Kandos
HIGH SCHOOL

Positive Relationships • Respectful • Responsible

Year 11

Assessment Schedule 2023

NSW GOVERNMENT | Education

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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 *m ust* 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.

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 NESA.

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 NESA 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/orcompleted 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 NESA 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 NESA 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, 2023. 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, <u>assessable</u> <u>or otherwise,</u> 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 Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an 'on-farm', environment-orientated course.

Topics

- Overview of Agriculture
- Plant Production
- Animal Production
- The Farm Case Study

Topic	Task	Weight %	Due	Outcomes
Introduction to Agriculture	Research Task	30%	Term 1 Week 9	P1.1, P1.2, P2.1, P4.1
Animal production	Farm Case Study	30%	Term 3 Week 6	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1
Trial HSC Examination	Examination	40%	Term 3 Week 9	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1

Outcomes A student:
P1.1 describes the complex, dynamic and interactive nature of agricultural production systems
P1.2 describes the factors that influence agricultural systems
P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems
P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems
P2.3 describes the farm as a basic unit of production
P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
P4.1 applies the principles and procedures of experimental design and agricultural research
P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

BIOLOGY

Course Content

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

There are four modules in the Preliminary course:

Module 1 - Cells as the Basis of Life
Module 2 - Organisation of Living Things
Module 3 - Biological Diversity
Module 4 - Ecosystem Dynamics

Topic	Task	Weight %	Due	Outcomes
Module 1	Skills Assessment	30%	Term 1 Week 9	BIO11-3, BIO11-5, BIO11-6, BIO11-8
Module 3	Depth Study	30%	Term 3 Week 2	BIO11-1, BIO11,2, BIO11-4, BIO11-7, BIO11-10
All modules	Yearly Examination	40%	Term 3 Week 9	All outcomes

Outcomes A student:

BIO11-1 develops and evaluates questions and hypotheses for scientific investigation

BIO 11-2designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11-5 analyses and evaluates primary and secondary data and information

BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

CHEMISTRY

Course Content

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

There are four modules in the Preliminary course:

Module 1 – Properties and Structure of Matter

Module 2 – Introduction to Quantitative Chemistry

Module 3 – Reactive Chemistry

Module 4 – Drivers of Reactions

Topic	Task	Weight %	Due	Outcomes
Module 1	Skills Assessment	30%	Term 1 Week 8	CH11-2, CH11-3, CH11-5, CH11-7, CH11-8
Module 2	Depth Study	30%	Term 2 Week 5	CH11-1, CH11-4, CH11-5, CH11-6, CH11-7, CH11-9
All modules	Yearly Examination	40%	Term 3 Week 9	All outcomes

Outcomes A student:

CH11-1 develops and evaluates questions and hypotheses for scientific investigation

CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11-5 analyses and evaluates primary and secondary data and information

CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter

CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11 analyses the energy considerations in the driving force for chemical reactions

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 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

Resource Management
Individuals and Groups
Families and Communities

Option modules (one to be studied)

Family and Societal Interactions
Social impact of Technology
Individuals and Work

Topic	Task	Weight %	Due	Outcomes
Individuals and Groups	Case Study	30%	Term 2 Week 3	P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2
Families and Communities	Report	30%	Term 3 Week 3	P2.2, P3.1, P3.2, P4.1, P4.2
All modules	Yearly Examination	40%	Term 3 Week 9	All outcomes

Outcomes A student:

P1.1 Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2 Proposes effective solutions to resource problems
P2.1 Accounts for the roles and relationships that individuals adopt within groups
P2.2 Describes the role of the family and other groups in the socialisation of individuals
P2.3 Examines the role of leadership and group dynamics in contributing to positive interpersonal
P2.4 Analyses the interrelationships between internal and external factors and their impact on family functioning
P3.1 Explains the changing nature of families and communities in contemporary society
P3.2 Analyses the significance of gender in defining roles and relationships
P4.1 Utilises research methodology appropriate to the study of social issues
P4.2 Presents information in written, oral and graphic form
P5.1 Applies management processes to maximise the efficient use of resources
P6.1 Distinguishes those actions that enhance wellbeing
P6.2 Uses critical thinking skills to enhance decision making

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. It offers a comprehensive language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

Topics
Mandatory Module: Achieving Through English
Module A: Digital Worlds – English and the Web
Module B: On the Road – English and the experience of Travel
Module C: MiTunes and Text – English and the language of Song

Topic	Task	Weight %	Due	Outcomes
Achieving Through English	Written Response	30%	Term 1 Week 8	ES11-1, ES11-4, ES11-5, ES11-6
On the Road	Multimodal presentation	30%	Term 2 Week 8	ES11-3, ES11-4, ES11-6, ES11-7, ES11-10
Collection of Classwork	Portfolio of collected classwork	40%	Term 3 Week 9	ES11-4, ES11-5, ES11-6, ES11-7, ES11-10

Outcomes A student:

ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital text that have been composed for different purposes and contexts

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-4 composes a range of texts with increasing accuracy and clarity in different forms

ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES11-7 represents own ideas in critical, interpretive and imaginative texts

ES11-8 identifies and describes relationships between texts

ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

ENGLISH: Standard

Course Content

The English Standard course is designed for students to increase their expertise in English to enhance 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.

Topics
Common Module: Reading to Write
Module A: Contemporary Possibilities
Module B: Close Study of Literature

Topic	Task	Weight %	Due	Outcomes
Common Module: Reading to Write	Creative Writing & Reflection	30%	Term 1 Week 8	EN11-1, EN11-3, EN11-4, EN11-5, EN11-7, EN11-9
Module A: Contemporary Possibilities	Multimodal Presentation	35%	Term 2 Week 8	EN11-1, EN11-2, EN11-4, EN11-6, EN11-7, EN11-8
Common Module: Reading to Write Module A: Contemporary Possibilities Module B: Close Study of Literature	Preliminary Examination	5% 5% 25%	Term 3 Week 9	EN11-1, EN11-3, EN11-4, EN11-5, EN11-7, EN11-8

Outcomes A student:

EN11-1 Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.

EN11-2 Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.

EN11-3 Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning.

EN11-4 Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5 Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments.

EN11-6 Investigates and explains the relationship between texts.

EN11-7 Understands and explains the diverse way texts can represent personal and public worlds.

EN11-8 Identifies and explains cultural assumptions in texts and their effects on meaning.

EN11-9 Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.

ENGLISH: Advanced

Course Content

The English Standard course is designed for students to increase their expertise in English to enhance 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.

Topics
Common Module: Reading to Write
Module A: Narratives that Shape our World
Module B: Critical Study of Literature

Topic	Task	Weight %	Due	Outcomes
Common Module: Reading to Write	Portfolio of Writing	30%	Term 1 Week 9	EA11-1, EA11-3, EA11-4, EA11-5, EA11-8
Module A: Narratives That Shape Our World	Multimodal Presentation: Feature Article	40%	Term 2 Week 9	EA11-2, EA11-5, EA11-6, EA11-7, EA11-9
Common Module and Module B: Critical Study of Text	Yearly Examination	30%	Term 3 Week 9	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6

Outcomes A student:

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6 investigates and evaluates the relationships between texts

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

ENGLISH: Extension 1

Course Content
Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed. **Topics** Common Module: Texts, Culture and Value Related research project

Topic	Task	Weight %	Due	Outcomes
Common Module	Imaginative Writing	35%	Term 1 Week 10	EE11.1, EE11.4, EE11.5, EE11.6
Related Research Project	Project and Multimodal Talk	35%	Term 2 Week 9	EE11.1, EE11.2, EE11.3, EE11.6
All Topics	Yearly Examination	30%	Term 3 Week 9	EE11.2, EE11.3, EE11.5, EE11.6

Outcomes A student:

EE11.1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE11.2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE11.3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11.4 develops skills in research methodology to undertake effective independent investigation

EE11.5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11.6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

EXPLORING EARLY CHILDHOOD

Course Content
Core Studies-Preliminary • Pregnancy and Childbirth • Child Growth and Development • Promoting Positive Behaviour

Topic	Task	Weight %	Due	Outcomes
Pregnancy and Childbirth	Research - testing during pregnancy. Budgeting	30%	Term 1 Week 9	P1.1, P2.1, P2.5, P4.1, P6.1, P6.2
Child Growth and Development	Analysis of family structures Practical - Learning Experience	30%	Term 2 Week 9	P1.1, P1.3, P1.5, P2.1, P2.3, P5.1,
Promoting Positive Behaviour	Analysis of child Behaviour	40%	Term 3 Week 6	P1.3, P2.1, P4.3, P6.1

Outcomes A student:

1.1 analyses prenatal issues that have an impact on development
1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
1.4 analyses the ways in which family, community and culture influence growth and development of young children
1.5 examines the implications for growth and development when a child has special needs
2.1 analyses issues relating to the appropriateness of a range of services for different families
2.2 critically examines factors that influence the social world of young children
2.3 explains the importance of diversity as a positive issue for children and their families
2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
2.5 examines strategies that promote safe environments
3.1 evaluates strategies that encourage positive behaviour in young children
4.1 demonstrates appropriate communication skills with children and/or adults
4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
4.3 demonstrates appropriate strategies to resolve group conflict
5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
6.1 demonstrates an understanding of decision making processes
6.2 critically examines all issues including beliefs and values that may influence interactions with others

HISTORY: Ancient

Course Content

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world.

Topics

Investigating Ancient History

- The Nature of Ancient History – The Investigation of Ancient Sites and Sources
- Case Studies
  - A8 – The Celts
  - B1 – Ancient Australia

Historical Investigation

Features of Ancient Societies

Topic	Task	Weight %	Due	Outcomes
Case Study – Ancient Australia	Booklet & Report	35%	Term 2 Week 2	AH11-6, AH11-7, AH11-9, AH11-10
Historical Investigation	Multimodal Presentation	30%	Term 2 Week 10	AH11-4, AH11-6, AH11-8, AH11-9
Features of Ancient Societies	Yearly Examination	35%	Term 3 Week 9	AH11-2, AH11-3, AH11-4, AH11-5 AH11-6

Outcomes A student:

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH11-7 discusses and evaluates differing interpretations and representations of the past

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

VET: HOSPITALITY-Certificate ll in Kitchen Operations $160.00

NSW GOVERNMENT | Education

Public Schools NSW, Wagga Wagga RTO 90333

Scope and Sequence – Hospitality (SIT20416 Certificate II in Kitchen Operations)

2 unit x 2 year

Kandos High School

Qualification: SIT20416 Certificate II in Kitchen Operations

Preliminary 2023 (Commencement: Term 1, 2023)

Unit Code	Unit Title	NESA Hrs	Term 1	Term 2	Term 3
BSBWOR203	**Cluster 1** Work effectively with others	15	Delivery and assessment		
SITXFSA001	**Cluster 2 Part A** Use hygienic practices for food safety	10	Delivery and assessment		
SITHCCC001 SITXFSA002	**Cluster 2 Part B** Use food preparation equipment Participate in safe food handling practices	20 15	Delivery and assessment		
SITXWHS001 BSBSUS201	**Cluster 3** Participate in safe work practices Participate in environmentally sustainable work practices	15 15		Delivery and assessment	
SITHCCC005	**Cluster 5** Portfolio Prepare dishes using basic methods of cookery	40		Delivery and practice	
SITHCCC011	**Cluster 10** Portfolio Use cookery skills effectively	20	Delivery and collection of evidence		

Public Schools NSW, Wagga Wagga RTO 90333 Training & Assessment Strategy – SIT20416 Certificate II in Kitchen Operations
Version 4 November 2020 Approved by RTO Management Endorsed for use with courses commencing 2022

INDUSTRIAL TECHNOLOGY: Timber & Furniture Products $80.00

Course Content
Students will learn about structural factors such as organisation, production, workplace environment and investigate the organisation and structure of a business. Technical factors such as tools, equipment/plant, production techniques, for example, mass production, mechanisation, specialisation and environmental factors. Sociological factors such as issues relating to a business, workplace cultures and how the business impacts on the focus industry.

Topic	Task	Weight %	Due	Outcomes
Project/Case Study	Box It!	30 %	Term 1 Week 10	P1.1, P1.2, P4.1, P4.3, P5.1, P6.1, P6.2, P7.1, P7.2
Preliminary Project	Store it well	30 %	Term 2 Week 9	P2.1, P2.2, P3.1, P3.2, P3.3, P4.2, P5.2,
Yearly Examination	Knowledge Exam	40 %	Term 3 Week 9	P1.1, P1.2, P2.1, P4.3, P6.1, P6.2, P7.2

Outcomes A student:

P1.1 describes the organisation and management of an individual business within the focus area industry

P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies

P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques

P2.2 works effectively in team situations

P3.1 sketches, produces and interprets drawings in the production of projects

P3.2 applies research and problem-solving skills

P3.3 demonstrates appropriate design principles in the production of projects

P4.1 demonstrates a range of practical skills in the production of projects

P4.2 demonstrates competency in using relevant equipment, machinery and processes

P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects

P5.1 uses communication and information processing skills

P5.2 uses appropriate documentation techniques related to the management of projects

P6.1 identifies the characteristics of quality manufactured products

P6.2 identifies and explains the principles of quality and quality control

P7.1 identifies the impact of one related industry on the social and physical environment

P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

MATHEMATICS: Standard

Course Content

This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner. The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard Syllabus.

- Algebra — **MS-A1** Formulae and Equations
  MS-A2 Linear Relationships
- Measurement — **MS-M1** Applications of Measurement
  MS-M2 Working with Time
- Financial Mathematics — **MS-F1** Money Matters
- Statistical Analysis — **MS-S1** Data Analysis
  MS-S2 Relative Frequency and Probability

Topic	Task	Weight %	Due	Outcomes
Formula and Equations, Applications of Measurement	Task 1 Topic Test	30%	Term 1 Week 9	MS11-1, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10
Financial Mathematics – Money Matters	Task 2 Assignment	30%	Term 2 Week 8	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10
Preliminary Examination	Examination	40%	Term 3 Week 9	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8

Outcomes A student:

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems

MS11-2 represents information in symbolic, graphical and tabular form

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-7 develops and carries out simple statistical processes to answer questions posed

MS11-8 solves probability problems involving multistage events

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MATHEMATICS: Advanced

Course Content
The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. • Functions — **MA-F1** Working with Functions • Trigonometric Functions — **MA-T1** Trigonometry and Measure of Angles **MA-T2** Trigonometric Functions and Identities • Calculus — **MA-C1** Introduction to Differentiation • Exponential and Logarithmic Functions — **MA-E1** Logarithms and Exponentials • Statistical Analysis — **MA-S1** Probability and Discrete Probability Distributions

Topic	Task	Weight %	Due	Outcomes
Graphing Functions	Task 1-Assignment	30%	Term 1 Week 8	MA11-2 MA11-8, MA11-9
Algebra Functions Differentiation	Task 2-Test	30%	Term 2 Week 7	MA11-1, MA11-2, MA11-5, MA11-8, MA11-9
Preliminary Examination	Examination	40%	Term 3 Weeks 9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9

Outcomes A student:

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 provides reasoning to support conclusions which are appropriate to the context

MUSIC 1 $30.00

Course Content

Students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. The context of the syllabus is set out according to the musical concepts of Duration, Dynamics, Pitch, Tone Colour, Expressive Techniques, Structure and Texture.

Topics
Jazz Music: Aural and Performance
Baroque Music: Aural and Composition
Australian Music: Musicology and Performance.

Topic	Task	Weight %	Due	Outcomes
Jazz Music	Aural Performance	15% 15%	Term 1 Week 8	P4, P5, P8 P1, P2, P7
Baroque Music	Aural Composition	10% 25%	Term 2 Week 8	P4, P6 P2, P3
Australian Music	Musicology Performance	25% 10%	Term 3 Week 10	P2, P4, P6 P1, P2, P7

Outcomes A student:

P1: performs music that is characteristic of the topics studied

P2: observes, reads, interprets and discusses simple musical scores characteristic of topics studied

P3: improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied

P4: recognises and identifies the concepts of music and discusses their use in a variety of musical styles

P5: comments on and constructively discusses performances and compositions

P6: observes and discusses concepts of music in works representative of the topics studied

P7: understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied

P8: identifies, recognises, experiments with and discusses the use of technology in music

P9: performs as a means of self-expression and communication

P10: demonstrates a willingness to participate in performance, composition, musicology and aural activities

P11: 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, increased levels of movement skill, 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.

Topic	Task	Weight %	Due	Outcomes
Sports Coaching and Training	Research Task	35%	Term 1 Week 8	1.1, 1.3, 1.6, 2.1, 2.4, 3.1, 3.2, 4.1, 4.2, 4.4, 4.5
Social Perspectives of Games & Sports	Fitness	35%	Term 2 Week 6	1.2, 1.3, 2.2, 3.2, 3.3, 4.1
All modules	Yearly Examination	30%	Term 3 Week 9	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5

Outcomes A student:

1.1. applies the rules and conventions that relate to participation in a range of physical activities
1.2. explains the relationship between physical activity, fitness and healthy lifestyle
1.3. demonstrates ways to enhance safety in physical activity
1.4. investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5. critically analyses the factors affecting lifestyle balance and their impact on health status
1.6. describes administrative procedures that support successful performance outcomes
2.1. explains the principles of skill development and training
2.2. analyses the fitness requirements of specific activities
2.3. selects and participates in physical activities that meet individual needs, interests and abilities
2.4. describes how societal influences impact on the nature of sport in Australia
2.5. describes the relationship between anatomy, physiology and performance
3.1. selects appropriate strategies and tactics for success in a range of movement contexts
3.2. designs programs that respond to performance needs
3.3. measures and evaluates physical performance capacity
3.4. composes, performs and appraises movement
3.5. analyses personal health practices
3.6. assesses and responds appropriately to emergency care situations
3.7. analyses the impact of professionalism in sport
4.1. plans strategies to achieve performance goal
4.2. demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3. makes strategic plans to overcome the barriers to personal and community health
4.4. demonstrates competence and confidence in movement contexts
4.5. recognises the skills and abilities required to adopt roles that support health, safety and physical activity

VISUAL ARTS $50.00

Course Content

Visual Arts as a subject provides for various interpretations of the visual arts that are both contemporary and relevant. Acknowledging that visual arts encompasses the areas of art, craft and design, the subject is theoretically and practically sustained by practice, the frames, and a conceptual framework about art.

In the Preliminary course teachers will assist students with their selection of content (eg a focus on artists and their works, consideration of the audience and artworks, the cultural values or subjective values of art). This approach provides the foundation for more relational and interpretive ways of approaching content in the HSC course, which build towards more sophisticated and subtle understanding (eg a focus on how each of the frames affects understanding of practice, consideration of the role of the postmodern frame on artists and artworks).

The Stage 6 Course requirements stipulate that 50% of school-based assessment is dedicated to the development of artmaking skills, and 50% dedicated to the development of art criticism and art history knowledge.

Artmaking: Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.

Art Criticism and Art History: Students will 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.

Topics
Caves to Canvas
Art at War
Postmodernism- Art is Dead

Topic	Task	Weight %	Due	Outcomes
Caves to Canvas	Artfiles Research Task 30 Artworks	20%	Term 2 Week 2	P8, P10
Art At War / Postmodernism	Part A: Art Making: 2D & 3D projects 1, 2 and 3	35%	Term 3 Week 7	P1, P2, P3, P4, P5, P6
	Part B: Visual Arts Process Diary	15%		
All Topics	Yearly Examination	30%	Term 3 Week 9	P7, P8, P9, P10

Outcomes A student:

P1: explores the conventions of practice in artmaking

P2: explores the roles and relationships between the concepts of artist, artwork, world and audience

P3: identifies the frames as the basis of understanding expressive representation through the making of art

P4: investigates subject matter and forms as representations in artmaking

P5: investigates ways of developing coherence and layers of meaning in the making of art

P6: explores a range of material techniques in ways that support artistic intentions

P7: explores the conventions of practice in art criticism and art history

P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

INFORMATION FOR STUDENTS UNDERTAKING SCHOOL DELIVERED VET COURSES

NSW GOVERNMENT | Education

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:

APPENDIX1	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: 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: 1) you know you will be absent from an assessment task with a valid reason 2) had an illness or misadventure that prevented 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 _____ Signature _____

Student 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

Name: _____ 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*

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

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	
☐ Extension granted ☐ No penalty for lateness ☐ Other _____	☐ Penalty applied ☐ Estimate to be used
Signatures _____ Head Teacher	_____ Class Teacher
Deputy Principal Signature _____ ☐ Head Teacher Informs student of Decision	Date _____
Signatures _____ Head Teacher	_____ Student

ASSESSMENT TASK CALENDER – Alphabetical

Schedule of Assessment Tasks for Preliminary 2023

	Week	Agriculture	Biology	Chemistry	Community & Family Studies	English Studies	English Standard	English Advanced	English Extension 1	Exploring Early Childhood	History Ancient	VET- Hospitality	Industrial Technology Timber	Mathematics Standard	Mathematics Advanced	Music 1	Sport, Lifestyle & Recreation	Visual Arts
Term 1 2023	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
	11																	
Term 2 2023	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
Term 3 2023	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 Preliminary 2023

	Week	English Studies	English Standard	English Advanced	English Extension 1	Exploring Early Childhood	Mathematics Standard	Mathematics Advanced	History Ancient	Sport, Lifestyle & Recreation	Community & Family Studies	Industrial Technology Timber	Agriculture	Chemistry	Music 1	Biology	VET- Hospitality	Visual Arts
Term 1 2023	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
	11																	
Term 2 2023	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
Term 3 2023	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	

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

NOTES

Positive Relationships
Respectful
Responsible