



Kandos
HIGH SCHOOL

Year 12



Assessment Schedule 2024

CONTENTS

Stage 6 Assessment Policy	3
Introduction	3
Philosophy and Purpose of the HSC Assessment Scheme	3
Stage 6 Awards.....	3
Record of School Achievement	4
An Important Message to Senior Students and their Parents.....	4
Course Work.....	4
Study Expectations.....	5
Assessment Procedures and Assessment Schedules.....	5
Assessment Task Notification.....	5
Weighting of Marks.....	6
Completion of Assessment Tasks	6
Computer Hardware or Software Issues	6
Extensions	7
Prolonged Absences.....	7
Unsatisfactory Completion of Tasks	7
N Determination	8
Malpractice in Assessment Tasks.....	8
Appeal Procedures.....	9
Feedback to Students	9
Stage 6	9
Portability of Assessments.....	10
Final Assessment Marks.....	10
Frequently asked Questions.....	11
Stage 6 Protocol.....	14
NSW Education Standards Authority Requirements	15
Subjects	
Agriculture	16
Biology	17
Community and Family Studies (CAFS)	18
English: Studies.....	19
English: Standard.....	20
English: Advanced	21
English: Extension 1	22
English: Extension 2	23
Exploring Early Childhood	24
History: Ancient	25
VET: Hospitality - Certificate II in Cookery	26
Industrial Technology: Timber Products & Furniture Technologies	27
Mathematics: Standard 1.....	28
Mathematics: Standard 2.....	29
Mathematics: Advanced	30
Music 1.....	31
Sport, Lifestyle and Recreation (SLR)	32
Visual Arts	33
Information for Students Undertaking School Delivered VET Courses	34
HSC Assessment Advice for VET Courses	36
Assessment Forms	37
Assessment Task Calendar – Alphabetical	42
Assessment Task Calendar – Lines	43

STAGE 6 ASSESSMENT POLICY

INTRODUCTION

This booklet is designed to provide a summary of the assessment procedures that are to be followed by students studying courses at Kandos High School for the Higher School Certificate (HSC).

PHILOSOPHY AND PURPOSE OF THE HSC ASSESSMENT SCHEME

The provision of school assessments in reporting HSC results provides an indication of a student's attainment which is based on:

- a wider range of syllabus outcomes than is measured by the external examination and
- measures and observations obtained throughout the course rather than at a single examination.

Such assessment allows due weight to be given during a course to students' achievements which, although evident to the class teacher, may not be adequately assessed in an external examination alone.

The assessment is to encompass all syllabus objectives other than those relating to the affective domain (interests, attitudes). It includes that content and those objectives also measured by the external examinations. It should be noted that assessment does not take account of conduct.

STAGE 6 AWARDS

The award of the Higher School Certificate is based on the student's performance in the HSC examinations *and* the school determined assessment mark for each subject studied in the HSC year.

In addition, the Principal must certify that the *student's attendance* and *application to work* have been *satisfactory* throughout *both Year 11 and Year 12*. Any student who has not fulfilled the assessment requirements of a Year 11 course may not be eligible to undertake the HSC in that course.

Each student who satisfactorily completes Year 11 can be awarded a *Record of Student Achievement (RoSA)*, listing all courses studied during that year. Any student who leaves school at the end of Year 11 may apply for a Record of Student Achievement.

Each student who satisfactorily completes at least 12 prescribed units of study in Year 11 and a minimum of 10 Units in Year 12 will be awarded a *Higher School Certificate*. This certificate will show two marks for each Board Developed Course, namely the moderated school assessment mark and the HSC examination mark. TVET (TAFE Vocational Education Training) Courses will show TAFE Assessment Marks. Students must complete all required tasks for these courses, as set out by TAFE.

If the student fails to satisfactorily study the prescribed units of work in both Year 11 and Year 12, or fails to sit mandatory HSC exams, a Higher School Certificate will not be awarded.

However, the student may apply for a *Record of Student Achievement* for any courses satisfactorily studied in Year 11.

RECORD OF SCHOOL ACHIEVEMENT

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records all completed Stage 5 (Year 10) and any Stage 6 (Year 11) and (Year 12) courses and grades, and where applicable, participation in any uncompleted Stage 6 courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, have not demonstrated the HSC minimum standard to receive their HSC.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

AN IMPORTANT MESSAGE TO SENIOR STUDENTS AND THEIR PARENTS

Your Higher School Certificate will be awarded by the NSW Education Standards Authority based on your Principal's recommendation. The Principal will recommend that you have met all requirements if you satisfactorily meet the following course completion criteria.

Course Completion Criteria

You will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that you have:

- 1) **followed** the course developed or endorsed by NESA; and
- 2) **applied** yourself with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and
- 3) **achieved** some or all of the course outcomes.

This book has been compiled so that you will fully understand what will be involved in the preparation of your school assessments. It includes written advice of all tasks which you will be required to undertake in each subject.

Read the book carefully and keep it for future reference

COURSE WORK

Students do not always appreciate that non-assessment tasks, or course work, are very important in the context of the whole course, as practice for assessment tasks and HSC examination procedures.

Students should understand that the course work assists in the development of skills and are an opportunity to experiment and learn from mistakes.

When certifying a student's satisfactory progress and completion of Year 11 and Year 12 course work, the Principal must consider involvement in BOTH assessment tasks and course work. The HSC may be withheld on the grounds of non-completion of course work.

STUDY EXPECTATIONS

At Kandos High School we recommend that our students should be completing at least 20 mins Year 11, and 30 mins for Year 12, of home study per subject daily prior to assessment and exam periods.

In addition, Student who have studies periods are encouraged to use this time to complete homework/assessments or study.

ASSESSMENT PROCEDURES AND ASSESSMENT SCHEDULES

The assessment task schedules for individual subjects are included later in this booklet.

These subject guides indicate the components of Assessment in terms of various tasks, such as tests, assignments and projects on which assessment within each subject is based. Possible outcomes for each assessment are also indicated.

These have been decided upon by the Head Teachers within the parameters set by the New South Wales Education Standards Authority (NESA).

The guides also indicate the scheduling of the various tasks throughout the course. Specific dates of assessment tasks are notified in *WRITING at least two weeks in advance*.

If a particular assessment task does not adequately discriminate between students (eg. all students score very similar marks), another assessment task may be set. In this case, the minimum notice is shortened to one week.

While every attempt has been made to make the scheduling and descriptions of tasks as detailed as possible, students should note that the teaching program in each of the subjects is flexible and minor changes may need to be made.

Students will be notified, in writing, of any alterations to the scheduling or nature of assessment tasks, or of any other changes to assessment procedures or policy.

ASSESSMENT TASK NOTIFICATION

Students will be informed, in writing, of the set dates and details of each assessment task, at least two weeks prior to the task due date.

When a student returns to school from any absence, it is *the student's responsibility* to enquire about any work set during the absence.

If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, to discuss any necessary re-arrangements to the scheduling of each task and to complete a form requesting an Application for Extension (Appendix 2).

**NO ASSESSMENT TASKS ARE TO BE SCHEDULED IN THE TWO WEEKS PRIOR TO THE TRIAL EXAM PERIOD.
THE NUMBER OF EXAM WEEKS WILL BE DETERMINED BY THE EXECUTIVE.**

WEIGHTING OF MARKS

NESA has specified the weightings that must be used for each syllabus objective.

Will students know what is going on?

Yes. The school has a responsibility to let students know:

- what will be assessed
- how it will be assessed
- when it will be assessed
- the relative value of each task

This information is in the schedules which follow. Further details will be provided by teachers two weeks before the task is due

COMPLETION OF ASSESSMENT TASKS

Where assessment tasks involve students in advance research, studies and/or preparation, the dates set for completion are *final* dates.

It is the *responsibility of the student* to make sure that any work completed for the task is handed to the teacher for that subject, or to the supervising teacher responsible for that subject, *by the final date*. As proof of submission, it is also *the responsibility of the student* to request a Student Submission Receipt (Appendix 1).

Tasks may be submitted in advance of the final date.

Failure to submit an assessment task by the final date will result in a zero mark being recorded and 'N Determination' Warning letter(s) being issued by the School.

Even if a task has not been fully completed by the final date, the student should hand in any partly completed work for assessment. This may earn some marks.

Where assessment tasks involve students in activities that are to be completed in lesson time, any student absences will be considered on individual student merits. If the absence is caused by *verified* illness or misadventure, the student **MUST** complete an Illness/Misadventure form (Appendix 3).

The student may be asked to complete the assessment task, or an equivalent alternative task, at a later date. A medical certificate will be required. If satisfactory reasons for absences are not given, a *zero mark* will be recorded, indicating a non-attempt. A medical certificate will usually be required.

Forgetfulness and technology malfunction/failure are not regarded as illness/misadventure or an acceptable reason for late submission of a task.

A non-serious attempt at an assessment task will be awarded a *zero mark*, and an N Determination Warning letter will be issued.

COMPUTER HARDWARE OR SOFTWARE ISSUES

If students are asked, or choose, to submit an assessment task by electronic means, it is the student's responsibility to ensure that all software is compatible with that available at Kandos High School. Students are required to ensure that any electronic storage device is functioning correctly when the assessment task is submitted. Computer failure at home is not an acceptable reason for misadventure. It is strongly recommended that all work is backed up and a copy is kept in multiple locations. If a final copy is not available due to computer malfunction, then the last backed up version is to be submitted and marked accordingly. It is recommended that the student has a printed copy of all work as a backup.

EXTENSIONS

Where students anticipate inability to complete assessment tasks by the due date, they may submit an Application for Extension (Appendix 2) to the Head Teacher through their supervising teacher. This should be submitted before the due date of the assessment task and does not guarantee the extension. Extensions will only be granted in extenuating circumstances.

PROLONGED ABSENCES

No compensation can be made for factors such as extended illness, misadventure, or domestic problems affecting the preparation or performance of a student throughout the course.

UNSATISFACTORY COMPLETION OF TASKS

All students are expected to undertake all assessment tasks set to meet course requirements.

The minimum requirement is that the student undertakes tasks which contribute in excess of 50% of available marks.

Where a candidate fails to submit an assessment task specified in the Assessment Program, and the teacher considers the student has a valid reason, for example illness or approved leave, then a mark will be awarded based on a substitute task. In exceptional circumstances, e.g. where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate, the Principal should authorise the use of an estimate based on other appropriate evidence.

In all other cases where a candidate fails to complete an assessment task, a zero **MUST** be recorded for that task.

If it appears that a student is at risk of not meeting the assessment requirements in the Year 11 or Year 12 course, the Subject Teacher will advise the Head Teacher, who will inform the Principal and ensure that the student and the parent (or guardian) are informed, in writing, of the problem, and will discuss the problem and means of support with the student.

If a student has been given zero marks because of 'non-attempts' or failure to make a serious attempt at assessment tasks totalling 50% or more of the final course assessment mark, the Principal *must* certify that the course has not been studied satisfactorily.

This will mean that the student is not eligible to sit for the NESA Higher School Certificate Examination for that course, or, that it will not be included on the HSC record of achievement if it is a non-examinable course.

While a student cannot be given an N Warning for attendance, they can receive an N Warning for

- not following the board course
- not applying themselves with diligence
- not achieving course outcomes

Students need to be advised that N Warnings can be issued for class work as well as assessment tasks.

PLEASE NOTE:

Any student who receives an N Warning Notification will not be permitted to participate in extra curricular activities e.g. School representative sport. Students with lunch passes will not be permitted to go off school grounds for lunch until the task is redeemed.

N DETERMINATION

If a student does not meet requirements, N Determination Warning Letter(s) will be issued by the school. An N Determination warning letter is issued to students who fail to complete assessment tasks, are not completing course work, or for poor attendance which is having an adverse effect on their ability to meet course outcomes/requirements. An N Determination warning letter will also be issued to students who do not apply themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school.

If the student does not subsequently meet course requirements, as detailed in the N Determination Warning Letter(s), then an N Determination may be given for the course by the Principal. This means that the student will receive no results in that course. For students to be deemed unsatisfactory, they will be given a minimum of two official N Determination Warning Letters.

Students undertaking a Stage 6 Life Skills course can be issued with N Determination.

NB: Students should note that, when handing in tasks on the due date, the task **MUST** be handed to the teacher who set the task, or if the teacher is unavailable, the Head Teacher, or the Front Office. In the latter cases, the student must ensure that the supervising teacher, Head Teacher or Front Office signs and dates the task to verify that it has been presented on the correct date. *Each* assessment task should begin with a Kandos High School Assessment Task Cover Sheet (Appendix 1) with all details completed even if the task is not "on paper". As proof of submission it is also *the responsibility of the student* to request a Student Submission Receipt (Appendix 1).

MALPRACTICE IN ASSESSMENT TASKS

The student must comply with the teacher's instructions in relation to the assessment task. Students who do not comply, or who are dishonest in any way, will receive a *zero mark* indicating a non-attempt for the assessment task.

What is plagiarism?

- Plagiarism is a form of malpractice and cheating
- The NSW Education Standards Authority requires that all students sitting for the HSC must have completed the "HSC: All My Own Work" course before being entered for one or more Year 11 or Year 12 courses
- **Plagiarism includes the following practices:**
 - copying, buying, stealing or borrowing someone else's work in part or in whole and presenting it as your own work
 - using material directly from books, journals, CDs or the internet without acknowledging the source
 - submitting work that contains a large contribution from another person - such as parent, tutor or another student - who is not acknowledged
 - paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.
- **Penalties for plagiarism may include**
 - the school may refuse to certify a project as 'authentic work'
 - a ZERO mark may be awarded for all or part of the task.

Always acknowledge your sources

You must acknowledge any part of your work that was written, created or developed by someone else, in line with the NESA documents for each course. This includes any material from other sources like books, journals, electronic resources and the internet. You don't need to formally acknowledge material that you learned from your teacher in class.

APPEAL PROCEDURES

A student may only appeal a mark that has been given for an assessment task in the period that the assessment task has been returned. Any appeals against marks that have been awarded will not be considered after that time.

Technology failure cannot be used as a reason for failing to hand in a task on time. It is the student's responsibility to regularly make back-up copies of their assessment task. The back-up copy should be held separately from the computer as either a printed document, or electronic copy on a USB for example. Where Technology failure occurs prior to the submission of an assessment task, the back-up copy will be accepted as evidence of the task being attempted.

Appendix 2: Student may seek an extension for assessment task. It is recommended that this is completed two (2) full school days prior to submission. Approval of extension is at the Head Teachers discretion.

Appendix 3: If a student is absent or has reason for not attending/submitting an assessment this form needs to be completed with supporting documentation.

FEEDBACK TO STUDENTS

After each task is completed and marked, students will be informed of their mark, rank within the group. They may also be informed of their cumulative position within the overall assessment scheme for that subject. They may receive grades at the discretion of the teacher.

STAGE 6

HSC reports will inform students of their cumulative assessed rank within each subject. With the final HSC report, there will be advice of the final assessed rank within the group for each subject. This will indicate the student's achievement relative to the group. This rank could serve as a guide to a student's progress in the HSC year. It should be noted that final assessment results will be moderated by NESA against the performance of all other NSW HSC candidates in each course, based on performances in the HSC examination but that school rankings will not alter.

PORTABILITY OF ASSESSMENTS

Students who repeat Year 11 or Year 12 will be treated as students of the current Year 11 or Year 12. The only assessment marks used will be from tasks undertaken in their repeating year.

Students who transfer to a course before June 30 will be treated as members of that course. Where possible, appropriate tasks completed before the date of the student's transfer could be attempted. Where this is not appropriate, students will be given an estimate mark for each task missed based on their performance in similar tasks against the class cohort. These estimates may not be given until late in the course. Subject teachers may request assessment information from the student's previous school or may require the student to attempt additional short tasks to assist with providing an accurate estimate.

A student who transfers to a course after June 30 in Year 11 or Year 12 will be given an assessment mark from the previous school and will be treated as a member of the previous school for the purposes of moderation of assessment marks carried out by NESAs.

FINAL ASSESSMENT MARKS

NESA does not allow the school to divulge final assessment marks to students. Students may only be informed of their rank order within each subject group.

The final assessment marks, for students of similar ability at different schools throughout the state, may vary widely. These "raw" marks are moderated by NESAs in the light of the examination performance of the students. It is this moderated assessment mark which appears on the Higher School Certificate. The moderation process does not alter the rank order of the students within each subject group.

FREQUENTLY ASKED QUESTIONS

The following material is provided for the information of senior students at Kandos High School and their parents regarding HSC assessment. It is not definitive and reference should be made to school policy documents for further details.

1. What is meant by assessment?

Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability.

2. What must I do to have satisfactorily studied a course?

NESA expects students to have:

- followed the course developed or endorsed by the Board; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- achieved some or all of the course outcomes; and/or completed all assessment tasks. However, if you fail to seriously attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.

Where a candidate has failed to satisfactorily study a course, the Principal will:

- apply a 'N' Determination and advise NESA accordingly. Courses not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- advise the candidate of the submission and the right of appeal.

3. What happens if I feel I cannot submit an assessment task on time and have a valid reason?

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least two (2) full school days prior to the due date, giving your reasons in writing. Your parent must sign this note. A time extension may be granted on request by completing an 'Application for Extension' form (Appendix 2), in legitimate cases.

4. What happens if I fail to attempt or submit a task on time without a valid reason?

You will be awarded a zero for that task.

5. What happens if I fail to attempt or submit a task?

If you have a valid reason for a non-attempt, then you will be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Principal or Head Teacher. If the explanation is not accepted, you will be awarded zero for that task.

6. What are valid reasons?

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group

7. What if I am absent when an assessment task is notified?

It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the schedule provided.

8. What happens if I know I am going to be absent for an assessment task?

You should notify your teachers at your earliest convenience. This is done in writing, giving reasons for your absence, and this written letter must be signed by your parent. It must be submitted at least two (2) full school days prior to the due date. A time extension may be granted on request by completing an 'Application for Extension' form (Appendix 2), in legitimate cases.

9. What happens if I am unable to sit for an examination?

If you are going to be absent from an examination you must notify your class Teacher, the Head Teacher of that subject and your Year Advisor, to make arrangements to sit for the examination(s) at a later date. You will not be able to sit for the examinations before the due date. If you are ill, it is necessary to contact the school immediately. A Doctor's Certificate may be required to cover an absence from an examination. You must complete the Illness and Misadventure Form (Appendix 3) as soon as you return to school after your absence. If you are ill prior to or during the HSC examination period, you must obtain a Doctor's Certificate and contact the school to obtain NESAs Illness and Misadventure Paperwork.

10. Will my parents be informed of any non-attempt?

Yes, they will. Any such communication, including official warnings given to you, will be maintained as records.

11. Will my general behaviour throughout the year be taken into account for assessment purposes?

Yes, if it affects your studies or the studies of other students. Your behaviour would affect your ability to meet the Board requirement that "students apply themselves with diligence and sustained effort."

12. Are there specific behaviours which will affect my assessment?

Yes, any of the following actions will incur a zero mark for any assessment task:

- cheating during an assessment task
- copying from another student and claiming that work as your own
- presenting an assignment which is clearly not your own work, which includes work completed by another individual on your behalf
- allowing other students to copy your work
- copying material with no due acknowledgement
- disrupting an assessment task
- truancy or absence from an assessment task without providing a satisfactory explanation.

13. What if I don't make a serious attempt to complete an assessment task?

A non-serious attempt will lead to a student being awarded a zero mark for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, insufficient evidence of the student's own work, etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

14. Can I leave an examination or set assessment task prior to the time set for its completion?

No, except with the supervisor's permission in legitimate emergencies.

15. Am I entitled to a review of my final assessment?

Yes, the school has review procedures to examine legitimate cases. You should first approach the relevant Head Teacher. If that is not satisfactory then you should see the Deputy Principal. If the matter is still not resolved then a panel comprising the Principal, the Deputy Principal, the relevant Head Teacher and the Year Advisor will examine the matter and come to a final decision. This procedure applies to all courses including Frameworks courses.

16. Am I entitled to a re-assessment of an individual assessment task?

Yes, if the mark and rank is not what the student expected, then the student may approach his/her teacher for a re-assessment within the period that results have been received. If illness has affected your performance during the task, you must inform your class teacher by completing an Illness and Misadventure Form (Appendix 3) (and, in the case of examinations, the supervising teacher) immediately. Supporting documentation will be required.

If the teacher, in consultation with the Head Teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the reassessment of other students.

17. Will I be warned if my Higher School Certificate is at risk?

Yes, you will be warned in writing. Your parents will be advised and you will be required to provide a written acknowledgement of the warning.

18. How much warning will I get for each assessment task?

A minimum of two (2) weeks' notification should be provided prior to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. You should also refer to the answer to question 7. The published dates in this book should not be altered by a teacher without your being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Assessment Schedule Summary, the school calendar and consultation with the relevant Head Teacher.

19. What happens if a teacher/faculty wishes to vary the assessment requirements given to you?

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed.

20. What feedback will I be given on my performance?

For each task you will be told your assessment and your ranking in that task. You will be informed of your progressive ranking through the school reports.

21. How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment during normal class time directly to the teacher or at the time specified by the class teacher. Students and teachers should ensure that receipt of task is noted.

22. Where can I check the schedule of assessment tasks and/or seek advice?

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the school's policy for Higher School Certificate assessment. You should retain it and refer to it if any questions or problems arise. Teachers, Head Teachers, the School Counsellor, the Deputy Principal and the Principal should all be able to provide additional advice. A copy of this document is able to be accessed on the school's website.

23. How does my assessment result affect my final course mark?

The assessment mark is moderated against the student's performance in the HSC examination. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is then used to calculate the Australian Tertiary Assessment Rank (ATAR). Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.

STAGE 6 PROTOCOL

Attendance

The NESAs requirement that a student attends at least 85% of course time will be closely monitored. This means that a student should only be absent 7 days per term for any reason. The Principal has to sign a statement confirming that the student has satisfied all the course requirements.

Study Periods

Students may work in the Student Common Room and the Library when not on a timetabled class period. Students may arrange with a teacher to use their classroom during study periods. In this case students must sign in at the library first. Students are not permitted to leave the school grounds within study period times.

Change of Subjects

A request must be submitted on the blue form, obtained from Mrs Parsons, and returned to the Deputy Principal. No changes are to be implemented until the Executive gives approval (Executive meet on Mondays). Changes for Year 12 can be made after Year 11 courses are completed and any outstanding tasks are submitted. Year 11 changes can only occur in the first three week of Term 1, 2024. When changes are made students will be issued with a new timetable.

Part-Time Students

Students who are part time will be able to come to school at the time their first period commences on each day and report to the office. These Students will only be allowed to leave early to go home when they have no more timetabled lessons for the day. They must sign out at the office. All part time students will complete a timetable schedule (copies to the Year Advisor and Office).

Arriving Late/Leaving Early

Students are to report to the office after arriving or before leaving when they are late to school or leave the school grounds (permission from Deputy or Principal is required).

Permission to Leave School Grounds

Students will be allowed to leave school grounds only at recess and lunch. A note from a parent will be required, stating the reason.

Students who are leaving the school and not returning on the day need a note stating the time, reason and who will be picking them up.

Students who leave the school grounds without permission will have fractional truancy noted on the roll.

Absences

Students are required to bring a note from their parent giving an explanation for periods of absence. An explanation within 7 days of absence is required. The number of explained and unexplained absences, both full and partial, will appear on your report.

If a parent's mobile number is recorded on our system, an SMS will be sent, on a daily basis, if students are absent without explanation.

Should you choose to explain your child's absence through a reply SMS, please ensure the reply includes your child's name and date(s) of absence.

****STOP Please Read This****

NSW EDUCATION STANDARDS AUTHORITY REQUIREMENTS

Kandos High School is licensed by the NSW Education Standards Authority (NESA) to deliver the Higher School Certificate.

Students are required by NESA to apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

This means that all tasks and class work, assessable or otherwise, must be completed by students to a satisfactory standard as determined by their teacher; if they are to meet the requirements of Year 11 Courses (12 Units) and Year 12 Courses (10 Units) and hence receive the HSC credentials.

AGRICULTURE

Course Content

The Higher School Certificate course builds upon the Year 11 course. Students will study the following topics:

Plant/Animal Production: Animal production is dependent on plants, which in turn are dependent on the soil and water. Farmers aim to manage the physical and biological processes in soils, plants and animals to produce agricultural products in a sustainable manner. Students examine the ways in which farmers manage and manipulate these processes and systems to maximise outputs.

Farm Product Study: Farms are a part of a broader sector in which products are marketed and processed. Students examine marketing and processing of a product in terms of its quality and quantity and undertake a specific farm product study.

Farming for the 21st Century: This elective introduces students to the range of developing agricultural technologies and for students to appreciate their impact on agriculture. It is also an opportunity for students to gain a further understanding of a new technology.

Topic	Task	Weight %	Due	Outcomes
Farming for the 21 st Century	In class task	20%	Term 4 Week 10	H3.4, H4.1, H5.1
Plant Production	Plant Trial and Report	20%	Term 2 Week 4	H1.1, H2.1, H4.1
Farm Product Study	Report	30%	Term 3 Week 2	H2.2, H3.1, H3.2, H3.3, H3.4
Trial HSC Examination	Examination	30%	Term 3 Week 5-6	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1

Outcomes A student:

H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production

H2.1 describes the inputs, processes and interactions of plant production systems

H2.2 describes the inputs, processes and interactions of animal production systems

H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products

H3.2 critically assesses the marketing of a plant OR animal product

H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products

H3.4 evaluates the management of the processes in agricultural systems

H4.1 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations

H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

BIOLOGY

\$30.00

Course Content

The Year 12 Biology course continues students' exploration of living things. It investigates reproduction, inheritance patterns, and the causes of genetic variation, in both plants and animals. This knowledge of biotechnology is explored in the light of their uses in agriculture and conservation, as well as their applications for the treatment, prevention and control of infectious and non-infectious diseases. The course provides students with opportunities to develop a diverse range of skills including analysis and evaluation of data, problem solving, performing investigations, and communication.

Topics

Module 5: Heredity

Module 6: Genetic Change

Module 7: Infectious Disease

Module 8: Non-Infectious Disease

Topic	Task	Weight %	Due	Outcomes
Module 5	Heredity: Modelling a Concept	25%	Term 4 Week 8	BIO12-3, BIO12-4, BIO12-7, BIO12-12
Module 6	Genetic Change: Depth Study	25%	Term 2 Week 2	BIO12-1, BIO12-2, BIO12-6, BIO12-7, BIO12-13
Module 7	Infectious Disease: Speech	25%	Term 2 Week 9	BIO12-2, BIO12-4, BIO12-5, BIO12-7, BIO12-14
Trial HSC Examination	Examination	25%	Term 3 Weeks 5-6	All Outcomes

Outcomes A student:

BIO12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO12-5 analyses and evaluates primary and secondary data and information

BIO12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

COMMUNITY AND FAMILY STUDIES (CAFS)

Course Content

Community and Family Studies Stage 6 aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society. Community and Family Studies explores life issues that are important to all young people and of equal relevance to female and male students. The topics investigated and the emphasis on research ensures a course that is attractive to many students, with the capacity to challenge and extend all students' ability levels.

Topics

Core modules

Research Methodology
Groups in Context
Parenting and Caring

Option modules (one to be studied)

Family and Societal Interactions
Social Impact of Technology
Individuals and Work

Topic	Task	Weight %	Due	Outcomes
Resource Management	Independent Research Project	25%	Term 4 Week 8	H4.1, H4.2, H5.1
Groups in Context	Groups in Context Research Task	25%	Term 1 Week 6	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2
Parenting and Caring	Parenting and Caring Investigation	25%	Term 2 Week 6	H2.2, H3.2, H5.2
All modules	Trial HSC Examination	25%	Term 3 Week 5-6	All Outcomes

Outcomes A student:

H1.1 Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

H2.1 Analyses different approaches to parenting and caring relationships

H2.2 Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 Critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.1 Analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2 Evaluates networks available to individuals, groups and families within communities

H3.3 Critically analyses the role of policy and community structures in supporting diversity

H3.4 Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 Justifies and applies appropriate research methodologies

H4.1 Communicates ideas, debates issues and justifies opinions

H5.1 Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

H5.2 Develops strategies for managing multiple roles and demands of family, work and other environments

H6.1 Analyses how the empowerment of women and men influences the way they function within society

H6.2 Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

ENGLISH: Studies

Course Content

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

Topics

- Common module: Texts and Human Experiences
- Module J: In the Marketplace
- Module K: The Big Screen
- Module E: Playing the Game
- Module N: The Way We Were

Topic	Task	Weight %	Due	Outcomes
Common module: Texts and Human Experiences	Reading and responding	30%	Term 1 Week 4	ES12-1, ES12-4, ES12-7, ES12-8, ES12-9,
Module K – The Big Screen	Planning, Research and Speaking Multi-Modal Task	20%	Term 2 Week 5	ES12-1, ES12-2, ES12-5, ES12-6, ES12-8, ,
Trial HSC Examination	Reading and writing	20%	Term 3 Weeks 5-6	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9
All Topics	Collection of Classwork	30%	Term 3 Week 7	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10

Outcomes A student:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

ENGLISH: Standard

Course Content

The English Standard course is designed for students to increase their expertise in English to expand their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Topics

Common Module: Texts and Human Experiences

Module A: Language, Identity and Culture

Module B: Close Study of Literature

Module C: The Craft of Writing

Topic	Task	Weight %	Due	Outcomes
Common Module: Texts and Human Experiences	Multi-Modal Presentation	25%	Term 4 Week 8	EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9
Module B: Close Study of Literature	Writing Task	20%	Term 1 Week 8	EN12-3, EN12-4, EN12-6, EN12-7, EN12-8, EN12-9
Common Module Module A Module B	Trial HSC Examination	30%	Term 3 Week 5-6	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8
Module C: The Craft of Writing	Portfolio	25%	Term 3 Week 7	EN12-1, EN12-2, EN12-4, EN12-6, EN12-8, EN12-9

Outcomes A student:

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning.

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.

EN12-6 investigates and explains the relationships between texts.

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds.

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning.

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH: Advanced

Course Content

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English

Topics

Common Module: Texts and Human Experiences

Module A: Textual Conversations

Module B: Critical Study of Literature

Module C: The Craft of Writing

Topic	Task	Weight %	Due	Outcomes
Common Module	Comprehension and Critical Response	20%	Term 1 Week 1	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8, EA12-9
Module A	Comparative Response	30%	Term 2 Week 10	EA12-2, EA12-3, EA12-5, EA12-7, EA12-8, EA12-9
Common Module Module A Module B Module C	HSC Trial Examination	5% 5% 15% 5%	Term 3 Week 5-6	All Outcomes
Module C	Corpus with multimodal presentation	20%	Term 3 Week 7	EA12-1, EA 12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9

Outcomes A student:

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH: Extension 1

Course Content

The English Extension course has one common module, *Literary Worlds*, with five associated electives.

Students will study Elective 4: Literary Mindscapes

Students must study at least **three** prescribed texts for the elective study which must include two extended print texts. As well, students must study at least TWO related texts.

The prescribed texts are:

- Shakespeare – *Hamlet*
- William Faulkner – *As I Lay Dying*
- Emily Dickinson – A selection of poems from *The Complete Poems*

Students study how literary texts can invite responders to engage with the interior worlds of individuals and how they perceive, think and feel about themselves and the societies in which they live

Topic	Task	Weight %	Due	Outcomes
Common Module: Literary Worlds	Imaginative response and reflection	35%	Term 1 Week 2	EE12.1, EE12.2, EE12.5
Elective 4: Literary Mindscapes	Critical Response with related text	35%	Term 2 Week 9	EE12.3, EE12.4, EE12.5
Common Module & Elective 4	Trial HSC Examination	30%	Term 3 Week 5-6	EE12.1, EE12.3, EE12.4, EE12.5

Outcomes A student:

EE12.1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE12.2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

EE12.3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

EE12.4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

EE12.5 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

ENGLISH: Extension 2

Course Content

Each of the following tasks will help guide students through the crafting process involved in the creation of their major work:

- The Viva Voce addresses the written proposal for the Major Work and provides students with the opportunity to present information on the major concept(s), scope, emphases and form of their proposed Major Work.
- The Literature Review is a research and reflection task, is evaluative and expresses the student's perspective of the literature in relation to their work.
- The Critique of the Creative Process must evaluate how the revising and editing stages of the composition process have contributed to the student's development as a composer and the quality of their Major Work.

Topic	Task	Weight %	Time	Outcomes
Composition Process	Viva Voce	30%	Term 4 Week 9	EEX12.1, EEX12.3, EEX12.4
Reflection Statement	Literature Review	40%	Term 1 Week 7	EEX12.1, EEX12.2, EEX12.3, EEX12.4
Reflection Statement	Critique of the creative process	30%	Term 2 Week 7	EEX12.1, EEX12.3, EEX12.5

Outcomes A student:

EEX12.1. demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12.2. strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12.3. applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX12.4. undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

EEX12.5. reflects on and evaluates the composition process and the effectiveness of their own published composition

EXPLORING EARLY CHILDHOOD

\$10.00

Course Content

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments. This is achieved through the study of selected modules, such as, Play and the Developing Child, Childhood Nutrition and Children's Literature.

Topic	Task	Weight %	Due	Outcomes
Food and Nutrition Module 12	Food and Nutrition Research/Practical	35%	Term 4 Week 9	H1.3, H1.4, H1.5, H6.1, H6.2
Children Literature Module 11	Writing a book	35%	Term 2 Week 3	H1.2, H1.3, H1.4, H4.1
Trial Examination All topics	Examination	30%	Term 3 Week 5-6	All Outcomes

Outcomes A student:

H1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children

H1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years

H1.4 analyses the ways in which family, community and culture influence growth and development of young children

H1.5 examines the implications for growth and development when a child has special needs

H2.2 critically examines factors that influence the social world of young children

H4.1 demonstrates appropriate communication skills with children and/or adults

H4.3 demonstrates appropriate strategies to resolve group conflict

H6.1 demonstrates an understanding of decision making processes

H6.2 critically examines all issues including beliefs and values that may influence interactions with other

HISTORY: Ancient

Course Content

The Year 12 Ancient History course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past. Students will;

- investigate archaeological and written sources for the study of the cities of Pompeii and Herculaneum, exploring issues relating to reconstruction and conservation of the past.
- investigate ancient Spartan society through a range of archaeological and written sources and relevant historiographical issues.
- develop an understanding of Xerxes in the context of his time, through a range of sources and relevant historiographical issues.
- learn about the nature of power and authority, significant developments that shaped the historical period, as well as relevant historiographical issues, through an investigation of the historical sources on The Greek World 500 - 440BC.

Topic	Task	Weight %	Due	Outcomes
1: Core Study: Cities of Vesuvius – Pompeii and Herculaneum	Investigation and Presentation	30%	Term 4 Week 10	AH12-3, AH12-5, AH12-6, AH12-9, AH12-10
2: Spartan Society to the Battle of Leuctra 371BC	Source Analysis	20%	Term 1 Week 9	AH12-1, AH12-2, AH12-6, AH12-8, AH12-9
3: The Near East - Xerxes	Biography Task	20%	Term 2 Week 8	AH12-3, AH12-4, AH12-7, AH12-8, AH12-9
1,2,3 + The Greek World 500 - 440BC	HSC Trial Examination	Section 1: 5% Section 2: 5% Section 3: 5% Section 4: 15%	Term 3 Week 5-6	All Outcomes

Outcomes A student:

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

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

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

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

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

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

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

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

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

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

VET: HOSPITALITY-Certificate II in Cookery

\$160.00



RTO Department of Education 90333, 90222, 90072, 90162

Public Schools NSW,

Scope and Sequence – Hospitality Cookery 2 unit x 2 year**Commencing Year 12 2023**

Kandos High School												
Qualification: SIT20421 Certificate II in Cookery												
HSC 2024 (Commencement: Term 4, 2023)												
List of units of competency to be delivered in each term		Weeks										
Term 4	Task	1	2	3	4	5	6	7	8	9	10	11
SITHCCC026	Package prepared foodstuffs											
SITHCCC023	Use food preparation equipment											
SITHCCC024	Prepare and present simple dishes											
SITHCCC027	Prepare dishes using basic method of cookery											
SITHCCC034	Work effectively in a commercial kitchen											
Term 1	Task	1	2	3	4	5	6	7	8	9	10	11
SITHCCC023	Use food preparation equipment											
SITHCCC024	Prepare and present simple dishes											
SITHCCC027	Prepare dishes using basic method of cookery											
SITHCCC034	Work effectively in a commercial kitchen											
Term 2	Task	1	2	3	4	5	6	7	8	9	10	11
SITHCCC027	Prepare dishes using basic method of cookery											
SITHCCC034	Work effectively in a commercial kitchen											
Term 3	Task	1	2	3	4	5	6	7	8	9	10	11
SITHCCC027	Prepare dishes using basic method of cookery											
SITHCCC034	Work effectively in a commercial kitchen											

INDUSTRIAL TECHNOLOGY:

Timber Products & Furniture Technologies

\$20.00

Please Note: Students need to source their own Materials for their Major Work

Course Content

The Major Project will consist of an individual product of one or more related items and an accompanying management folio. The Major Project counts towards 60% of the HSC and is marked by external NESAs markers. Students will complete an Industry Study relating to the Timber Industry.

Folio parameters: The folio will be limited to 80 written A4 pages OR 40 written A3 pages printed on ONE side only. Note that the page limit includes the title page, index, bibliography, design ideas, concept sketches and detailed drawings, as well as information presented on displays or noticeboards.

Topics

Industry Related Study, Major Project Development, Major Project Portfolio

Topic	Task	Weight %	Due	Outcomes
Designing & Planning	Presentation	30%	Term 4 Week 9	H3.1, H3.2 H3.3, H4.1, H4.3, H5.1
Product Analysis	Industry Study	20%	Term 1 Week 6	H1.1, H1.2, H1.3, H7.1, H7.2
Project Development & Management Report	Report	30%	Term 2 Week 8	H2.1, H4.1, H4.2, H5.1 H5.2, H6.1, H6.2
Trial HSC Examination	Examination	20%	Term 3 Week 5- 6	H1.2, H4.3, H6.1, H7.1, H7.2

Outcomes A student:

H1.1 investigates industry through the study of businesses in one focus area

H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

H1.3 identifies important historical developments in the focus area industry

H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 demonstrates skills in sketching, producing and interpreting drawings

H3.2 selects and applies appropriate research and problem-solving skills

H3.3 applies and justifies design principles effectively through the production of a Major Project

H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project

H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills

H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 selects and uses communication and information processing skills

H5.2 examines and applies appropriate documentation techniques to project management

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

H7.1 explains the impact of the focus area industry on the social and physical environment

H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

MATHEMATICS: Standard 1

Course Content	
Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.	
Topics	Subtopic
Algebra	Types of Relationships
Measurement	Right-angled Triangles Rates Scale Drawings
Financial Mathematics	Investing Money Depreciation and Loans
Statistical Analysis	Further Statistical Analysis
Networks	Networks and Paths

Topic	Task	Weight %	Due	Outcomes
Financial Maths	Task 1 - Assignment	25%	Term 4 Week 8	MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10
Topic Test	Task 2 - Test	20%	Term 1 Week 7	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7
Networks	Task 3 - Assignment	25%	Term 2 Week 6	MS1-12-8, MS1-12-9, MS1-12-10
Trial HSC Examination	Examination	30%	Term 3 Week 5-6	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10

Outcomes A student:

MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS1-12-2 analyses representations of data in order to make predictions and draw conclusions

MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems

MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7 solves problems requiring statistical processes

MS1-12-8 applies network techniques to solve network problems

MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use

MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

MATHEMATICS: Standard 2

Course Content	
Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications.	
Topic	Subtopic
Algebra	Types of Relationships
Measurement	Right-angled Triangles Rates Scale Drawings
Financial Mathematics	Investing Money Depreciation and Loans
Statistical Analysis	Further Statistical Analysis
Networks	Networks and Paths

Topic	Task	Weight %	Due	Outcomes
Financial Maths	Task 1 - Assignment	20%	Term 4 Week 8	MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10
Types of relationships, Bivariate data	Task 2 - Topic Test	25%	Term 1 Week 7	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-6, MS2-12-7
Networks	Task 3 - Topic Test	25%	Term 2 Week 6	MS2-12-2, MS2-12-4, MS2-12-8, MS2-12-10
Trial HSC Examination	Examination	30%	Term 3 Week 5-6	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10

Outcomes A student:

MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 solves problems using networks to model decision-making in practical problems

MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

MATHEMATICS: Advanced

Course Content

This course provides students with the opportunity to develop their knowledge, understanding and skills in mathematics and working mathematically. Students have the opportunity to develop ways of thinking and use mathematics as a powerful way of viewing and modelling the world to investigate patterns, order, generality and uncertainty.

- Functions MA-F2 Graphing Techniques
- Trigonometric Functions MA-T3 Trigonometric Functions and Graphs
- Calculus
 - MA-C2 Differential Calculus
 - MA-C3 Applications of Differentiation
 - MA-C4 Integral Calculus
- Financial Mathematics MA-M1 Modelling Financial Situations
- Statistical Analysis
 - MA-S2 Descriptive Statistics and Bivariate Data Analysis
 - MA-S3 Random Variables

Topic	Task	Weight %	Due	Outcomes
Geometrical Applications of Calculus	Task 1 - Assignment	20%	Term 4 Week 8	MA12-1, MA12-3, MA12-9, MA12-10
Calculus. Further Differentiation & Integration	Task 2 - Topic Test	25%	Term 1 Week 6	MA12-1, MA12-2, MA12-3, MA12-7
Statistical Analysis	Task 3 - Open Book Exam	25%	Term 2 Week 6	MA12-8, MA12-9, MA12-10
Trial HSC Examination	Examination	30%	Term 3 Week 5-6	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10

Outcomes A student:

MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 applies calculus techniques to model and solve problems

MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 applies appropriate differentiation methods to solve problems

MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 solves problems using appropriate statistical processes

MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

MUSIC 1

\$30.00

Course Content

Students will study:

- Through the context of the syllabus, which is set according to musical concepts of Duration, Dynamics, Pitch, Tone Colour, Expressive Techniques, Structure and Texture.
- Through the learning experiences of performance, composition, musicology and aural.
- Within the context of a range of styles, periods and genres.

Elective choices must suit the topic and be either a composition, musicology or performance.

Topics

An instrument and its repertoire

Music for radio, film, TV and multimedia

Popular Music

Topic	Task	Weight %	Due	Outcomes
An instrument and its repertoire	Elective 1 Musicology	15% 10%	Term 4, 2023 Week 9	Elective 1: dependent on elective selected for study Musicology: H4, H5, H8
Music for radio, film, TV and multimedia	Elective 2 Composition	15% 10%	Term 1, 2024 Week 9	Elective 2: dependent on elective selected for study Composition: H3, H4, H7
Popular Music	Elective 3 Aural	15% 10%	Term 2, 2024 Week 8	Elective 3: dependent on elective selected for study Aural: H4, H5, H6
Trial HSC Examination	Aural Performance core	15% 10%	Term 3, 2024 Week 5-6	Aural: H4, H6 Performance: H1, H7

Outcomes A student:

H1: performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H2: reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

H3: improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

H4: articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

H5: critically evaluates and discusses performances and compositions

H6: critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

H7: understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8: identifies, recognises, experiments with, and discusses the use and effects of technology in music

H9: performs as a means of self-expression and communication

H10: demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11: demonstrates a willingness to accept and use constructive criticism

SPORT, LIFESTYLE AND RECREATION (SLR)

Course Content

Sport Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, levels of movement skills, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

Modules

Sports Coaching and Training
 Social Perspectives of Games and Sports
 Games and Sports Application II
 Outdoor Recreation

Topic	Task	Weight %	Due	Outcomes
Sports Coaching and Training	Task 1	25%	Term 4 Week 8	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5
Social Perspectives of Games and Sports	Task 2	25%	Term 1 Week 6	1.3, 2.4, 3.7, 4.5
Games and Sports Application II	Task 3	25%	Term 2 Week 6	1.1, 1.2, 2.1, 3.1, 3.2, 3.7, 4.4
All Topics	Trial HSC Examination	25%	Term 3 Week 5-6	All Outcomes

Outcomes A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 demonstrates ways to enhance safety in physical activity
- 1.3 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

VISUAL ARTS

\$50.00

Please Note: Students need to source their own Materials for their Major Work

Course Content

Visual Arts at Stage 6 is designed to enable students to gain increasing intellectual autonomy in their abilities to aesthetically and persuasively represent ideas in the visual arts, and to understand and value how the field of the visual arts is subject to different interpretations.

The course requires the study of the content of practice, conceptual framework, frames; the development of a body of work; the use of a process diary; the investigation of content through at least 5 case studies in art criticism and art history.

Throughout the study of Visual Arts will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view. Students will also develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

Tasks shown in the table below are school-based assessment tasks. These complement the final Body of Work which is submitted for marking to NESA towards the end of Term 3.

Topics

Free Snags with Tabouli: Racism and the Cronulla Riots

Conversations and Appropriation in the Artworld

Technology and Bioethics

Topic	Task	Weight %	Due	Outcomes
Free Snags with Tabouli: Racism and the Cronulla Riots	Development of the Body of Work	20%	Term 1 Week 4	H1, H2, H3, H4, H9
Conversations and Appropriation in the Artworld	Essay	25%	Term 2 Week 2	H8, H9, H10
	Development of the Body of Work	30%	Term 2 Week 6	H1, H2, H3, H4, H6, H8
Technology and Bioethics	Trial HSC Examination	25%	Term 3 Week 5-6	H7, H8, H9, H10

Outcomes A student:

H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions

H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work

H3: demonstrates an understanding of the frames when working independently in the making of art

H4: selects and develops subject matter and forms in particular ways as representations in artmaking

H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways

H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

H7: applies their understanding of practice in art criticism and art history

H8: applies their understanding of the relationships among the artist, artwork, world and audience

H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art

H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

INFORMATION FOR STUDENTS UNDERTAKING SCHOOL DELIVERED VET COURSES



Public Schools NSW Wagga Wagga RTO 90333

Information for Students Undertaking School Delivered VET Courses

The following document provides important information about Vocational Education and Training (VET) courses delivered by Wagga Wagga Registered Training Organisation (RTO) 90333.

General

VET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and will also receive a nationally recognised industry based qualification.

Framework and Non Framework Courses

VET courses are generally broken into two groups, Industry Curriculum Framework (ICF) courses and Board Endorsed Courses (BEC). Both groups will provide units of credit towards the student's HSC. Similarly both groups will give students access to a nationally recognised qualification.

Industry Curriculum Framework courses are category B subjects for the purpose of calculating an Australian Tertiary Admission Rank (ATAR). The ATAR is the main method of determining university admission for students seeking university admission at the end of year 12.

Note: Students must complete a 240 hour course and sit the optional HSC examination.

Only ONE Category B course may be used towards the student's ATAR. Board Endorsed Courses cannot be used towards the ATAR.

Assessment Procedures

Assessment of students in VET courses is competency based. This means that evidence of achievement of competency is produced by the student, collected by an assessor and judged against agreed industry standards. Assessments are generally practical in nature and reflect the type of tasks that would be required to be performed in the workplace, however written tasks may be used to assess knowledge and understanding of concepts related to the course.

Evidence of competence can be collected by the assessor in a variety of ways. Like all other HSC courses, some of the evidence collected will be through formal assessment tasks or events such as project work, presentation of portfolios, practical demonstrations, as well as pen and paper tasks. Students are deemed either competent or not competent following an assessment task.

No grades or marks are awarded through competency based assessments. The school may provide an assessment schedule for each VET course.

Optional External HSC Examination

Industry Curriculum Framework courses have an optional external HSC exam for students wishing to include their mark in the calculation of the ATAR. Students who sit for the optional HSC exam will have an estimate mark submitted to the NSW Education Standards Authority (NESA) by the school. This estimate mark will only be used in the event of a claim of misadventure.

Student Selection enrolment and induction procedures

Stage 6 VET courses are available to all students in years 11 and 12, Stage 6 VET courses may also be available to students in years 9 and 10 as "Early Commencement". It is generally recommended that students in Year 9 do NOT undertake "Early Commencement" of Stage 6 VET courses.

A course induction will be delivered by course trainers at the beginning of each course. This induction will include information regarding the specific course they are studying, recognition of prior learning procedures, assessment procedures, information regarding student rights and responsibilities, and a student declaration to be signed by the student to confirm that they have completed the induction as part of their enrolment procedures.

Fees and charges

Some VET courses attract a course cost. Where a course cost exists, it will be indicated on the course information page.

More detailed information regarding fee charges and refund policies will be provided in the course induction.

Students having difficulty in making payments may be able access the Student Assistance Scheme. See your student adviser for details as to how this fund can be accessed.

Freedom of Information and Privacy

Students' rights to privacy and access to information are outlined in the Freedom of Information and Privacy policy. All staff members are required to abide by the Department's Privacy Code of Practice.

Credit transfer and Recognition of Prior Learning (RPL)

Credit transfer is available to students who produce evidence of achievement of competency from another RTO. RPI may also be available to students who can provide sufficient evidence of skills attained previously. Students seeking RPL should follow the RPL procedures outlined in the RTO Student Guide.

Work Placement

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction.

School based Apprenticeships and Traineeships (SBATs)

The SBAT Program provides students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work.

SBATs must complete formal training that is delivered by a RTO. The formal training must meet the requirements of the relevant Vocational Training Order (VTO) for that apprenticeship or traineeship vocation, and lead to a nationally recognised qualification. The formal training component of a SBAT will contribute unit credit towards the HSC.

Becoming a School Based Apprentice of Trainee

Students must first find an employer prepared to take them on as a school based apprentice or trainee. Once an offer of employment has been made, students must contact the SBAT Contact Person in their school. This is usually the Careers Adviser. The SBAT Contact Person will then commence the process to seek approval to establish a SBAT. Students wanting to find out more information regarding SBATs should contact the school's Careers Adviser. The following website is also a key source of information regarding SBATs:

www.sbatinnsw.info

Unique Student Identifier

All students undertaking Nationally Recognised Training delivered by a Registered Training Organisation must obtain a Unique Student Identifier (USI).

The USI provides easy access to all VET training records and results throughout your life. You can access your USI account online from a computer, tablet or smart phone at any time. You must keep your USI safe and ready to use for further enrolments in VET training.

Smart and Skilled

Smart and Skilled has been implemented with an entitlement to government subsidised training commencing January 1, 2015. Qualifications achieved at school do not impact on this entitlement post school. This may impact on positions available within industry sectors for SBATs.

HSC ASSESSMENT ADVICE FOR VET COURSES

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

ASSESSMENT FORMS

The following forms may be used by students to accompany requests or by teachers to advise students:

APPENDIX 1	Student to Teacher	COVER SHEET - This form should accompany every assessment task. STUDENT RECEIPT - Students should sign a notification sheet for every task handed in.
APPENDIX 2	Student to Teacher then to Head Teacher	APPLICATION FOR EXTENSION - This form should be completed by the student: <ol style="list-style-type: none"> 1) then handed to the course teacher. 2) the course teacher must send it to the Head Teacher. 3) both course teacher and Head Teacher should retain their copies.
APPENDIX 3	Student to Teacher then to Head Teacher	ILLNESS/MISADVENTURE FORM - This form must be completed if: <ol style="list-style-type: none"> 1) you know you will be absent from an assessment task with a valid reason 2) had an illness or misadventure that <u>prevented</u> you from or impacted your ability to complete an assessment task or examination.



ASSESSMENT TASK COVER SHEET

Appendix 1

Course _____

Student Name _____

School _____

Date Due _____

Assessment Title/Question _____

Number of Pages (Not including coversheet) _____

Date Handed In _____

Signature of Teacher

Result Grade _____
(Optional)

Rank _____

Comments _____

Marker's Signature _____

✂-----

KANDOS HIGH SCHOOL
RECEIPT OF AN ASSESSMENT TASK (Student's Copy)

Student's Name _____

Course _____

Teacher _____

Assessment Task received by _____

Signature _____

Date _____

Time _____

PLEASE NOTE:

***Students: Detach and keep this receipt for your own record of handing in an assessment task to a staff member other than your teacher.**

***Please ensure that you KEEP this RECEIPT for your own records.**

APPLICATION FOR EXTENSION

Appendix 2

Name _____ School _____

Subject _____ Teacher _____

Assessment No _____

Title _____ Due _____

Reason For Application _____

(Note: appropriate evidence must accompany this application, e.g. Doctor's Certificate)

Signature _____
StudentSignature _____
Parent

INFORMATION FOR STUDENTS

1. Late tasks will receive a zero (0) result.
2. An extension may be granted in genuine cases of illness or misadventure.
To be considered, an application for extension must be requested in writing before the due date.
3. Hand in your assessment task even if it is late. A student who does not complete tasks to the value of 50% of the assessment tasks in a course may not be certified as satisfactory in that course and may not be eligible for a Record of School Achievement.

✂-----

Please complete the following. This slip will be returned to you by the subject teacher.

APPLICATION FOR EXTENSION

Name _____ School _____

Subject _____ Assessment Task _____

Extension Granted Extension Denied

Reason _____

Signature _____
Teacher_____
Date

ILLNESS/MISADVENTURE FORM

Appendix 3

FOR SCHOOL BASED ASSESSMENT TASKS, INCLUDING EXAMINATIONS

Course _____

Date _____

This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Deputy Principal).

I, _____ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examination/assessment tasks in which you were not affected by illness or misadventure

<input type="checkbox"/> Stage 5	<input type="checkbox"/> Year 11	<input type="checkbox"/> Year 12
Assessment Task		Teacher:
Outline of Reason/s for misadventure/illness:		
Request and date for proposed completion (if applicable)		
Extension	<input type="checkbox"/>	No Penalty for Lateness <input type="checkbox"/>
Penalty	<input type="checkbox"/>	Estimate to be used <input type="checkbox"/>

Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.

Independent evidence of illness/misadventure:

- Doctor's Certificate supplied Yes/No
- Statutory Declaration by parent supplied Yes/No
- Covid-PCR Test Result (NSW Health) Yes/No

Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc.); all relevant details of the incident; and contact details of parent.

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

Student signature _____

Date _____

Parent signature _____

Date _____

Recommendation and Decision	
<input type="checkbox"/> Extension granted	<input type="checkbox"/> Penalty applied
<input type="checkbox"/> No penalty for lateness	<input type="checkbox"/> Estimate to be used
<input type="checkbox"/> Other _____	
Signatures _____	_____
Head Teacher	Class Teacher
Deputy Principal Signature _____	
<input type="checkbox"/> Head Teacher Informs student of Decision	Date _____
Signatures _____	_____
Head Teacher	Student



NOTES

ASSESSMENT TASK CALENDER – Alphabetical

Schedule of Assessment Tasks for Year 12 HSC 2023-2024																			
Week	Agriculture	Biology	Community & Family Studies	English Studies	English Standard	English Advanced	English Extension 1	English Extension 2	Exploring Early Childhood	History Ancient	VET - Hospitality	Industrial Technology Timber	Maths Standard 1	Maths Standard 2	Mathematics Advanced	Music 1	Sport, Lifestyle & Recreation	Visual Arts	
Term 4 2023	1																		
	2																		
	3																		
	4																		
	5																		
	6																		
	7																		
	8		■	■		■								■	■	■		■	
	9								■	■			■				■		
	10	■									■								
	11																		
Term 1 2024	1					■													
	2						■												
	3																		
	4				■													■	
	5																		
	6			■								■			■		■		
	7							■					■	■	■				
	8				■														
	9									■							■		
	10																		
	11																		
Term 2 2024	1																		
	2		■															■	
	3								■										
	4	■																	
	5				■														
	6			■									■	■	■		■	■	
	7							■											
	8									■		■					■		
	9		■					■											
	10					■		■											
	11																		
Term 3 2024	1																		
	2	■																	
	3	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	4	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	5	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	6	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	7				■	■	■												
	8																		
	9																		
	10																		

Exam ■ Assessment task to be submitted ■ No Assessment to be given ■



ASSESSMENT TASK CALENDAR – Lines

Schedule of Assessment Tasks for Year 12 HSC 2023-2024																			
Week	English Studies	English Standard	English Advanced	English Extension 1	English Extension 2	Exploring Early Childhood	Mathematics Standard 1	Mathematics Standard 2	Mathematics Advanced	History Ancient	Sport, Lifestyle & Recreation	Community & Family Studies	Industrial Technology Timber	Agriculture	Music 1	Biology	VET- Hospitality	Visual Arts	
Term 4 2023	1																		
	2																		
	3																		
	4																		
	5																		
	6																		
	7																		
	8		Exam					Assessment task to be submitted	Assessment task to be submitted	Assessment task to be submitted		Exam	Assessment task to be submitted					Exam	
	9					Exam	Exam							Exam		Exam			
	10										Exam				Exam				
	11																		
Term 1 2024	1			Exam															
	2				Exam														
	3																		
	4	Exam																Exam	
	5																		
	6							Assessment task to be submitted	Assessment task to be submitted	Assessment task to be submitted		Exam	Assessment task to be submitted	Assessment task to be submitted					
	7					Exam		Assessment task to be submitted	Assessment task to be submitted										
	8		Exam																
	9										Exam					Exam			
	10																		
	11																		
Term 2 2024	1																		
	2																Exam	Exam	
	3							Exam											
	4													Exam					
	5	Exam																	
	6							Assessment task to be submitted	Assessment task to be submitted	Assessment task to be submitted		Exam	Assessment task to be submitted	Assessment task to be submitted				Exam	
	7					Exam													
	8										Exam			Exam		Exam			
	9					Exam											Exam		
	10			Exam															
	Term 3 2024	1																	
2														Exam					
3		Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	
4		Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	
5		Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	
6		Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	Exam	
7		Exam	Exam	Exam															
8																			
9																			
10																			

Exam Assessment task to be submitted No Assessment to be give

