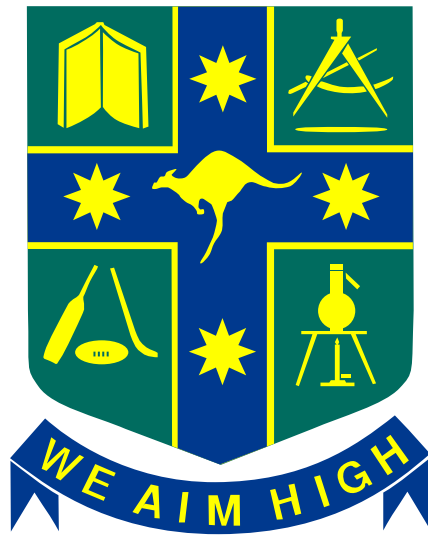


Kotara High School



Preliminary Course

2018

Assessment Policy and Subject Assessment Schedules

Preliminary Assessment Information 2018

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Section 1: Senior School Expectations and Information

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.
- NESAs 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 Senior Learning Centre, in the Library or at home. These are periods when formal lessons are not timetabled. Year 11 students do not need to be at school if they are not timetabled for a lesson either at the beginning or at the end of the day. Students with study periods in the middle of the day **MUST** remain at school.

Study Expectations of our Senior Year 11 Students

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

Students **ARE** expected to -

- be safe and respectful learners.
- be responsible, self-disciplined and a credit to their school; this is particularly important when driving to school or in the public eye.
- wear school uniform at all times, including travelling to and from school and on school activities; uniform is to be complete and worn in the appropriate manner.
- maintain our high standard of behaviour by following all school rules and responsibilities, be polite and considerate and be seen as role models for junior students by setting a good example.
- be self-disciplined enough to work and be motivated independently; they need to apply themselves to their studies to the best of their ability.
- be on time for each class (because of HSC requirements for application to studies).
- be at the whole school assembly on Tuesdays 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 Administration 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.
- If a student is absent because of illness or for some other acceptable reason –
 - (i) A note/phone call and/or email giving the reason for the absence must be brought to their Tutor Group teacher on the first day of return from absence; or
- A doctor's/pharmaceutical certificate **MUST** be supplied if absent for an assessment task; this must be provided to the Head Teacher of the faculty **the next day** the student returns to school after their absence.
- Students who are **absent** the day before an assessment task is due or who are absent Period 0 on the due date **MUST** submit an illness/misadventure form with a doctor/pharmaceutical certificate.
- Students must attend school every day in order to meet the requirements for the HSC course.
- Students are expected to attend school on time every day. School begins at 8:20am (Period 0) or at 9:10am (Period 1).
- A child who has completed Year 10 and is below 17 years of age must continue schooling unless he or she participates on a full-time basis in approved education or training, or paid work (more than 25 hours) or a combination of approved education or training and paid work.
- Students must remain on the school grounds all day, including recess and lunch. The school canteen is available for recess and lunch.
- Truancy means that valuable work is missed as the student has not been in class. Parents will be notified and follow up will be done by either classroom teachers, Head Teachers and/or Deputy Principal.
- Attendance may impact on any government assistance students may be receiving, for example, Centrelink payments may be reduced/cancelled.
- Any long-term leave during the senior years may result in a student not progressing to the following year. Any request for holiday leave **MUST** be approved by the Principal prior to going on leave.
- Student absences are recorded on student reports – documenting both whole day explained and unexplained absences and partial day explained and unexplained absences.

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

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

Flexible Attendance – Study Periods

- Students may have the **privilege** of flexible attendance. This is authorised by the Deputy Principal.
- Students will be signed into school at the beginning of their first lesson of the day.
- Students with flexible attendance will need to show their official timetable to any staff member to identify times of flexible attendance.
- Students must be on time to school – they should arrive at least 20 minutes prior to the lesson on the timetable.
- When a student has a study period at school, they must study quietly in the designated senior study areas or 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 (relieving), Mrs McPherson, 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.

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

Examinations and Reports

The school has a formal examination period in last 2 weeks 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 1, 2018. This allows for appropriate resources to be purchased.

Driving Guidelines

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

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

Mobile Phone Policy

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

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

- ✓ Mobile phones **must be switched off** and placed **in the student's bag** during school hours.

- ✓ Mobile phones must be out of sight during class. They are not to be used for checking the time, as every classroom has a clock.

Student Services

Year Adviser

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

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

Careers Adviser

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

- careers and courses;
- subject selection for students who want to continue with further education;
- work experience;
- part-time Traineeships;
- school delivered Vocational Education courses (VET);
- TAFE Delivered Vocational Education courses (TVET);
- apprenticeships/traineeships;
- the world of work;
- 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.

Senior students can obtain a copy of the CAREERS NEWS ISSUE from the Career's Office every month. This will contain valuable information. Other important notices and HSC information, including the HSC timetable, will be communicated to student's during their weekly meetings.

Head Teacher Welfare

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.

Library

The school Library is available to all students from 8.00am until 3.30pm Monday to Friday. The Library provides books and magazines to read for pleasure and general interest, as well as, books, encyclopaedias, magazines and pamphlets to support your studies. There are a number of computers available for student use. The Library has the facility to provide internet usage for students using their DoE student log-in.

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.

Computer and Internet Usage at School

Students have access to computers and the internet in the Library, before school, during Recess and Lunch.

Section 2: Requirements for the Higher School Certificate and Record of School Achievement

This section deals with the specific requirements for eligibility for the award of the Higher School Certificate Record of Achievement.

Eligibility

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

- (a) have gained the RoSA and all Preliminary courses or such other qualifications as NESA considers satisfactory;
- (b) have attended a government school, an accredited non-government school, a school outside New South Wales recognised by the Board or a college of TAFE;
- (c) have satisfactorily completed courses that comprise the pattern of study required by the Board for the award of the Higher School Certificate; that is, if students wish to be awarded the HSC, they must have studied a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC must include the following:
 - at least 6 units from Board Developed Courses;
 - at least 2 units of a Board Developed Course in English;
 - at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses);
 - at least 4 subjects;
- (d) sit for and make a serious attempt at the requisite Higher School Certificate external examinations;
- (e) complete the mandatory work placement for any VET courses studied.

Credentials

- (a) The Higher School Certificate testamur is awarded to students who have fulfilled all eligibility requirements.
- (b) The Higher School Certificate Record of Achievement is issued to students who have satisfactorily completed any Preliminary or HSC course. For each Board Developed HSC course (not including VET, or TVET courses) the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

If the student elects to sit for the examination(s), 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(s), these courses are reported without a mark. An examination mark is reported for the Board Developed TAFE delivered courses. The VET Content Endorsed courses and TAFE delivered Content Endorsed courses are reported without a mark.

The Higher School Certificate Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

The Higher School Certificate Record of Achievement contains a statement indicating whether or not the student is eligible for the award of the Higher School Certificate.

- (c) Course Reports are issued to students for every Board Developed HSC course (except VET courses) they present in a year. The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the

minimum standard expected for the course) and the distribution of HSC marks for the state-wide candidature of that course. The student's HSC mark for the course is shown on the performance scale.

- (d) Higher School Certificate Result Notices are issued to students who are not enrolled at an accredited school or a school recognised by NESAs. Such students are not eligible to receive either a Record of Achievement or a Higher School Certificate testamur. The Result Notice is a cumulative record which lists the courses satisfactorily completed and the results achieved.
- (e) A Certificate is awarded to students in VET courses who successfully complete all requirements of an AQF VET Certificate. The certificate lists all units of competency satisfactorily achieved and is issued by NESAs jointly with VETAB (Vocational Education and Training Accreditation Board) on behalf of Registered Training Organisations. In the case of TAFE-delivered VET courses, the certificate will be issued by TAFE. The qualification is recognised within the Australian Qualifications Framework.
- (f) A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate. In the case of TAFE delivered VET courses the statement is issued by TAFE. The Statement of Attainment is recognised within the Australian Qualifications Framework. All VET courses are required to meet the standards of delivery for Kotara High School's RTO.

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 the Board;
- (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.

"Principals may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied." (*NESA ACE Manual*, pp. 90-92)

At Kotara High School the attendance pattern required is a minimum of 85%. Any attendance which falls below 85% may jeopardise course completion.

Section 3: HSC Assessment Information

Why a School Assessment?

The school assessment allows for the measuring of ALL of the stated aims of the HSC courses as contained in the syllabus documents and not just those which are easily examined in an external (public) examination. The assessment allows for the assessing of a student's progress in Year 12 and is therefore not a guess of a student's performance in the final examination, the HSC. In particular, it allows for the assessing of practical and oral skills, so important yet so difficult to examine.

What Should Students Know About the Assessment?

- The assessment will measure the student's achievement of the course outcomes.
- The assessment will measure examinable and non-examinable course outcomes.
- The assessment will be moderated against the school's performance in the external (public) examination.
- The weightings for the component parts of the course will vary from subject to subject, but not class to class.
- Students in 2Unit and Extension courses with a 'common component' (the same basic course) will be assessed as a single unit i.e. as a 2Unit student, then as an Extension.
- VET subjects will be assessed as competencies as defined in the syllabus. These courses are based on National Training Packages that allow articulation into further education and are assessed to industry standards.
- School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on student performance in assessment tasks undertaken during the course. The other 50% will come from the HSC Examination.

The HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course, they will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

- On satisfactory completion of the HSC, students will receive a portfolio containing –
 - The HSC Testamur (the official certificate confirming a student's achievement of all requirements for the award);
 - The Record of Achievement (this document lists the courses studied and reports the marks and bands the student has achieved).
- Course Reports: For every HSC Board Developed Course (except VET courses), students will receive a Course Report showing their marks, the Performance Scale and the Band Descriptors for that course. A graph showing the state-wide distribution of marks in the course is also shown.

When Will Assessment Begin?

The Preliminary Course will be assessed and the school will report the final assessment to NESAs as a grade. A satisfactory assessment in Preliminary courses is necessary for progress to the Higher School Certificate. The Preliminary Course assessment **will not** contribute to the Higher School Certificate assessment. However, all students must have completed all assessment requirements for each course studied in Preliminary prior to proceeding to the HSC courses.

This Assessment Handbook is issued to each student and outlines each subject's assessment schedule. Students will be advised **at least two weeks in advance** of any task that is to be used for assessment

purposes. In the event of a student being unable to complete an assessment task for an approved reason, a substitute task or an estimated assessment may be given. All students will be advised of the progressive ranking at the end of Year 11, midway through Year 12 and again before the Higher School Certificate begins. (Assessment in a VET course will not be estimated.)

Any students failing to complete 50% of the assessment tasks will have their name submitted to NESAs, which may result in the subject being deleted from their Higher School Certificate.

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. Report will be given TWICE a year in a Half-Yearly format 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. In the event of the teacher being unavailable, assessment tasks must be submitted to the Faculty Staffroom, or failing that, to the Deputy Principal.

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 this is required or permitted, the task may be submitted on CD, DVD or USB or by email. 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 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 NESAs 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 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

Absence due to illness

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

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

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

Other cases of misadventure

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

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

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

Other circumstances relating to illness or misadventure

When students present for an examination or assessment task while ill, or fall ill during the course of the examination or assessment task, they may make a claim for misadventure. Students must obtain a doctor's 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 Head Teacher, in consultation with the 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 Head Teacher will determine an appropriate course of action.

Alleged Malpractice in Assessment Tasks or Examinations

Malpractice, or cheating, is “dishonest behaviour by a student that gives them an unfair advantage over others”. Plagiarism is copying someone else’s work and pretending that it is your own.

Malpractice may include:

- Plagiarism (copying someone else’s work and claiming that it is your work);
- Collusion (allowing someone to copy your work); or
- Forbidden aids (this would include bringing into an examination situation secret notes, or any helpful electronic device not specifically allowed, whether or not it is used).

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

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

The school attempts to assist students to avoid malpractice by:

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

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

Kotara High School ‘N’ Award Procedures

To be eligible for the award of the Higher School Certificate, Principals must certify that students have met the eligibility and pattern of study requirements as detailed by 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.

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. This is recorded on *Sentral*.

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

If the student has not:

- redeemed the assessment tasks,
- completed course requirement, or
- completed 50% of course assessment tasks,

parents are 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. This is recorded on *Sentral*.

Stage Four

- 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.
- 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).

Disability Provisions

A student may be granted disability 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 and informing the school of their child's disability.)

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 Disability Provisions in the School

Some disability 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 disability provisions, arrangements are made with NESAs officers and the parents/guardians and student(s) will be notified.

Appeal Process

Higher School Certificate and Record of Achievement 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 appeal if they believe that circumstances occurring immediately prior to or during the Higher School Certificate Examination, and which were beyond their control, diminished their examination performance.

If the appeal is upheld, the student will be awarded the higher of either his/her scaled examination mark or moderated assessment mark in the courses involved.

The illness/misadventure appeal provisions are open only to those students who have had an assessment mark submitted for the course in question.

The right to submit an illness/misadventure appeal 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 recommends that, where at all possible, students should attend examination sessions. NESAs does not, however, expect students to attend an examination against specific documented medical advice. Where students are in doubt they are advised to contact the principal.

Grounds for Appeal

- The scaled examination mark is intended to be a measure of a student's performance in the examination. Therefore, an appeal must relate to illness or misadventure suffered at the time of the examination that has affected the student's performance in the examination.

Appeals may be in respect of:

- illness or accident, that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination (for example, influenza, an asthma attack, cut hand);
- misadventure, that is, any other event beyond the student's control which allegedly affected the student's performance in the examination (for example, death of a family member, disruption at the examination centre or a faulty examination paper).

The provisions of the appeals process do not cover:

- matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities (there may be cases involving interruption to the completion of the work or loss of materials prepared by the student for submission which the board will consider, for example, major works stolen or destroyed by vandals);
- matters that could have been avoided by the student (for example, misreading of timetable, failure to enter for the examination in a course). In such instances Principals should, however, advise the Board of Studies of such events in writing;
- long-term illness such as glandular fever, asthma and epilepsy — unless there is evidence of a 'flare-up' during the examination (chronic illness is not in itself an acceptable basis for an appeal).

Evidence

In all cases, NESAs requires evidence that clearly identifies the disadvantage experienced during the time the student was attempting to complete the examination. Supporting evidence from any source is acceptable but a student's appeal must include:

- a statement from the student explaining how he/she was affected in each examination session;
- 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 (for example, 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;
- a presiding officer's report that outlines any observable signs noticed by the supervisor during each examination;
- a statement from the student's School Principal. This should contain reference to the student's preparation for the examination, general attitude and any other information deemed relevant to the genuineness of the appeal. 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 an examination, or a significant proportion of it, is affected by illness or misadventure, principals need to submit a Group Appeal Form.

Principals should complete the appropriate section of the form, or attach report detailing the incident and its effect on the performance of those students involved. If the illness or misadventure was in a particular examination session, a photocopy of the seating list for that session, indicating which students, if any, were absent should be included. If the appeal is in relation to the whole school candidature, a copy of the NESA' list of students by school should be included. Specific students who the Principal considers have been particularly disadvantaged should be identified. These students should be encouraged to submit an individual Illness/Misadventure Appeal form. In instances where a small proportion of the course candidature is submitting appeals on the basis of a common misadventure, each student involved is to submit an individual Illness/Misadventure Appeal form. Each form should be cross-referenced and include a list of all other students involved in the incident, and refer to the original Principal's comment.

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

The Board 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

The Principal's Determination is the initial decision made by the principal under delegated authority from NESAs. The criteria used in making determinations are provided in Section 11.4 of this manual. Where a principal has determined that a student has not satisfied NESAs requirements in a course, the Principal must advise NESAs on the appropriate schedule.

Completion of Appeal Forms

The Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. Principals must also advise the student's parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal's Determination. NESAs will review appeals only on the information submitted with the School Review Principal's Report form and the Student Appeal form. No further information will be sought, thus copies of all warning letters must be provided.

If a student does not wish to appeal, the Principal's Determination form should be retained at the school. If the student's appeal is successful at the school level, the Principal's Determination form, the Student Appeal form and the School Review Principal's Report form should be retained at the school. Notification must be sent to NESAs so that the 'N' Determination can be removed. Principals are to complete and send to the Board the appropriate page of the School Review Principal's Report form.

If the student's appeal is unsuccessful at the school level, the Principal's Determination form, the Student Appeal form, the School Review Principal's Report form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESAs. The appropriate forms relating to 'N' Determinations must be submitted to NESAs by the dates specified in the timetable.

Section 4: Vocational Education & Training (VET) Courses

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 NESAC and is nationally recognised through the Australian Qualifications Framework.

Vocational Education Courses Available at Kotara High School

These courses include:

- Construction
- Hospitality
- Retail Services

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

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

Completion of Course Requirements in a VET Course

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

VET Assessment

Competency Assessment

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

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

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

External Assessment – HSC Examination

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

The estimated mark for NESA will be made up of 40% Half-Yearly Examination and 60% 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.

Credentiaing 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.

Credentiaing 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 BOS 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 NESAs 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 NESAs guidelines, Registered Training Organisations (other than schools) may organise work placements but this must be done in conjunction with the participating schools. The responsibility for approving concurrent employment for work placement purposes remains with the school.

Recognition of Prior Learning (RPL) for VET Courses

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

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

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

1. An RPL process which includes appropriate assessment methods. This requirement may be waived if the student provides satisfactory documentation attesting to completion of identical units of competency. (Records from other school/training organisation and validated assessment tasks may be used as evidence.)
2. In assessing achievement of particular competencies, the assessor will need to make a judgment using performance criteria included in the training package (or assessment criteria in a non-framework course).
3. Advanced standing for a unit of competency should only be granted where the student is able to demonstrate that all elements of competency have been achieved. The student would then be exempted from undertaking the unit of competency.
4. If the student is not eligible for advanced standing, the school may provide additional tuition for the student.

Students Undertaking Multiple VET Courses

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

VET Appeal Process

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

Step 1:

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

Step 2:

Written appeal with evidence to be presented to VET Coordinator.

Step 3:

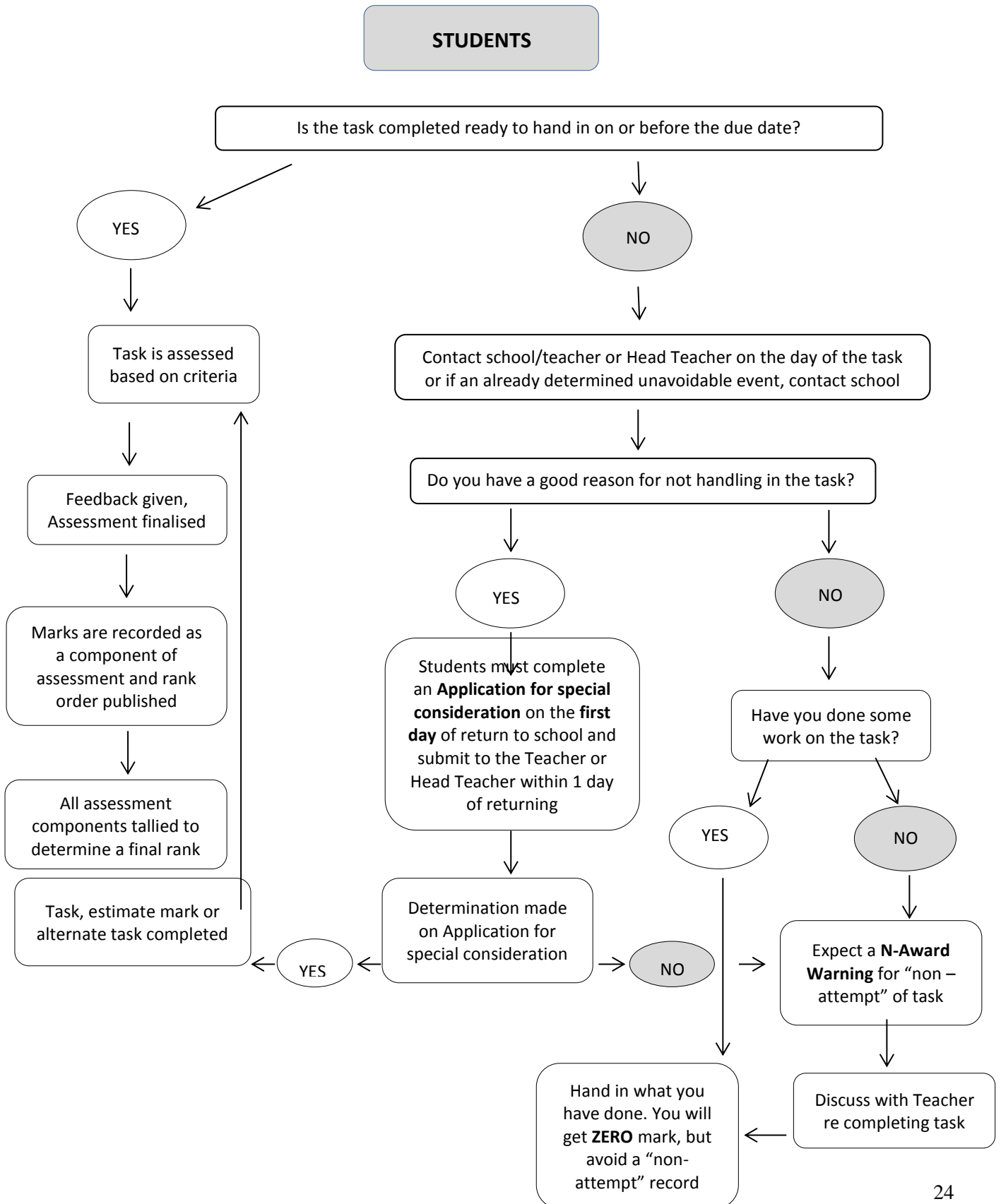
A panel of HT/VET Coordinator as well as class teacher will review the appeal. A third VET teacher may be involved in discussing the appeal.

Step 4:

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

STUDENT – NEEDING TO APPLY FOR ILLNESS/MISADVENTURE

COMPLETING ASSESSMENTS AT KOTARA HIGH SCHOOL





Kotara High School

Illness/Misadventure Form

Student Section

Student Name: _____ Year: _____ Subject: _____

Task: _____ Date of Task: _____

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

Classroom Teacher Section

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

Head Teacher Section

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

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

PATTERN OF STUDY REQUIREMENTS CHECKLIST FOR THE 2018 PRELIMINARY/HSC SCHOOL CERTIFICATE

Do your students who complete the Higher School Certificate in 2018 meet the following pattern of study requirements?

- At least 12 units of Preliminary courses and 10 units of HSC courses
- At least 2 units of a Board Developed Course in English, (or 2 units of the Content Endorsed Course *English Studies*, at both Preliminary and HSC level
- At least 4 subjects – at both Preliminary and HSC level
- At least 6 units of Board Developed Courses – at both Preliminary and HSC level
- At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level
- A maximum of 6 Preliminary units and 6 HSC units from courses in Science [Ref: *ACE Manual*, Dec. 2005, Section 8.3.1.4, p.88]
- In the Preliminary study pattern, Senior Science cannot be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. In the HSC study pattern, Senior Science can be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. Students undertaking Senior Science in the HSC study pattern must have satisfactorily completed the Preliminary course in at least one Science course [Ref: *ACE Manual*, Dec. 2005, Section 8.3.1.4, p.88]
- Met eligibility requirements for the English (ESL) course [Ref: *ACE Manual*, Dec. 2005, Section 8.2.2.1, p.84]
- Met eligibility requirements for Continuers courses in languages where there are Background Speakers courses. Relevant documentation has been completed and retained at the school. [Ref: Official Notice – Eligibility for Stage 6 Languages Courses BOS 25/10, Monday 12 July 2010]
- Met eligibility requirements for Beginners courses in languages. Relevant documentation has been completed and retained at the school. [Ref: Official Notice – Eligibility for Stage 6 Languages Courses BOS 25/10, Monday 12 July 2010]
- Met eligibility requirements for Heritage courses in languages. Relevant documentation has been completed and retained at the school. [Ref: Official Notice – Eligibility for Stage 6 Languages Courses BOS 25/10, Monday 12 July 2010]

All My Own Work

All students undertaking Preliminary or HSC courses in 2018, **except students undertaking only Stage 6 Life Skills courses**, are required to complete the *HSC: All My Own Work* program (or equivalent) prior to the school's submission of students' 2018 Preliminary course entries. (Students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses must also meet this requirement.)

Completion of the *HSC: All My Own Work* program (or equivalent) is optional for students undertaking **only** Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the *HSC: All My Own Work* program for students with special education needs as necessary.)

Board Endorsed Courses have current endorsement.

Exclusions

Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE Delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see *ACE Manual*, Dec.

2005, Section 8.3, p.87-90, PLUS also check your school BEC decision letters or check for BEC decisions via *Schools Online*.] VET course exclusions are available on the Board of Studies website under Vocational Education.

REMINDERS

Students seeking an ATAR (Australian Tertiary Admission Rank) in 2018 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by the Board of Studies, including

(a) at least 2 units of English (not including English Studies), and

(b) at least 6 units of Category A courses which may include 1 Category B subject of at least 2 units. Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects.

NB: Board Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses and the Content Endorsed Course, *English Studies*, do not satisfy requirements for the ATAR.

Schools should note that additional Departmental curriculum requirements (e.g. sport, religious education, 25 hours of PD/H/PE etc) or conditions of enrolment at individual schools are not requirements for Higher School Certificate credentialing as determined by the Board of Studies as the statutory Higher School Certificate credentialing authority.

Schools will need to ensure that Board requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the *ACE Manual*, Dec. 2005, Section 8 for details].

Students with special education needs can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the *ACE Manual*, Dec. 2005 Section 7, p.73-77].

KOTARA HIGH SCHOOL 2018 CALENDAR TERM I

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1A:	29	30	31	1 February	2
Week 2B:	5	6	7	8	9
Week 3A:	12	13	14	15	16
Week4B:	19	20	21	22	23
Week 5A:	26	27	28	1 March	2
Week 6B:	5	6	7	8	9
Week 7A:	12	13	14	15	16
Week 8B:	19	20	21	22	23
Week 9A:	26	27	28	29	30 Good Friday
Week 10B:	2 April Easter Monday	3	4	5	6

KOTARA HIGH SCHOOL 2018 CALENDAR TERM II

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1A:	30	1 May	2	3	4
Week 2B:	7	8	9	10	11
Week 3A:	14	15	16	17	18
Week 4B:	21	22	23	24	25
Week 5A:	28	29	30	31	1 June
Week 6B:	4	5	6	7	8
Week 7A:	11 Queens Birthday	12	13	14	15
Week 8B:	18	19	20	21	22
Week 9A:	25	26	27	28	29
Week 10B:	2 July	3	4	5	6

KOTARA HIGH SCHOOL 2018 CALENDAR TERM III

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1A:	23 July	24	25	26	27
Week 2B:	30	31	1 August	2	3
Week 3A:	6 Jindabyne	7 Jindabyne	8 Jindabyne	9 Jindabyne	10 Jindabyne
Week 4B:	13	14	15	16	17
Week 5A:	20	21	22	23	24
Week 6B:	27	28	29	30	31
Week 7A:	3	4	5	6	7
Week 8B:	10	11	12	13	14
Week 9A:	← 17 September - Preliminary Exams – 21 September →				
Week 10B:	← 24 September - Preliminary Exams - 28 September →				

VOCATIONAL EDUCATION AND TRAINING – ASSESSMENT

In Stage 6, 2018 the following VET courses will be undertaken at Kotara High School:

- **Construction**
- **Hospitality**
- **Retail**

At the time of publication the RTO had not finalised 2018 assessment material. The classroom teacher will distribute these publications in 2018.

Industry curriculum frameworks provide students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their NSW Higher School Certificate (HSC). For Stage 6 VET courses, assessment includes:

- confirming whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency
- determining eligibility for Australian Qualifications Framework (AQF) VET qualifications.

COMPETENCY-BASED ASSESSMENT

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of the performance criteria set out under each element of competency. A participant is judged either 'competent' or 'not yet competent'. This judgment is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

The unit of competency identifies the specific skills and knowledge required to demonstrate achievement of the unit of competency.

ASSESSMENT SCHEDULES

At the commencement of the course Students will be issued an Assessment Schedule indicating the timing, competencies and method of assessment.

Teachers will generally organise a number of chances for students to demonstrate a competence. Some assessment will be ongoing and evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events.

VET COURSES – Refer to Tamworth RTO Assessment guidelines and requirements

Students that fail to complete:

- compulsory units of work
- mandatory work placement
- specific associated course requirements

will not be considered to have satisfactorily completed the course and may not be eligible for a Preliminary or HSC.

ANCIENT HISTORY

Task	1 Source analysis Investigating Ancient History	2 Research and essay Historical Investigation	3 Yearly Examination	
Schedule	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9	
Outcomes	AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	
Course Component				Weighting %
Knowledge and understanding of course content	15	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

TASK OUTLINES

Task 1: Investigating Ancient History: Source Analysis

Task 2: Historical Investigation: Research and Essay

Task 3: Yearly Examination

BIOLOGY

	Task 1	Task 2	Task 3	
Task	1 Practical Investigation	2 Depth Study	3 Yearly Examination Modules 1 – 4	
Schedule	Term 1 Week 8	Term 2 Week 5	Term 3 Week 9/10	
Outcomes	BIO11/12-1, BIO11/12-2 BIO11/12-3, BIO11/12-7, BIO11-9	BIO11/12-1, BIO11/12-4 BIO11/12-5, BIO11/12-6 BIO11/12-7, BIO11-10	BIO11/12-4, BIO11/12-5 BIO11/12-6, BIO11/12-7 BIO11-8, BIO11-9 BIO11-10, BIO11-11	
Course Component				Weighting %
Skills in Working Scientifically	10	30	20	60
Knowledge and Understanding	10	10	20	40
Total %	20	40	40	100

TASK OUTLINES

Task 1: Practical Investigation

Task 2: Depth Study

Task 3: Yearly Examination

BUSINESS STUDIES

Task	1 Case Study Nature of Business	2 Small Business Plan Business Planning	3 Yearly Examination	
Schedule	Term 1 Week 9	Term 3 Week 4	Term 3 Week 9	
Outcomes assessed	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10	
Course Component				Weighting %
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills	10		10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms		10	10	20
Total %	25	35	40	100

TASK OUTLINES

Task 1: Nature of Business – Case Study

Task 2: Business Planning – Small Business Plan

Task 3: Yearly Examination

CHEMISTRY

Task	1 Depth Study - Titrations Module 2	2 Practical Report Modules 1-3	3 Yearly Examination Module 1-4	
Schedule	T2 Week 4	T2 Week 10	T3 Week 9/10	
Outcomes	CH11/12-2, CH11/12-3 CH11/12-4, CH11/12-6 CH11-9	CH11/12-2, CH11/12-3 CH11/12-4, CH11/12-6 CH11/12-7, CH11-10	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4 CH11/12-5, CH11/12-6 CH11/12-7, CH11/12-8 CH11/12-9, CH11-10 CH11-11	
Course Component				Weighting %
Skills in Working Scientifically	15	30	20	60
Knowledge and Understanding	5	10	20	40
Total %	20	40	40	100

TASK OUTLINES

Task 1: Depth Study Titrations

Task 2: Practical Report

Task 3: Yearly Examination

COMMUNITY AND FAMILY STUDIES

Task	1 Research Task Resource Management	2 Case Study Adaptation of Core 2 Syllabus to the movie Mean Girls	3 Yearly Examination	
Schedule	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9/10	
Outcomes	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	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2 P5.1 P6.1, P6.2	
Course Component				Weighting %
Knowledge and understanding of course content	5	10	25	40%
Skills in critical thinking, research methodology, analyzing and communicating	20	25	15	60%
Total %	25	35	40	100%

TASK OUTLINES

Task 1: Research Task - Resource Management
Scenario strategy analysis from Core 1 syllabus

Task 2: Case Study - Individuals and Groups – Video analysis (MEAN GIRLS)
Adaptation of Core 2 syllabus to the movie

Task 3: Yearly examination - Content from total Preliminary Syllabus

DRAMA-2018

Task	1 Traditions & Style	2 Group Performance	3 Yearly Exam + IP	
Schedule	Term 1 Week 4-11	Term 2 Week 9	Term 3 Week 8/9	
Outcomes	1.3, 2.4, 3.2, 3.3	1.1, 1.2, 1.3, 1.7, 2.3, 2.4	1.4, 1.6, 2.1, 2.2, 2.3, 2.4 3.1	
Course Component				Weighting %
Improvisation, Playbuilding and Acting	10	25	5	40
Elements of Production			30	30
Theatrical Traditions and Performance Style	20		10	30
Total %	30	25	45	100

TASK OUTLINES

Task 1: Theatrical Traditions and Performance Style – including workshops, essay and performance

Task 2: Group Performances including observation of play building

Task 3: Yearly exam including written responses, log books and IP

ENGINEERING STUDIES

Task	1 Engineered Products	2 Braking Systems	3 Yearly Examination	
Schedule	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 9-10	
Outcomes	1.2,2.1,3.1,3.2,3.3,4.1,4.2,4.3,5.1	1.1,1.2,2.2,3.1,3.2,3.3,4.1,4.3,5.1,5.2,6.1	1.2,2.1,2.2,3.1,3.2,4.1,4.2,6.1,6.2	
Course Component				Weighting %
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication relate to engineering practice	15	25		40
Total %	25	35	40	100

TASK OUTLINES

Task 1 Engineered Products

Analyze an engineered product in terms of its historical development and material use and review electrical principles, components and circuits in engineered products.

Task 2 Braking Systems

Investigate vehicle braking systems including mechanical principles and materials applications.

Task 3 Examination

End of course examination covering all course content.

ENGLISH STANDARD

Task	1 Imaginative Text with Reflection	2 Multimodal Presentation	3 Yearly Examination	
Schedule	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
Outcomes	4, 5, 9	1, 2, 7	3, 6, 8	
Course Component				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

TASK OUTLINES

Task 1: Reading to Write - Imaginative Text with Reflection

Task 2: Contemporary Possibilities - Multimodal Presentation

Task 3: Yearly Examination

ENGLISHADVANCED

Task	1 Imaginative Text with Reflection	2 Multimodal Presentation	3 Yearly Examination	
Schedule	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
Outcomes	4, 5, 9	1, 2, 7	3, 6, 8	
Course Component				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

TASK OUTLINES

Task 1: Reading to Write - Imaginative Text with Reflection

Task 2: Narratives that Shape our World Multimodal Presentation

Task 3: Critical Study of Literature – Yearly Examination

ENGLISH – EXTENSION I

Task	1 Tutorial Presentation	2 Critical Research Journal	3 Yearly Examination	
Schedule	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8	
Outcomes	1, 2	4, 6	3,5	
Course Component				Weighting %
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

TASK OUTLINES

Task 1: Tutorial Presentation

Task 2: Critical Research Journal

Task 3: Yearly Examination

ENGLISH STUDIES

Task	1 Report on Community Engagement	2 Multimodal Presentation	3 Reflective Journal	
Schedule	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8	
Outcomes	1,2, 5, 6	3, 8,9	4, 7,10	
Course Component				Weighting
Knowledge and understanding of course content	15	15	20	50
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	15	15	20	50
Marks	30	30	40	100

TASK OUTLINES

Task 1: Mandatory Module: Achieving through English – Report on Community Engagement

Task 2: On the Road – Multimodal Presentation

Task 3: All Modules – Reflective Journal

FOOD TECHNOLOGY

Task	Task 1	Task 2	Task 3	
Task Name/Outline	Nutrition Research/Case Study	Food Quality Investigation	Yearly Exam	
Schedule	Term 1 Week 9	Term 2 Weeks 9 – 10	Term 3 Weeks 9 - 10	
Outcomes Assessed				
Assessment Components				Weighting %
Knowledge and understanding of course content	5	5	30	40
Knowledge and skills in designing, researching, analyzing and evaluating	15	5	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		30
Marks	30	30	40	100

TASK OUTLINES

Task 1: Nutrition Research/Case Study

Task 2: Food Quality -
Experimentation with food

Task 3: Yearly Exam

FRENCH BEGINNERS

Task	1 Listening and Responding, Reading and Responding & Writing Skills	2 Speaking and Writing Skills	3 Preliminary exam – Listening and Responding, Reading and Responding & Writing Skills	
Schedule	Term 1 Week 10/11	Term 3 Week 7/8	Term 3 Week 9/10	
Outcomes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.2, 1.2, 1.3, 1.4,3.1,3.2,3.3,3.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Course Component				Weighting %
Listening	10		20	30
Speaking		20		20
Reading	15		15	30
Writing	5	10	5	20
	30	30	40	100

TASK OUTLINES

Task 1 : Listening and Responding, Reading and Responding and Writing

Topics – Self, Family Life, Friends, Recreation and Pastimes

Task 2: Speaking and Writing Skills

Topics – All topics covered in the Preliminary Course

Task 3: Preliminary Exam

Topics – All topics covered in the Preliminary Course

GEOGRAPHY

Task	1 Research Task Biophysical Interactions	2 Senior Geography Project	3 Yearly Examination	
Schedule	Term 1 Week 9	Term 3 Week 4	Term 3 Week 9	
Outcomes	P1, P2, P3, P7, P8	P7, P8, P9, P10, P11, P12	P1, P3, P4, P5, P6, P12	
Course Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Geographical tools and skills	5	10	5	20
Geographical inquiry and research, including fieldwork	5	10	5	20
Communication of geographical information, ideas and issues in appropriate forms		10	10	20
Total %	20	40	40	100

TASK OUTLINES

Task 1: Biophysical Interactions: Research Task

Task 2: Senior Geography Project

Task 3: Yearly Examination

INDUSTRIAL TECHNOLOGY

Task	1 Industry Case Study	2 Preliminary Project	3 Yearly Examination	
Schedule	Term 2 Week 1	Term 3 Week 7	Term 3 Weeks 9-10	
Outcomes	P1.1,P1.2,P5.1,P6.2 P7.1,P7.2	P2.1,P3.1,P3.2,P4.1 P4.2,P4.3,P5.2	P1.1,P1.2,P2.1,P6.1,P7.1	
Course Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total %	20	40	40	100

TASK OUTLINES

Task 1: Industry Case Study

Task 2: Preliminary Project

Task 3: Yearly Examination

INVESTIGATING SCIENCE

Task	1 Practical Investigation Modules 1 and 2	2 Depth Study Research and Presentation Modules 2 and 3	3 Yearly Examination Modules 1–4	
Schedule	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Outcomes	INS11/12-1, NS11/12-2 INS11/12-3, INS11/12-4 INS11/12-5, INS11/12-7 INS11-8, INS11-9	INS11/12-1, INS11/12-4 INS11/12-5, INS11/12-6 INS11/12-7, INS11-8 INS11-9	INS11/12-4, INS11/12-5 INS11/12-6 INS11/12-7 INS11-8, INS11-9 INS11-10, INS11-11	
Course Component				Weighting %
Skills in Working Scientifically	10	30	20	60
Knowledge and Understanding	10	10	20	40
Total %	20	40	40	100

TASK OUTLINES

Task 1: Practical Investigation

Task 2: Depth Study

Task 3: Yearly Examination

LEGAL STUDIES

Task	1 Research Task The Legal System	2 Case Study The Individual and the Law	3 Yearly Examination	
Schedule	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
Outcomes	P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10	
Course Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation		10	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	10	10		20
Total %	30	40	30	100

TASK OUTLINES

Task 1: The Legal System: Research task

Task 2: The Individual and the Law: Case study

Task 3: Yearly Examination

MARINE STUDIES

Task	1 Research Task	2 Oral Presentation Task	3 Personal Interest Project	
Timing	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	
Outcomes assessed	1.1, 2.2, 3.1, 3.2, 3.4, 5.2, 5.3	1.1, 2.1, 2.3, 3.1, 3.3, 3.4	1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.2, 3.3, 3.4	
Course Component				Weighting %
Knowledge and understanding of course content	20	20	20	60
Skills	10	15	15	40
Total %	30	35	35	100

TASK OUTLINES

Task 1: Research Task

Task 2: Oral Presentation

Task 3: Personal Interest Project

MATHEMATICS

Shown below is the order and nature of assessment used to measure student performance in the course. Outcomes and dates listed are a guide only. A full outcome list for each task will be stipulated on each official notification of assessment.

Task	Task 1 In class exam	Task 2 In class exam	Task 3 Preliminary final exam	
Schedule	Due Weeks 9/10 Term 1	Due Week 9/10 Term 2	Due Weeks 9/10 Term 3	
Outcomes	P2, P3	P4, P5	All to date	
Course Component				Weighting %
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	15	15	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	15	15	20	50
Total %	30	30	40	100

TASK OUTLINES

Task 1: One period test:

Topics: Basic Arithmetic and Algebra, Plane Geometry. Students will be permitted to prepare and bring an A4 page hand-written summary sheet into the test.

Task 2: Midcourse Examination:

Topics: Linear Functions, Trigonometric Ratios and Quadratic Polynomials

Task 3: Preliminary final examination:

(2 hours) Basic Arithmetic and Algebra, Plane Geometry, Linear Functions, Trigonometric Functions, Quadratic Polynomials, Real Functions and Curve Sketching, Locus, Circles and the Parabola and Tangent and Derivative

NOTE: Changes to content areas and topics may be made after the correct procedures have been followed..

MATHEMATICS STANDARD

Shown below is the order and nature of assessment used to measure student understanding in the Year 11 Mathematics Standard course. Outcomes and dates listed are a guide only and may vary. A full outcome list for each task will be stipulated on the official notification for each assessment.

Task	1 In Class Exam	2 Investigation Task	3 Final Exam	
Schedule	Due Week 10 Term 1	Due Week 9/10 Term 2	Due Week 9/10 Term 3	
Outcomes	MS11-1, MS11-5, MS11-6	MS11-7, MS11-9, MS11-10	All Outcomes	
Course Component				Weighting %
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning and justification	15%	15%	20%	50%
Total %	30%	30%	40%	100%

TASK OUTLINES

Task 1: 1 hour examination assessing students' understanding of *Earning and Managing Money* (MS-F1), *Formulae and Equations* (MS-A1) and *Measurement and Energy* (MS-M1). Students will be permitted to prepare and bring an A4 page hand-written summary sheet into the test.

Task 2: Investigation Task in which students are required to demonstrate and apply their understanding of *Data Analysis* (MS-S1).

Task 3: 2 hour examination assessing all content and skills covered in the Year 11 Mathematics Standard course.

MATHEMATICS EXTENSION 1

Shown below is the order and nature of assessment used to measure student performance in the course. Outcomes and dates listed are a guide only. A full outcome list for each task will be stipulated on each official notification of assessment.

Task	1 Progress Exam	2 In Class Exam	3 Final Examination	
Schedule	Due Weeks 9/10 Term 1	Due Week 9/10 Term 2	Due Weeks 9/10 Term 3	
Outcomes	PE1, PE2, PE4	PE3, PE5, PE6,	All to date	
Course Component				Weighting %
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	15%	15%	20%	50%
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	15%	15%	20%	50%
Total %	30%	30%	40%	100%

Task Outlines

Task 1: One period test:
Other Inequalities, Circle Geometry and Permutations and Combinations. Students will be permitted to prepare and bring an A4 page hand-written summary sheet into the test.

Task 2: Midcourse Examination:
Further Trigonometry, Polynomials, Angles Between two Lines, Internal and External Division of lines into Given ratios, and Permutations and Combinations.

Task 3: Final Preliminary Examination:
(1.5 hours) Other Inequalities, Circle Geometry, Further Trigonometry, Polynomials, Angles Between two Lines, Internal and External Division of lines into Given ratios, Permutations and Combinations and Harder Applications of the Mathematics Course.

NOTE: Changes to content areas and topics may be made after the correct procedures have been followed

MODERN HISTORY

Task	1 Research Task Investigating Modern History	2 Case Study Historical Investigation Research and Presentation	3 Yearly Examination	
Timing	Week 9 Term 1	Week 9 Term 2	Week 9/10 Term 3	
Outcomes	MH11-6, MH11-7 MH10-10	MH11-6, MH11-7 MH11-8, MH11-9	MH-1, MH-2 MH-3, MH-4 MH-5, MH-9	
Course Component				Weighting %
Knowledge and understanding of course content	10%	10%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	10%	5%	5%	20%
Historical inquiry and research	5%	10%	5%	20%
Communication of historical understanding in appropriate forms	5%	5%	10%	20%
Total %	30%	30%	40%	100%

TASK OUTLINES

Task 1: Investigating Modern History : Source based extended Response

Task 2: Research and Presentation. Research a topic and submit a research project. Provide an oral presentation on this project. Students should note that this is supervised research and that a detailed Log Book must be submitted. No marks will be awarded for this task where a Log Book with teacher's signatures showing progress over time does not accompany the task.

Task 3: Examination of the Case Studies as well as the Shaping of the Modern World Topic.

MUSIC 1 – PRELIMINARY

Task	1 Composition & Performance	2 Musicology	3 Yearly Exam Aural Exam, Musicology & Performance	
Schedule	Term 1 Week 10	Term 2 Week 7	Term 3 Week 9/10	
Outcomes	P1, P3, P4, P5, P7, P8, P9, P10, P11	P2, P4, P5, P6, P7, P8, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11	
Course Component				Weighting %
Performance	10		15	25
Composition	25			25
Musicology		25		25
Aural			25	25
Total %	35	25	40	100

TASK OUTLINES

Task 1: Performance & Composition

Task 2: Musicology (Viva Voce)

Task 3: Aural Written Exam (1 hour) and Performance

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

Task	1 Video Analysis	2 Fitness Tests	3 Yearly Exam	
Schedule	Week 10 Term 2	Week 10 Term 2	Week 9/10 Term 3	
Outcomes	P1, P2, P3, P4, P16	P7, P8, P10, P11	P1 - P17	
Course Component				Weighting %
Knowledge and understanding of: <ul style="list-style-type: none"> • factors that affect health • the way the body moves. 	10	10	20	40
Skills in: <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical activity. 	10	10	10	30
Skills in critical thinking, research and analysis	10	10	10	30
Total %	30	30	40	100

TASK OUTLINES

Task 1: Core 1 – Better Health for Individuals - Research Task/Video Analysis
Research and complete questions.

Task 2: Core 2 – The Body in Motion Research Task
Research and complete questions on the Body in Motion.

Task 3: Yearly Examination
This will include questions covering all aspects of the course.

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Task	1 Case Study Traditions, Conventions, Styles and Genres of Photography	2 Case Study Developing a Point of View	3 Yearly Examination	
Schedule	Term 1 Weeks 10/11	Term 2 Weeks 9/10	Term 3 Weeks 9/10	
Outcomes	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5, CH6	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5, CH6	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5, CH6	
Course Component				Weighting %
Making	25	25	20	70
Critical and Historical	10	10	10	30
Total %	35	35	30	100

TASK OUTLINES

Task 1: Traditions, Conventions, Styles and Genres of Photography

Making: Photography Diary and Set of Photographs

Critical and Historical: Case Study

Task 2: Developing a Point of View

Making: Photography Diary and Set of Photographs

Critical and Historical: Case Study

Task 3: Manipulated Forms

Making: Photography Diary and Set of Photographs

Critical and Historical: Examination

PHYSICS

Task	1 Practical Investigation Kinematics	2 Depth Study Research and Presentation Waves and Thermodynamics	3 Yearly Examination Modules 1 - 4	
Schedule	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9/10	
Outcomes	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-7, PH11-8	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-5, 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	
Course Component				Weighting %
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total %	30	40	30	100

TASK OUTLINES

Task 1: Practical Investigation

Task 2: Depth Study

Task 3: Yearly Examination

SOCIETY & CULTURE

Task	1 Oral Presentation The Social and Cultural World	2 Research Task Personal and Social Identity	3 Yearly Examination	
Schedule	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9	
Outcomes	Outcomes assessed P1, P3, P6, P9, P10	Outcomes assessed P1, P2, P3, P5, P8, P10	Outcomes assessed P3, P4, P7, P8, P9	
Course Component				Weighting %
Knowledge and understanding of course content	10	20	20	50
Application and evaluation of social and cultural research methods	10	10	10	30
Communication of information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100

TASK OUTLINES

Task 1: Social and Cultural World- Oral Presentation

Task 2: Personal and Social Identity – Research Task

Task 3: Yearly Examination

SPORT, LIFESTYLE AND RECREATION 2 UNIT

Task	1 Healthy Lifestyle Written Task	2 Games I & II Skills: Presentation & Written Task	3 Yearly Examination	
Schedule	Term 2 Week 2	Term 2 Week 8	Term 3 Weeks 9/10	
Outcomes	1.5, 2.3, 3.5, 4.5	2.3, 3.2, 3.3, 4.2	1.3, 1.6, 2.1, 2.2, 2.5	
Course Component				Weighting %
Knowledge and Understanding	15	5	30	50
Skills	15	25	10	50
Total %	30	30	40	100

TASK OUTLINES

Task 1: Healthy Lifestyle Task

Students will be tested on their knowledge and understanding of Healthy Lifestyles unit.

Task 2: Games Skills I & II

This will include knowledge and understanding of the organisation, coordination and implementation of these sports presented through a written task as well as presentation to the class of a practical activity.

Task 3: Yearly Exam

This will assess the knowledge, understanding and skills students have developed in all aspects of the course.

VISUAL ARTS

Task Number	1 In-Class Written Task or Research Task	2 In-Class Written Task or Research Task	3 Yearly Examination	
Schedule	Term 1 Weeks 9/10	Term 2 Weeks 9/10	Term 3 Weeks 9/10	
Outcomes	P1, P2, P3, P4, P5, P6, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P6, P7, P8, P9, P10	
Course Component				Weighting %
Making	20	15	15	50
Critical and Historical	10	20	20	50
Total %	30	35	35	100

TASK OUTLINES

Task 1: Critical and Historical: In-Class Written Task or Research Task
Artmaking: Body of Work and Visual Arts Process Diary

Task 2: Critical and Historical: In-Class Written Task or Research Task
Artmaking: Body of Work and Visual Arts Process Diary

Task 3: Yearly Examination

VISUAL DESIGN

Task	1 Critical Historical Research Task Portfolio of Design Works and Visual Design Process Diary	2 Critical Historical Case Study/Research Task Portfolio of Design Works and Visual Design Process Diary	3 Yearly Examination	
Schedule	Week 9,10 Term 1	Week 9,10 Term 2	Week 9,10 Term3	
Outcomes	DM1,DM2,DM4,DM5, DM6, CH1,CH2,CH3,CH4	DM1,DM2,DM4,DM5, DM6, CH1,CH2,CH3,CH4	DM1,DM2,DM4,DM5 DM6,CH1,CH2,CH3 CH4	
Course Component				Weighting %
Designing and Making	20	30	20	70
Critical and Historical Studies	10	10	10	30
Total %	30	40	30	100

TASK OUTLINES

Task 1: Critical Historical Research Task
Portfolio of Design Works and Visual Design Process Diary

Task 2: Critical Historical Case Study or Research Task
Portfolio of Design Works and Visual Design Process Diary

Task 3: Yearly Examination

**WORK STUDIES
CONTENT ENDORSED COURSE**

Task	1 Research Booklet	2 Work Placement, Log Book and Report	3 Yearly Examination	
Schedule	Term 1 Week 11	Term 2	Term 3 Week 9	
Outcomes	1, 5, 7, 8, 9	2, 3, 4, 6	5, 7, 9	
Course Component				Weighting %
Knowledge & Understanding	10	10	10	30
Skills	15	25	30	70
Total %	25	35	40	100

TASK OUTLINES

Task 1: Research Booklet

Task 2: Work Placement Logbook and Report

Task 3: Yearly Examination