

**KOTARA HIGH SCHOOL**

*We Aim High*

**YEAR 12**

**Assessment Policy  
Subject Assessment Schedules**

**2022/2023**





## Principal's Message

Dear Students and caregivers,

Firstly, congratulations on reaching the Higher School Certificate year at Kotara High School. This final year of high school is a challenging one, but is also an enlightening time, as you become the leaders of our school and start turning your thoughts to beyond school options. My advice to any student entering into the HSC year is balance. Make sure that you organise yourself around your school commitments and your interests outside of your education. This year moves at a very quick pace and without detailed organisation and planning it can get away from you very quickly. Please make sure that you utilise your teachers to help you in this area if need be.

This document that you have signed for is your blueprint to Assessment during the Higher School Certificate year. Please make sure that you have familiarised yourself completely with all of the section within it, and that you seek clarification if anything does not make sense to you. Please also make sure that you keep this document in a safe place at home as you will need to access it often throughout the year when navigating the guidelines around assessable tasks. Guidelines and policies related to assessment in any state school during the Higher School Certificate are driven by the New South Wales Education Standards Authority (NESA) and their policies and requirements are reflected within.

Once again, all the best for your Higher School Certificate year.

Mr Mark Snedden  
Principal

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Ancient History  
Biology  
Business Studies  
Chemistry  
Community and Family Studies (CAFS)  
Drama  
Engineering Studies  
English as an Additional Language/Dialect  
English Advanced  
English Extension 1  
English Standard  
English Studies  
Food Technology  
Geography  
History Extension  
Industrial Technology – Timber products  
and furniture technologies  
Japanese Continuers  
Legal Studies  
Mathematics Advanced  
Mathematics Extension 1  
Mathematics Extension 2  
Mathematics Standard 1  
Mathematics Standard 2

Modern History  
Personal Development, Health and Physical  
Education (PDHPE)  
Physics  
Sport, Lifestyle & Recreation (SLR)  
Society and Culture  
Visual Arts

### **Vocational Education and Training (VET) Courses**

Construction Pathways  
Hospitality  
Retail Services  
Sport Coaching

## Section 1: Requirements for the Higher School Certificate and Record of School Achievement

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The HSC course and associated assessments commence in Term 4 (2022) and concludes at the end of Term 3 (2023). Students must read this document carefully and be aware of the timing and nature of all assessment tasks.

Students are advised to print off all relevant assessment schedules and/or save them into a folder for future reference. Students should then use the individual assessment planner within this document and develop a study timetable to help organise and manage time to enable the completion of tasks on time and to their best ability.

### Student Responsibilities

Students have the following responsibilities:

- To become familiar with, and follow, the KHS HSC Assessment Policy and the NSW Education Standards Authority (NESA) Rules and Procedures for Higher School Certificate Candidates booklet
- To register with Schools Online and ensure their personal details are correctly recorded with NESA
- To attend all scheduled lessons, unless there is a valid reason they can't
- To complete and submit all set tasks on the due date
- To follow up any concerns with tasks at the time they are marked and returned
- To not engage in any behaviour which could be considered malpractice or cheating
- To ensure that all assessment work is their own, or acknowledge the contribution of others.

### HSC Eligibility

To be eligible for the award of the Higher School Certificate students must have:

- Satisfactorily completed Years 9 and 10 or gain other qualifications that satisfy NESA
- Attended a government school, an accredited non-government school, a school outside NSW recognised by NESA, or a college or TAFE
- Complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skill courses
- Satisfactorily completed courses in the patterns of the study detailed below
- Sit for and make a serious attempt at the required HSC exams.

### Pattern of Study

Students must satisfactorily complete:

- A preliminary pattern that includes at least 12 units
- A HSC pattern of study that includes at least 10 units

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count in the units that UAC uses to calculate an ATAR if you do the optional exam. If you do the optional exam in TWO Vocational Education and Training (VET) Course, only the units for ONE VET Courses can be used to calculate the ATAR.

There are also specific eligibility rules for some Languages courses, such as Beginners and Languages (e.g. Chinese) in Context, to ensure your course is at the appropriate level for your experience.

## Confirmation of Entry

All students are required to confirm their pattern of study and sign the NESA Confirmation of Entry form.

## Satisfactory Completion of a Course

The following course completion criteria refer to both Preliminary and HSC courses:

### *Course Completion Criteria*

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

- (a) **Followed** the course developed or endorsed by NESA;
- (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.

Students must make a genuine attempt at tasks that total more than 50% of the available school assessment marks for that course. The completion of tasks worth exactly 50% is not sufficient. While a task submitted after the due date may not receive its full marks, the student may be required to submit the task in order to avoid falling below the level required by this regulation.

Students undertaking VET courses may be deemed to have either completed, or not completed, requirements. The course completion criteria listed above form the basis for this decision. If a student fails to undertake any mandatory work placement component, it may be determined that the student has not made a genuine attempt to complete the course requirements and a non-completion determination may be made.

**At Kotara High School the attendance pattern required is a minimum of 90%. Any attendance which falls below 90% may jeopardise course completion.**

## Section 2: HSC Assessment Information

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For most Board Developed Courses, school-based assessment throughout the HSC course contributes to 50% of a student's HSC mark, and is reported on their Record of School Achievement.

Assessment tasks are designed to measure knowledge, skills, and understanding in relation to a wide range of outcomes. Tasks may include, however are not limited to, exams, written assessments, practical activities, fieldwork and projects.

This policy includes the assessment schedules of all courses delivered at Kotara High School. There will be a maximum of FOUR tasks in all HSC courses.

### Assessment Task Information

Students must be informed in writing of:

- the assessment components of the course;
- the outcomes being assessed in each task;
- the date due at least two weeks prior to the task being due;
- the task and what is required; and
- the assessment criteria for marking that will be used in each task.

Students must receive adequate feedback in relation to the task and their performance. An academic report will be given TWICE a year in a half yearly and end of course format.

### Submission of Assessment Tasks

Tasks completed at home must be submitted directly to the teacher before 9am on the due date either electronically or in hard copy. In the event of the teacher being unavailable, assessment tasks must be submitted to the Head Teacher or Deputy Principal before 9am on the due date.

In the case of all written assessment tasks completed at home, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request and it will provide a student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

### Electronic Submission of Assessment Tasks

Students are not to assume that they may submit assessment tasks by email or by other digital media. However, on some occasions, the Head Teacher may allow students to submit electronically. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The assessment task should be readily identifiable.
4. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher let them know that he/she has received their work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If a student does not receive a receipt within a reasonable time, it will mean that the teacher did not receive the work.

## Non-Completion of Assessment Tasks – Failure to Submit, Undertake or Make a Serious Attempt at an Assessment Task

Work for assessment must be submitted on time. If a student fails to do an assessment task, or to submit an assessment task on time without a valid reason, a zero mark must be recorded for that task. The Head Teacher will contact the student's parents/guardians informing them (by phone or letter) of the penalty involved. An 'N' Award Warning will be sent home and parents/guardians will be asked to indicate that they have received this letter by returning the tear-off slip.

The student is still required to complete the task to meet course requirements. No mark will be awarded for the late task. If a student's attempt at a particular task scores zero then it is a matter for the teacher's professional judgment whether the attempt is a genuine one. The school may, where appropriate, substitute a task or in extreme circumstances estimate a student's marks based on other evidence.

If it appears that a student is at risk of not meeting assessment requirements in a course, an 'N' Determination warning must be given in writing in time for the problem to be rectified, and alert the student to the consequences of an 'N' Determination.

Work placement, excursions, extra-curricular activities are not a reason for non-completion of an assessment task. In practical subjects, Non-Completion of Major Works at progress checks will be considered by the teacher and Head Teacher, as non-completion of requirements and NESA policies followed. This may result in an 'N' Determination in the course.

### Request for extension of a due date

If a student requires additional time to complete a task, negotiation before the due date must be made with the teacher or the Head Teacher. Students must apply in writing using the "*Illness/Misadventure*" form. This form is used when a student has a **satisfactory** reason to request an extension of time for an assessment task and it must be signed by a parent or guardian. The subject Head Teacher and Deputy Principal will decide if the reason stated is satisfactory.

The Head Teacher may consider a student's circumstances prior to an assessment task and a negotiated arrangement may be made. A student should not assume that an extension will be given to complete an assessment task.

## Absence from an Assessment Task or Examination and Other Cases of Misadventure

Students must make every effort possible to be present at an assessment task or examination.

### Absence due to illness

If students are absent on the day of an assessment task or examination, they must ring and notify the school of the absence before 9.00a.m.

All students must adhere and follow the NSW Health and DoE NSW guidelines relating to COVID-19. Students are not to attend school for assessments and/or exams if they have flu-like symptoms (fever, sore/scratchy throat, shortness of breath, loss of taste or sense of smell). If a student has returned a positive test result and been directed by NSW Health to self-isolate, a copy of the receipt of registration with service NSW or positive test confirmation must accompany the illness/misadventure form.

Students must bring a valid doctor's certificate the day **immediately on return to verify absence due to illness and/or confirmation of a negative COVID19 test**. Certificates must **not** be back-dated and **must be handed in on the day of return to** the relevant Head Teacher. The certificate must clearly state the condition that made it impossible for the student to present for the assessment task or examination. Failure to provide a valid reason for the absence will result in a 'zero' mark being issued.

### Other cases of misadventure

There may be some other unavoidable personal circumstances making it impossible for a student to attend. Such circumstances do not include family holidays (whenever booked) or social engagements.

A letter from a parent/guardian must be handed in to the relevant Head Teacher, indicating in sufficient detail the nature of the difficulty and the reason why a student was not able to attend an examination or complete a task. The Head Teacher and Deputy Principal will decide whether or not the student may do a similar task or instead be given an estimated mark. An estimated mark is based on information that the teacher has collected about that student's learning.

A misadventure application form must be completed, signed by the parent/guardian and handed in to the Head Teacher. These documents should be submitted to the Head Teacher **on the day of return to school**, or earlier in the case of a prolonged absence.

### Other circumstances relating to illness or misadventure

When students present for an examination or assessment task while ill, or fall ill during the course of the examination or assessment task, they may make a claim for misadventure. As per NSW Health and DoE NSW advice relating to COVID-19, students will be sent home if they present to an exam or in class assessment task unwell. Students must obtain a doctor's certificate covering the day of the assessment and provide confirmation of a negative COVID-19 test result before they return to school. This should be submitted to the Front Office and Head Teacher on the day of return to school.

If a student attends an assessment task or examination while ill or subject to the effects of other misadventure and the Deputy Principal supports their appeal, the following procedure will be followed:

1. The paper will be marked along with all the others.
2. The Head Teacher will then examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement.
3. If the new mark achieved is the same or better than expectations based on the other evidence, no action will be taken.
4. If the new mark is significantly below expectations, it will be set aside and an estimated mark will be given instead.

In cases where an estimate is awarded, the Deputy Principal in consultation with the Head Teacher and classroom teacher, will exercise his or her professional judgment, using all available evidence of achievement, to provide for the most accurate estimate possible.

Illness or misadventure BEFORE an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation. However, if symptoms or effects of prior illness or misadventure are still in evidence on the day of the assessment task or examination, they may be accepted as grounds for a misadventure appeal.

### Late attendance for an assessment task or examination

Students who arrive late for an assessment task due to circumstances beyond their control should report to their classroom teacher or the Head Teacher concerned. The Deputy Principal and Head Teacher will determine an appropriate course of action.

### Alleged Malpractice in Assessment Tasks or Examinations

Behaving dishonestly to gain unfair advantage in assessments is malpractice or cheating. Any form of malpractice including plagiarism, is unacceptable and both the school and NESA treat all allegations seriously. Detected malpractice will limit your marks and jeopardise your HSC.



Malpractice includes:

- Copying part or all of someone else's work and presenting it as your own
- Using material directly from books, journals, any form of media, or the internet without giving its source
- Building on someone else's ideas without giving their source
- Buying, stealing or borrowing someone else's work and presenting it as your own
- Submitting work that someone else, like a parent, tutor, or subject expert, substantially contributed to
- Using someone else's words, ideas, designs or works in projects and performance tasks without giving their source
- Paying someone to write or prepare material
- Breaching school exam rules
- Cheating in a HSC exam
- Using non-approved aids in an assessment task
- Giving false reasons for not handing in work by the due date
- Helping another student to engage in malpractice

Allegations of plagiarism or other forms of malpractice will be reported to the Deputy Principal and Principal who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarized.

In the case of cheating or using an electronic device, the whole examination will be cancelled and parents notified.

The school attempts to assist students to avoid malpractice by:

- (i) Ensuring all students have completed NESA "All My Own Work" Program to be eligible for the HSC;
- (ii) Teachers constantly reminding students of good and ethical practice;
- (iii) Signs are displayed in appropriate areas, including the Library, explaining aspects of good practice.

***It is a requirement of NESA that any acts of malpractice be reported in a Malpractice Register on the NESA website.***

### **Kotara High School 'N' Award Procedures**

To be eligible for the award of the Higher School Certificate, Principals must certify that students have met the eligibility and pattern of study requirements as detailed by NESA. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESA policy on satisfactory completion of course requirements. If course requirements aren't completed satisfactorily, the following will occur:

#### ***Stage One – Warning No. 1***

1. Classroom teacher sends an "N" Award warning letter home because of non-completion of an assessment task, non-completion of coursework due to poor attendance or poor attitude in class thus leading to non-completion of course requirements or non-completion of work placement (VET subjects only),
2. A new due date for the task is recorded on the letter.
3. Letter is signed by teacher, Head Teacher, Deputy Principal and/or Principal then posted home.
4. Tear off slip is returned to Head Teacher or Classroom Teacher.
5. Task is redeemed but a 'zero' mark recorded.
6. This is recorded on *Sentral*.

#### ***Stage Two – Warning No. 2***

1. Classroom teacher sends a second warning letter home (if another task is not completed) or if initial task has not been completed by the new due date.
2. Letter is signed by teacher, Head Teacher, Deputy Principal and/or Principal and posted home to parents.
3. Parent and student are interviewed by Head Teacher and Deputy Principal.
4. This is recorded on *Sentral*.

### ***Stage Three – Warning No. 3- Non completion of more than 50% of course***

1. If the student has not redeemed the assessment tasks, completed course requirement, or completed 50% of course assessment task parents will be invited for an interview by the Deputy Principal and informed that their child will not meet requirements in that subject for the HSC if he/she doesn't complete the required work by the allocated time on the letter.
2. This is recorded on *Sentral*.

### ***Stage Four***

1. If the student hasn't completed the work required by the due date on Warning Letter No. 3, then a parent meeting is organised with the Principal and Deputy Principal informing the parents and the student that they will be 'N' Determined as they have not qualified to complete the course.
2. Parents will have the option to appeal this process to the school Principal and if the Principal declines, then parents may wish to appeal to NESAs (see pages 21-22).

## **Special Provisions**

A student may be granted special provisions if they have:

- Visual or auditory difficulties;
- Learning difficulties;
- Fine motor difficulties;
- Illnesses such as diabetes;
- Ongoing injuries that will impact on your ability to complete an assessment task;
- Psychological difficulties.

(Parents/guardians are responsible for providing all documentation to support a special provisions application or consideration).

Successful applicants will be granted provisions that are appropriate as determined by NESAs or the school. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by NESAs, then the student may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

### **Administration of Special Provisions in the School**

Some special provisions, such as the provision of a writer and/or reader, require resources which may, at times, be difficult for the school to provide. Students in senior years will have a reader/writer from Year 10 or Year 11.

1. For extra time for assessment tasks (such as in-class tests), a student should notify their teacher as soon as they receive their assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher to accommodate extra time. Separate supervision will not be provided.
2. Once NESAs approves special provisions, arrangements are made with NESAs and the parents/guardians and student(s) will be notified.

### Higher School Certificate Appeal Process

Students may appeal to NESA if there are circumstances beyond their control that may have affected their performance at an examination or in preparation for an examination or a Major Work.

### Illness/Misadventure Appeals Policy

Students may lodge an illness/misadventure application if they believe that circumstances occurring immediately before or during a Higher School Certificate examination, and which were beyond their control, diminished their examination performance.

The illness/misadventure application provisions are open only to those Higher School Certificate students who have had an assessment mark or VET estimate submitted for the course in question.

In the case of Higher School Certificate illness/misadventure applications, if the application is upheld, the student will be awarded either their examination mark or a mark derived from their assessment mark and unaffected examination components, whichever is the higher.

The right to submit an illness/misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

### Lodging the Appeal

All illness/misadventure appeals relating to written examinations are to be lodged before the date shown in the timetable. Those relating to oral or practical examinations must be submitted within one week of that examination or submission date.

Appeals submitted after the closing date will only be considered in exceptional cases. Appeals initiated after the examination results are issued will not be considered in any circumstances.

Appeal forms will be sent to Principals and presiding officers and supervising teachers/examiners at examination centres before examinations commence. Full details of submission procedures are given on the form. Principals should provide the appeal forms to students on request and should make every attempt to explain the procedures. Principals should not dissuade students from lodging appeals.

NESA recommends that, where at all possible, students should attend examination sessions. NESA does not, however, expect students to attend an examination against specific documented medical advice. Where students are in doubt they are advised to contact the principal.

### Grounds for Appeal

As the assessment and examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance.

Applications may be in respect of:

- a) illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand);
- b) misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)

The provisions of the appeals process do not cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which the NSW Education Standards Authority (NESA) will consider, eg major works stolen or destroyed by vandals.)
- disabilities for which NESA has already granted disability provisions, unless an unforeseen episode occurs during the examination (eg a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s)
- matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).

### Supporting Evidence

In all cases NESA requires evidence that clearly identifies the disadvantage experienced during the time the student was attempting to complete the assessment task or examination. Supporting evidence from any source is acceptable but a student’s application must include:

- a) a statement from the student explaining how they were affected during the examination session;
- b) a specific medical certificate with details of the date of onset of the illness, plus any additional dates of consultation, together with a statement about how the student’s performance in the examination may have been affected. In cases of misadventure, evidence from other sources (eg police statements and/or statutory declarations explaining how the student’s performance in the examination may have been affected) should be provided with the date and time of the occurrence and subsequent events;
- c) a presiding officer’s report that outlines any observable signs noticed by the supervisor during the examination;
- d) a statement from the student’s school principal. This should contain reference to the student’s preparation for the examination and any other information deemed relevant to the genuineness of the application. Such a statement is of particular importance in cases where the student was absent from the examination.

### Group Appeals

When the entire course candidature of a Higher School Certificate examination, or a significant proportion of it, is affected by illness or misadventure, principals need to submit a Whole Group Application form.

Principals should complete the appropriate section of the Whole Group Application form, or attach a report detailing the incident and its effect on the performance of those students involved. If the illness or misadventure was in a particular examination venue, the application should note students who were accommodated elsewhere or who had left the examination prior to the incident. Where students from another school are sitting examinations at the school submitting the application, that should be noted on the appeal and the principal of the home school notified. Specific students who the principal considers to have been particularly disadvantaged should be identified. These students should be encouraged to submit an individual Illness/Misadventure Application form.

In instances where a small proportion of the course candidature is submitting applications on the basis of a common misadventure (for example, a Drama performance group or students travelling together involved in a car accident), each student involved is to submit an individual Illness/Misadventure Application form. Each form should be cross-referenced and include a list of all other students involved in the incident.

## **Non-completion of Course Requirements – ‘N’ Determination Appeals Policy**

### Introduction

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of Achievement on the following bases:

- (a) Student appeals against ‘N’ Determinations;
- (b) Student appeals against assessment rankings in HSC courses.

### Principal’s Delegation

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Any course for which the Principal makes an ‘N’ Determination will not appear on any NESA credential. Students who receive an ‘N’ Determination in any Preliminary course may be permitted to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements.

Students who receive an ‘N’ Determination in any HSC course will have neither a moderated assessment mark nor an examination mark awarded for that course in that year. In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 per cent of available marks.

### Warnings

If at any time it appears that a student is at risk of receiving an ‘N’ Determination in any course for any reason, the Principal must advise the student of the possible consequences of an ‘N’ Determination in a course on Higher School Certificate eligibility. The Principal must:

- (a) advise the student in writing in time for the problem to be corrected;
- (b) advise the parent or guardian in writing (if the student is under 18 years of age);
- (c) request from the student/parent a written acknowledgement of the warning;
- (d) issue at least one follow-up warning letter; and
- (e) retain copies of the warning notice(s) and other relevant documentation.

### Principal’s Determination

This is the decision made by the principal at the end of the course, under delegated authority from NESA that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the ‘N’ determination.

### Completion of Appeal Forms

A Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to any student issued with an 'N' determination in any course, or sent to the student's home address. Principals must also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the principal's determination.

If a student does not wish to appeal to the NSW Education Standards Authority (NESA), the completed Principal's Determination form should be retained at the school.

#### **School procedures if student appeal is successful at school level**

If a student appeals to the school and the student's appeal is successful at the school level, both the Principal's Determination form and the Student Appeal form should be retained at the school. NESA must be advised so that the 'N' determination can be removed and the grade/assessment mark reinstated.

#### **School procedures if student appeal is unsuccessful at school level**

If the student's appeal is unsuccessful at the school level, all documentation should be retained at the school unless the student wishes to appeal to NESA.

NESA will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent and any other relevant information must be included.

The appropriate forms relating to 'N' determinations must be submitted to NESA by the dates specified by NESA.

### **Student Appeals against assessment rankings in HSC courses – school review of assessments**

Details of review procedures are the responsibility of individual schools. NESA recommended procedures to be employed within schools are outlined below.

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an assessment review it is necessary for the school to ascertain whether:

- a. the weightings specified by the school in its assessment program conform with NESA requirements as detailed in the syllabus packages
- b. the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program
- c. there are no computational or other clerical errors in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

## Student Appeals against assessment rankings in HSC courses – appeals to NESA

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment tasks.

NESA will consider only whether:

- a. the school review process was adequate for determining whether:
  - i. the weightings specified by the school in its assessment program conform with NESA requirements as detailed in the syllabus packages
  - ii. the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program
  - iii. there are no computational or other clerical errors in the determination of the assessment mark.
  
- b. the conduct of the review was proper in all respects.

Since the appeal is directed to the assessment process, NESA will not itself revise assessment marks or the order of merit.

If the appeal is upheld, NESA will refer the matter back to the school for a further review. The results of that review may affect the assessment of the student making the appeal and/or the assessments of other students. This may then be reflected in the moderated assessment marks for all students so affected.

NESA will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

### Submission to NESA

Appeals to NESA should be submitted by the date shown in the Higher School Certificate Events Timetable. These appeals should be submitted through the school on the appropriate form with their review return.

Appeals submitted after the release of results will not be considered by NESA unless there are exceptional circumstances.



## Kotara High School Illness/Misadventure Form

**all forms must be returned on the first day of a child's return or a maximum of 5 school days, whichever is sooner**

### Student Section

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_ Subject: \_\_\_\_\_

Task: \_\_\_\_\_ Date of Task: \_\_\_\_\_

Reason: (attach any documentary evidence to support your request)

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I hereby request (a) extension of time (b) estimate (circle)

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Classroom Teacher Section

I have noted the above request and recommend the following action:

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Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Head Teacher Section

I have noted the above request and recommend the following action:

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Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Deputy Principal/Principal Section

Based on the above recommendations I have granted the student:

- Estimate based on all other assessment tasks.
- Extension of time granted until \_\_\_\_\_
- Zero mark to be given.
- Show as non-attempt. 'N' Award Warning to be issued
- Other

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Deputy Principal/Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Section 3: Vocational Education & Training (VET) Courses

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### Definition of a VET course

A course is regarded as a VET course when it meets all of the following criteria:

- It is designed to meet industry training needs.
- It has industry support in course design and delivery.
- It is based on national training packages where available.
- It is derived from national industry standards where available.
- It is written and assessed in competency-based terms.
- It provides a clearly defined pathway through recognition by TAFE and/or industry.
- It is credentialed by BOSTES and is nationally recognised through the Australian Qualifications Framework.

### Vocational Education Courses Available at Kotara High School

These courses include:

- Construction
- Hospitality
- Retail Services

Students will be informed of the following aspects of the course by their teacher in class:

- Course requirements
- Work placement information
- Assessment procedures (not all subjects are included in this booklet)

### Completion of Course Requirements in a VET Course

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. If at any stage a student appears to be at risk of receiving an 'N' Determination in a VET course, the Principal should follow the same procedure as for any other HSC course.

## VET Assessment

### Competency Assessment

VET courses are competency-based. This requires students to develop the competencies, skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor they can effectively carry out the various tasks and combination of tasks listed to the standard required in the appropriate industry to be assessed as competent.

There is no mark awarded in competency based assessment. Students are assessed as either **competent** or **not yet competent**. Students will be progressively assessed as either competent or not yet competent in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Competency based assessment determines the vocational qualifications that a student will receive.

### External Assessment – HSC Examination

This is an optional examination and can be used for **inclusion in the ATAR** as a 'Category B' subject. This examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive AQF qualifications. Check with your VET teacher for more information.

The estimated mark for NESA will be based on the student's result in the Trial HSC Examination. This mark is required by NESA as an estimate for the HSC Examination and may be used if an accident or misadventure occurs.

### **Credentialing Courses in the VET Curriculum Frameworks**

If the student elects to sit for the examination, the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark. If the student elects not to sit for the examination, these courses are reported without a mark. For all courses within the VET Curriculum Frameworks reference is made to other documentation. Schools are required to enter either an 'S' (Satisfactory) or an 'N' (Non-completion of course requirement) on the HSC Student Result Sheet using NESA course completion criteria as the basis for this decision. Schools are also required to inform NESA of units of competency achieved.

### **Credentialing TAFE Delivered VET Content Endorsed Courses**

TAFE delivered VET courses will be reported on the Higher School Certificate, Record of Achievement without a mark. Instead, reference will be made to separate documentation. Providers of these courses are required to enter either an 'S' (Satisfactory) or an 'N' (Non-completion of course requirement) on the HSC Student Result Sheet.

The Record of Achievement will report only the primary descriptor of the TAFE delivered VET course title. Students receive additional documentation from TAFE which provides more detailed information regarding the TAFE subjects studied and results obtained.

### **Work Placement**

It is very important to consider the following information taken from the *ACE Manual* in relation to Work Placement, as part of the NESA mandatory course requirements. It should be noted that if a student fails to undertake any **mandatory work placement** component, it may be determined that the student has not made a genuine attempt to complete course requirements. In this case, the Principal can indicate that the course has not been satisfactorily completed and the student may be eligible for an 'N' Determination. For the award of a Preliminary HSC Certificate, the successful completion of 35 hours work placement is required by NESA. For each 120 hours of course, 35 hours of work placement must be satisfactorily completed, that is, 240-hour course = 70 hours work placement.

**For students enrolled in a 240-hour course who intend to withdraw from the course at the end of the Year 11 Preliminary course – they must have satisfactorily completed their work placement. This is a requirement of NESA.** For most students, this will not be a problem as they may be able to complete their work placement at any time during the school year prior to the HSC Examinations.

Work placement opportunities will be offered to all students by the school. **It is the student's responsibility** to be ready to attend placement offered and refusal to complete placement may result in an 'N' Award. Students may negotiate to organise a suitable work placement and it must be approved by the school prior to commencement.

## Recognition of Students' Employment for Work Placement Purposes in a VET Course

Students' outside employment (that is, not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course either -

1. under NESA Policy on the Recognition of Prior Learning (RPL) for the Higher School Certificate, through which students may be granted advanced standing within a VET course following assessment by a qualified assessor, or
2. if undertaken concurrently with the VET course, the employment must meet the following conditions:
  - The minimum length of employment should be greater than the minimum hours of work placement;
  - The student should undertake the employment during the duration of course;
  - The workplace supervisor/employer should provide evidence of the range of syllabus learning outcomes and a diversity of experiences in the workplace that have been addressed during the student's employment;
  - The primary purpose of the employment function is related to the industry area of the course;
  - The enterprise providing the employment operates for commercial purposes and under commercial constraints or, in the case of other organisations such as welfare groups and government agencies, the work of the organisation accurately reflects the character and purpose of the industry.
  - Where a student is seeking to use existing employment for work placement purposes, teachers may consider the benefits of exposing the student to different workplace settings.
  - Student achievement of competency should continue to be assessed by a qualified assessor. The partnership arrangement existing between schools and employers in delivering VET courses should be the same for students' employment as for students' work placements.
  - Where a student's existing employment is being recognised for work placement purposes, the student will be regarded as an employee of the enterprise for insurance purposes. Any arrangements made by schools and systems to protect the interests of employers providing work placements will not apply when students are working as employees.
  - Under NESA guidelines, Registered Training Organisations (other than schools) may organise work placements but this must be done in conjunction with the participating schools. The responsibility for approving concurrent employment for work placement purposes remains with the school.

## Recognition of Prior Learning (RPL) for VET Courses

Recognition of Prior Learning (RPL) can be claimed prior to the beginning of and during the course. This may be of value to students who enrol from another school or may have learned skills outside of school. Students who enrol from another school will be asked to provide evidence of their competencies and work placement and any other relevant documentation. Discussion regarding RPL with course teacher and VET Coordinator is required and may be applied for at Kotara High School.

## Students Transferring into VET Courses (Regarding Recognition of Prior Learning)

If a student wishes to enter a VET course at any stage after the course has commenced, he/she may be assessed by a qualified assessor using the following procedures:

1. An RPL process which includes appropriate assessment methods. This requirement may be waived if the student provides satisfactory documentation attesting to completion of identical units of competency. (Records from other school/training organisation and validated assessment tasks may be used as evidence.)

2. In assessing achievement of particular competencies, the assessor will need to make a judgment using performance criteria included in the training package (or assessment criteria in a non-framework course).
3. Advanced standing for a unit of competency should only be granted where the student is able to demonstrate that all elements of competency have been achieved. The student would then be exempted from undertaking the unit of competency.
4. If the student is not eligible for advanced standing, the school may provide additional tuition for the student.

### Students Undertaking Multiple VET Courses

Students who undertake more than one VET course will be able to claim common units of competency in each course for credentialing of Statements of Attainment or Statements of Achievement from NESAs. However, they will be able to claim the “hours” credit for a unit of competency in *one* VET course *only*. This may impact on elective units to be studied by some students. Discussion with your class teacher will help clarify this situation.

### VET Appeal Process

Students who wish to appeal against an assessment determination should consult their VET teacher for the relevant paperwork.

**Step 1:**

Student to clearly identify what it is they are appealing for – assessment task, unit of competency etc. to be specified and reason why they believe assessment was not to their satisfaction.

**Step 2:**

Written appeal with evidence to be presented to VET Coordinator.

**Step 3:**

A panel of HT/VET Coordinator as well as class teacher will review the appeal. A third VET teacher may be involved in discussing the appeal.

**Step 4:**

A determination of the outcome of the appeal will be provided to the student. Evidence of the appeal, process and outcome will be recorded and stored on student records.

## Section 4: Senior School Expectations and Information

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### An introduction to a different way of learning.

It is generally recognised that older students learn more effectively when:

- They have as much choice and control as possible over their own studies;
- They have the opportunity to work alone but with guidance;
- They enjoy a variety of teaching and learning techniques and experiences;
- They understand how learning happens;
- They are responsible for their own learning.

At Kotara High School, the senior school is structured to allow this to happen.

### We have:

- Students studying TAFE subjects, attending TAFE at the timetabled time.
- NESA requirements for the HSC qualification monitored by teachers in each subject.
- HSC Tutorial Support (free to students) in a range of subjects before and/or after school and during school holidays.
- Timetable flexibility which allows students with **study periods** the flexibility to work in the library or at home. These are periods when formal lessons are not timetabled. Year 12 students do not need to be at school if they are not timetabled for a lesson either at the beginning or at the end of the day. Students with study periods in the middle of the day **MUST** remain at school.

### Study Expectations of our Senior Year 12 Students

It is important that students understand that while they have greater independence and flexibility than junior students, it is expected that due care and responsibility will be exhibited by all senior students.

Students **ARE** expected to:

- Be safe and respectful learners.
- Be responsible, self-disciplined and a credit to their school; this is particularly important when driving to school or in the public eye.
- Wear school uniform at all times, including travelling to and from school and on school activities; uniform is to be complete and worn in the appropriate manner.
- Maintain our high standard of behaviour by following all school rules and responsibilities, be polite and considerate and be seen as role models for junior students by setting a good example.
- Be self-disciplined enough to work and be motivated independently; they need to apply themselves to their studies to the best of their ability.
- Be on time for each class (because of HSC requirements for application to studies).
- Be at the whole school assembly on Wednesdays if they have a timetabled lesson Period 1.

### During study periods, senior students **MAY NOT**:

- Be in the playground playing games or go to the canteen.
- Interfere with PDHPE lessons.
- Disrupt the learning of any other student within the school.
- Loiter in cars or in areas near the school.
- Drive cars on to school grounds or be a passenger in a student-driven car.
- Leave school grounds to go to the shops or for any other reason without parental consent.

The Deputy Principal and Head Teacher Secondary Studies will monitor students' attitude, academic performance and attendance. If there are any concerns, parents will be notified and parent interviews will occur to discuss issues and privileges may be withdrawn.

## Attendance

- Students are expected to attend all timetabled lessons and attend the Senior Learning Hub for all timetabled study periods.
- If a student is absent because of illness or for some other acceptable reason –
  - (i) A note/phone call and/or email giving the reason for the absence must be brought to their Tutor Group teacher on the first day of return from absence; or
- A doctor's/pharmaceutical certificate **MUST** be supplied if absent for an assessment task; this must be provided to the Head Teacher of the faculty **the next day** the student returns to school after their absence.
- Students who are **absent** the day before an assessment task is due or who are absent Period 0 on the due date **MUST** submit an illness/misadventure form with a doctor/pharmaceutical certificate.
- Students must attend school every day in order to meet the requirements for the HSC course.
- Students are expected to attend school on time every day. School begins at 8:20am (Period 0) or at 9:10am (Period 1).
- A child who has completed Year 10 and is below 17 years of age must continue schooling unless he or she participates on a full-time basis in approved education or training, or paid work (more than 25 hours) or a combination of approved education or training and paid work.
- Students must remain on the school grounds all day, including recess and lunch. The school canteen is available for recess and lunch.
- Truancy means that valuable work is missed as the student has not been in class. Parents will be notified and follow up will be done by either classroom teachers, Head Teachers and/or Deputy Principal.
- Attendance may impact on any government assistance students may be receiving, for example, Centrelink payments may be reduced/cancelled.
- Any long-term leave during the senior years may result in a student not progressing to the following year. Any request for holiday leave **MUST** be approved by the Principal prior to going on leave.
- Student absences are recorded on student reports – documenting both whole day explained and unexplained absences and partial day explained and unexplained absences.

**STUDENTS MUST MAINTAIN AN ATTENDANCE RATE ABOVE 85% TO FULFIL HSC REQUIREMENTS.**

**Extended absences must be justified by a doctor's certificate.**

## Flexible Attendance – Study Periods

- Students may have the **privilege** of flexible attendance. This is authorised by the Deputy Principal.
- Students will be signed into school at the beginning of their first lesson of the day.
- Students with flexible attendance will need to show their official timetable to any staff member to identify times of flexible attendance.
- Students must be on time to school – they should arrive at least 20 minutes prior to the lesson on the timetable.
- When a student has a study period at school, they must sign in and study within the Senior Learning Hub. This is important if the school has to contact a student in case of an emergency.
- Once students have arrived at school, they are not allowed to leave the school premises again throughout the day – Unless they have an authorised leave pass from the Front Office.
- Flexible attendance privileges will be withdrawn if a student truants, persistently arrives late or lends their flexible attendance timetable to another student.
- In case of an evacuation during a flexible study period, students are to evacuate to the grassed area, behind the MPC and report to a Deputy Principal or Head Teacher.
- If a lockdown procedure occurs students are to go directly to the Library.

## TAFE – TVET Attendance

TAFE has strict rules regarding attendance to courses. Students will be putting their Higher School Certificate at great risk if they do not meet TAFE course requirements.

A student's attendance at a TAFE course **WILL** affect their Higher School Certificate. The Careers Adviser, Mrs Atkins, coordinates all TAFE applications. Students must:

- Attend all TAFE classes. **TAFE classes take priority over everything else. This includes exams, assessment tasks, excursions etc. Where clashes occur, it is the responsibility of the student to make alternate arrangements with their subject teacher.** If problems are not resolved, see the Careers Adviser;
- complete all set assignments;
- complete work placement where relevant;
- Attend all meetings, as they are called.
- Behave in an appropriate manner, while on public transport and at TAFE;
- Have their attendance card signed every week by the TAFE teacher. This will be the student's record of attendance; and

### NOTE:

1. The majority of TAFE courses will conclude at the end of Term 3.
2. Students may not study a course at TAFE or Distance Education if it is available to be studied at school.
3. Most courses require a work placement component to be completed by students. The school must be informed of these arrangements and students are still required to complete work in their other subjects.

## Medical Appointments

It is hoped that, where possible, all medical/dental appointments will be made outside of school hours. If time is taken away from school due to medical appointments, please request a doctor's certificate where appropriate to present to the school.

## Senior Course Requirements

The senior courses are based on a number of periods for each course. A 1-Unit course equals 3 x 76-minute periods per cycle and a 2-unit course equals 6 periods per cycle.

**To be awarded the HSC, a student must successfully complete all requirements for each course and a minimum of 12 units of Preliminary courses and 10 units of HSC courses.**

Students may elect to undertake additional units of study via TAFE or Distance Education as part of the HSC. These units of study may not be substituted for units at school.

**At Kotara High School, all students study 12 units in Year 11 and a minimum of 10 units in Year 12 at school.** This can only be varied with written permission from the Deputy Principal or Principal. It is expected that, if a course is offered at Kotara High School, students must enrol in the course at school. Enrolment in some courses at TAFE is not permitted.

**In Year 12, a student may only reduce the number of units studied for the HSC from 12 units to the minimum requirement of 10 units with parental consent.** Students and parents complete a **Change of Subject Form, indicating** the course they wish to discontinue and a change in the number of units. Students may also elect to change their HSC pathway to a NON-ATAR HSC.

When a change of HSC pathway, from ATAR to NON-ATAR, is requested, the parent will be contacted by the Deputy Principal to confirm their approval and knowledge of the requested change. The school encourages students to undertake more than 10 units when studying for the HSC.

## Examinations and Reports

The school has a formal examination period in Term 3. The majority of HSC Examinations are held in Term 4. HSC Performance Examinations in Drama, Music and Language Speaking Exams are held in Term 3. HSC major projects in Visual Arts, Design and Technology, Industrial Timber Technology, Society and Culture and Extension 2 English are due for HSC marking in Term 3.

Reports are prepared for parents and provide parents with the following information:

- Student's progress and attitude in various subjects;
- Teachers' comments; and
- Student's examination result, examination rank and course rank.

Students are reminded of the importance of school reports and the need to keep filed copies of all school reports, as these may be required for job interviews.

## HSC Major Works

Some students will be required to produce Major Works for their specific subject as part of the HSC. Such subjects are Design and Technology, Extension 2 English, Textiles, Society and Culture, Industrial Technology and Visual Arts. Major Works are usually due in Term 3 and can only be commenced at the beginning of the Year 12 course. These Major Works are externally assessed by the Board of Studies and the subject teacher will be able to provide details of these projects. As they are externally assessed, they have specific non-negotiable deadlines for completion.

## Financial Contributions

There are learning charges for Years 7–12. These are used to supplement government funding and make possible such purchases as library books, photocopies of worksheets, reports, sporting equipment, musical instruments and textbooks. There is also a technology cost towards computer software/hardware resources etc.

The learning charges are expected to be paid by the students in Term 4, 2018 and no later than Term 1, 2019. This allows for appropriate resources to be purchased.

## The Student Representative Council (SRC)

All Year 12 students elected into the SRC (Student Representative Council) represent their peers and put forward the ideas of their fellow students. School Captains and Vice Captains are involved in activities that enhance and assist our school and our community. They volunteer in the Library, assisting juniors with work and assignments and they chair whole school Tuesday Assemblies and other formal assemblies.

All proposals made by the Student Representative Council (SRC) must be presented to the Executive and approved by the Principal.

By being involved in the SRC, students have the chance to contribute to the decision-making processes at Kotara High School. School Captains and Vice Captains develop their confidence, leadership skills and public speaking skills.



## Driving Guidelines

Students who drive to school MUST **NOT** park within the school grounds. They should not **obstruct** our neighbours' driveways and **must** observe the restricted parking areas around the school during school hours. Police do make regular visits to the school and may take note of vehicle activities in the area around the school. **Students are not permitted to go to their cars during the day.**

If these guidelines are not followed, a student's driving privilege will be withdrawn.

## Mobile Phone Policy

Students are advised **NOT** to bring mobile phones to school. The school takes NO RESPONSIBILITY for lost or stolen phones.

Students who do bring mobile phones to school must follow the DoE (Department of Education) guidelines and the School's Mobile Phone Policy as outlined below:

- ✓ Mobile phones **must be switched off** and placed **in the student's bag** during school hours.
- ✓ Mobile phones must be out of sight during class. They are not to be used for checking the time, as every classroom has a clock.

## Student Services

### Year Adviser

Students can discuss any problems that they may be having at school with their Year Adviser. This can include problems with learning difficulties, relationships with other students or teachers and personal problems.

The Year Adviser gathers information about students' progress and behaviour from the teachers. Parents can make an appointment with the Year Adviser to discuss their child's progress. The Year Adviser is responsible for developing the self-esteem of students by encouraging and recognising the good work of individuals.

### Careers Adviser

The Careers Adviser can give students information, guidance and counselling about:

- Careers and courses;
- Subject selection for students who want to continue with further education;
- Work experience;
- Part-time Traineeships;
- School delivered Vocational Education courses (VET);
- TAFE Delivered Vocational Education courses (TVET);
- Apprenticeships/traineeships;
- Resume and cover letter writing and the preparation of a portfolio;
- Making the transition from school to work;
- Links to employers;
- Links to local community partnerships.

### Head Teacher Secondary Studies

The Head Teacher Secondary Studies coordinates the Senior Learning Hub and HSC Mentoring Program and provides students with advice around time management, study skills and goal setting.

If students have any concerns about their progress at school and are uncertain about which pathway to follow to achieve success, they should make an appointment with the Head Teacher Secondary Studies. Many students are also referred by their Year Adviser and Deputy Principal.

The Careers and Head Teacher Secondary Studies work closely to support and guide students in their final year of schooling to assist in their transition beyond Year 12.

### Head Teacher Wellbeing

The Head Teacher Welfare coordinates student welfare programs to promote awareness of welfare issues and assists all students with any problems which they feel they need to discuss or solve. The Head Teacher Welfare is available at any time for interviews, special requests or student assistance. Parents can also make appointments with the Head Teacher Welfare.

### School Counsellor

The School Counsellor is trained to help students when they have emotional problems. Students can ask the Counsellor for help when they have problems in:

- Their friendships with others;
- Preparing for exams; or
- Their relationship with teachers or parents.

Appointments to see the Counsellor may be made by students, their parents/guardians or their teachers, by contacting the Counsellor or the Deputy Principal

## Section 5: HSC Assessment Calendar 2022 - 2023

KHS HSC ASSESSMENT CALENDAR 2022/2023				
WEEK	TERM 4, 2022	TERM 1, 2023	TERM 2, 2023	TERM 3, 2023
1	NO TASKS	NO TASKS	NO TASKS	
2			Industrial Tech Timber	Drama
3				Japanese Continuers Trial HSC Visual Arts
4			CAFS	NO TASKS
5		Society and Culture Visual Arts	Geography	TRIAL HSC EXAMINATIONS (Japanese HSC Speaking Exam W5)
6		English Studies	SLR Chemistry	
7	SLR	English Extension 1 Geography Physics	Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Physics Food Technology	MAJOR WORKS/ HSC PERFORMANCES/ SPEAKING EXAMS  Drama IT Timber Japanese Continuers Society and Culture Visual Arts
8	Business Studies Biology Physics Food Technology Ancient History	History Extension Mathematics Extension 1 PDHPE CAFS Japanese Continuers	English Advanced English Standard English Studies EALD Mathematics Extension 1 PDHPE Engineering Studies Industrial Tech Timber	
9	English Advanced English Standard English Studies EALD Legal Studies Mathematics Extension 1 PDHPE Chemistry Engineering Studies Industrial Tech Timber	Business Studies Modern History Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Biology Food Technology Drama	English Extension 1 Business Studies Society and Culture Mathematics Extension 2 Biology Japanese Continuers	NO TASKS
10	Geography Modern History Society and Culture Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 CAFS Drama Japanese Continuers Visual Arts	Ancient History Legal Studies Chemistry Engineering Studies English Advanced English Standard English Studies EALD	Ancient History History Extension Legal Studies Modern History	
11	Mathematics Extension 2	Mathematics Extension 2		

\*Assessment Event Dates for VET Framework Subjects (Hospitality, Construction, and Retail Services) will be given to students when deemed appropriate by the assessor teacher. The date will be determined by the performance and ability to meet the requirement of the Certificate qualifications.

# KHS HSC ASSESSMENT PLANNER 2022/2023

	TERM 4, 2022	TERM 1, 2023	TERM 2, 2023	TERM 3, 2023
WK1				
WK2				
WK3				
WK4				
WK5				
WK6				
WK7				
WK8				
WK9				
WK10				
WK11				

## **Section 7: HSC Assessment Schedules 2022 - 2023**

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These are issued to students by their course teachers. Students sign to acknowledge receipt of the Assessment Schedules.

Due dates on assessment schedules are an approximation and are subject to change. Students will be given at least two weeks' notice each assessment task to confirm the date.

The assessment of a student's achievement throughout the HSC course is ongoing and is made at several points and in a variety of methods.

Satisfactory completion of classwork and assessable tasks is mandatory for students to continue to the HSC Examination. Unsatisfactory completion or failure to submit assessable tasks may result in an 'N' Determination being issued in the course.

### **STUDENT INSTRUCTIONS**

- Ensure you have collected all Assessment Schedules for your HSC courses from your class teachers.
- Refer to the Assessment Schedules for all your HSC courses.
- Remember: All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate as per the NESAs regulations.



## Ancient History

Syllabus components	Syllabus weighting	TASK 1 Pompeii - Core Source Analysis	TASK 2 Historical Society New Kingdom Egypt	TASK 3 Personality Akhenaten	TASK 4 Trial HSC Examination
		Short and extended response	Source based essay	Multi-Modal Task	
		Term 4, 2022 Week 8	Term 1, 2023 Week 10	Term 2, 2023 Week 10	Term 3, 2023 Week 5-6
Knowledge and understanding of course content	40	10	10	5	15
Historical Skills in the analysis and evaluation of sources and interpretations	20	5	5	5	5
Historical inquiry and research	20	5	5	5	5
Communication of historical understanding in appropriate forms	20	5	5	5	5
<b>Totals</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
Outcomes assessed		AH12-4, AH12-6, AH12-7, AH12-9, AH12-10	AH12-1, AH12-2, AH12-6, AH12-7, AH12-8, AH 12-9	AH12-2, AH12-3, AH12-4, AH12-9, AH 12-10	AH12-1, AH12-5, AH12-9, AH12-10

### Syllabus Outcomes

AH12-1 - accounts for the nature of continuity and change in the ancient world

AH12-2-proposes arguments about the varying causes and effects of events and developments

AH12-3- evaluates the role of historical features, individuals and groups in shaping the past

AH12-4- analyses the different perspectives of individuals and groups in their historical context

AH12-5- assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 -analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7- discusses and evaluates differing interpretations and representations of the past

AH12-8 - plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9- communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10- analyses issues relating to the ownership, custodianship and conservation of the ancient past

For more information on outcomes and assessment, go to the syllabus document [here](#).



## Biology

Syllabus components	Syllabus weighting	TASK 1 Module 8 Depth Study	TASK 2 Module 7 and 8 Secondary Data/Skills	TASK 3 Modules 5 Model Building and Analysis	TASK 4 Trial HSC Examination (all Modules)
		Term 4, 2022 Week 8	Term 1, 2023 Week 9	Term 2, 2023 Week 9	Term 3, 2023 Weeks 5-6
Knowledge and understanding of course content	40	10	5	5	20
Skills in applying the processes of working scientifically	60	20	15	15	10
Totals	<b>100</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>
Outcomes assessed		BIO 11/12-1, BIO 11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO 11/12-7, BIO 12-15	BIO 11/12-1, BIO 11/12-2, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO 12-14, BIO 12-15	BIO 11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO 12-12	BIO 11/12-1, BIO 11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO 12-12, BIO 12-13, BIO 12-14, BIO 12-15
<p><b>Syllabus Outcomes</b></p> <p>BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation (Questioning and Predicting)</p> <p>BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information (Planning Investigations)</p> <p>BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information (Conducting Investigations)</p> <p>BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media (Processing Data)</p> <p>BIO11/12-5 analyses and evaluates primary and secondary data and information (Analysing Data and Information)</p> <p>BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes (Problem Solving)</p> <p>BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose (communicating)</p> <p>BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species</p> <p>BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change</p> <p>BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system</p> <p>BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease</p> <p>For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a></p>					



## Business Studies

Syllabus components	Syllabus weighting	TASK 1 Operations Research Task	TASK 2 Finance Topic Test	TASK 3 Marketing In class Business Report	TASK 4 Trial HSC Examination
		Term 4, 2022 Week 8	Term 1, 2023 Week 9	Term 2, 2023 Week 9	Term 3, 2023 Week 5-6
Knowledge and understanding of course content	40	5	5	10	20
Stimulus based skills	20		10	5	5
Inquiry and research	20	10		10	
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Totals	100	20	20	30	30
Outcomes		H1, H2, H5, H7	H4, H6, H8, H9, H10	H3, H5, H6, H8, H9	H2, H3, H4, H5, H6, H9, H10
<p><b>Syllabus Outcomes</b></p> <p>H1 critically analyses the role of business in Australia and globally</p> <p>H2 evaluates management strategies in response to changes in internal and external influences</p> <p>H3 discusses the social and ethical responsibilities of management</p> <p>H4 analyses business functions and processes in large and global businesses</p> <p>H5 explains management strategies and their impact on businesses</p> <p>H6 evaluates the effectiveness of management in the performance of businesses</p> <p>H7 plans and conducts investigations into contemporary business issues</p> <p>H8 organises and evaluates information for actual and hypothetical business situations</p> <p>H9 communicates business information, issues and concepts in appropriate formats</p> <p>H10 applies mathematical concepts appropriately in business situations</p>					
<p>For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a>.</p>					





# Chemistry

Syllabus components	Syllabus weighting	TASK 1 Module 5 Depth Study - Equilibrium and industrial processes	TASK 2 Module 6 Practical Task	TASK 3 Module 5 - 8 Presentation and exam pack	TASK 4 Trial HSC Examination
		Term 4, 2022 Week 9	Term 1, 2023 Week 10	Term 2, 2023 Week 6	Term 3, 2023 Weeks 5-6
Knowledge and understanding of course content	40	10	10	5	15
Skills in applying the processes of working scientifically	60	20	15	10	15
Totals	<b>100</b>	<b>30</b>	<b>25</b>	<b>15</b>	<b>30</b>
Outcomes assessed		CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-15	CH12-2, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13	CH12-3, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15
<p><b>Syllabus Outcomes</b></p> <p>CH12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>CH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>CH12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>CH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>CH12-5 analyses and evaluates primary and secondary data and information</p> <p>CH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>CH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems</p> <p>CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models</p> <p>CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds</p> <p>CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes</p>					
<p>For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a>.</p>					



## Community and Family Studies (CAFS)

Syllabus components	Syllabus weighting	TASK 1 Research Methodology	TASK 2 Individuals and work	TASK 3 Groups in Context	TASK 4 Trial HSC Examination
		Term 4, 2022 Week 10	Term 1, 2023 Week 8	Term 2, 2023 Week 4	Term 3, 2023 Weeks 5-6
Knowledge and understanding of course content	40	10	5	10	15
Skills in critical thinking, methodology, analysis and communicating	60	10	20	15	15
Totals	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
Outcomes assessed		H4.1, H4.2	H3.2, H5.1, H6.1	H2.2, H3.1, H3.3, H5.1	Outcomes from all areas of the syllabus

### Syllabus Outcomes

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

For more information on outcomes and assessment, go to the syllabus document [here](#).



## Drama

Syllabus components	Syllabus weighting	TASK 1 CATP Workshops and Essay	TASK 2 Individual Project and Logbook	TASK 3 Group and Individual Project	TASK 4 HSC Trial Examination
		Term 4, 2022 Week 10	Term 1, 2023 Week 9	Term 3, 2023 Week 2	Term 3, 2023 Weeks 5/6
Making	40%	10	15	10	5
Performing	30%			15	15
Critically Studying	30%	10			20
Totals	<b>100%</b>	<b>20</b>	<b>15</b>	<b>25</b>	<b>40</b>
Outcomes assessed		H1.2, H1.3, H1.6, H3.2	H1.7 *	H1.3, H1.5, H1.6, H1.7	H1.1, H1.4, H2.1, H2.2, H3.1, H3.2, H3.3

### Syllabus Outcomes

H1.1 - uses acting skills to adopt and sustain a variety of characters and roles

H1.2 - uses performance skills to interpret and perform scripted and other material

H1.3 - uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works

H1.4 collaborates effectively to produce a group-devised performance

H1.5 - demonstrates directorial skills

H1.6 - records refined group performance work in appropriate form

H1.7 - demonstrates skills in using the elements of production

H2.1 - demonstrates effective performance skills

H2.2 - uses dramatic and theatrical elements effectively to engage an audience

H2.3 - demonstrates directorial skills for theatre and other media

H3.1 - critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements

H3.2 - analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses

H3.3 - demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

For more information on outcomes and assessment, go to the syllabus document [here](#).

\* Other outcomes assessed are dependent on the student's Individual Project options



## Engineering Studies

Syllabus components	Syllabus weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Civil structure	Personal and Public Transport	Aeronautical Engineering	Trial HSC Examination
		Term 4, 2022 Week 9	Term 1, 2023 Week 10	Term 2, 2023 Week 8	Term 3, 2023 Weeks 5-6
Knowledge and understanding of engineering principals and developments in technology	50	10	10	10	20
Skills in research, problem solving and communication related to engineering	30	10	10	5	5
Understanding the scope and role of engineering including management and problem solving	20		5	10	5
Totals	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
Outcomes assessed	100	H3.1, H5.1, H5.2, H6.1, H6.2	H3.1, H3.2, H3.3, H4.1, H4.2, H4.3	H1.1, H1.2, H2.1, H2.2, H3.1	Outcomes from all areas of the syllabus

### Syllabus Outcomes

- H1.1 describes the scope of engineering and critically analyses current innovations
- H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
- H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering
- H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3 develops and uses specialised techniques in the application of graphics as a communication tool
- H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3 develops and uses specialised techniques in the application of graphics as a communication tool
- H4.1 investigates the extent of technological change in engineering
- H4.2 applies knowledge of history and technological change to engineering-based problems
- H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
- H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports
- H5.2 selects and uses appropriate management and planning skills related to engineering
- H6.1 demonstrates skills in research and problem-solving related to engineering
- H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

For more information on outcomes and assessment, go to the syllabus document [here](#).



## English as an Additional Language/Dialect (EAL/D)

Syllabus components	Syllabus weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Module A: Texts and Human Experiences	Module B: Language, Identity and Culture	Module D: Focus on Writing	Module A, B, C and D
		Multimodal Presentation	Critical response	Imaginative Writing	Trial Examination
		<b>Term 4, 2022 Week 9</b>	<b>Term 1, 2023 Week 10</b>	<b>Term 2, 2023 Week 8</b>	<b>Term 3, 2023 Week 5</b>
Knowledge and understanding of course content	50	10	15	10	15
Skills responding to texts and communication of ideas appropriate to audience, purpose and contexts across all modes	50	15	10	15	10
<b>Totals</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
Outcomes assessed		EAL12-1A EAL12-1B EAL12-3 EAL12-5 EAL12-6 EAL12-7	EAL12-1A EAL12-3 EAL12-5 EAL12-6 EAL12-7 EAL12-8	EAL12-2 EAL12-3 EAL12-5 EAL12-6 EAL12-7 EAL12-9	EAL12-1A EAL12-3 EAL12-5 EAL12-7 EAL12-8
<p><b>Syllabus Outcomes</b></p> <p><b>EAL12-1A</b> responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p><b>EAL12-1B</b> communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts</p> <p><b>EAL12-2</b> uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies</p> <p><b>EAL12-3</b> identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning</p> <p><b>EAL12-4</b> applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts</p> <p><b>EAL12-5</b> thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts</p> <p><b>EAL12-6</b> investigates and evaluates the relationships between texts</p> <p><b>EAL12-7</b> integrates understanding of the diverse ways texts can represent personal and public worlds</p> <p><b>EAL12-8</b> analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning</p> <p><b>EAL12-9</b> reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</p>					
For more information on outcomes and assessment, go to the syllabus document here.					



## English Advanced

Syllabus components	Syllabus weighting	TASK 1 Common Module Multimodal	TASK 2 Module A, C Comparative Imaginative	TASK 3 Module B, C Critical Reflection	TASK 4 Trial Examination
		Term 4, 2022 Week 9	Term 1, 2023 Week 10	Term 2, 2023 Week 8	Term 3, 2023 Week 5
Knowledge and understanding of course content	50	10	15	15	10
Skills responding to texts and communication of ideas appropriate to audience, purpose and contexts across all modes	50	10	15	15	10
Totals	<b>100</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>
Outcomes assessed		EA12-1, EA12-6, EA12-7, EA12-8	EA12-1, EA12-2, EA12-4, EA12-5	EA12-3, EA12-5, EA12-8, EA12-9	EA12-4, EA12-5, EA12-7, EA12-8
<p><b>Syllabus Outcomes</b></p> <p>EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p> <p>EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p> <p>EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA12-6 investigates and evaluates the relationships between texts</p> <p>EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</p> <p>EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner</p> <p>For more information on outcomes and assessment, go to the syllabus document here.</p>					



# English Extension 1

Syllabus components	Syllabus weighting	TASK 1	TASK 2	TASK 3
		Creative Response and Reflection	Tutorial Presentation	Trial Examination
		Term 1, 2023 Week 7	Term 2, 2023 Week 9	Term 3, 2023 Week 6
Knowledge and understanding of texts and why they are valued	50	10	20	20
Skills in complex analysis, sustained composition and independent investigation	50	20	20	10
Totals	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes assessed		EE12-2, EE12-3, EE12-5	EE12-1, EE12-2, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4
<b>Syllabus Outcomes</b>				
EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies				
EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts				
EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts				
EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts				
EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes				
For more information on outcomes and assessment, go to the syllabus document here.				



## English Standard

Syllabus components	Syllabus weighting	TASK 1 Common Module Multimodal	TASK 2 Module A, C Critical Imaginative	TASK 3 Module B, C Critical Reflection	TASK 4 Trial Examination
		Term 4, 2022 Week 9	Term 1, 2023 Week 10	Term 2, 2023 Week 8	Term 3, 2023 Week 5
Knowledge and understanding of course content	50	10	15	15	10
Skills responding to texts and communication of ideas appropriate to audience, purpose and contexts across all modes	50	10	15	15	10
Totals	<b>100</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>
Outcomes assessed		EN12-1, EN12-6, EN12-7, EN12-8	EN12-1, EN12-2, EN12-4, EN12-5	EN12-3, EN12-5, EN12-8, EN12-9	EN12-4, EN12-5, EN12-7, EN12-8
<p><b>Syllabus Outcomes</b></p> <p>EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purposes, audiences and context and explains effects on meaning</p> <p>EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p> <p>EN12-5. thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>EN12-6 investigates and explains the relationships between texts</p> <p>EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning</p> <p>EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</p>					
For more information on outcomes and assessment, go to the syllabus document here.					





## English Studies

Syllabus components	Syllabus weighting	TASK 1 Common Module Opinion Composition	TASK 2 English and Family Life Research Task	TASK 3 English and Community Life Multimodal Presentation	TASK 4 Digital Worlds ePortfolio
		Term 4, 2022 Week 9	Term 1, 2023 Week 10	Term 2, 2023 Week 8	Term 3, 2023 Week 5
Knowledge and understanding of course content	50	15	10	10	15
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50	15	10	10	15
Totals	<b>100</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>
Outcomes assessed		H1, H4, H7, H8	H1, H3, H4, H6	H3, H5, H6, H9	H2, H5, H7, H10
<b>Syllabus Outcomes</b>					
H1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes					
H2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts					
H3 assesses, comprehends and uses information to communicate in a variety of ways					
H4 composes proficient texts in different forms					
H5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences					
H6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes					
H7 represents own ideas in critical, interpretive and imaginative texts					
H8 understands and explains relationships between texts					
H9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences					
H10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner					
For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .					



## Food Technology

Syllabus components	Syllabus weighting	TASK 1 The Australian Food Industry	TASK 2 Contemporary Nutrition Issues	TASK 3 Food Product Development	TASK 4 Trial HSC Examination
		Term 4, 2022 Week 8	Term 1, 2023 Week 9	Term 2, 2023 Week 7	Term 3, 2023 Weeks 5-6
Knowledge and understanding of course content	40	10	5		25
Knowledge and skills in designing, researching, analysing and evaluating	30	15	5	10	
Skills in experimenting with and preparing food by applying theoretical concepts	30		15	15	
<b>Totals</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
Outcomes Assessed		H2.1, H3.2	H1.2, H1.4, H2.1, H3.1, H3.2	H1.3, H4.1, H5.1	Outcomes from all areas of the syllabus
<b>Syllabus Outcomes</b> H1.1 explains manufacturing processes and technologies used in the production of food products H1.2 examines the nature and extent of the Australian food industry H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment H2.1 evaluates the relationship between food, its production, consumption, promotion and health H3.1 investigates operations of one organisation within the Australian food industry H3.2 independently investigates contemporary nutrition issues H4.1 develops, prepares and presents food using product development processes H4.2 applies principles of food preservation to extend the life of food and maintain safety H5.1 develops, realises and evaluates solutions to a range of food situations					
For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .					



# Geography

Syllabus components	Syllabus weighting	TASK 1 Extended Response Writing Task – Ecosystems at Risk	TASK 2 Fieldwork Report Urban Places	TASK 3 Geographical Skills Examination	TASK 4 Trial HSC Exam
		Term 4, 2022 Week 10	Term 1, 2023 Week 7	Term 2, 2023 Week 5	Term 3, 2023 Week 5-6
Knowledge and understanding of course content	40	5	5	10	20
Geographical tools and skills	20		10	5	5
Geographical inquiry and research, including fieldwork	20	10	5	5	
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Totals</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes</b>		H1, H2, H5, H6, H7, H12, H13	H1, H8, H9, H10, H11, H13	H1, H2, H5, H6, H7, H10, H11	H1, H2, H3, H4, H5, H6, H7, H10, H11, H12, H13

## Syllabus Outcomes

H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity

H2 explains the factors which place ecosystems at risk and the reasons for their protection

H3 analyses contemporary urban dynamics and applies them in specific contexts

H4 analyses the changing spatial and ecological dimensions of an economic activity

H5 evaluates environmental management strategies in terms of ecological sustainability

H6 evaluates the impacts of, and responses of people to, environmental change

H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world

H8 plans geographical inquiries to analyse and synthesise information from a variety of sources

H9 evaluates geographical information and sources for usefulness, validity and reliability

H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts

H11 applies mathematical ideas and techniques to analyse geographical data

H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples

H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

For more information and syllabus document please click [here](#).



## History Extension

Syllabus components	Syllabus weighting	TASK 1 Historical process [proposal, process log, annotated sources]	TASK 2 History Project Essay	TASK 3 Trial HSC Examination
		Term 1, 2023 Week 8	Term 2, 2023 Week 10	Term 3, 2023 Weeks 5-6
Knowledge and understanding of significant historical ideas and processes	40	10	10	20
Skills in designing, undertaking and communicating historical inquiry and analysis	60	20	30	10
Totals	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes assessed		HE12-1 HE12-2 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE 12-4
<p><b>Syllabus Outcomes</b>            HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations            HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches            HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues            HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions</p> <p>For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a>.</p>				



## Industrial Technology – Timber products and furniture technologies

Syllabus components	Syllabus weighting	TASK 1 Design research and proposal	TASK 2 Industry research and analysis	TASK 3 Production methods report	TASK 4 Trial HSC Examination
		Term 4, 2022 Week 9	Term 2, 2023 Week 2	Term 2, 2023 Week 8	Term 3, 2023 Weeks 5-6
Knowledge and understanding of course content	40		10		30
Knowledge and skills in management, communication and production of products	60	25	20	15	
Totals	<b>100</b>	<b>25</b>	<b>30</b>	<b>15</b>	<b>30</b>
Outcomes assessed	100	H3.1, H3.2, H5.2, H3.3, H6.1	H1.1, H.1.2, H1.3, H7.1, H7.2	H2.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	Outcomes from all areas of the syllabus
<p><b>Syllabus Outcomes</b></p> <p>H1.1 investigates industry through the study of businesses in one focus area            H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry            H1.3 identifies important historical developments in the focus area industry            H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques            H3.1 demonstrates skills in sketching, producing and interpreting drawings            H3.2 selects and applies appropriate research and problem-solving skills            H3.3 applies and justifies design principles through the production of a Major Project            H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project            H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills            H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components            H5.1 selects and uses communication and information processing skills            H5.2 examines and applies appropriate documentation techniques to project management            H6.1 evaluates the characteristics of quality manufactured products            H6.2 applies the principles of quality and quality control            H7.1 explains the impact of the focus area industry on the social and physical environment            H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment</p> <p>For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a>.</p>					



## Japanese Continuers

Syllabus components	Syllabus weighting	TASK 1 Directions, Shopping & Leisure	TASK 2 Life in Japan, traditional and modern	TASK 3 Conversation	TASK 4 Trial HSC
		Term 4, 2022 Week 10	Term 1, 2023 Week 8	Term 2, 2023 Week 9	Term 3, 2023 Week 3
SPEAKING	20	10		10	
LISTENING	30	15	5		10
READING	30		20		10
WRITING	20	5		5	10
Totals	<b>100</b>	<b>30</b>	<b>25</b>	<b>15</b>	<b>30</b>
Outcomes assessed		1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1	1.1, 1.2, 1.3, 2.1, 2.3, 4.1	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
<p><b>Syllabus Outcomes</b></p> <ul style="list-style-type: none"> <li>1.1 uses a range of strategies to maintain communication</li> <li>1.2 conveys information appropriate to context, purpose and audience</li> <li>1.3 exchanges and justifies opinions and ideas</li> <li>1.4 reflects on aspects of past, present and future experience</li> <li>2.1 applies knowledge of language structures to create original text</li> <li>2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience</li> <li>2.3 structures and sequences ideas and information</li> <li>3.1 conveys the gist of texts and identifies specific information</li> <li>3.2 summarises the main ideas</li> <li>3.3 identifies the tone, purpose, context and audience</li> <li>3.4 draws conclusions from or justifies an opinion</li> <li>3.5 interprets, analyses and evaluates information</li> <li>3.6 infers points of view, attitudes or emotions from language and context</li> <li>4.1 recognises and employs language appropriate to different social contexts</li> <li>4.2 identifies values, attitudes and beliefs of cultural significance</li> <li>4.3 reflects upon significant aspects of language and culture</li> </ul>					
<p>For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a>.</p>					



## Legal Studies

Syllabus components	Syllabus weighting	TASK 1 Human Rights Topic Test	TASK 2 Crime Research Task	TASK 3 Extended Response	TASK 4 Trial HSC Examination
		Term 4, 2022 Week 9	Term 1, 2023 Week 10	Term 2, 2023 Week 10	Term 3, 2023 Weeks 5-6
Knowledge and understanding of course content	40	15	5	5	15
Analysis and evaluation	20			10	10
Inquiry and research	20		15	5	
Communication of legal information, issues and ideas, in appropriate forms	20	10		5	5
Totals	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
Outcomes assessed		H2 H3 H5 H9	H1 H2 H6 H8 H10	H4 H5 H6 H7 H9	H1 H2 H3 H4 H5 H7 H9 H10

### Syllabus Outcomes

- H1. identifies and applies legal concepts and terminology
- H2. describes and explains key features of and the relationship between Australian and international law
- H3. analyses the operation of domestic and international legal systems
- H4. evaluates the effectiveness of the legal system in addressing issues
- H5. explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6. assesses the nature of the interrelationship between the legal system and society
- H7. evaluates the effectiveness of the law in achieving justice
- H8. locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instrument and documents
- H9. communicates legal information using well-structured and logical arguments
- H10. analyses differing perspectives and interpretations of legal information and issues.

For more information on outcomes and assessment, go to the syllabus document [here](#).



## Mathematics Advanced

Syllabus components	Syllabus weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Summary Sheet Test	Video Presentation	Revision Quiz	Trial HSC Examination
		Term 4, 2022 Week 10	Term 1, 2023 Week 9	Term 2, 2023 Week 7	Term 3, 2023 Weeks 5-6
Knowledge and understanding of course content	50	15	10	10	15
Skills in critical thinking, research and analysis	50	15	10	10	15
Totals	<b>100</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>
Outcomes assessed		MA11-3, MA11-7, MA12-7*	MA12-6, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5*	All outcomes covered*
*Changes to content areas and outcomes may be made upon notification to students					
<p><b>Syllabus Outcomes</b></p> <p>MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts</p> <p>MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques</p> <p>MA12-3 applies calculus techniques to model and solve problems</p> <p>MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems</p> <p>MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs</p> <p>MA12-6 applies appropriate differentiation methods to solve problems</p> <p>MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems</p> <p>MA12-8 solves problems using appropriate statistical processes</p> <p>MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use</p> <p>MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context</p>					
For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .					





## Mathematics Extension 1

Syllabus components	Syllabus weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Summary Sheet Test	Video Presentation	Revision Quiz	Trial HSC Examination
		Term 4, 2022 Week 9	Term 1, 2023 Week 8	Term 2, 2023 Week 8	Term 3, 2023 Week 5-6
Knowledge and understanding of course content	50	15	10	10	15
Skills in critical thinking, research and analysis	50	15	10	10	15
Totals	<b>100</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>
Outcomes assessed		ME11-2, ME11-4, ME12-1*	ME12-2, ME12-6, ME12-7	ME12-1, ME12-3, ME12-4	All outcomes covered*
<p>*Changes to content areas and outcomes may be made upon notification to students</p> <p><b>Syllabus Outcomes</b></p> <p>ME12-1 applies techniques involving proof or calculus to model and solve problems</p> <p>ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems</p> <p>ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations</p> <p>ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution</p> <p>ME12-5 applies appropriate statistical processes to present, analyse and interpret data</p> <p>ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts</p> <p>ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms</p> <p>For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a>.</p>					



## Mathematics Extension 2

Syllabus components	Syllabus weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Summary Sheet Test	Video Presentation	Revision Quiz	Trial HSC Examination
		Term 4, 2022 Week 11	Term 1, 2023 Week 11	Term 2, 2023 Week 9	Term 3, 2023 Weeks 5-6
Knowledge and understanding of course content	50	15	10	10	15
Skills in critical thinking, research and analysis	50	15	10	10	15
Totals	<b>100</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>
Outcomes assessed		MEX12-1, MEX12-4*	MEX12-2, MEX12-7, MEX12-8	MEX12-3, MEX12-5*	All outcomes covered*

\*Changes to content areas and outcomes may be made upon notification to students

### Syllabus Outcomes

- MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
- MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
- MEX12-3 uses vectors to model and solve problems in two and three dimensions
- MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
- MEX12-5 applies techniques of integration to structured and unstructured problems
- MEX12-6 uses mechanics to model and solve practical problems
- MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
- MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

For more information on outcomes and assessment, go to the syllabus document [here](#).



# Mathematics Standard 1

Syllabus components	Syllabus weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Summary Sheet Test	Investigation Task	Revision Quiz	Trial HSC Examination
		Term 4, 2022 Week 10	Term 1, 2023 Week 9	Term 2, 2023 Week 7	Term 3, 2023 Week 5-6
Knowledge and understanding of course content	50	15	10	10	15
Skills in critical thinking, research and analysis	50	15	10	10	15
Totals	<b>100</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>
Outcomes assessed		MS-11-5, MS1-12-3, MS1-12-4*	MS1-12-5 MS1-12-10	MS1-12-6, MS1-12-7, MS1-12-8*	All outcomes covered*

\*Changes to content areas and outcomes may be made upon notification to students

## Syllabus Outcomes

MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions
MS1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1-12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	solves problems requiring statistical processes
MS1-12-8	applies network techniques to solve network problems
MS1-12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

For more information on outcomes and assessment, go to the syllabus document [here](#).



## Mathematics Standard 2

Syllabus components	Syllabus weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Summary Sheet Test	Investigation Task	Revision Quiz	Trial HSC Examination
		Term 4, 2022 Week 10	Term 1, 2023 Week 9	Term 2, 2023 Week 7	Term 3, 2023 Week 5-6
Knowledge and understanding of course content	50	15	10	10	15
Skills in critical thinking, research and analysis	50	15	10	10	15
Totals	<b>100</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>
Outcomes assessed		MS2-12-3, MS2-12-4*	MS2-12-2, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-5 MS2-12-6 MS2-12-7*	All outcomes covered*

\*Changes to content areas and outcomes may be made upon notification to students

### Syllabus Outcomes

MS2-12-1	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS2-12-4	analyses two-dimensional and three-dimensional models to solve practical problems
MS2-12-5	makes informed decisions about financial situations, including annuities and loan repayments
MS2-12-6	solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-7	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-8	solves problems using networks to model decision-making in practical problems
MS2-12-9	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

For more information on outcomes and assessment, go to the syllabus document [here](#).



## Modern History

Syllabus components	Syllabus weighting	TASK 1 Core Study- Power and Authority in the Modern World Source Analysis	TASK 2 National Study: Russia  Extended Response	TASK 3 Conflict in the Pacific:  Historical Research and Annotation.	TASK 4 Trial HSC Examination
		Term 4, 2022 Week 10	Term 1, 2023 Week 9	Term 2, 2023 Week 10	Term 3, 2023 Weeks 5-6
Knowledge and understanding of course content	40	10	10	5	15
Historical Skills in the analysis and evaluation of source and interpretations	20	10			10
Historical Enquiry and Research	20			20	
Communication of Historical Understanding in Appropriate Forms	20	5	10		5
Totals	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
Outcomes assessed		MH12-1, MH12-3, MH12-4, MH12-5, MH12-6	MH12-2, MH12-3, MH12-4, MH12-5 MH12-9	MH12-2, MH12-4, MH12-6, MH128-5 MH12-9	MH12-1, MH12-2, MH12-3, MH12-4 MH125-9

### Syllabus Outcomes

MH12-1 accounts for the nature of continuity and change in the modern world  
 MH12-2 proposes arguments about the varying causes and effects of events and developments  
 MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past  
 MH12-4 analyses the different perspectives of individuals and groups in their historical context  
 MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world  
 MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument  
 MH12-7 discusses and evaluates differing interpretations and representations of the past  
 MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources  
 MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

For more information on outcomes and assessment, go to the syllabus document [here](#).



## Personal Development, Health and Physical Education (PDHPE)

Syllabus components	Syllabus weighting	TASK 1 Core 1: Stimulus Research Task	TASK 2 Core 2: Short & Extended Response Questions (in-class)	TASK 3 Option Investigation Task	TASK 4 Trial HSC Exam
		Term 4, 2022 Week 9	Term 1, 2023 Week 8	Term 2, 2023 Week 8	Term 3, 2023 Weeks 5-6
Knowledge and understanding of course content	40	10	10	5	15
Skills in critical thinking, research and analysis	60	10	15	20	15
Totals	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
OO Outcomes assessed		H1-H5, H14-H16	H7-H11, H16-H17	H7-H10, H13, H16-H17	H1-H5 H7-H17
<b>Syllabus Outcomes</b> H1 describes the nature and justifies the choice of Australia’s health priorities H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk H3 analyses the determinants of health and health inequities H4 argues the case for health promotion based on the Ottawa Charter H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1) H7 explains the relationship between physiology and movement potential H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity H9 explains how movement skill is acquired and appraised H10 designs and implements training plans to improve performance H11 designs psychological strategies and nutritional plans in response to individual performance needs H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2) H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3) H14 argues the benefits of health-promoting actions and choices that promote social justice H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .					



## Physics

Syllabus components	Syllabus weighting	TASK 1 Module 5 Practical Investigation	TASK 2 Module 6 Depth Study Motor Task	TASK 3 Module 7 Data Analysis Task	TASK 4 Trial HSC Examination
		Term 4, 2022 Week 8	Term 1, 2023 Week 7	Term 2, 2023 Week 7	Term 3, 2023 Weeks 5-6
Knowledge and understanding of course content	40	10	10	0	20
Skills in applying the processes of working scientifically	60	20	10	20	10
Totals	<b>100</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>
Outcomes assessed		PH12-1, PH12-2 PH12-3, PH12-4 PH12-7, PH12-12	PH12-3, PH12-6 PH12-7, PH12-14	PH12-1, PH12-4, PH12-5 PH12-7, PH12-14	PH12-4, PH12-5 PH12-6, PH12-7 PH12-12, PH12-13 PH12-14, PH12-15
<p><b>Syllabus Outcomes</b></p> <p>PH12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>PH12-5 analyses and evaluates primary and secondary data and information</p> <p>PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles</p> <p>PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively</p> <p>PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world</p> <p>PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom</p>					
For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .					



## Sport, Lifestyle & Recreation (SLR)

Syllabus components	Syllabus weighting	TASK 1 Research Task & Presentation	TASK 2 Assessment of practical skills and application (ongoing)	TASK 3 Case Study Task	TASK 4 Trial HSC Examination
		Term 4, 2022 Week 9	Term 1-4, 2022-2023 Ongoing	Term 2, 2023 Week 6	Term 3, 2023 Weeks 5-6
Knowledge and understanding of course content	50	10	10	15	15
Skills in critical thinking, research and analysis	50	10	30	5	5
Totals	<b>100</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>20</b>
Outcomes assessed		1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 3.1, 3.2, 4.2, 4.4	1.2, 2.2, 3.3, 4.1	1.1, 1.2, 2.1, 2.2, 3.1, 3.2
<b>Syllabus Outcomes</b>					
1.1 applies the rules and conventions that relate to participation in a range of physical activities					
1.2 explains the relationship between physical activity, fitness and healthy lifestyle					
1.3 demonstrates ways to enhance safety in physical activity					
2.1 explains the principles of skill development and training					
2.2 analyses the fitness requirements of specific activities					
2.3 selects and participates in physical activities that meet individual needs, interests and abilities					
2.4 describes how societal influences impact on the nature of sport in Australia					
2.5 describes the relationship between anatomy, physiology and performance					
3.1 selects appropriate strategies and tactics for success in a range of movement contexts					
3.2 designs programs that respond to performance needs					
3.3 measures and evaluates physical performance capacity					
3.4 composes, performs and appraises movement					
3.5 analyses personal health practices					
3.6 assesses and responds appropriately to emergency care situations					
3.7 analyses the impact of professionalism in sport					
4.1 plans strategies to achieve performance goal					
4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context					
4.3 makes strategic plans to overcome the barriers to personal and community health					
4.4 demonstrates competence and confidence in movement contexts					
For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .					





## Society and Culture

Syllabus components	Syllabus weighting	TASK 1 Core Pip Process Task	TASK 2 Core In-Class Test	TASK 3 Depth Study 1 Researched Response	TASK 4 Trial HSC Exam
		Term 4, 2022 Week 10	Term 1, 2023 Week 5	Term 2, 2023 Week 9	Term 3, 2023 Week 5-6
Knowledge and understanding of course content	50	-	15	10	25
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	5	5
Totals	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
Outcomes assessed		H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H10	H1, H3, H9, H8, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10

### Syllabus Outcomes

- H1 evaluates and effectively applies social and cultural concepts
- H2 explains the development of personal, social and cultural identity
- H3 analyses relationships and interactions within and between social and cultural groups
- H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5 analyses continuity and change and their influence on personal and social futures
- H6 evaluates social and cultural research methods for appropriateness to specific research tasks
- H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

For more information on outcomes and assessment, go to the syllabus document [here](#)



## Visual Arts

Syllabus components	Syllabus weighting	TASK 1 Case Study with Written Responses	TASK 2 BOW Interview with VAPD	TASK 3 BOW Final Appraisal	TASK 4 HSC Trial Examination
		Term 4, 2022 Week 10	Term 1, 2023 Week 5	Term 3, 2023 Week 3	Term 3, 2023 Week 5,6
Artmaking	50		20	30	
Critical and Historical Studies	50	20			30
Totals	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
Outcomes assessed		H7, H8, H9, H10	H1, H2, H3, H4	H1, H5, H6	H7, H8, H9
<p><b>Syllabus Outcomes</b></p> <p>H1 - initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions            H2 - applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work            H3 - demonstrates an understanding of the frames when working independently in the making of art            H4 - selects and develops subject matter and forms in particular ways as representations in artmaking            H5 - demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways            H6 - demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work            H7 - applies their understanding of practice in art criticism and art history            H8 - applies their understanding of the relationships among the artist, artwork, world and audience            H9 - demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art            H10 - constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts</p>					
<p>For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a>.</p>					

**School Name: KOTARA HIGH SCHOOL**
**Student Competency Assessment Schedule**
**COURSE: COURSE:CPC20220 Certificate II in construction Pathways & SoA towards CPC20120 Certificate II in Construction 2022 -2023**

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 1	Cluster 2	Cluster 3	Cluster 4	Work Placement 1*	Preliminary Yearly Exam**
			Week	Week 10	Week 10	Week 10	Week	Week
Cluster	Code	Unit of Competency	Term	Term1	Term 2	Term 3	Term	Term
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry						
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X				
Cluster 3	CPCCCM1011 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations			X			
Cluster 4	CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work				X		

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

**School Name: CONSTRUCTION**

**2022/2023 Student Competency Assessment Schedule**

**COURSE: CPC20220 Certificate II in construction Pathways & SoA towards CPC20120 Certificate II in Construction**

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 5	Cluster 6	Cluster 7	Work Placement 2*	Trial Exam**
			Week 10 Term 4	Week 5 Term 2	Week 8 Term 3	Week TBC Term TBC	Week Term
Cluster	Code	Unit of Competency					
Cluster 5 – Option 1	CPCCB2001 CPCCB2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	X				
Cluster 5 – Option 2	CPCCF2002 CPCCF2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	X				
Cluster 5 – Option 3	CPCFJ2001 CPCFJ3004	Assemble components Manufacture and assemble joinery components	X				
Cluster 6	CPCCA2002 CPCCM2005	Use carpentry tools and equipment Use construction tools and equipment		X			
Cluster 7	CPCVE1011 CPCOM1012	Undertake a basic construction project Work effectively and sustainably in the construction industry			X		

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

School Name: **KOTARA HIGH SCHOOL**

2022 – 2023 Student Competency Assessment Schedule

COURSE: **SIT20316 Certificate II in Hospitality (Strategy B)**

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 1	Cluster 2	Cluster 3	Work Placement 1*	Preliminary Yearly Exam**
			Week 8	Week 4	Week 4	Week	Week
			Term 1	Term 2	Term 3	Term	Term
Cluster	Code	Unit of Competency	Date	Date	Date	Date	Date
<b>Cluster 1</b> Cook Safe, Work Safe, Eat Safe	<a href="#">SITXWHS001</a> <a href="#">SITXFSA001</a>	Participate in safe work practices Use hygienic practices for food safety					
<b>Cluster 2</b> Communication is key	<a href="#">SITXCOM002</a> <a href="#">BSBCMM201</a> <a href="#">SITXCOM001</a>	Show social and cultural sensitivity Communicate in the workplace Source and present information					
<b>Cluster 3</b> Drinks galore	<a href="#">SITHFAB004</a>	Prepare and serve non-alcoholic beverages					
<b>Cluster 8 (A)</b> Working in industry (work placement 1)	<a href="#">SITHIND003</a> <a href="#">BSBSUS201</a>	Use Hospitality skills effectively Participate in environmentally sustainable work practices					

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20316 Certificate II in Hospitality or a Statement of Attainment towards a SIT20316 Certificate II in Hospitality.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

\* Selected units only to be confirmed by your teacher.

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School Name: **KOTARA HIGH SCHOOL**

2022 – 2023 Student Competency Assessment Schedule

**COURSE: SIT20316 Certificate II in Hospitality (Strategy B)**

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 4	Cluster 5	Cluster 6	Cluster 7	½ yearly Exam**	Work Placement 2*	Trial Exam**
			Week 10	Week 8	Week 6	Week	Week	Week	Week
			Term 4	Term 2	Term 3	Term	Term	Term	Term
			Date:	Date:	Date:	Date:	Date:	Date:	Date:
Cluster	Code	Unit of Competency							
<b>Cluster 4</b> Espresso yourself	<a href="#">SITHFAB005</a>	Prepare and serve espresso coffee							
<b>Cluster 5</b> Service with a smile	<a href="#">SITXCCS003</a> <a href="#">SITHFAB007</a>	Interact with customers Serve food and beverages							
<b>Cluster 6</b> Keeping up to date	<a href="#">SITHIND002</a> <a href="#">BSBWOR203</a>	Source and use information on the hospitality industry Work effectively with others							
<b>Cluster 7</b> Provide first aid	<a href="#">HLTAID003</a>	Provide first aid (Externally delivered and assessed)							
<b>Cluster 8 (B)</b> Working in industry (work placement 2)	<a href="#">SITHIND003</a> <a href="#">BSBSUS201</a>	Use Hospitality skills effectively Participate in environmentally sustainable work practices							

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20316 Certificate II in Hospitality or a Statement of Attainment towards a SIT20316 Certificate II in Hospitality.

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

School Name: **KOTARA HIGH SCHOOL**

2022 -2023 Student Competency Assessment Schedule

**COURSE: SIR30216 Certificate III in Retail**

**Preliminary**

Assessment Events for Retail Services			Cluster 1	Cluster 2	Cluster 3	Work Placement 1*	Preliminary Yearly Exam**
			Week 10 Term 1	Week 6 Term 2	Week 9 Term 3	Week Term 2	Week 9/10 Term 5
Cluster	Code	Unit of Competency					
<b>Cluster 1</b> There's no I in team	<a href="#">SIRXIND001</a>	Work effectively in a service environment					
	<a href="#">SIRXCOM002</a>	Work effectively in a team					
<b>Cluster 2</b> Better safe than sorry	<a href="#">SIRXWHS002</a>	Contribute to workplace health and safety					
	<a href="#">SIRXIND002</a>	Organise and maintain the store environment					
<b>Cluster 3</b> Cash me outside	<a href="#">SIRXCEG001</a>	Engage the customer					
	<a href="#">SIRXCEG002</a>	Assist with customer difficulties					
	<a href="#">SIRXCEG003</a>	Build customer relationships and loyalty					

Depending on the achievement of units of competency, the possible qualification outcome is a **SIR30216 Certificate III in Retail**

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

\* Selected units only to be confirmed by your teacher.

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School Name: KOTARA HIGH SCHOOL

2022 -2023 Student Competency Assessment Schedule

COURSE SIR30216 Certificate III in Retail

HSC

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 4	Cluster 5	Cluster 6	Work Placement 2*	Trial Exam**
			Week 6 Term 1	Week 6 Term 2	Week 7 Term 3	Week Term	Week Term
Cluster	Code	Unit of Competency					
Cluster 4 Window of opportunity	<a href="#">SIRXPDK001</a>	Advise on products and services					
	<a href="#">SIRRINV001</a>	Receive and handle retail stock					
	<a href="#">SIRRMER001</a>	Produce visual merchandise displays					
Cluster 5 I see sales people	<a href="#">SIRXSL001</a>	Sell to the retail customer					
	<a href="#">SIRXRSK001</a>	Identify and respond to security risks					
Cluster 6 Commission impossible	<a href="#">SIRXSL002</a>	Follow point-of-sale procedures					
	<a href="#">SIRRRTF001</a>	Balance and secure POS terminal					

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

\* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.





**COURSE: SIS30521 - Certificate III in Sport Coaching (Release 1)**

**2022-2023**

<b>Assessment Events for</b> SIS30521 - Certificate III in Sport Coaching (Release 1) (Must be edited to suit school delivery – refer to TAS)			Event 1	Event 2	Event 3a	Work Placement 1*	Preliminary Yearly Exam**
			Week	Week	Week	Week TBC	Week
Cluster	Code	Unit of Competency	Term	Term	Term	Term TBC	Term
1	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events					
2	SISSSCO002 SISSSCO005	Work in a community coaching role Continuously improve coaching skills and knowledge					
3	Cluster choice	Instruct strength and conditioning techniques					
6	HLTAID011	First Aid					

Depending on the achievement of units of competency in 2022, the possible qualification outcome is a Statement of Attainment towards a SIS30521 - Certificate III in Sport Coaching

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.



**COURSE: SIS30521 - Certificate III in Sport Coaching**

**2022-2023**

Assessment Events for <b>SIS30521 - Certificate III in Sport Coaching</b> (Must be edited to suit school delivery – refer to TAS)			Event 4	Event 3b	Event 5	Event 6	Work Placement 2*	Trial Exam**
			Week	Week	Week	Week	Week TBC	Week
			Term	Term	Term	Term	Term TBC	Term
Cluster	Code	Unit of Competency						
4	SISSSCO003 BSBPOS403	Meet participant coaching needs Apply business risk management processes						
3b	Cluster Choice	TBD by teacher						
5	SISSSCO012	Coach sports participants up to an intermediate level						
6	HLTAID011	First Aid						

Depending on the achievement of units of competency across 2022/2023, the possible qualification outcome is a SIS30521 - Certificate III in Sport Coaching or a Statement of Attainment toward a SIS30521 - Certificate III in Sport Coaching

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.