outcomes		P 1, P2, P3, P4, P5, P6, P7, P8, P9	P 1, P2, P3, P4, P5, P6, P7, P8, P9	P 1, P2, P3, P4, P5, P6, P7, P8, P9	H1, H2, H3, H4, H5, H6, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9
Syllabus Components/Modules and Weightings %	Knowledge and understanding of course content 40%	5	5	10	5	5	10
	Source-based skills 20%		5	5	5		5
	Investigation and research 20%		5	5		10	
	Communication of information, ideas and issues in appropriate forms 20%	5		5	5		5
Value	100%	10 %	15 %	25 %	15 %	15 %	20 %

Course Name: **Visual Art**

		Task 1	Task 2	Task 3
Due		T2, Wk 1	T3, Wk 4	T3, Wk 8 & 9
Description		Portfolio of Experimental Works Submission of 5–10 exploratory artworks, VAPD including evidence of material and conceptual experimentation with explanation of related artist’s practice through the Frames	Exploring Representation Submitted artwork(s) exploring historical and contemporary representations VAPD including the selection of 5–10 seminal artworks annotated to account for historical changes in representations over time	End of Year 11 Exam
Outcomes		P1,P3, P4, P5, P6	P1, P2, P3, P4, P7, P10	P7, P8, P9, P10
Syllabus Components/ Modules And Weightings	Artmaking 50%	30	20	
	Art Criticism & Art History 50%		10	40
Value 100%		30	30	40

Vocational Education and Training (VET) Courses

Competency Based Assessment

- NESA and the Australian Skills Quality Authority (ASQA) require VET courses within the Curriculum Framework are to be competency based.
- Records and evidence of competency are held by our RTO, the CEDWW.
- Assessments are criterion-referenced, a participant's performance is judged against a prescribed standard and not against the performance of other students.
- A participant is deemed Competent or Not Yet Competent on the basis of evidence which may be in a variety of forms.
- Assessment of competence involves the assessment of skills and knowledge combined.

Exams

- The Higher School Certificate examinations are optional for 'non-ATAR'; students.
- Students will sit all internal examinations including the trial HSC exam.
- After the Trial HSC, students will nominate whether they will sit the HSC exam.
- The HSC exam is independent of the competency based assessment and has no impact on student eligibility for AQF qualifications.

TRAINING PACKAGE: CPC20211 **Certificate II in Construction** Pathways CPC08v9: Construction

CODE	UNIT OF COMPETENCY	Year 11	Year 12
<u>CPCCCM1012A</u>	Work effectively and sustainably in the construction industry	✓	
<u>CPCCCM1013A</u>	Plan and organise work	✓	
<u>CPCCCM1014A</u>	Conduct workplace communication	✓	
<u>CPCCCM1015A</u>	Carry out measurements and calculations	✓	
<u>CPCCCM2001A</u>	Read and interpret plans and specifications		✓
<u>CPCCCM2005B</u>	Use construction tools and equipment		✓
<u>CPCCOHS1001A</u>	Work safely in the construction industry	✓	
<u>CPCCOHS2001A</u>	Apply OHS requirements, policies and procedures in the construction industry	✓	
<u>CPCCCA2002B</u>	Use carpentry tools and equipment	✓	
<u>CPCCCA2003A</u>	Erect and dismantle formwork for footings and slabs on ground		✓
<u>CPCCCM2004A</u>	Handle construction materials		✓
<u>CPCCCM2006B</u>	Apply basic levelling procedures		✓
<u>CPCCCO2013A</u>	Carry out concreting to simple forms		✓
<u>CPCCBL2001A</u>	Handle and prepare bricklaying and blocklaying materials		✓
<u>CPCCBL2002A</u>	Use bricklaying and blocklaying tools and equipment		✓

TRAINING PACKAGE: **Certificate II Hospitality** - Kitchen Operations SIT20312

CODE	UNIT OF COMPETENCY	Year 11	Year 12
SITXFSA101	Use hygienic practices for food safety	✓	
SITXWHS101	Participate in safe work practices	✓	
SITHIND201	Source and use information on the hospitality industry		✓
BSBWOR203B	Work effectively with others		✓
SITHCCC101	Use food preparation equipment	✓	
SITXFSA201	Participate in safe food handling practices	✓	
SITHCCC201	Produce dishes using basic methods of cookery	✓	
SITHKOP101	Clean kitchen premises and equipment	✓	
SITHCCC202	Produce appetisers and salads	✓	
SITHCCC207	Use cookery skills effectively		✓
SITXINV202	Maintain the quality of perishable items		✓
SITHFAB204	Prepare and serve espresso coffee		✓
BSBSUS201A	Participate in environmentally sustainable practices		✓
HLTAID003	Provide first aid		✓

Metal and Engineering – MEM10105 Certificate 1 Engineering

Unit Code	Name	Year 11	Year 12
	Manufacturing, engineering and related services industries induction	✓	
MEM13014A	Apply principles of occupational health and safety in the work environment	✓	
MEM16007A	Work with others in a manufacturing, engineering or related environment	✓	
MEM18001C	Use hand tools	✓	
MEM18002B	Use power tools/hand held operations	✓	
MEM05004C	Perform routine oxy acetylene welding	✓	
MEM05007C	Perform manual heating and thermal cutting	✓	
MEM05012C	Perform routine manual metal arc welding	✓	
MEM03003B	Perform sheet and plate assembly	✓	
MEM16007A	Work with others in a manufacturing, engineering or related environment	✓	
MEM14004A	Plan to undertake a routine task		✓
MEM15002A	Apply quality systems		✓
MEM15024A	Apply quality procedures		✓
MEM09002B	Interpret technical drawing		✓
MEM12023A	Perform engineering measurements		✓
MEM12024A	Perform computations		✓
MEM11011B	Undertaken Manual Handling		✓

TRAINING PACKAGE: ICT30115 – Certificate III in Information, Digital Media & Technology

CODE	UNIT OF COMPETENCY	Year 11	Year 12	Specialisation Study
BSBWHS304	Participate effectively in WHS communication and consultation	✓		
ICTICT301	Create user documentation	✓		
ICTICT202	Work and communicate effectively in an ICT environment	✓		
ICTICT302	Install and optimize operating system software		✓	
ICTSAS301	Run standard diagnostic tests		✓	
ICTICT303	Connect internal hardware components		✓	
ICTSAS305	Provide ICT advice to clients		✓	
ICTICT302	Install and optimize operating system software		✓	
ICTSAS307	Install, configure and secure a small office home office network		✓	
BSBSUS401	Implement and monitor environmentally sustainable work practices		✓	
ICTNWK304	Administer network peripherals		✓	
ICTNWK305	Install and manage network protocols		✓	
ICTICT304	Implement system software changes			✓
ICTNWK301	Provide network systems administration			✓
ICTNWK302	Determine and action network problems			✓
ICTSAS303	Care for computer hardware			✓
ICTSAS304	Provide basic system administration			✓
ICTSAS306	Maintain equipment and software			✓

TERM/ WEEK	1	2	3	4	5	6	7	8	9	10	11
1											
2											
3							Assessment & Excursion Free Week	End of Year 11 Exams			

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.

A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

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

Account	Account for: state reason for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them: draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain / determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes / categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse / evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and / or against
Distinguish	Recognise or note / indicate as being distinct or different from; to note differences between
Evaluate	Make judgements 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

STYLE GUIDE FOR ESSAYS AND ASSIGNMENTS

When writing a research assignment or essay it is necessary to briefly identify sources of ideas and/or quotations. If you fail to do this you are guilty of plagiarism, which is the act of taking and presenting another person's work as your own.

On a more positive note a well-referenced piece of work is far more likely to be a quality piece of work. Awareness of referencing procedures encourages writers to research, plan and proof-read their essays more carefully than they perhaps normally would.

THE AUTHOR-DATE (HARVARD) SYSTEM

This system is in common for scholarly and scientific works. A brief explanation is given below.

TEXTUAL REFERENCES

References within the text give the author's name and year of publications (with page number if necessary) in this style:

The major improvement concerns the structure of the interview (Urich & Trumbo 1965, p112). Later reports (Carlson, Thayer, Mayfield & Peterson 1971) record greatly increased interviewer reliability for structured interviews. Wright (1969, p408) comments that "*undoubtedly interviewer skill is directly related to the validity, quantity and quality of interview output*", and this would suggest some sort of interviewer training is called for. Rowe (1960), for example, found that trained interviewers are better able to evaluate applicants with some measure of reliability. In addition Wexley, Sanders & Yuki (1973) showed that by extensive interviewer training all significant contrast effects could be eliminated. The results of the 1971 study (Carlson et al. 1971) are still relevant, but efforts to

Note the surnames only are used. Initials are added only when they are required to distinguish between authors of the same surname or where the reference is to a personal communication not included in the list of references.

The greywacke beds are up to 15cm thick and are crudely graded from medium-grained at the base to fine-grained at the top; they probable represent distal turbidities (K.A.W. Crook, Pers. Comm, 1971...

Where a reference contains the names of more than two authors, all the names are given at the first mention: subsequent mentions consist of the first name followed by "et al" except where this may cause ambiguity. (Note that in this system "et al", is preferable to "and others".)

When the quotation is longer than 30 words it is indented and no quotation marks are used

According to Thornton (1998, p11)
Students had to decide whether to use equal diagonals and whether to use a flexible intersection joint or one fixed at right angles. The students were quick to observe the relationship between the side angle and diagonal properties of quadrilaterals, and to see how one type of quadrilateral could be transformed into another.

LIST OF REFERENCES

At the end of the article, chapter, or book, a list of references may be arranged in alphabetical order of author's surnames and chronologically for each author. The author's surname is placed first, immediately followed by the year of publication in parentheses. The list for the passage quoted previously would be:

Carlson, R.F., Thayer, P.W., Mayfield, E.C. & Peterson, D.A. (1971), "Improvements in the selection interview", *Personal Journal* 50, 268-75
Rowe, P.M. (1960), Individual differences in assessment decisions, Unpublished doctoral thesis. McGill University.
Ulrich, I. & Trumbo, D. (1965), "The selection interview since 1949", *Psychological Bulletin* 63, 100-16.
Wexley, R.W., Sanders, R.E. & Yuki, G.A. (1973), "Training interviewers to eliminate contrast effects in employment interviews", *Journal of Applied Psychology* 57, 233-6.
Wright, O.R. (1969), "Summary of research on the selection interview since 1964", *Personal Psychology* 22, 391-413

If an author or group of authors has published more than one paper in any one year, the entries are given additional italic letters after the year to distinguish them, for example:

Ghiselli, E.E. (1960*a*), "The prediction of predicability", *Educational & Psychological Measurement* 20, 3-8.
Ghiselli, E.E. (1960*b*), "Differentiation of tests in terms of the accuracy with which they predict for a given individual", *Educational & Psychological Measurement* 20, 675-84.

Papers with more than one author are listed after those by the first author alone and in alphabetical order of second authors.

In consecutive references by the same author, the surname may be replaced by a 2-em rule, thus:

Hare, R.M. (1967), "Geach: good and evil", *Analysis* 18, 103-12
-----(1963), *Freedom and Reason*, Clarendon Press, Oxford
-----(1954), "Plain and Evil", *Proceedings of the Aristotelian Society*, supp. 38, 91-106

ADDITIONAL INFORMATION

When the author-date system is used in scientific publications, the titles of scientific journals may be abbreviated in the form given in the latest editions of the *World List of Scientific Periodicals*, Butterworth, London, or the *British Union Catalogue of Periodicals*, also published by Butterworth. The titles of journal articles are frequently omitted and the page reference alone relied upon. Either the initial page number alone or both initial and concluding page numbers may be given, for example:

Hultqvist, B. (1963*a*), *Planet, Space Sci.* 11, 371
Hultqvist, B. (1963*b*), *J. Atmos, Terr. Phys.* 25, 225
Anderson, A.J. (1933), "Plant responses to molybdenum". *J Agric. Res.* 48, 981-95

The treatment of irregularly appearing serial publications is illustrated by the following example:

Goss, R.W. (1960), Mycorrhizae of ponderosa pine in Nebraska soils, Res. Bull. 192, Unvi. Neb. Coll. Agric.

A chapter by one author in a book compiled or edited by others is treated as follows:

Tindale, M.D. (1962), Pteridophyta, in N.C.W. Beadle, O.D. Evans & R.C. Carolin, "Handbook of the vascular plants of the Sydney district and Blue Mountains", Univ. of New England, Armidale.

A thesis is set thus :

Stone, I.G. (1963), A morphogenetic study of stages in the life-cycle of some Victorian cryptogams, PhD thesis. Univ. of Melbourne

A work in the press, thus:

Inamdar, J.A. (1969), Epidermal structure and ontogeny of stomata in some Verbenaceae, *Ann. Bot.* (in press)

A work in a foreign language with the title cited in English:

Melin, E. (1925), [Investigations of the significance of tree mycorrhiza: an ecological physiological study], Gustav Fischer, Jena

A paper included in the proceedings of a conference:

Edwards, D.G. (1968), The mechanism of phosphate absorption by plant roots. Trans. 9th Int. Congr. Soil Sci. Adelaide, Vol II, 1983-90

A reference copied from another source:

Strasburger, E. (1866-1867), Ein Beitrag zur Entwicklungsgeschichte der Spaltöffnungen, *Jb. Wiss. Bot.* 5, 297-342 (original not seen)

The application of the author-date system by different publishers and scientific periodicals may differ on points of detail; for example, some spell out "and" in full instead of using "&" for joint authorship.

It is usual for volume numbers of periodicals to be set in bold type. If for any reasons bold type is not available, the volume number may be set in roman type preceded by the abbreviation "vol", thus:

Hultqvist, B (1963a), *Planet. Space Sci.* Vol. II, 371.

(Adapted from the 1986 edition of Style Manual for Authors, Editors and Printers, AGPS, Canberra 95-98)

STUDENT REQUIREMENTS FOR EXAMINATIONS

1. Students who know that they are unable to attend any examination must see their Year Coordinator **before** the examination period and make arrange alternative arrangements. Included in this procedure is the completion of the Request for an Extension or Alternative Task form. Failure to attend an examination will automatically result in a **ZERO** being awarded for that paper unless prior alternative arrangements have been made.
2. Students who are sick on the day of an examination must ring the school **before** the commencement of the examination. They are also required to complete a Request for an Extension or Alternative Task form and attach, to that form, medical evidence of their illness. Failure to attend an examination will automatically result in a **ZERO** being awarded for that paper unless the school has been contacted.
3. Students are required to be in attendance at least **10** minutes prior to the commencement of each examination. Note carefully the **starting** and **finishing** times of each examination.
4. Students are responsible for correctly reading their examination timetable.
5. Students will not be permitted to leave an examination early.
6. Students are not required to be at school during the examination period unless they are scheduled for an examination.
7. Students are required to wear correct school uniform at all times during the examination period.
8. Students are reminded that there is to be no talking or other communication between students in the examination room.
9. Writing paper, graph paper and manuscript will be provided for students.
10. Students are expected to provide all other requirements such as pens, pencils, eraser, ruler, stapler, etc.
11. Students are not permitted to take any materials into the examination room unless specified for use in the examination.
12. Students will not be permitted to borrow equipment during the examination.
13. Students must provide a calculator that is in good working order for subjects that require the use of a calculator. Equipment failure is not a sufficient reason for borrowing of equipment.
14. Any equipment brought into the examination room will be subject to inspection before the examination commences.
15. Students are not permitted to bring food or drink into the examination room. The only exceptions to this are bottled water and unwrapped lollies.

Mater Dei Catholic College
Application for Extension

(Must be submitted at least 2 days prior to the due date)

Student Name:	Year:	Homegroup:
Assessment Task:	Value:	
Date Task Issued:	Due Date:	KLA:
Teacher:	Date:	

I wish to apply for an extension for the above mentioned task. The reason/s are:
 (Students should present evidence of work done to date, when submitting this form)

Parent Signature: _____

Classroom Teacher Comments (if applicable)

KLA Leader's Notes

Extension Granted: Yes / No New Due Date for Assessment Task: _____

KLA Leader: _____ Copy to House Leader:



Student's Copy (Please detach)

An Extension has / has not been granted. _____ has
 been given an additional _____ days to complete the task.

Task now due on: _____

Student Signature: _____

KLA Leader's Signature: _____

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