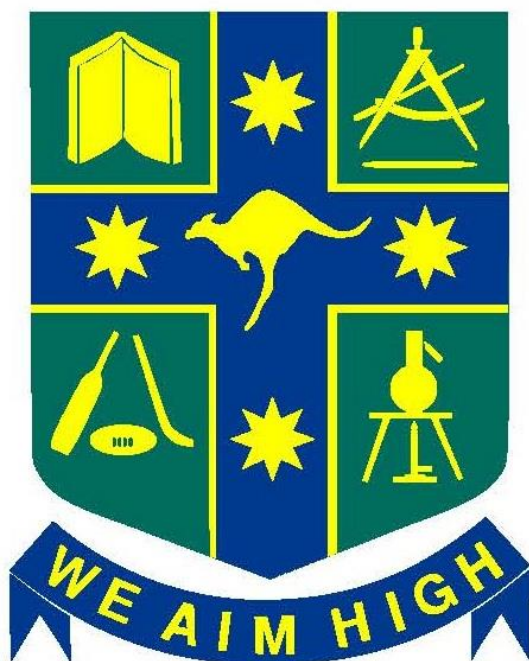


Kotara High School

We Aim High



Higher School Certificate

Term 4 2017 - 2018

Assessment Policy and Subject Assessment Schedules

HSC Assessment Information for the 2018 Higher School Certificate

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Principal's Message

Dear Students and caregivers,

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

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

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



Mr Mark Snedden

Principal

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.
- BOSTES 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 12 students do not need to be at school if they are not timetabled for a lesson either at the beginning or at the end of the day. Students with study periods in the middle of the day **MUST** remain at school.

Study Expectations of our Senior Year 12 Students

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

Students **ARE** expected to -

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

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

NOTE:

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

Medical Appointments

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

Senior Course Requirements

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

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

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

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

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

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

Examinations and Reports

The school has a formal examination period in Term 3. The majority of HSC Examinations are held in Term 4. HSC Performance

Examinations in Drama, Music and Language Speaking Exams are held in Term 3. HSC major projects in Visual Arts, Design and Technology, Industrial Timber Technology, Society and Culture and Extension 2 English are due for HSC marking in Term 3.

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

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

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

HSC Major Works

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

Financial Contributions

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

The learning charges are expected to be paid by the students in Term 4, 2017 and no later than Term 1, 2018. This allows for appropriate resources to be purchased.

The Student Representative Council (SRC)

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

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

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

Driving Guidelines

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

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

Mobile Phone Policy

Students are advised **NOT** to bring mobile phones/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.

Transition Adviser

The Transition Adviser provides students with advice about alternative pathways while at school and guidance with subject selection and career choices.

The Transition Adviser, along with the Careers Adviser, interviews all Year 12 students to assist them with developing a plan for their future whether at university, TAFE or work.

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

The Careers and Transition Advisers work closely to support and guide students in their final year of schooling to assist in their transition beyond Year 12.

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, encyclopedias, 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 Counselor

The School Counselor is trained to help students when they have emotional problems. Students can ask the Counselor 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 Counselor may be made by students, their parents/guardians or their teachers, by contacting the Counselor 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 BOSTES 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 test Amur 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 BOSTES. Such students are not eligible to receive either a Record of Achievement or a Higher School Certificate test Amur. 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 BOSTES 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." (*BOSTES 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 Test Amur (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 BOSTES 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 BOSTES, 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 BOSTES 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 plagiarized.

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

The school attempts to assist students to avoid malpractice by:

- (i) Ensuring all students have completed BOSTES "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 BOSTES that any acts of malpractice be reported in a Malpractice Register on the BOSTES 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 BOSTES. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding BOSTES' 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 BOSTES (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 BOSTES 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 BOSTES, 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 BOSTES approves disability provisions, arrangements are made with BOSTES 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 BOSTES 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.

BOSTES recommends that, where at all possible, students should attend examination sessions. BOSTES 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:

- (a) 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);
- (b) 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:

- (a) 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);
- (b) 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;
- (c) 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, BOSTES 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) a statement from the student explaining how he/she was affected in each examination session;
- (b) a specific medical certificate with details of the date of onset of the illness, plus any additional dates of consultation, together with a statement about how the student's performance in the examination may have been affected. In cases of misadventure, evidence from other sources (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;
- (c) a presiding officer's report that outlines any observable signs noticed by the supervisor during each examination;
- (d) 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 BOSTES' 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 BOSTES.

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 BOSTES 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 BOSTES. 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 BOSTES requirements in a course, the Principal must advise BOSTES 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. BOSTES 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 BOSTES 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 BOSTES. The appropriate forms relating to 'N' Determinations must be submitted to BOSTES 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 BOSTES and is nationally recognised through the Australian Qualifications Framework.

Vocational Education Courses Available at Kotara High School

These courses include:

- Construction
- Hospitality
- Metals and Engineering
- Retail Services
- Sports Coaching

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

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

Completion of Course Requirements in a VET Course

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

VET Assessment

Competency Assessment

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

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

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

External Assessment – HSC Examination

This is an optional examination and can be used for inclusion in the ATAR 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 BOSTES will be made up of 40% Half-Yearly Examination and 60% Trial HSC Examination. This mark is required by BOSTES as an estimate for the HSC Examination and may be used if an accident or misadventure occurs.

Credentialing Courses in the VET Curriculum Frameworks

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

Credentialing TAFE Delivered VET Content Endorsed Courses

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

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

Work Placement

It is very important to consider the following information taken from the *ACE Manual* in relation to Work Placement, as part of the 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 BOSTES. 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 BOSTES. 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 BOSTES 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 BOSTES 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 BOSTES. 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.



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)

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

Student signature: _____

Date: _____

Parent signature: _____

Date: _____

Classroom Teacher Section

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

Teacher signature: _____

Date: _____

Head Teacher Section

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

Head Teacher signature: _____

Date: _____

Deputy Principal/Principal Section

Based on the above recommendations I have granted the student:

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

Deputy Principal/Principal signature: _____ Date: _____

Section 6: Assessment Schedules for HSC Courses 2017 – 2018

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

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

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

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

ASSESSMENT BLOCKS 2017-2018

All assessment tasks at Kotara High School will all fall into one of the assessment blocks detailed below:

Term 4 - 2017

Weeks 9/10

Term 1 - 2018

Weeks 4/5

Weeks 9/10

Term 2 – 2018

Weeks 2/3

Weeks 7/8

Term 3 – 2018

Weeks 2/3 (Trial HSC)

Weeks 5/6/7 (Practical Block)

STUDENT INSTRUCTIONS

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



KOTARA HIGH SCHOOL 2017-2018 HSC ASSESSMENT CALENDAR



TERM 4 2017

1	2	3	4	5	6	7	8	9	10	11
	ASSESSMENT SCHEDULES DISTRIBUTED	HSC STUDY PATTERNS FINALISED						ASSESSMENT BLOCK		

TERM 1 2018

1	2	3	4	5	6	7	8	9	10	11
			ASSESSMENT BLOCK					ASSESSMENT BLOCK		

TERM 2 2018

1	2	3	4	5	6	7	8	9	10
	ASSESSMENT BLOCK					ASSESSMENT BLOCK			

TERM 3 2018

1	2	3	4	5	6	7	8	9	10
	TRIAL HSC EXAMINATIONS			PRACTICAL BLOCK/MAJOR WORKS			NESA GRADES DUE		

ANCIENT HISTORY

Task	1 Pompeii – Core Source Analysis	2 Society Research & Oral	3 Historical Period Problems & Issues	4 Trial HSC Examination	
Schedule	Due Week 9/10 Term 4 2017	Due Week 9 Term 1 2018	Due Week 7/8 Term 2 2018	Due Week 2/3 Term 3 2018	
Outcomes	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2	H1.1, H2.1, H3.1, H3.4, H3.5, H3.6, H4.1	H1.1, H2.1, H3.1, H3.2, H3.4, H3.5, H4.1	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2	
Course Component					Weighting %
Knowledge and understanding	10	5	5	20	40
Source-based skills	5		5	10	20
Historical Enquiry and Research		10			20
Communication of historical understanding in appropriate forms	5	5	10	10	20
Marks	20	20	20	40	100

TASK OUTLINES

- Task 1:** Source Analysis – Two extended responses based on source stimulus.
- Task 2:** Research and Oral – Students research a topic and provide an oral presentation. Answer several extended response questions on society study.
- Task 3:** Problems and Issues – Respond to a series of propositions and questions in written form.
- Task 4:** Trial HSC Examination.

BIOLOGY

Task	1 Practical Investigation	2 Progress Examination	3 Practical Portfolio	4 Trial HSC Examination	
Schedule	Due Week 9/10 Term 4 2017	Due Week 9/10 Term 1 2018	Due Week 7/8 Term 2 2018	Due Week 2/3 Term 3 2018	
Outcomes	H2, H6, H11, H12, H13 H14, H15	H1, H2, H3, H4, H5, H6, H8, H9, H10, H11, H12, H13 H14, H15	H1, H2, H3, H4, H5, H6, H8, H9, H10, H11, H12, H13 H14, H15	H1, H2, H3, H4, H5, H6, H8, H9, H10, H11, H12, H13 H14, H15	
Course Component					Weighting %
Knowledge and Understanding		15		25	40
Skills in First Hand Investigations Communication	15		15	5	35
Skills in Scientific Thinking, problem solving and communicating	5	5	15		30
Marks	20	20	30	30	100

TASK OUTLINES

Task 1:	First/Second Hand Investigation	Maintaining A Balance
Task 2:	Progress Examination	Modules 1 and 2
Task 3:	Practical Portfolio	One report per module (modules 1, 2 and 3)
Task 4:	Trial HSC Examination	Modules 1, 2 and 3

BUSINESS STUDIES

Marketing Finance Operations HR

Task	1 Business Case Study	2 Midcourse Exam	3 In-class test	4 Trial HSC	
Schedule	Due Week 9/10 Term 4 2017	Due Week 9/10 Term 1 2018	Due Week 7/8 2018	Due Week 2/3 Term 3 2018	
Outcomes	H2,H4,H5, H9	H5, H8, H9, H10	H2, H3, H7, H8, H9	H1,H2,H3,H4 H5,H6,H8,H9 H10	
Course Component					Weighting %
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skill		10		10	20
Inquiry and research	5		10	5	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Task Weighting %	15%	25%	25%	35%	100%

TASK OUTLINES

- Task 1:** **Business case Study: Marketing Plan Analysis**
Research, interpretation, application and communication of business principles
- Task 2:** **Midcourse Exam**
- Task 3:** **In-class test and Business Case Study**
Objective response and short answer questions
- Task 4:** **Trial HSC**
Formal Examination

CHEMISTRY

Task	1 Progress Examination	2 Practical Investigation	3 Practical Portfolio	4 Trial HSC Examination	
Schedule	Due Week 9/10 Term 1 2018	Due Week 2/3 Term 2 2018	Due Week 7/8 Term 2 2018	Due Week 2/3 Term 3 2018	
Outcomes	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15	H9, H10, H11, H12, H13, H14	H2, H4, H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15	
Course Component					Weighting %
Knowledge and Understanding	15			25	40
Skills in First Hand Investigations Communication		5	15	5	25
Skills in Scientific Thinking, problem solving and communicating	5	15	15		35
Marks	20	20	30	30	100

TASK OUTLINES

Task 1:	Progress Examination	Modules 1 and 2
Task 2:	First/Second Hand Investigation	Acidic Environment
Task 3:	Practical Portfolio	One report per module (modules 1, 2 and 3)
Task 4:	Trial HSC Examination	Modules 1, 2 and 3

COMMUNITY AND FAMILY STUDIES

Task	1 Research Methodology	2 Groups in Context	4 Trial HSC Exam	3 Individuals and work	
Schedule	Due Week 9 Term 4 2017	Due Week 10/11 Term 1 2018	Due Week 2/3 Term 3 2018	Due Week 7/8 Term 2 2018	
Outcomes	H4.1,H4.2	H1.1, H2.2, H2.3,H3.1 H3.3,H4.2, H5.1,H5.2,H6.2	H1.1 to H6.1 H2.1, H2.2, H2.3, H3.4, H4.1, H4.2, H5.1, H5.2	H2.3, H3.4, H4.2	
Course Component					Weighting %
Knowledge and understanding of how the following impact on wellbeing <ul style="list-style-type: none"> • Resource management • Positive relationships Range of societal factors		10	15	10	35%
Skills in: <ul style="list-style-type: none"> • Applying management processes to meet the needs of individuals, groups, families and communities • Planning to take responsible action to promote wellbeing 		10	10	10	30%
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	25		5	5	35%
Marks	25	20	30	25	100%

TASK OUTLINES

Task 1:

Research Methodology - Independent Research Project

Students will complete an Independent Research Project (IRP). This individual research will develop their knowledge and understanding of research methodology while demonstrating their skills in problem solving, decision making, analysis and communication.

Task 2: Groups in Context

Students research the topic and answer a series of questions.

Task 3: Trial HSC Examination

Students will complete an examination on all areas of the course studied to date.

Task 4: Research Task

Students will complete short and extended response question on the option studied.

DESIGN AND TECHNOLOGY

Task	1	2	3	4	
Schedule	Due Week 9/10 Term 4 2017	Due Week 5/6 Term 1 2018	Due Week 7/8 Term 2 2018	Due Week 2/3 Term 3 2018	
Outcomes	H4.1, H4.2 H5.1, H5.2	H1.1, H1.2 H6.2	H3.2, H4.1 H2.2, H4.3 H5.1	H2.1, H2.2 H3.2, H4.1 H6.1	
Course Component					Weighting %
Innovation and Emerging Technologies		25		15	40
Designing and Producing	25		35		60
Marks	25	25	35	15	100

TASK OUTLINES

Task 1: Major Design Project Proposal Development and Oral Presentation

Submit a project proposal for a given design solution and give an oral presentation of your findings to date. Proposal will include but not be limited to: The brief, description of the situation, areas of investigation, criteria for success, all aspects of project development and a final solution.

Task 2: Case Study: Innovation and Emerging Technologies:

Presentation of a research report which addresses knowledge of innovation, skills in researching and communication. (Approx 1000 words).

Task 3: Major Design project

Project Proposal, Project Development, Project Realisation and Evaluation. Students are to present a written presentation for their major design project and their completed product.

Task 4: Trial Higher School Certificate

Areas to be examined: Case study, Course specific knowledge, major design project processes and realisation.

DRAMA

Task	1	2	3	4	
Schedule	Due Week 9/10 Term 4 2017	Due Week 10/11 Term 1 2018	Due Week 2-3 Term 3 2018	Due Week 5/6 Term 3 2018	
Outcomes	H1.2, H1.3, H2.2, H 3.1, H3.2	H1.5, H1.7	H1.3, H1.5, H1.7, H2.2, H2.3, H3.1, H3.2, H3.3	H1.1, H1.4, H1.5, H1.6, H2.1, H2.2	
Course Components					Weighting %
Task 1 Multi-Discipline Theatre Making, Critically Studying	20				20
Task 2 Individual Project and Log Making; Performing		15			15
Task 3 Trial HSC written and GP and IP practical Critically Studying, Making, Performing			40		40
Task 4 Group Performance and GP and IP logs and rationales Making, Performing				25	25
Marks	20	15	40	25	100

TASK OUTLINES

- Task 1:** Class workshop performances and in class essay based on the study of MDT.
- Task 2:** Individual Project: Oral presentation of completed IP and log book including preliminary drafts, research and draft rationale.
- Task 3:** Trial HSC incorporating written examination, Group Performance and Individual Project (including rationale).
- Task 4:** Group Performance presentation and submission of Group Performance and Individual Projects logs including final Rationale.

ECONOMICS

Task	1 Progress Exam	2 Midcourse Exam	3 Economic Policies	4 Trial HSC exam	
Schedule	Due Week 9/10 Term 4 2017	Due Week 6 Term 1 2018	Due Week 7/8 Term 2 2018	Due Weeks 2/3 Term 3 2018	
Outcomes	H1, H2, H3, H4, H7, H10,H11	H1, H3, H4, H7, H10,H11	H1, H2, H4, H5, H6,H7, H8 H10	H1, H2, H3, H4, H5, H6, H8 H10,H11	
Course Component					Weighting %
Knowledge and Understanding	5%	10%	10%	15%	40%
Stimulus-based Skills	10%			10%	20%
Inquiry & Research		10%	10%		20%
Communication of Economic information, ideas and issues in appropriate form	5%	5%	5%	5%	20%
Marks	20%	25%	25%	30%	100%

TASK OUTLINES

- Task 1:** **In class test**
Objective response and short-answer
- Task 2:** **Midcourse Exam**
Global economy and economic issues
- Task 3:** **Economic policies and management**
Research, interpretation, application and communication
- Task 4:** **Trial HSC**

ENGLISH – STANDARD

Task	1 Area of Study Seminar	2 Module A Extended Response	3 Midcourse Exam	4 Module B Listening Response	5 Module C Critical Response	6 Trial Exam	
Schedule	Due Week 9 Term 4 2017	Due Week 5 Term 1 2018	Due Week 10 Term 1 2018	Due Week 3 Term 2 2018	Due Week 8 Term 2 2018	Due Week 2 Term 3 2018	
Outcomes	H3, H4, H12, H13	H1, H2, H5	H8, H10, H11	H2a, H6, H9	H5, H7, H12a	Can be drawn from all outcomes	
Course Component							Weighting %
Listening				15			15
Speaking	15						15
Reading			5			20	25
Writing			10		10	10	30
Viewing/ Representing		15					15
Marks	15	15	15	15	10	30	100

TASK OUTLINES

Task 1: Area of Study - Speaking Presentation

Discovery

Task 2: Module A – Extended Response

Experience Through Language, Elective – Distinctively Visual

Task 3: Midcourse Examination

Paper One - Area of Study

Task 4: Module B - Listening Response

Close Study of Text

Task 5: Module C – Critical Response

Texts and Society, Elective - Exploring Transitions

Task 6: Trial Examination

Paper One - Area of Study, Paper Two – Modules A, B, C

ENGLISH – ADVANCED

Task	1 Area of Study Seminar	2 Module A Extended Response	3 Midcourse Exam	4 Module B Listening Response	5 Module C Critical Response	6 Trial Exam	
Schedule	Due Week 9 Term 4 2017	Due Week 5 Term 1 2018	Due Week 10 Term 1 2018	Due Week 3 Term 2 2018	Due Week 8 Term 2 2018	Due Week 2 Term 3 2018	
Outcomes	H3, H4, H12, H13	H1, H2, H5	H8, H10, H11	H2a, H6, H9	H5, H7, H12a	Can be drawn from all outcomes	
Course Component							Weighting %
Listening				15			15
Speaking	15						15
Reading			5			20	25
Writing			10		10	10	30
Viewing/ Representing		15					15
Marks	15	15	15	15	10	30	100

TASK OUTLINES

Task 1: Area of Study - Speaking Presentation

Discovery

Task 2: Module A Comparative Study of Texts and Contexts – Extended Response

Elective - Intertextual Connections or Intertextual Perspectives

Task 3: Midcourse Examination

Paper One - Area of Study

Task 4: Module B - Listening Response

Critical Study of Text

Task 5: Module C Representation and Texts – Critical Response

Elective – Representing People and Politics or Representing People and Landscapes

Task 6: Trial Examination

Paper One - Area of Study, Paper Two – Modules A, B, C

ENGLISH EXTENSION I

Task	1 Analytical Extended Response	2 Tutorial Presentation	3 Trial Examination	
Schedule	Due Week 6 Term 1 2018	Due Week 8 Term 2 2018	Due Week 2 Term 3 2018	
Outcomes	H1, H2, H3	H1, H2, H4	H1, H2, H3	
Course Component				Weighting %
Knowledge and understanding of complex texts	5	10	10	25
Skills in complex analysis, sustained composition, independent investigation	10	10	5	25
Marks	15	20	15	50

TASK OUTLINES

Task 1: Analytical Extended Response

Module B: Texts and Ways of Thinking
Elective 1: After the Bomb

Task 2: Tutorial Presentation

Module B: Texts and Ways of Thinking
Elective 1: After the Bomb

Task 3: Trial Examination – Critical and Creative Responses

Module B: Texts and Ways of Thinking
Elective 1: After the Bomb

ENGLISH – EXTENSION II

Task	1 Viva Voce	2 Report	3 Major Work –Draft	
Schedule	Due Week 9 Term 4 2018	Due Week 9 Term 1 2018	Due Week 1 Term 3 2018	
Outcomes	H1, H2	H1, H2	H1, H2	
Course Component				Weighting %
Skills in extensive independent investigation	5	10	10	25
Skills in sustained composition	5	5	15	25
Marks	10	15	25	50

TASK OUTLINES

Task 1: Viva Voce

The proposal for the Major Work including interview and incorporates journal.

Task 2: Report

The impact of independent investigation on the Major Work and incorporates journal.

Task 3: Major Work – Draft

Draft of the Major Work and reflection statement on progress incorporates journal.

ENGLISH STUDIES

Task	1 Class Book	2 Seminar Presentation	3 Digital Magazine	4 Brochure	
Schedule	Due Week 9 Term 4 2017	Due Week 8 Term 1 2018	Due Week 7 Term 2 2018	Due Week 3 Term 2 2018	
Outcomes	H1.1 H2.3 H4.1	H1.3 H2.2 H3.2	H1.4 H3.1 H4.2	H1.2 H2.1 H3.1	
Course Component					Weighting %
Knowledge	5	5	10	10	30
Modes	10	10		10	30
Language		10	10	5	25
Skills	5		10		15
Marks	20	25	30	25	100

TASK OUTLINES

- Task 1:** **Elective 1: Part of the Family**
English and Family Life Class Book
- Task 2:** **Mandatory Unit: We are Australian**
Seminar Presentation
- Task 3:** **Elective 2: Digital Worlds**
English and the Web Digital Magazine
- Task 4:** **Elective 3: The Way We Worked**
English and Exploring the Past Brochure

FOOD TECHNOLOGY

Task	1 Research Case Study Task	2 Research, Product, Development and practical Task	3 Trial HSC Exam	4 Nutritional status Investigation & Strategy	
Schedule	Due Week 9/10 Term 4 2017	Due Week 5/6 Term 1 2018	Due Week 2/3 Term 3 2018	Due Week 6/7 Term 3 2018	
Outcomes	H1.2, H1.4 H3.1	H1.3, H4.1, H4.2	H1.1, H5.1, H2.1	H2.1, H3.2	
Course Component					Weighting %
Knowledge and understanding of food technology	5		15	5	25
Skills in researching, analyzing and communicating food issues	20		5	10	35
Skills in experimenting with and preparing food by applying theoretical concepts		20			20
Skills in designing, implementing and evaluating solutions to food situations		5	5	10	20
Marks	25	25	25	25	100

TASK OUTLINES

Task 1: The Australian Food Industry

Research of one organisation within the Australian Food Industry.

Task 2: Food Product Development

Develops, prepares and presents a food using the product development process.

Task 3: Trial Examination

Students will complete an Examination on all areas of the course studied to date.

Task 4: Contemporary Nutrition Issues

Investigation and report on the health of a particular group in society.

FRENCH BEGINNERS

Task	1 Speaking and Writing	2 Listening, Reading, Writing	3 Trial HSC Exam	4 Speaking	
Schedule	Due Week 9 Term 4 2017	Due Week 7/8 Term 2 2018	Due Week 2/3 Term 3 2018	Due Week 5/6 Term 3 2018	
Outcomes	1.1,1.2,1.3,1.4 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	2.1,2.2,2.3,2.4 2.5,2.6,3.1,3.2 3.3,3.4	1.1,1.2,1.3,1.4	
Course Component					Weighting %
Listening		15	15		30
Speaking	8			12	20
Reading		15	15		30
Writing	5	5	10		20
Marks	13	35	40	12	100

TASK OUTLINES

Task 1: Speaking and Writing

Topic Areas – Travel, Health, Town and Environment,

Task 2: Listening Skills, Reading and Writing

Topic Areas – All topics covered in the Preliminary and HSC course.

Task 3: Trial HSC Exam – Listening, reading and writing

All topic areas covered in the Preliminary and HSC course.

Task 4: Speaking Skills

A 5 minute conversation covering all topic areas.

GEOGRAPHY

Task	1 Fieldwork Report	2 Mid-course Exam	3 Research Task	4 Trial HSC	
Schedule	Due Week 9/10 Term 4 2017	Due Week10/11 Term 1 2018	Due Week 7/8 Term 2 2018	Due Week 2/3 Term 3 2018	
Outcomes	H4, H8, H9, H10	H1, H5, H6, H11, H12	H3, H7, H8, H13	H1, H2, H5, H6, H10, H11, H12	
Course Component					Weighting %
Geographical Inquiry & Research including Fieldwork	10		10		20
Knowledge and Understanding of Course Content		10	10	20	40
Geographical Tools & Skills		10		10	20
Communication of Geographical Information, Ideas and Issues	5	5		10	20
Marks	15	25	20	40	100

TASK OUTLINES

Task 1: People & Economic Activity

Fieldwork Task

Task 2: Mid-course Examination

Topics of People & Economic Activity and Ecosystems at Risk

Task 3: Urban Places

Research Task

Task 4: Trial HSC Examination

Formal Examination - All 3 topics

HISTORY EXTENSION

Task	1 Research Project	2 Trial HSC Examination	
Schedule	Due Week 7/8 Term 3 2018	Due Week 2/3 Term 3 2018	
Outcomes	E1.1, E2.2, E2.3	E1.1	
Course Component			Weighting %
Skills in designing and communicating historical enquiry	40		40
Knowledge and Understanding of significant historiographical ideas and processes – The Project		10	10
Marks	40	10	50

TASK OUTLINES

Task 1: Project

Students research and submit a 2500 word research project. The task consists of three parts.

- a. Topic proposal of 200 words submitted before the end of 2016 5 marks
- b. Process Log (containing four (4) signatures from the teacher showing project development over time) submitted with the project. 5 marks
- c. Final Project with an additional 300 word synopsis 30 marks

Task 2: Examination

Write an essay in response to a question on each of the following topics.

- a. What is History? 5 marks
- b. The Nature of the Presidency of John Fitzgerald Kennedy. 5 marks

INDUSTRIAL TECHNOLOGY

Timber Products & Furniture Technologies

Task	1	2	3	4	
Schedule	Due Wk9/10 Term 4 2017	Due Wk5/6 Term 1 2018	Due Wk7/8 Term 2 2018	Due Wk2/3 Term 3 2018	
Outcomes	1.1, 2.1, 3.2, 3.3, 4.2, 4.3, 6.1, 6.2,7.1	1.1,1.2,1.3,6. 1, 7.1,7.2,	2.1, 3.1, 3.2,3.3, 4.1, 4.2,4.3,5.1, 5.2, 6.1, 6.2	1.1,1.2,1.3,4. 3 6.1,7.1,7.2	
Course Components					Weighting %
Knowledge and understanding of the organisation and management of manufacturing processes and techniques used by the focus area	10	20		10	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	10		40	10	60
Marks	20	20	40	20	100

TASK DESCRIPTIONS

Task 1: Major Project Planning

Students submit all planning required for construction to begin. This should include; a project diary, a Statement of Intent, appropriate research, meaningful development of key concepts and ideas, a Production Schedule, design sketches and Workshop Drawings.

Task 2: Industry Study Report

Students carry out further investigation into the business that was studied in the Preliminary course and also look at the organisation and structure of a range of related businesses as well as identifying the factors that affect quality control within the industry. The information and findings are presented in a formal report.

Task 3: Major Project – Product and Management Folio

The Major Project will consist of an individual product of one or more related items and an accompanying management folio. Students should give consideration to the quality and degree of difficulty of the project as well as the importance of a detailed, well presented management folio.

Task 4: Trial HSC Examination

The Trial HSC Examination assesses knowledge of industry related manufacturing technology and the knowledge of the Industry Study.

JAPANESE CONTINUERS

COMPONENTS	WEIGHTINGS (Syllabus)	Task 1 Assessment Term 4 Week 9 2017	Task 2 Exam Term 2 Week 3 2018	Task 3 Trial Exam Term 3 Week 2&3 2018	Task 4 Assessment Term 3 Week 5 2018	Total
Speaking	20	10			10	20
Listening and Responding	25		10	15		25
Reading and Responding	40		25	15		40
Writing	15		5	10		15
Marks	100	10	40	40	10	100
Syllabus outcomes to be assessed		1.1, 1.2, 1.3, 1.4, 4.1	3.1, 3.2, 3.3, 3.4, 3.5 3.6, 1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3, 3.4,3.5,3.6, 2.1, 2.2, 2.3, 4.1	3.1, 3.2, 3.3, 3.4, 3.5 3.6, 1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3, 3.4,3.5,3.6, 2.1, 2.2, 2.3, 4.1	1.1, 1.2, 1.3, 1.4, 4.1	

LEGAL STUDIES

Task	1 Crime case study	2 Midcourse Exam	3 Written task	4 Trial HSC Exam	
Schedule	Due Week 9/10 Term 4 2017	Due Week 10/11 Term 1 2018	Due Week 4/5 Term 2 2018	Due Week 2/3 Term 3 2018	
Outcomes	H1,H6,H9	H2,H3,H4,H7 ,H9	H4,H6,H8 H9,H10	H1,H2,H5, H9,H10	
Course Component					Weighting %
Knowledge and understanding of course content	5	20	5	30	60
Research	5		15		20
Communication	5	5	5	5	20
Marks	15	25	25	35	100

TASK OUTLINES

Task 1: Crime – Research task on a contemporary criminal case

Task 2: Midcourse Exam

Task 3: In Class Written Task based on research

Task 4: Trial HSC

MATHEMATICS GENERAL 1

Non-ATAR, Content Endorsed Course (CEC)

Task	1 Folio Submission	2 Midcourse Examination	3 Focus Studies	
Schedule	Due Week 10 Term 4 2017 & Week 9 Term 1 2018	Due Week 10/11 Term 1 2018	Due Term 2 Week 5; Term 2 Week 10 & Term 3 Week 1 2018	
Outcomes	MG1H-3, 9, 10	MG1H-1, 2, 3, 4, 5, 8, 9, 10	MG1H-4, 5, 6, 9, VA	
Course Component				Weighting %
Knowledge and understanding outcomes and course content	10	17	23	50
Skills outcomes and content	10	18	22	50
Marks	20	35	45	100

*Outcomes listed are a guide only. A full outcome list for each task will be stipulated on official notification of assessment.

TASK OUTLINES

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

Task 1: Students submit a **folio of their coursework** to demonstrate their progressive achievement of outcomes.

Task 2: **60 minute test** covering content studied up to date.

Task 3: **3 part student project** covering Focus Studies in General Mathematics 1 - Personal Resource Usage, Household Finance and Design.

MATHEMATICS GENERAL 2

Task	1 In Class Exam	2 In Class Exam	3 Focus Study	4 Trial HSC	
Schedule	Due Week 10 Term 4 2017	Due Week 10/11 Term 1 2018	Due Week 10/11 Term 2 2018	Due Week 2/3 Term 3 2018	
Outcomes All MG2	MG2H-H1, H2, H3, H8, H9, H10	MG2H-H1, H2, H5, H8	MG2H-H1, H2, H3, H4 H5, H7, H8, H9, H10	All outcomes covered to date	
Course Components					Weighting %
Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	10	10	10	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	10	10	10	20	50
Marks	20	20	20	40	100

*Outcomes listed are a guide only. A full outcome list for each task will be stipulated on official notification of assessment.

TASK OUTLINES

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

Task 1: **60 minute Test:** This will be on Credit and Borrowing, further applications of Area and Volume, and further algebraic skills and techniques as well as questions from the focus studies of mathematics and health and mathematics and resources. It may also include some preliminary work on the same topics.

- Task 2** **60 minute test:** This will be on Interpreting sets of Data, Applications of Trigonometry and Multistage events and applications of Probability. It may also include some preliminary work on the same topics.
- Task 3:** **Student project** covering the Health Focus Study in General Mathematics 2.
- Task 4:** **Trial HSC: (2½ hours)** This will cover all the topics covered up to date and may include some preliminary content and skills. It will comprise 25 multiple choice questions followed by 5 x 15 mark questions requiring fully worked solutions.

MATHEMATICS

Task	1 In Class exam	2 Mid-Course Exam	3 Trial HSC	
Schedule	Due Week 10/11 Term 4 2017	Due Week 9/10 Term 1 2018	Due Week 2/3 Term 3 2018	
Outcome	H2, 5, 6, 7	H2, 3, 4, 5, 8, 9,	All outcomes covered to date	
Course Components				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
Marks	30	30	40	100

*Outcomes listed are a guide only. A full outcome list for each task will be stipulated on official notification of assessment.

TASK OUTLINES

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

Task 1: 60 Minute Test. Students will be permitted to bring in a one page, hand-written resource sheet into the examination. Topics: Tangent and Derivative; Geometrical Applications of Calculus; Trigonometric Functions. Questions may include some preliminary course content and skills.

Task 2: 70 minute Test. All of the above plus Integration. Questions may include some preliminary course work.

Task 3: Trial HSC (3 hours). Topics covered: Differentiation; Integration; Trigonometric Functions; Geometrical applications of Calculus; Logarithms and Exponentials, Applications of Calculus to the Physical World, Series and Sequences and Probability. Questions may include some preliminary course work. It will comprise 10 multiple choice questions followed by 6 x 15 mark questions requiring fully worked solutions.

MATHEMATICS EXTENSION 1

Task	1 In Class Exam	2 Midcourse Exam	3 Trial HSC	
Schedule	Due Week 10/11 Term 4 2017	Due Week 9/10 Term 1 2018	Due Week 2/3 Term 3 2018	
Outcomes	HE1, 2, 3, 7	HE1, 2, 3, 4, 6, 7	All outcomes covered 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
Marks	30	30	40	100

*Outcomes listed are a guide only. A full outcome list for each task will be stipulated on official notification of assessment.

TASK OUTLINES

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

Task 1: 60 Minute Test.
Students will be permitted to bring in a one page, hand-written resource sheet into the examination. Topics: Parametric Parabola; Binomial Theorem; Induction; Harder Mathematics.

Task 2: 70 Minute Test.
Topics: Binomial Theorem; Further Integration; Harder Mathematics.

Task 3: Trial HSC (2 Hours)
Topics: Parametric forms of the Parabola, Binomial Theorem; Further Integration; Inverse Functions; Harder Mathematics, Further Applications of Calculus to the Physical World, Polynomials. It will comprise 10 multiple choice questions followed by 4 x 15 mark questions requiring fully worked solutions.

MATHEMATICS EXTENSION 2

Task	1 In Class Exam	2 Midcourse Exam	3 Trial HSC	
Schedule	Due Week 10/11 Term 4 2017	Due Week 9/10 Term 1 2018	Due Week 2/3 Term 3 2018	
Outcomes	E1, 2, 3, 4	E1, 2, 3, 4, 6	All outcomes covered 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
Marks	30	30	40	100

*Outcomes listed are a guide only. A full outcome list for each task will be stipulated on official notification of assessment.

TASK OUTLINES

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

Task 1: 60 Minute Test.

Topics: Complex Numbers, Polynomials.

Task 2: 70 Minute Test.

Topics: Complex Numbers, Polynomials, Curve Sketching, Conics, Integration, Volumes.

Task 3: Trial HSC (3 Hours)

Topics: Curve Sketching, Complex Numbers, Conics, Polynomials, Integration, Volumes, Mechanics, Harder Extension 1 content. It will comprise 10 multiple choice questions followed by 6 x 15 mark questions requiring fully worked solutions.

MODERN HISTORY

Task	1 Core Study: World War One Source Analysis	2 National Study: Germany Essays	3 Studies in Peace and Conflict Problems and Issues	4 Trial Examination	
Schedule	Due Week 9/10 Term 4 2017	Due Week 10/11 Term 1 2018	Due Week 7/8 Term 2 2018	Due Week 2/3 Term 3 2018	
Outcomes	H1.1 H1.2, H2.2,H3.3, H3.4 H4.1 H4.2	H1.1, H1.2 H2.1,H3.1, H3.2, H4.1,H4.2	H1.1 H1.2, H2.1, H3.1, H3.2, H3.4, H3.5, H4.1, H4.2	H1.1,H1.2, H2.1,H3.3, H3.4,H4.1, H4.2.	
Course Component					Weighting %
Knowledge and Understanding of Content	10		10	20	40
Source-based skills	10			10	20
Historical Enquiry and Research		10	10		20
Communication of historical understanding in appropriate forms		10		10	20
Marks	20	20	20	40	100

TASK OUTLINES

Task 1 Source Analysis

Respond to a series of sources with short answer and extended response answers.

Task 2 Problems and issues

Respond to two questions in written form, on the National Study Germany.

Task 3 Research and Oral Presentation

Research a topic and provide an oral presentation. Write an essay based on the topic presented in your oral task.

Task 4 Trial HSC

MUSIC

Task	1 Core Musicology & Elective 1	2 Core Performance & Composition & Elective 2	3 Trial HSC Examination	4 Electives 2 & 3	
Schedule	Due Week 9 Term 4 2017	Due Week 10 Term 1 2018	Due Week 2/3 Term 3 2018	Due Week 6 Term 3 2018	
Outcomes	H1-8*	H1, H3	H4, H6, H8	H1-8	
Course Component					Weighting %
Performance		10			10
Core Musicology	10				10
Core Composition		10			10
Core Aural			25		25
Elective (15% per topic)	15			30	45
Marks	25	10		30	100

***Teachers will select appropriate outcomes based on Elective options selected by each student.**

- Task 1:** Presentation of two elements:
a) Extended written response to listening excerpt
b) Presentation of performance or composition portfolio or musicology outline and viva voce
- Task 2:** A demonstration of an “Instrument and Its Repertoire”:
a) Composition demonstrating stylistic features of chosen instrument
b) A performance on the instrument
- Task 3:** Aural Skills Exam
- Task 4:** Presentation of two electives:
Performance and discussion on interpretation of performance and/or composition portfolio and discussion on compositional process and/or musicology outline and viva voce.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

1 Core 1 Short and extended response questions	2 Core 2 Research Task	3 Option 1: Investigation / In class response	4 Trial HSC Exam Core 1, 2 & Options 1 & 2		
Schedule	Due Week 9/10 Term 4 2017	Due Week 9/10 Term 1 2018	Due Week 7/8 Term 2 2018	Due Week 2/3 Term 3 2018	
Outcomes	H1-H5 H14-H16	H7-H11 H16-H17	H7- H10, H13, H16- H17	H1-H5 H7-17	
Course Component					Weight %
Knowledge and understanding of: <ul style="list-style-type: none"> - Factors that affect health. - The way the body moves 	10%	10%	5%	15%	40%
Skills in: <ul style="list-style-type: none"> - Influencing personal and community health - Taking action to improve participation and performance in physical activity. 	5%	5%	10%	10%	30%
Skills in critical thinking, research and analysis.	5%	10%	10%	5%	30%
Marks	20%	25%	25%	30%	100%

TASK OUTLINES

Task 1: Core 1 - Short and extended response questions

Students will be given a series of short and extended response questions in examination conditions.

Task 2: Core 2 - Research task

Students will complete a written research task.

Task 3: Options 1 – Investigation/In class response

Students will be provided with selected aspects of the syllabus to research and respond to scenario.

Task 4: Trial HSC Exam

An examination in HSC format on a selected area of content. This will include questions covering Core1, Core 2 & HSC Options.

PHYSICS

Task	1 Practical Investigation	2 Progress Examination	3 Practical Portfolio	4 Trial HSC Examination	
Schedule	Due Week 9/10 Term 4 2017	Due Week 9/10 Term 1 2018	Due Week 7/8 Term 2 2018	Due Week 2/3 Term 3 2018	
Outcomes	H11, H12, H13, H14	H1, H2, H3, H4, H5, H6, H8, H9, H10, H11, H12, H13 H14, H15	H2, H4, H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H8, H9, H10, H11, H12, H13 H14, H15	
Course Component					Weighting %
Knowledge and Understanding		15		20	35
Skills in First Hand Investigations Communication	15		15		30
Skills in Scientific Thinking, problem solving and communicating	5	5	15	10	35
Marks	20	20	30	30	100

TASK OUTLINES

Task 1: First/Second Hand Investigation

Space

Task 2: Progress Examination

Modules 1 and 2

Task 3: Practical Portfolio
(modules 1, 2 and 3)

One report per module

Task 4: Trial HSC Examination

Modules 1, 2 and 3

SENIOR SCIENCE

Task	1 Practical Investigation	2 Progress Examination	3 Practical Portfolio	4 Trial HSC Examination	
Schedule	Due Week 9/10 Term 4 2017	Due Week 9/10 Term 1 2018	Due Week 7/8 Term 2 2018	Due Week 2/3 Term 3 2018	
Outcomes	H2, H4, H6, H7, H8, H9, H11, H12, H13, H14, H16	H1, H3, H4, H6, H7, H8, H9, H13, H16	H1, H3, H4, H6, H7, H8, H9, H13, H16	H1, H3, H4, H6, H7, H8, H9, H10, H13, H16	
Course Component					Weighting %
Knowledge and Understanding		20		20	40
Skills in First Hand Investigations Communication	15		15		30
Skills in Scientific Thinking, problem solving and communicating	5		15	10	30
Marks	20	20	30	30	100

TASK OUTLINES

Task 1: First/Second Hand Investigation

Lifestyle Chemistry

Task 2: Progress Examination

Modules 1 and 2

Task 3: Practical Portfolio
(modules 1, 2 and 3)

One report per module

Task 4: Trial HSC Examination

Modules 1, 2 and 3

SOCIETY AND CULTURE

Task	1 PIP Process Personal Interest Project – Process	2 In-Class Research Response Social and Cultural Continuity and Change	3 Researched Essay Depth Study One	4 Trial HSC Examination Written Paper	
Timing	Due Week 8 Term 4 2017	Due Week 5 Term 1 2018	Due Week 7 Term 2 2018	Due Week 2/3 Term 3 2018	
Outcomes Assessed	H1,H4,H6,H8, H10	H2,H3,H5,H7	H1,H2,H5,H 9,H10	H1,H2,H3,H4 ,H5,H9	
Components					Weighting %
Knowledge and understanding of course content		15	15	20	50
Application and evaluation of social and cultural research methodologies	10	10		10	30
Communication of information, ideas & issues in appropriate forms		5	15		20
Total %	10	30	30	30	100

TASK OUTLINES

Task 1: Personal Interest Project Process Report

Task 2: In-class research response – Social and Cultural Continuity and Change

Task 3: Researched Essay Depth Study One

Task 4: Trial HSC Examination Written Paper

PERSONAL INTEREST PROJECT MONITORING PROCESS – 2017/2018

Personal Interest Project Certification Records

Society and Culture students must each undertake, on an individual basis, a Personal Interest Project worth 40% of the HSC examination mark. The PIP requires students to select a suitable topic related to the course, develop and apply appropriate research methods and submit a completed project containing the required components.

As an assessment and reporting requirement sufficient documentation monitoring the progress of each students' effective development of their PIP is to be followed. Each student is to report their progress at three points during the development of their PIP. This will ensure that the students are on task and receiving feedback.

Significant dates for certification of this project are:

- Week 4, Term 4, 2017 - BOSTES Research Proposal and sign off to be completed
- Week 10, Term 4, 2017 - BOSTES Progress Report 1 and interview with teacher due.
- Week 6, Term 1, 2018 – BOSTES Progress Report 2 and interview with teacher due.
- Week 5, Term 2, 2018 – BOSTES Progress Report 3 due.

PERSONAL INTEREST PROJECT SCHEDULE

PIP TIMELINE		RESEARCH BASED	WRITING BASED	SIGN OFF
TERM 4 2017	Week 1	Start conducting secondary research to gather ideas for topic choice		
	Week 2		Decide on topic to be researched	
	Week 3		Adding to the secondary diary and develop a research question	
	Week 4		SIGN OFF ON BOSTES RESEARCH PROPOSAL	
	Week 5	Draft preliminary research method	Work on annotated Bibliography for secondary research	
	Week 7	Pilot testing research method on class		
	Week 8	Conduct research method 1		
	Week 9	Analyse, interpret and synthesise findings		
	Week 10		BOSTES PROGRESS REPORT 1 DUE and Student Progress Interview with teacher. Students are to present evidence of: <ul style="list-style-type: none"> ▪ Progress log ▪ Secondary research (summary notes, simple annotations) ▪ Draft Chapter outlines (sub-questions, key concepts, syllabus links, continuity and change, cross cultural) ▪ Required paperwork 	
	Christmas Holidays	Keep working	... draft and revise	

TERM 1 2018	Week 1	Planning and piloting Research Method 2	Scaffolding chapters	
	Week 2	Conducting research method 2 based on gaps in research		
	Week 3	Analyse, interpret and synthesise findings	Drafting of Introduction	
	Week 4			
	Week 5	Planning and piloting Research Method 3 based on gaps in research	Writing Chapter 1	
	Week 6	Conducting Research Method 3	BOSTES PROGRESS REPORT 2 DUE and Student Progress Interview with teacher. Students are to present evidence of: <ul style="list-style-type: none"> ▪ Progress log ▪ Complete chapter summaries (sub-questions, secondary research references, Primary data to be integrated, key concepts, continuity and change, cross cultural) ▪ Required paperwork 	
	Week 7	Analyse, interpret and synthesise findings		
	Week 8			
	Week 9			
	Week 10		Writing Chapter 2	
	Week 11 + Holidays			
Term 2 2018	Week 1	Synthesising data collected from research methods and interpreting for meaning		
	Week 2			

	Week 3	Triangulating research methods	Writing Chapter 3	
	Week 4			
	Week 5		BOSTES PROGRESS REPORT 3 DUE	
	Week 6		Finalising Log and Conclusion – revising introduction	
	Week 7		Drafting, editing and proof reading	
	Week 8		Give to mentor for revision	
	Week 9		Rewrite with edits from mentor	
	Week 10		Hand to teacher for final review	
Term 3 2018	PIP SUBMISSION DATE TO BE ADVISED BY BOSTES			

WORK STUDIES – BEC

Year 12 HSC Course

Task	1 Personal Finance Exam	2 Workplace Issues WHS Task	3 Work Experience Logbook and research task	4 Job Portfolio	
Schedule	Due Week 8 or 9 Term 4 2017	Due Week 5 or 6 Term 1 2018	Due Week 8 or 9 Term 2 2018	Due Week 5 or 6 Term 3 2018	
Outcomes	8	1	2	4	
Course Component					Weighting %
Core					
Module	25%	25%	25%	25%	100%
Marks	25%	25%	25%	25%	100%

TASK OUTLINES

Task 1: Examination – Personal Finance (in class)

Task 2: Workplace Issues - Work, Health and Safety task

Task 3: Workplace Experience – Logbook and research task

Task 4: Job Portfolio – create to prepare for employment/training beyond school

SPORT, LIFESTYLE AND RECREATION

Task	1 Analysis task and presentation	2 Practical Skills Ongoing	3 Social perspectives research task	4 Trial HSC Exam	
Schedule	Due Practical in class weeks 7/8/9 Term 4 2017 Written Due Term 4 Week 9	Due Progressive Final assessment completed Term 3 week 6 2018	Due Term 2 Weeks 7/8 2018	Due Week 2/3 Term 3 2018	
Outcomes	1.2, 1.3, 2.2, 3.2, 3.3, 4.1,	1.1, 1.3, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4	1.1, 1.3, 3.1, 4.1	1.1, 1.2, 2.1, 2.2, 3.1, 3.2,	
Course Component					Weighting %
Knowledge and Understanding	10		20	20	50
Skills	10	40			50
Weighting	20	40	20	20	100

TASK OUTLINES

Task 1: Analysis Task and Presentation

Design, present and analyse of a Fitness Training Program. Students conduct a fitness session with the class during class time. They will be required to individually design a training program and analyse its benefits.

Task 2: Assessment of practical skills and application

Students will be progressively assessed throughout the course on their involvement and skill in the practical units of the course. Each term students will be given a grade for their participation, skill, teamwork and effort in practical lessons.

Task 3: Social Perspectives of Games and Sports

Research Task based on Australia's Sporting Identity.

Task 4: Yearly Exam

This assessment will be held during Trial HSC exam period.

VISUAL ARTS

Task	1 Case Study, VAPD	2 Interview	4 Extended Response BOW	3 Trial HSC	
Schedule	Due Week 9/10 Term 4 2017	Due Week 9/10 Term 1 2018	Due Week 5/6 Term 2 2018	Due Week 2/3 Term 3 2018	
Outcomes	H1, H8, H9, H10	H4, H5, H6	H2, H3, H7, H10	H4, H5, H6, H7, H8, H9	
Course Component					Weighting %
Making	5	20	5	20	50
Critical and Historical Studies	15		15	20	50
Marks	20	20	20	40	100

TASK OUTLINES

Task 1: Case Study and Visual Arts Process Diary

Task 2: Interview – Body of Work

Task 3: Extended response and Body of Work Progress

Task 4: Trial HSC – Critical and Historical and Practical Examination