

# KOTARA HIGH SCHOOL

*We Aim High*

# YEAR 11

## Assessment Policy Subject Assessment Schedules



**2024**

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

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The Year 11 Preliminary Course and associated assessments commence in Term 1 (2024) and conclude at the end of Term 3 (2024). 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.

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 85%. Any attendance which falls below 85% may jeopardise course completion.**

## Section 2: Year 11 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 exams, written assessments, practical activities, fieldwork and projects.

This policy includes the assessment schedules of all Year 11 courses delivered at Kotara High School. There will be a maximum of **THREE** tasks in all 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 injury/illness

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

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 medical certificate and completed illness/misadventure form **immediately on return to verify absence due to illness**. 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. Certificates can be obtained from a doctor, pharmacy or online doctors appointment. Failure to provide a valid reason for the absence will result in a 'zero' mark being issued.

\*Please note, illness due to COVID-19 or symptoms related, students must follow regular Kotara High School procedures as they would for any other illness, in line with current NSW Health and DOE guidelines. Confirmation of a positive PCR test will suffice as medical evidence.

### 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 illness/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 a maximum of 5 school days, whichever is sooner** 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, students will be sent home if they present to an exam or in class assessment task unwell. Students must obtain a medical certificate covering the day of the assessment. 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.

### Academic Integrity

Academic Integrity is a collection of positive values that allow the thoughts and work of an individual to hold meaning through a commitment to **fairness** and **honesty** in all academic endeavours. It is an expectation that all students at Kotara High School will uphold these values.

What does this look like at Kotara High?

### TURNITIN

This is an internet based academic similarity detection service, that sits within Canvas. Our school is committed to using this as a tool to provide opportunities for students to ensure that their work submitted has been created fairly and honestly. It generates a Similarity Report and Artificial Intelligence Report that checks student work against an archive of internet documents, internet data and a repository of previously submitted papers. For Turnitin to create accurate reports, tasks must be submitted as one of the following file types: .doc/.docx, .txt, .pdf, .pptx, .xls/.xlsx. You **MAY NOT SUBMIT AN IMAGE OR SCREENSHOT OF YOUR WORK.**

### ASSESSMENT NOTIFICATION

A schoolwide assessment notification appendix that references these values and relevant school wide policies.

#### Academic Integrity Notes:

- If you are absent **on the day** of an assessment task you must submit an illness/misadventure form signed by your parent/guardian and give to the Head Teacher of the faculty on the *first day back at school*. Non submission of an illness/misadventure form will result in zero award.
- If you are aware that you will be absent on the date of the task due date it is **your** responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task **before** your absence; this responsibility also includes completing an illness/misadventure form.
- An N- Award warning notification will be generated for failing to attempt a task.
- Students who breach academic integrity expectations through malpractice and/or plagiarism will be penalised according to the policy.
- Remember to manage your time effectively. Speak to your teacher if you have any questions.

### APPROPRIATE RESPONSE

Responding appropriately to cases where students have not demonstrated fairness and honesty in the completion of their assessment task.

### PROMOTING THE CULTURE

Candid and open conversation with the school community around Academic Integrity by making these values of fairness and honesty visible throughout the school and community. This also involves student participation in workshops designed to promote a school wide culture of Academic Integrity.

### STAGE 6 'ALL MY OWN WORK'

Ensuring all Stage 6 students have completed NESA's 'All My Own Work' program.

### Key Definitions:

**Malpractice** is the act of behaving dishonestly to gain an unfair advantage in assessments is malpractice or cheating.

**Plagiarism** in the practice of taking someone else's work or ideas and passing them off as one's own.

### In practise this looks like:

#### Hand-In Tasks

- Copying part or all of someone else's work and presenting it as your own, including work created by an Artificial Intelligence
- Collusion in completing tasks that was intended to be independent student work
- Not correctly referencing the ideas, thoughts and writings of others
- Submitting work that someone else, like a parent, tutor, subject expert of third party, substantially contributed to

#### In-Class Tasks

- Breaching school exam rules
- Cheating in an exam
- Using non-approved aids in an assessment task
- Giving false reasons for not handing in work by a due date or being present on the day of a test.
- Helping another student to engage in malpractice

#### Procedures:

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



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 NESAs. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESAs 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 approve special provisions, arrangements are made with NESAs and the parents/guardians and student(s) will be notified.

## Appeals Process

#### Higher School Certificate Appeal Process

Students may appeal to NESAs 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.

NESAs recommend that, where at all possible, students should attend examination sessions. NESAs do 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
- Manufacturing and Engineering
- Retail Services
- Sport Coaching

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**. 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 enroll from another school or may have learned skills outside of school. Students who enroll 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 Students (Year 11 and Year 12)**

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 8:00am (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 library. 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 for Year 11 in Weeks 9 and 10 of 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.

## **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

Please refer to the Kotara High School mobile phone policy (yondr) available on the school website. When completing in class assessment tasks and examination, students seen in possession of a mobile phone may be found to be committing malpractice, and a zero-mark given. Phones need to be switched off, in a yondr pouch and in students' bags.

## 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

# KHS Preliminary ASSESSMENT CALENDAR 2024

WEEK	TERM 1, 2024	TERM 2, 2024	TERM 3, 2024
1	<b>NO TASKS</b>		Business Studies SLR
2		<b>NO TASKS</b>	
3		Visual Arts	<b>NO TASKS</b>
4		Music	Geography
5		CAFS	
6		Japanese	PDHPE
7	CAFS		<b>NO TASKS</b>
8	Japanese Physics	Physics Maths- EXT 1 PDHPE Ancient History	
9	Biology TAS – Food Tech Geography SLR PDHPE Biology Modern History CAFS Food Technology Modern History	Chemistry Biology Maths- Advanced Maths- Standard Numeracy Modern History	<b>YEARLY EXAMINATIONS</b>
10	Ancient History Legal Studies Maths- Ext 1 Earth and Environmental Science Music Business Studies English- Advanced English Studies English- Standard TAS- Timber	English- Advanced English- Standard English Studies Earth and Environmental Science Society and Culture Legal Studies	
11	Engineering Studies Maths- Advanced Maths- Standard Numeracy Chemistry Society and Culture		

\*Assessment Event Dates for VET Framework Subjects (Hospitality, Construction, Retail Services, Sports Coaching ) 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 2024

	TERM 1, 2024	TERM 2, 2024	TERM 3, 2024
WK1			
WK2			
WK3			
WK4			
WK5			
WK6			
WK7			
WK8			
WK9			
WK10			
WK11			

## **Section 7: Year 11 Assessment Schedules 2024**

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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 Year Preliminary courses from your class teachers.
- Refer to the Assessment Schedules for all your Preliminary 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 The Nature of Ancient History Source Analysis Case Study	TASK 2 Historical Investigation Research Paper and Multimodal Presentation	TASK 3  Yearly Examination
		Term 1, 2024 Week 10	Term 2, 2024 Week 8	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	40	10		30
Historical skills in the analysis and evaluation of sources and interpretations	20	10		10
Historical inquiry and research	20		20	
Communication of historical understanding in appropriate forms	20	10	10	
Totals	100	30	30	40
Outcomes		AH11-1, AH11-4, AH11-6, AH11-9, AH11-10	AH11-2, AH11-3, AH11-5, AH11-8, AH11-9, AH11-10	AH11-1, AH11-5, AH11-7, AH11-9 AH11-10,
<b>Syllabus Outcomes</b> AH11-1 describes the nature of continuity and change in the ancient world AH11-2 proposes ideas about the varying causes and effects of events and developments AH11-3 analyses the role of historical features, individuals and groups in shaping the past AH11-4 accounts for the different perspectives of individuals and groups AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument AH11-7 discusses and evaluates differing interpretations and representations of the past AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history				
For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .				



# Biology

Syllabus components	Syllabus weighting	TASK 1 Modules 3 and 4 Depth Study	TASK 2 Module 1 Skills in Working Scientifically Practical Investigation	TASK 3 Modules 1-4 End of Course Examination
		Term 1, 2024 Week 9	Term 2, 2024 Week 9	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	40	10	5	25
Skills in applying the processes of working scientifically	60	30	15	15
Totals	<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>
Outcomes assessed		BIO11/12-1, BIO 11/12-3 BIO11/12-4, BIO11/12-5 BIO11/12-7, BIO11-10, BIO11-11	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-5, BIO11/12-7, BIO11-8	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
<p><b>Syllabus Outcomes</b></p> <p>BIO11-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>BIO11-5 analyses and evaluates primary and secondary data and information</p> <p>BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes</p> <p>BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms</p> <p>BIO11-10 describes biological diversity by explaining the relationship between a range of organisms in terms of specialisation for selected habitats and evolution of species</p> <p>BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem</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 Business Report Nature of Business	TASK 2 Topic Task Business Management	TASK 3 Yearly Examination
		Term 1, 2024 Week 10	Term 3, 2024 Week 1	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	40	10	10	20
Stimulus based skills	20	5	10	5
Inquiry and research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20	5		15
Totals	100	30	30	40
Outcomes		P1, P2, P6, P8, P9	P4, P5, P6, P7, P10	P1, P2, P3, P4, P5, P8, P9, P10
<b>Syllabus Outcomes</b> P1 discusses the nature of business, its role in society and types of business structure P2 explains the internal and external influences on businesses P3 describes the factors contributing to the success or failure of small to medium enterprises P4 assesses the processes and interdependence of key business functions P5 examines the application of management theories and strategies P6 analyses the responsibilities of business to internal and external stakeholders P7 plans and conducts investigations into contemporary business issues P8 evaluates information for actual and hypothetical business situations P9 communicates business information and issues in appropriate formats P10 applies mathematical concepts appropriately in business situations				
For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .				



# Community and Family Studies

Syllabus components	Syllabus weighting	TASK 1	TASK 2	TASK 3
		Resource Management	Individuals and Groups	Yearly Examination
		Term 1, 2024 Week 7	Term 2, 2024 Week 5	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	40	5	10	25
Knowledge and skills in designing, researching, analysing and evaluating	60	20	25	15
Totals	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>
Outcomes assessed		P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1	P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	All course outcomes
P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals P1.2 proposes effective solutions to resource problems P2.1 accounts for the roles and relationships that individuals adopt within groups P2.2 describes the role of the family and other groups in the socialisation of individuals P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning P3.1 explains the changing nature of families and communities in contemporary society P3.2 analyses the significance of gender in defining roles and relationships P4.1 utilises research methodology appropriate to the study of social issues P4.2 presents information in written, oral and graphic form P5.1 applies management processes to maximise the efficient use of resources P6.1 distinguishes those actions that enhance wellbeing P6.2 uses critical thinking skills to enhance decision making				
For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .				





# Chemistry

Syllabus components	Syllabus weighting	TASK 1 Module 1 Module 1 Test	TASK 2 Module 2 Practical Assessment	TASK 3 Modules 1-4 End of Course Examination
		Term 1, 2024 Week 11	Term 2, 2024 Week 9	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	40	10	10	20
Skills in applying the processes of working scientifically	60	10	30	20
Totals	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
Outcomes assessed		CH11/12-1, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11
<p><b>Syllabus Outcomes</b></p> <p>CH11-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>CH11-5 analyses and evaluates primary and secondary data and information</p> <p>CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter</p> <p>CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships</p> <p>CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions</p> <p>CH11-11 analyses the energy considerations in the driving force for chemical reactions</p> <p>For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a>.</p>				



# Earth and Environmental Science

Syllabus components	Syllabus weighting	TASK 1 Module 1 Skills in Working Scientifically Practical Investigation	TASK 2 Module 2 Model depth study	TASK 3 Modules 1-4 End of Course Examination
		Term 1, 2024 Week 10	Term 2, 2024 Week 10	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	40	5	10	25
Skills in applying the processes of working scientifically	60	15	30	15
Totals	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
Outcomes assessed		EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-5, EES11/12-6 EES11/12-7, EES11-8	EES11/12-1, EES 11/12-3 EES11/12-4, EES11/12-5 EES11/12-7, EES11-9	EES11/12-1, EES11/12-2, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11

## Syllabus Outcomes

- EES11-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11-5 analyses and evaluates primary and secondary data and information
- EES11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
- EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
- EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems
- EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

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



# Engineering Studies

Syllabus components	Syllabus weighting	TASK 1 Engineering Products	TASK 2 Braking Systems	TASK 3 Yearly Examination	
		Term 1, 2024 Week 11	Term 3, 2024 Week 2	Term 3, 2024 Weeks 9/10	
Knowledge and understanding of course content	60	10	10	40	
Knowledge and skills in research, problem solving and communication relate to engineering practice	40	15	25		
<b>Totals</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>	
Outcomes assessed		1.1, 1.2, 2.1, 2.2, 3.1, 3.2	3.1, 4.3, 5.1, 5.2, 6.1, 6.2	All outcomes to be assessed	
<b>Syllabus Outcomes</b> P1.1 identifies the scope of engineering and recognises current innovations P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering P2.1 describes the types of materials, components and processes and explains their implications for engineering development P2.2 describes the nature of engineering in specific fields and its importance to society P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice P3.2 develops written, oral and presentation skills and applies these to engineering reports P3.3 applies graphics as a communication tool P4.1 describes developments in technology and their impact on engineering products P4.2 describes the influence of technological change on engineering and its effect on people P4.3 identifies the social, environmental and cultural implications of technological change in engineering P5.1 demonstrates the ability to work both individually and in teams P5.2 applies management and planning skills related to engineering P6.1 applies knowledge and skills in research and problem-solving related to engineering P6.2 applies skills in analysis, synthesis and experimentation related to engineering For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .					



# English Advanced

Syllabus components	Syllabus weighting	TASK 1 Imaginative Text with Reflection	TASK 2 Multimodal Presentation	TASK 3 Yearly Examination
		Term 1, 2024 Week 10	Term 2, 2024 Week 10	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	50	15	20	15
Skills in text response, communicating ideas	50	15	20	15
Totals	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes assessed		EA11-4, EA11-5, EA11-9	EA11-1, EA11-2, EA11-7	EA11-3, EA11-6, EA11-8
<b>Syllabus Outcomes</b> EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EA11-3 analyses and uses language forms, features and structures of texts, considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices into new and different contexts EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments EA11-6 investigates and evaluates the relationships between texts EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .				



# English Extension

Syllabus components	Syllabus weighting	TASK 1 Creative Composition	TASK 2 Tutorial Presentation	TASK 3 Yearly Examination
		Term 1, 2024 Week 11	Term 2, 2024 Week 9	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	50	15	20	15
Skills in complex analysis, composition and investigation	50	15	20	15
Totals	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes assessed		EE11-2, EE11-3, EE11-6	EE11-1, EE11-4, EE11-6	EE11- 1, EE11-2, EE11-3, EE 11-5
<p><b>Syllabus Outcomes</b></p> <p>EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies</p> <p>EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts</p> <p>EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts</p> <p>EE11-4 develops skills in research methodology to undertake effective independent investigation</p> <p>EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts</p> <p>EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity</p> <p>For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a>.</p>				



# English Standard

Syllabus components	Syllabus weighting	TASK 1 Imaginative Text with Reflection	TASK 2 Multimodal Presentation	TASK 3 Yearly Examination
		Term 1, 2024 Week 10	Term 2, 2024 Week 10	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	50	15	20	15
Skills in text response, communicating ideas	50	15	20	15
<b>Totals</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes assessed		EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-7	11EN-3, 11EN-6, 11EN-8
<b>Syllabus Outcomes</b> EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments EN11-6 investigates and explains the relationships between texts EN11-7 understands and explains the diverse ways texts can represent personal and public worlds EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .				



# English Studies

Syllabus components	Syllabus weighting	TASK 1 Mock Employment Interview	TASK 2 Travel Multimodal and Justification	TASK 3 Creative Composition
		Term 1, 2024 Week 10	Term 2, 2024 Week 10	Term 3, 2024 Week 9
Knowledge and understanding of course content	50	15	20	15
Skills in comprehension, communication, language use	50	15	20	15
Totals	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes assessed		ES11-1, ES11-3, ES11-7, ES11-10	ES11-2, ES11-5, ES11-6	ES11-4, ES11-8, ES11-9
<p><b>Syllabus Outcomes</b></p> <p>ES11-1 comprehends and responds 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</p> <p>ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</p> <p>ES11-3 gain skills in accessing, comprehending and using information to communicate in a variety of ways</p> <p>ES11-4 composes a range of texts with increasing accuracy and clarity in different forms</p> <p>ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts</p> <p>ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p> <p>ES11-7 represents own ideas in critical, interpretive and imaginative texts</p> <p>ES11-8 identifies and describes relationships between texts</p> <p>ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade</p> <p>ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning</p> <p>For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a>.</p>				



# English EAL/D

Syllabus components	Syllabus weighting	TASK 1 Language and Texts in Context Writing Task	TASK 2 Close Study of Text Multimodal Presentation (including listening)	TASK 3 Yearly examination
		Term 1, Week 10	Term 2, Week 10	Term 3, Week 9
Knowledge and understanding of course content	50	15	20	15
Skills responding to texts and communication of ideas appropriate to audience, purpose and contexts across all modes	50	15	20	15
Totals	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes assessed		EAL11-1B, EAL11-3, EAL11-4, EAL11-7	EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8
<p><b>Syllabus Outcomes</b></p> <p>EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts</p> <p>EAL11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies</p> <p>EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning</p> <p>EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts</p> <p>EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts</p> <p>EAL11-6 investigates and explains the relationships between texts</p> <p>EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds</p> <p>EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning</p> <p>EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</p> <p>For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a>.</p>				





# Food Technology

Syllabus components	Syllabus weighting	TASK 1 Nutrition Research Case Study	TASK 2 Food Quality Investigation	TASK 3 Yearly Examination
		Term 1, 2024 Week 9	Term 2, 2024 Week 9	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	40	5	5	30
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	10	20	
<b>Totals</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes assessed		P3.1, P3.2, P4.2, P4.3, P5.1	P2.2, P3.2, P4.1, P4.4	All course outcomes
<b>Syllabus Outcomes</b> P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors P 2.1 explains the role of food nutrients in human nutrition P 2.2 identifies and explains the sensory characteristics and functional properties of food P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products P 5.1 generates ideas and develops 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 Fieldwork Task Earth's Natural Systems	Task 2 The Geographical Investigation	Task 3 End of Course Examination
		Term 1, 2024 Week 9	Term 3, 2024 Week 4	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	<b>40</b>	10	10	20
Geographical tools and skills	<b>20</b>	5	10	5
Geographical inquiry and research, including fieldwork	<b>20</b>	5	10	5
Communication of geographical information, ideas and issues in appropriate forms	<b>20</b>		10	10
Totals	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
Outcomes		1, 2, 3, 4, 6, 7, 9	5, 6, 7, 9	1, 2, 4, 7, 8
<p><b>Syllabus Outcomes</b></p> <p>GE11-01 examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time</p> <p>GE11-02 explains geographical processes and influences, at a range of scales, that form and transform places and environments</p> <p>GE11-03 explains geographical opportunities and challenges, and varying perspectives and responses</p> <p>GE11-04 assesses responses and management strategies, at a range of scales, for sustainability</p> <p>GE11-05 analyses and synthesises relevant geographical information from a variety of sources</p> <p>GE11-06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world</p> <p>GE11-07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments</p> <p>GE11-08 applies mathematical ideas and techniques to analyse geographical data</p> <p>GE11-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms</p> <p style="text-align: center;">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 Industry Study	TASK 2 Practical project and folio	TASK 3 Yearly Examination
		Term 1, 2024 Week 10	Term 3, 2024 Week 6	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in the management, communication and production of products	60	10	30	20
<b>Totals</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>
Outcomes assessed		P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1 P4.2, P4.3, P5.2,	All course outcomes
<p><b>Syllabus Outcomes</b></p> <p>P1.1 describes the organisation and management of an individual business within the focus area industry</p> <p>P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies</p> <p>P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques</p> <p>P2.2 works effectively in team situations</p> <p>P3.1 sketches, produces and interprets drawings in the production of projects</p> <p>P3.2 applies research and problem-solving skills</p> <p>P3.3 demonstrates appropriate design principles in the production of projects</p> <p>P4.1 demonstrates a range of practical skills in the production of projects</p> <p>P4.2 demonstrates competency in using relevant equipment, machinery and processes</p> <p>P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects</p> <p>P5.1 uses communication and information processing skills</p> <p>P5.2 uses appropriate documentation techniques related to the management of projects</p> <p>P6.1 identifies the characteristics of quality manufactured products</p> <p>P6.2 identifies and explains the principles of quality and quality control</p> <p>P7.1 identifies the impact of one related industry on the social and physical environment</p> <p>P7.2 identifies the impact of existing, new and emerging technologies of one related 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 Beginners

Syllabus components	Syllabus weighting	TASK 1	TASK 2	TASK 3
		All about me	Daily Routine	Preliminary Yearly Exam
		Term 1, 2024 Week 8	Term 2, 2024 Week 6	Term 3, 2024 Weeks 9/10
Speaking	20		20	
Reading	30	15		15
Listening	30	10	10	10
Writing	20	5		15
<b>Totals</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes assessed		2.1, 2.2, 2.3, 3.1, 3.2	1.1, 1.2, 2.3, 2.4, 2.5	2.1, 2.3, 2.5, 3.1, 3.3,

## Syllabus Outcomes

- 1.1 establishes and maintains communication in Japanese Interacting
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese speaking communities to the production of texts.

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



# Legal Studies

Syllabus components	Syllabus weighting	TASK 1 Knowledge Task The Legal System	TASK 2 Case Study The Individual and the Law	TASK 3 Yearly Examination
		Term 1, 2024 Week 10	Term 2, 2024 Week 10	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	40	20	5	15
Analysis and evaluation	20		10	10
Inquiry and research	20		20	
Communication of legal information, ideas and issues in appropriate forms	20	10	5	5
Totals	100	30	40	30
Outcomes		P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10
<p><b>Syllabus Outcomes</b></p> <p>P1. identifies and applies legal concepts and terminology</p> <p>P2. describes the key features of Australian and international law</p> <p>P3. describes the operation of domestic and international legal systems</p> <p>P4. discusses the effectiveness of the legal system in addressing issues</p> <p>P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>P6. explains the nature of the interrelationship between the legal system and society</p> <p>P7. evaluates the effectiveness of the law in achieving justice</p> <p>P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>P9. communicates legal information using well-structured responses</p> <p>P10. accounts for differing perspectives and interpretations of legal information and issues</p>				
<p>For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a>.</p>				



# Mathematics Advanced

Syllabus components	Syllabus weighting	TASK 1 In Class Exam	TASK 2 Investigation Task	TASK 3 Final Exam
		Term 1, 2024 Week 11	Term 2, 2024 Week 9	Term 3, 2024 Weeks 9/10
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50	15	15	20
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50	15	15	20
Totals	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes assessed		MA11-1, MA11-2, MA11-9	MA11-2, MA11-8, MA11-9	All outcomes covered
<b>Syllabus Outcomes</b> MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts MA11-9 provides reasoning to support conclusions which are appropriate to the context 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 In Class Exam	TASK 2 Investigation Task	TASK 3 Final Exam
		Term 1, 2024 Week 10	Term 2, 2024 Week 8	Term 3, 2024 Weeks 9/10
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50	15	15	20
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50	15	15	20
Totals	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes assessed		ME11-1, ME11-2, ME11-5, ME11-7	ME11-5, ME11-6, ME11-7	All outcomes covered
<b>Syllabus Outcomes</b> ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses ME11-2 manipulates algebraic expressions and graphical functions to solve problems ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .				



# Mathematics Standard

Syllabus components	Syllabus weighting	TASK 1 Summary Sheet	TASK 2 Investigation Task	TASK 3 Final Exam
		Term 1, 2024 Week 11	Term 2, 2024 Week 9	Term 3, 2024 Weeks 9/10
Understanding, fluency and communication	50	15	15	20
Problem solving, reasoning and justification	50	15	15	20
Totals	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes assessed		MS11-1, MS 11-5, MS11-6, MS11-10	MS11-2, MS11-9, MS11-10	All outcomes covered
<b>Syllabus Outcomes</b> MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems MS11-2 represents information in symbolic, graphical and tabular form MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures MS11-5 models relevant financial situations using appropriate tools MS11-6 makes predictions about everyday situations based on simple mathematical models MS11-7 develops and carries out simple statistical processes to answer questions posed MS11-8 solves probability problems involving multistage events MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .				





# Modern History

Syllabus components	Syllabus weighting	TASK 1 Investigating Modern History Source Analysis	TASK 2 Historical Investigation Research Task	TASK 3 Yearly Examination
		Term 1, 2024 Week 9	Term 2, 2024 Week 9	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	<b>40</b>	10		30
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>	20		
Historical inquiry and research	<b>20</b>		20	
Communication of historical understanding in appropriate forms	<b>20</b>		10	10
<b>Totals</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes		MH11-1, MH11-4, MH11-6, MH11-8, MH11-10	MH11-2, MH11-3, MH11-5, MH11-6, MH11-8,	MH11-5, MH11-6, MH11-7, MH11-9, MH11-10
<p><b>Syllabus Outcomes</b></p> <p>MH11-1 describes the nature of continuity and change in the modern world</p> <p>MH11-2 proposes ideas about the varying causes and effects of events and developments</p> <p>MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past</p> <p>MH11-4 accounts for the different perspectives of individuals and groups</p> <p>MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world</p> <p>MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>MH11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>MH11-10 discusses contemporary methods and issues involved in the investigation of modern history</p>				
For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .				



# MUSIC 1

Syllabus components	Syllabus weighting %	TASK 1 Composition & Viva Voce	TASK 2 Performance & Viva Voce	TASK 3 Aural Skills Examination
		Term 1, 2024 Week 11	Term 3, 2024 Week 6	Term 3, 2024 Week 9-10
PERFORMANCE	25		25	
COMPOSITION	25	25		
MUSICOLOGY	25	10	15	
AURAL	25			25
Totals	<b>100</b>	<b>35</b>	<b>40</b>	<b>25</b>
Outcomes assessed		P2, P3, P4, P5, P6, P7, P9	P1, P2, P4, P5, P6, P7, P9	P4, P6
<p><b>Syllabus Outcomes:</b>  <i>Through activities in performance, composition, musicology and aural, a student:</i>            P1: Performs music that is characteristic of the topics studied            P2: Observes, reads, interprets and discusses simple musical scores characteristic of topics studied            P3: Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied            P4: Recognises and identifies the concepts of music and discusses their use in a variety of musical styles            P5: Comments on and constructively discusses performances and compositions            P6: Observes and discusses concepts of music in works representative of the topics studied            P7: Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied            P8: Identifies, recognises, experiments with and discusses the use of technology in music            P9: Performs as a means of self-expression and communication</p>				
For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .				



# Numeracy

Syllabus components	Syllabus weighting	TASK 1 Assignment	TASK 2 Assignment	TASK 3 Assignment/Portfolio
		Term 1, 2024 Week 11	Term 2, 2024 Week 9	Term 3, 2024 Week 8
Knowledge and Understanding	50	15	15	20
Skills	50	15	15	20
Totals	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes assessed		N6-1.2, N6-1.3 N6-2.2, N6-3.1 *	N6-1.1, N6-2.2 N6-2.3, N6-3.2 *	N6-1.1, N6-1.2, N6-2.1 N6-2.2, N6-2.3, N6-3.2 *

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

## Syllabus Outcomes

- N6-1.1** recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2** applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3** determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1** chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2** chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3** chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4** chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5** chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6** chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1** chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2** chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

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: Case Study Analysis	TASK 2 Core 2: In-class Task	TASK 3 Yearly Examination
		Term 1 2024 Week 9	Term 2, 2024 Week 8	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research and analysis	60	20	20	20
Totals	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
Outcomes assessed		P1-6, P16	P7-8, P10-11	P1-12, P15-17
<b>Syllabus Outcomes</b> P1 identifies and examines why individuals give different meanings to health P2 explains how a range of health behaviours affect an individual's health P3 describes how an individual's health is determined by a range of factors P4 evaluates aspects of health over which individuals can exert some control P5 describes factors that contribute to effective health promotion P6 proposes actions that can improve and maintain an individual's health P7 explains how body systems influence the way the body moves P8 describes the components of physical fitness and explains how they are monitored P9 describes biomechanical factors that influence the efficiency of the body in motion P10 plans for participation in physical activity to satisfy a range of individual needs P11 assesses and monitors physical fitness levels and physical activity patterns P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings P15 forms opinions about health-promoting actions based on a critical examination of relevant information P16 uses a range of sources to draw conclusions about health and physical activity concepts P17 analyses factors influencing movement and patterns of 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 1 Practical Investigation (Hand in Task)	TASK 2 Module 3 Depth Study Research Investigation Report	TASK 3 Modules 1-4 Yearly Examination
		Term 1, 2024 Week 8	Term 2, 2024 Week 8	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	40	11	10	20
Skills in applying the processes of working scientifically	60	20	30	10
Totals	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes assessed		PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11-8	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-10	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8, PH11-9, PH11-10, PH11-11

## Syllabus Outcomes

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 analyses and evaluates primary and secondary data and information

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration

PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy

PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism



# Society and Culture

Syllabus components	Syllabus weighting	TASK 1 Written Response The Social and Cultural World	TASK 2 Research Based Task Personal and Social Identity	TASK 3 Yearly Examination
		Term 1, 2024 Week 11	Term 2, 2024 Week 10	Term 3, 2024 Weeks 9/10
Knowledge and understanding of course content	50	15	15	20
Application and evaluation of social and cultural research methods	30	10	10	10
Communication of information, ideas and issues in appropriate forms	20	5	5	10
Totals	100	30	30	40
Outcomes		P1, P3, P5, P9, P10	P1, P2, P7, P8, P10	P1, P2, P3, P4, P5, P6, P9, P10

## Syllabus Outcomes

- P1 identifies and applies social and cultural concepts
- P2 identifies and applies social and cultural identity
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic form

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



## Sport, Lifestyle & Recreation (SLR)

Syllabus components	Syllabus weighting	TASK 1 In-class Research Task & Examination	TASK 2 Games and Sports I & II Peer Presentation and Written Task	TASK 3 Practical Skills and Participation Assessment
		Term 1, 2024 Week 9	Term 3, 2024 Part A Written - Week 1 Part B Peer Presentations commence Term 3 Week 1	Progressive Practical Skills Assessment  Terms 3, 2024 Week 6
Knowledge and understanding of course content	50	30	20	
Skills in critical thinking, research and analysis	50		20	30
Totals	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
Outcomes assessed		3.3, 3.5, 4.5	2.3, 3.2, 4.2, 4.5	1.1, 1.3, 3.1, 4.4
<p><b>Syllabus Outcomes</b></p> <ul style="list-style-type: none"> <li>1.1 applies the rules and conventions that relate to participation in a range of physical activities</li> <li>1.3 demonstrates ways to enhance safety in physical activity</li> <li>2.1 explains the principles of skill development and training</li> <li>2.2 analyses the fitness requirements of specific activities</li> <li>2.3 selects and participates in physical activities that meet individual needs, interests and abilities</li> <li>2.4 describes how societal influences impact on the nature of sport in Australia</li> <li>3.1 selects appropriate strategies and tactics for success in a range of movement contexts</li> <li>3.2 designs programs that respond to performance needs</li> <li>3.3 measures and evaluates physical performance capacity</li> <li>3.4 composes, performs and appraises movement</li> <li>3.5 analyses personal health practices</li> <li>4.4 demonstrates competence and confidence in movement contexts</li> <li>4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity</li> </ul> <p style="text-align: center;">For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a>.</p>				



# Visual Arts

Syllabus components	Syllabus Weighting	TASK 1 BOW, VAPD & Case Study	TASK 2 BOW, VAPD & Case Study	TASK 3 Yearly Examination
		Term 2, 2024 Week 3	Term 3, 2024 Week 6	Term 3, 2024 Weeks 9/10
ARTMAKING	50	25	25	
CRITICAL and HISTORICAL STUDIES	50	15	15	20
Totals	<b>100</b>	<b>40</b>	<b>40</b>	<b>20</b>
Outcomes assessed		P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P7, P8, P9, P10
<b>Syllabus Outcomes</b> <u><b>Artmaking</b></u> P1: A student explores the conventions of practice in artmaking (practice) P2: A student explores the roles and relationships between the concepts of artist, artwork, world and audience (conceptual framework) P3: A student identifies the frames as the basis of understanding expressive representation through the making of art (frames) P4: A student investigates subject matter and forms as representations in artmaking (representation) P5: A student investigates ways of developing coherence and layers of meaning in the making of art (conceptual strength and meaning) P6: A student explores a range of material techniques in ways that support artistic intentions (resolution) <u><b>Critical and Historical Studies</b></u> P7: A student explores the conventions of practice in art criticism and art history (practice) P8: A student explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art (conceptual framework) P9: A student identifies the frames as the basis of exploring different orientations to critical and historical investigations of art (frames) P10: A student explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed (representation)				
For more information on outcomes and assessment, go to the syllabus document <a href="#">here</a> .				



School Name: KOTARA HIGH SCHOOL

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM
Code	Unit of Competency	Term 1	Term 2	Term 3	Term 1-4	Week 9/10 Term 3 Date TBC
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011	Undertake basic estimation and costing			X		
CPCCOM1015	Carry out measurements and calculations			X		
CPCCOM2001	Read and interpret plans and specifications				X	
CPCCOM1013	Plan and organise work				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

**\* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: KOTARA HIGH SCHOOL

Assessment Schedule Year 12 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	Term 1	Term 2	Term 1-4	Week 5/6 Term 3 Date TBC
CPCCB2001	Handle and prepare bricklaying and blocklaying materials	X			
CPCCB2002	Use bricklaying and blocklaying tools and equipment				
CPCCWF2002	Use wall and floor tiling tools and equipment	X			
CPCCCM2013	Undertake basic installation of wall tiles				
CPCCJN2001	Assemble components	X			
CPCCJN3004	Manufacture and assemble joinery components				
CPCCCA2002	Use carpentry tools and equipment		X		
CPCCCM2005	Use construction tools and equipment		X		
CPCCCA2011	Handle carpentry materials		X		
CPCCVE1011	Undertake a basic construction project			X	
CPCCOM1012	Work effectively and sustainability 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 (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using the HSC Trial Exam result.

\* Examinable units to be confirmed by teacher.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: KOTARA HIGH SCHOOL

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please
Code	Unit of Competency	Ongoing	Ongoing
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCCS011	Interact with customers		X
SITXCOM007	Show social and cultural sensitivity		X

YEARLY EXAM
Week 9/10
Term 3
Date TBC

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

**\* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: KOTARA HIGH SCHOOL

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM
Code	Unit of Competency	Term 1	Term 2	Term 3	Week 5/6 Term 3 Date TBC
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

**For students sitting the optional HSC exam, an estimated mark is required.**

**\* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name: KOTARA HIGH SCHOOL

Assessment Schedule Yr: 11 - 2024

Assessment events		Task 1	Task 2	Task 3
		Week 10 Term 1	Week 2 Term 3	Week 10 Term 3
Code	Unit of competency			
MEM13015	Work safely and effectively in manufacturing and engineering	X		
MEM16006	Organise and communicate information			
MEM11011	Undertake manual handling			
MEM18001	Use hand tools		X	
MEM18002	Use power tools/hand held operations			
MEM12024	Perform computations			X
MEM16008	Interact with computing technology			
MEM07032	Use workshop machines for basic operations			

**\* Students must complete 35 hours of work placement during the course in 2023.**

Depending on the achievement of units of competency, the possible qualification outcome is a **MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways**. 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”.

\*\*Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESA to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESA directly for additional copies of their transcript.

School Name: KOTARA HIGH SCHOOL

Assessment Schedule Yr: 12 - 2025

Assessment events		Task 4	Task 5	Task 6
		Week 5 Term 3	Week 5 Term 3	Week 10 Term 1
Code	Unit of competency			
MEMPE006A	Undertake a basic engineering project	X		
MEMPE001A	Use engineering workshop machines			
MEMPE002A	Use electric welding machines		X	
MEMPE004A	Use fabrication equipment			
MEMPE005A	Develop a career plan for the engineering and manufacturing industry			X

**\* Students must complete 35 hours of work placement during the course 2023.**

Depending on the achievement of units of competency, the possible qualification outcome is a **MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways**. 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".

\*\*Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy. *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESAs to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

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School Name: **KOTARA HIGH SCHOOL**

**2024 -2025 Student Competency Assessment Schedule**

**COURSE: SIR30216 Certificate III in Retail Preliminary**

Assessment Events			Cluster 1	Cluster 2	Cluster 3	Work Placement 1*	Preliminary Yearly Exam**
			Week 10 Term 2	Week 6 Term 3	Week 9 Term 4	Week 9 Term 3	Week 9/10 Term 3
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.

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**  
**Schedule**

**2024 -2025 Student Competency Assessment**

**COURSESIR30216 Certificate III in Retail HSC**

Assessment Events for			Cluster 4	Cluster 5	Cluster 6	Work Placement 2*	Trial Exam**
			Week 8 Term 3	Week 10 Term 2	Week 11 Term 1	Week tbc Term 2	Week 5/6 Term 3
Cluster	Code	Unit of Competency					
<b>Cluster 4</b> 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					
<b>Cluster 5</b> I see sales people	<a href="#">SIRXSLS001</a>	Sell to the retail customer					
	<a href="#">SIRXRSK001</a>	Identify and respond to security risks					
<b>Cluster 6</b> Commission impossible	<a href="#">SIRXSLS002</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.





School Name: KOTARA HIGH SCHOOL

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIS30521 Certificate III in Sport Coaching <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Tournament Time	Task 2 The Community Coach	Task 3 Stength and Conditioning	EXAM (Optional)
		Week	Week	Week	Week
		Term	Term	Term	Term
<b>Code</b>	<b>Unit of Competency</b>	Date	Date	Date	Date
HLTWHS001	Participate in workplace health and safety	X			
SISXIND006	Conduct sport, fitness and recreation events	X			
SISSCO002	Work in a community coaching role		X		
SISSCO005	Continuously improve coaching skills and knowledge		X		
SISXCAI009	Strength and Conditioning			X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards the SIS30521 Certificate III in Sport Coaching.

**\* This course is not HSC examinable**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: KOTARA HIGH SCHOOL

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIS30521 Certificate III in Sport Coaching <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 Officiating in Sport	Task 4 Coaching the Individual	Task 5 Next Level Coaching	Task 6 First Aid	HSC TRIAL EXAM
Code	Unit of Competency	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date
SISSOF002	Officiating in Sport	X				
SISSCO003	Meet participant coaching needs		X			
BSBOPS403	Apply business risk management processes		X			
SISSCO012	Coach sports participants up to an intermediate level			X		
HLTAID011	Provide first aid				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching.

**\* This course is not HSC examinable**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.