



Kanahooka High School

School Based Assessment Policy

Year 11 2024





KANAHOOKA HIGH SCHOOL

Principal: Ms C Toohey Business Manager: Mrs S Richards

Deputy Principals: Ms J Burns Miss K Dunn Ms N Howes Mr A Kalsow

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Aims

This document aims to provide information relating to the assessment of NESA recognised Stage 6 courses at Kanahooka High School.

Specific processes outlined include:

- Eligibility requirements for the HSC and ATAR
- Assessment schedules
- Adjustments for students with a disability
- Absence from an assessment task
- Late submission of tasks
- Illness/misadventure procedures
- Malpractice
- Invalid or unreliable tasks
- Student appeals
- Non-completion (N) determination
- Procedures for marking
- Procedures for recording student performance
- Procedures for feedback to students

Common Terms and Meanings

Term	Meaning
NESA	NSW Education Standards Authority
ATAR	Australian Tertiary Admission Rank
BDC	Board Developed Course
BEC	Board Endorsed Course
VET	Vocational Education and Training
RTO	Registered Training Organisation
ROSA	Record of School Achievement
HSC	Higher School Certificate



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Stage 6 Course Options

At Kanahooka High School, there are several learning pathway opportunities available to students. These are summarised below:

- **Blue Pathway (ATAR):** Students follow course requirements in line with the NESA requirements to achieve an ATAR, HSC or Year 11/12 ROSA. Students undertaking this pathway will have their Record of School Achievement (RoSA) updated at the end of Year 11 before commencing the HSC course in Year 12.
- **Green Pathway (Non-ATAR):** Students engage in learning opportunities aimed to support their transition into the work force or other alternate tertiary education. Students will be eligible for an HSC or RoSA depending on their individual pattern of study.

What is assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. At Kanahooka High School, assessment is used to:

- Assist student learning and evaluate and improve teaching and learning programs.
- Provide information on student learning and progress in a course in relation to the syllabus outcomes.
- Provide evidence of satisfactory completion of a course
- Report on the achievement of each student throughout, or at the end of a course.

In the context of the Higher School Certificate (HSC), school-based assessment provides a summative measure of a student's achievement in relation to course outcomes. This includes:

- A wider range of syllabus outcomes than may be measured by external examinations alone.
- Multiple measures and observations made throughout the course rather than a single assessment event.

Assessment Summary

Assessment tasks are conducted throughout Years 11 and 12, each with a weighting determined by the school within the Assessment and Reporting requirements of each course as outlined by NESA. Each formal assessment task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements. In summary, assessment:

- is an essential and integrated part of teaching and learning.
- reflects a belief that all students can improve.
- involves setting learning goals with students.
- helps students know and recognise the standards for which they are aiming.
- involves students in self-assessment and peer assessment.
- provides feedback to help students understand the next steps in learning and plan how to achieve them.
- involves teachers, students, and parents in reflecting on assessment data.

Assessment requirements

Requirements for all Stage 6 courses include:

- mandatory components and weightings for both Year 11 and Year 12 courses
- capping the maximum number of formal assessment tasks to three in Year 11 and four in Year 12
- capping the number of formal written examination tasks that mimic the HSC examination to one per course, with a maximum weighting of a single task not to exceed 30% for the Year 12 course.

Note: Examinations and tests are important components of student assessment. Examinations are scheduled for most courses of study in Term 3 for Year 11 and Year 12.



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Types of Assessment

There are many types of assessment used by teachers to assess a student's skill, understanding, development or progress within a course. The table below highlights some commonly used types of assessment.

Note: this list is not exhaustive, and teachers use many other types of assessment not outlined below.

Formal Written Examination	A task such as a Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement against a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. Only one formal written examination can contribute to a formal assessment schedule.
Tests of limited scope	A test which includes a small number of content areas or topics or modules. These tests continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.
Class Work	A range of activities such as video/novel reports, ICT research or homework activities.
Oral Presentations	Prepared speeches and/or seminars presented to the class and/or teacher.
Fieldwork / Excursion Reports	Reports including sketches, worksheets, or surveys which are to be completed during an excursion and/or an in-class task based on excursions or fieldwork.
Assignments	Research or investigation into a topic following specific guidelines. This may be assigned as an individual or group task.
Design Projects	Projects designed and provided to meet a specific problem.
Portfolios	Documentation records accompanying work produced from a design project.
Practical Work	A range of practical learning experiences completing either in class and/or at home.
First-Hand Investigations	Problem solving and/or investigative tasks such as those involved in using the scientific method.
Body of Work (Visual Arts)	A selection of one or more artworks that demonstrate the process and practical and theoretical understanding of artmaking, to include a Visual Arts Process Diary (VAPD).
Diary, Journals, Logbooks	A series of documents showing reflection on learning processes or development of a product.
Performance	Musical or drama performance showcasing course specific skills and understanding.



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School Responsibilities

The school develops two key documents which outline assessment practices:

- **Student Assessment Booklet** – a basic snapshot overview of task due dates and information. This document contains information directing students to the School Assessment Policy. This document is distributed to students at the commencement of each academic year.
- **School-Based Assessment Policy** – this document provides an in-depth outline of the school's policy and procedures relating to student assessment. This document is published via the Student Portal, Parent Portal and on the school website at the commencement of each academic year. A hardcopy is available on request from the school.

For each course the school has developed an assessment program which:

- Outlines the requirements for satisfactory completion of the course.
- States the number and type of tasks to be completed during the semester/year.
- Lists the schedule of tasks.
- States the weighting of each task.
- Clearly states date of completion or due date of task.
- Each assessment goes through a checking process through course teachers and Head Teachers for each subject.

For each assessment task students will be given a notification typically at least two weeks in advance of the task indicating the issue date, due date, weighting, outcomes being assessed, specific task description, samples/exemplars (or benchmark for success) and marking criteria. This will typically be a written notification; however, teachers may do so via electronic means.

It is the student's responsibility to be alert to the notification and due date of tasks by reference to the Student Assessment Booklet or School-Based Assessment Policy. If uncertain about a task, students should promptly communicate directly with their course teacher or Head Teacher.

For assessment blocks/examinations, a written timetable will be issued typically at least two weeks prior to the commencement of the block. No assessment tasks will be scheduled in the week before or week after an allocated examination block. As best as possible, when a cohort is on a work placement, assessment tasks will not be scheduled during or throughout that allotted time.

Feedback, either written or verbal, will be provided to each student using the marking criteria for the task and at times annotation to student work, indicating what the student did well and how they can improve. Feedback will be given in a timely manner to ensure relevance and explicit improvement.



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About the Record of School Achievement (ROSA)

The ROSA is awarded to eligible students who leave school after the completion of Year 10, having met the mandatory curriculum requirements. The ROSA contains a student's record of achievement, which includes:

- Completed mandatory curriculum requirements
- Grades for satisfactorily completed Year 10 courses
- Grades for any satisfactorily completed Preliminary and HSC courses (Years 11 and 12)

Eligibility requirements for the Record of School Achievement (ROSA)

To be eligible for the award of the ROSA, a student who leaves school at or after the completion of Year 10, but before completing the HSC, must have:

- attended a government school, an accredited or an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- participated in, and satisfactorily completed the mandatory curriculum requirements for Years 7–10, and
- complied with any other regulations or requirements mandated by the Minister or NESA.

Students not eligible for the Record of School Achievement (ROSA)

Students who leave school before finishing Year 10 are not eligible for a ROSA. If students leave after Year 10 and still don't meet RoSA requirements, they will be issued with a Transcript of Study. The Transcript of Study contains the same information as the ROSA for courses satisfactorily completed.

Schools may nominate students leaving school after Year 10 who are ineligible for the award of the RoSA, for a Transcript of Study. Nominated students may download a Transcript of Study in Students Online from the end of Year 10.

The Transcript of Study outlines a student's:

- completed 7-10 mandatory curriculum requirements
- results for completed Stage 5 and/or Stage 6 courses, and
- current enrolments in courses not yet completed.

To be eligible for a Transcript of Study, a student must:

- have completed a minimum of one course of study, and
- be nominated as a school leaver after Year 10



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Eligibility requirements for the HSC and ATAR

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

- a. have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- c. have completed [HSC: All My Own Work](#) (or its equivalent)
- d. have demonstrated a minimum standard of literacy and numeracy (see [ACE 4060](#))
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- f. sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC: All My Own Work* program or its equivalent.

Note: Exemptions may apply to the minimum standard of literacy and numeracy (see [ACE 4061](#))

Number of units and patterns of study:

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and [seven units of Science in Year 12](#).



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Student responsibilities to successfully complete an HSC course

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESA as per the relevant syllabus;
2. applied themselves 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.

Where internal assessment marks are submitted, a student must complete tasks that contribute in excess of 50% of the available marks in the course.

Students who have not met the above requirements cannot be regarded as having satisfactorily completed a course. Courses deemed not to have been completed satisfactorily (meaning, an 'N' Determination has been given by the Principal) will not appear on the Higher School Certificate. Students who fail to meet the requirements for the HSC may receive a Record of School Achievement (ROSA). They will not be eligible for a HSC.

Kanahooka High School expects all students to have attendance above 95%. In circumstances of poor attendance, principals may determine that, as a result of absence, the course completion criteria may not be met. Students whose attendance falls below 95% place their educational progress at risk. Absences will be regarded seriously by principals who must give students early warning of the consequences of such absences.

In such circumstances, warning letters relating to the student's non-completion of course requirements may be sent. N-Warning letters issued may lead to an interview with the student's parents or guardians.



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Non-completion of course requirements

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESA;
2. applied themselves 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.

As part of this, HSC students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where school-based assessment marks are submitted.

NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met.

N-Warnings

Students who are in danger of not completing course requirements will be issued a formal warning in writing called an N-Warning. This is a formal notification to the student, parents/carers outlining the steps the student must take to rectify the concern. This letter will specify the tasks required to be completed by the student in a specified time frame. For formal assessment tasks, this is typically two weeks from the original task due date. Parents/carers are requested to return their written acknowledgement of the notification to the school.

If the concern is not resolved by the specified date on the first N-Warning letter, a second follow-up letter will be issued.

Letters will be sent to the last advised postal address. It is the responsibility of the parent/carer to notify the school of any changes to address or contact details. NESA will not find it an acceptable reason/excuse that letters were not received, if contact details provided to the school were not updated by the parent/carer.

N-Determination

Where students fail to rectify concerns notified via an N-Warning, it may be determined that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades.

In the event that this occurs, the principal will advise the student and parent/carer in writing of the decision and their right to appeal.



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HSC Minimum Standards

What are the HSC minimum standards?

NSW Education Standards Authority (NESA) has implemented HSC minimum standards to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard in Reading, Writing and Numeracy to receive the HSC credential from 2020. The HSC Minimum Standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan.

The Minimum Standards are assessed through online tests across the three areas of Reading, Writing and Numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website.

What happens if I meet the HSC Minimum Standard for Reading, Writing and Numeracy?

Once you have met the HSC minimum standards and have completed all other required aspects of your HSC courses (such as regular attendance and completing the required assessments) you are eligible to receive the Higher School Certificate.

What happens if I do not meet the HSC Minimum Standard for Reading, Writing and Numeracy?

If you do not meet the HSC Minimum Standards, you are still able to:

- Sit the HSC exams.
- Receive an ATAR for University applications.
- Receive a RoSA.
- Receive a HSC minimum standard report.
- Attend graduation.
- Attend the Year 12 Formal.

However, you MUST meet the Minimum Standards in Reading, Writing AND Numeracy (all three) in order to receive your HSC credential.

Students who graduate, who have still not met the HSC Minimum Standards have three years from the completion of high school to meet the HSC minimum standards, at which point they will be awarded their Higher School Certificate credential. However, the tests must be administered by schools via a lockdown browser.

What are practice tests?

These are online tests that are available for students to sit at school to help them become familiar with the online test structure. They can also be used to help schools to determine student readiness to meet the Minimum Standard.

How many chances do I have to achieve the HSC Minimum Standards?

- All year 10 and year 11 students have four (4) attempts available per calendar year, with a minimum of 30 days between each attempt.
- All year 12 students have six (6) attempts available per calendar year with a minimum of 30 days between each attempt."



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Disability provisions and exemptions for HSC Minimum Standards:

Students with additional learning needs may be eligible for extra provisions for the HSC Minimum Standard online tests or be exempt from meeting the HSC Minimum Standard in order to receive their HSC.

Students taking four or more Life Skills courses can be exempt from meeting the HSC Minimum Standard. Students studying Life Skills English will be exempt from the Reading and Writing Minimum Standard tests. Students studying Life Skills Maths will be exempt from the Numeracy Minimum Standard test.

Further Information is available from NSW Education Standards Authority (NESA) at:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>



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Adjustments for students with disability

For students with an identified or diagnosed long or short-term disability, the school provides, in line with procedures and provisions approved by NESA for the external HSC examinations, access to provisions. These provisions are designed to (as far as possible) remove a student's barrier or disadvantage when accessing course work and assessments.

If assessed as eligible, students may be given provisions such as:

- readers and/or writers.
- time to rest.
- time to take medication.
- increased font/work size.
- separate supervision.
- adjustments to the physical environment (e.g., special furniture or lighting).

Eligible students are also able to apply for disability provisions for the final HSC examinations. This application is submitted by the school directly to NESA (NSW Education Standards Authority) who are the sole approvers of provisions for HSC examinations. This process is a joint effort between the school, student, and parents/carers.

It is important to note that any disability provisions made at a school level for assessments and course work, cannot be guaranteed in any way for the final HSC examination period.

Eligibility

Any student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for disability provisions. The definition of 'disability' in the Disability Discrimination Act 1992 includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in assessment, access to course work, or under an examination situation.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time.

However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.



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Application process

Students who wish to apply for disability provisions must first contact the Head Teacher - Learning Support/Wellbeing. Other staff able to support students through this process are: Deputy Principals, a member of the Learning Support Team, or faculty Head Teachers. Parents/carers who believe their child may be eligible for disability provisions are encouraged to contact the school promptly.

For students wishing to apply for disability provisions for the final HSC examinations, all applications must be submitted on or before the last day of Term 1.

Adjustments to school-based assessments and course work have no set due date. However, students, parents and carers must commence this process in a timely manner, typically at least two weeks prior to the due date of an assessment task, or at the commencement of a course or year. Provisions for emergencies (e.g. a broken arm or hand) may be sought up to the day of the final HSC examination or assessment task.

For all applications, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. This may include documentation such as:

- a formal, detailed diagnosis of the disability
- medical certificates or reports
- documentation indicating a reasonable history of the student's difficulty and needs (including previous and current in-school support)

Documentation must be no older than 12 months in nature and must be specific, e.g. relate clearly and specifically the impact the disability has on learning/performance in assessment tasks/exams.

Determining adjustments to school-based assessment and course work

After applying for provisions via the Head Teacher – Learning Support/Wellbeing and if the application is approved, adjustments to school-based assessments and/or course work may be made. It is important to note that these adjustments will only be made if it is deemed that the student is subject to an unfair disadvantage directly due to the disability.

The Head Teacher -Learning Support/Wellbeing and the faculty Head Teacher will determine the most reasonable adjustments based on the submitted application. The Deputy Principal and course teacher will also be consulted, along with the student and parent/carer.

Adjustments made will ensure that students with a disability will be able to access and complete assessment tasks and course work without any restriction to the full range of grades or marks.

More information on disability provisions for the final HSC examinations can be found here:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Disability provisions can...	Important considerations...
<ul style="list-style-type: none">• Remove disability-based disadvantage for students to access assessment and course work.• Provide individualised consideration for student circumstances.• Improve a student's sense of ownership in their learning.	<ul style="list-style-type: none">• Provisions for HSC examinations are unknown – i.e. the school has no influence over the final decision for which provisions are granted. The school also has no influence over whether provisions are approved at all.• If provisions are provided for a specific reason, that reason cannot be used for any subsequent illness/misadventure applications, unless they experience a deterioration or variation in their condition during the actual examination.• Additional stresses of the application process and uncertainty of outcome until application results are communicated to the school.



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Illness and misadventure procedures

Illness or misadventure is defined as:

- Illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's ability to complete and/or submit an assessment task.
- Misadventure – that is, any other event beyond the student's control which allegedly affected the student's ability to complete and/or submit an assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by flood, etc.).

Unacceptable grounds for illness or misadventure:

- Attendance at a non-school approved related sporting or cultural event, or family holiday, or clashes with external commitments.
- Alleged inadequacies or long-term matters relating to loss of preparation or study time or facilities.
- Disabilities for which disability adjustments have already been made (unless an unforeseen episode occurs preventing submission).
- Long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition preventing submission.
- Matters avoidable by the student (e.g. misreading of timetable, misinterpretation of task, failure to back up work on a regular basis on several devices, choosing to do other things not related to the task, etc.).
- Computer malfunction, disruption or corruption of technology such as a damaged thumb drive, etc.

Application for illness and misadventure process:

Students who fail to complete, submit or meet assessment task requirements due to illness or misadventure should follow the steps below:

1. Speak directly to the teacher and/or Head Teacher of the course/class as soon as possible and collect an Illness/Misadventure form. This must occur on the first day the student returns to school.
2. Complete the Illness/Misadventure form and submit to the Head Teacher of that course within 3 days of their first day of return to school. Where possible, provide supporting documentation (examples listed below). In the event the Head Teacher is not available, this must be provided to the student's Deputy Principal.
3. The Head Teacher will submit the application to the school's Assessment Review Committee. This committee will determine and advise the Head Teacher of the next steps.

If a valid reason is provided and the application approved, the Assessment Review Committee will decide whether:

- An extension of time may be granted.
- A mark be awarded based on a substitute task.
- An estimate mark may be issued where it is not feasible for the student to complete the original or a substitute task. This may include formal examinations and will be determined by the Assessment Review Committee.

Supporting documentation may include:

- Medical certificate or other health professional documentation.
- Counsellor or police officer statement.
- Application for leave approved by the principal.

Note: The Assessment Review Committee will consist of a Deputy Principal, Head Teacher Learning Support/Wellbeing, and the Head Teacher of the course. In the event these staff are unavailable, the principal may adjust the make-up of the committee.



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Absence from an assessment task

Absent from an assessment task: not present on the day of completion (in-class tasks) or not present on the day of submission and unable to submit via other methods.

For all absences from an assessment task, a zero-mark and an N-Warning letter will be issued. The student may be able to resolve this through the Illness/Misadventure procedures.

Students who are not eligible to apply for illness or misadventure must follow the steps below:

1. Where possible, submit the task immediately.
2. If not able to submit the task, discuss with the teacher and/or Head Teacher of the course/class to arrange to complete the task (in-class tasks) as soon as possible. This may include making contact with the school via phone or email if absent from school.

If a student is absent for the period prior to an assessment task and is unable to submit an assessment task, they must follow the illness and misadventure process (if eligible).

Students who are absent from an assessment task due to attendance at a school related activity such as an excursion, incursion or work placement (VET), must contact the subject teacher or Head Teacher of that course to make arrangements at least three days before the assessment task due date. In this event, the teacher and Head Teacher determine the most appropriate course of action. This may include:

- Submission of the task before the due date.
- Completion of a 'Request for an Extension' form.
- Reasonable arrangements for the task to be submitted on the due date via other means.

Note: it is the responsibility of the student to be aware of upcoming assessment task due dates and other activities which may conflict, and to initiate processes to make reasonable arrangements.

Applications for extension

In the event that a student is aware in advance that they are unable to submit an assessment task by the due date with a valid reason, they may apply for an extension. To do this, the student must complete the 'Request for an Extension' form before the due date. They must supply relevant supporting documentation to the Head Teacher.



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Late submission of tasks

Submission of tasks

The way each task must be submitted will be specified by the course/class teacher on the assessment task notification. If not specified, students may submit the task in any way, as long as it is on or before the due date.

Late submissions

A late submission is one that is defined as: any task which is submitted after the specified due date.

Common examples:

- A task is due in-class on Friday 1 December for Ancient History. Ancient History is during period 2 that day. Any tasks submitted after period 2, are considered a late submission.
- A task is due on Tuesday 6 March. There is no specified time for submission. All tasks submitted on Tuesday 6 March are accepted. Any task submitted after 11.59pm that day is considered a late submission.

For all late submissions of an assessment task, a zero-mark and an N-Warning letter will be issued. The student may be able to resolve this through the Illness/Misadventure procedures.



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Malpractice

Malpractice is defined as any activity that allows students to gain an unfair advantage over other students. It includes but is not limited to:

- Copying someone else's work in part or whole, and presenting it as their own
- Using material directly from other sources without reference to that source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aids during an assessment task
- Providing false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Using any generative or other artificial intelligence technologies to synthesise work in part or whole, and presenting it as their own.

If students are found to have partaken in any form of malpractice, a zero-mark will be awarded. An N-warning will also be issued, and students are required to resubmit the task free of malpractice.

Non-Serious or Non-Attempts

An assessment task may be deemed a non-serious or non-attempt if, in the professional judgment of the teacher and in consultation with the Head Teacher, the student has not made a reasonable or serious attempt when completing all sections/aspects of a task.

A non-serious attempt may include, but is not limited to:

- Completing multiple choice questions only in a task or examination
- Repeating the question as the answer
- Malpractice in some or all of the task
- Inappropriate/offensive comments or diagrams drawn in response to a question or section.

The penalty for a non-serious or non-attempt will be determined by the Head Teacher in line with the procedures outlined for Malpractice.

HSC: All My Own Work

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

At Kanahooka High School, Year 10 students will complete this program before during Term 4, before commencing their Stage 6 studies the following year. This is monitored by Deputy Principals to ensure that all students have satisfactorily completed the program.



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Invalid or unreliable tasks

In exceptionally rare circumstances, often due to situations and circumstances beyond the control of the school, formal assessment tasks may be deemed invalid or unreliable. In these cases, students will be informed in writing by the Head Teacher of the course as soon as possible. One or more of the following may occur where appropriate:

- Only part of the task will be marked.
- The weighting of the task may be reduced and additional weighting added to a future task.
- A new task and due date will be issued.

Some examples of invalid or unreliable tasks include:

- Where a task has been inappropriately distributed or accessed by students before the scheduled date.
- Where marking guidelines for examinations are accessed by students before the examination.
- Where formal examination durations are not adhered to by exam supervisors.

Note: the results of assessment tasks that have been completed by students should NOT be discarded.

Student appeals

Grounds of appeal

A student has the right to appeal on the following grounds:

- Declined illness and misadventure application.
- Notification of malpractice.
- School-based assessment (mark awarded).

Additional information - School-based assessment appeals

All care is taken to ensure that assessment processes and procedures are fair and equitable at all times and that the administration and conduct of tasks occurs appropriately and without advantage or disadvantage to the cohort. Thus, student work is assessed on actual performance not potential performance.

Assessment results cannot and will not be modified to take into account possible effects of illness, misadventure or disability.

Students do, however, have the right to appeal an assessment result if evidence of a break down in process or procedure in the administration of the task or the marking processes can be supported with explicit independent evidence. (e.g. performance in a task and subsequent result does not correspond with marking guidelines).

Appeals must be supported by making clear reference/s to specific aspects of the breach of process or administration of the task or show how the result does not reflect the marking guidelines provided with the task. If at this point a result is to be changed the Head Teacher will inform the course teacher and student, supervisor and document reasons for the result change.

There can be no appeal process to NESA against a school's judgement of a student's performance on a particular task. Any disputes over an individual task must be resolved within the school at the time and within the time frame specified by the school.



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General appeals process

For all appeals, students must follow the steps outlined below:

1. If wishing to pursue an appeal, the student must inform the Head Teacher of that course immediately upon return of the task. If the Head Teacher is unavailable, the student must immediately notify the Deputy Principal. The student will be provided with an 'Assessment Appeal Application' form.
2. Present a written application to the Head Teacher, providing any new evidence/support material and stating the explicit ground for the appeal within 3 school days of being notified of the original decision regarding illness/misadventure, task result, or malpractice. The Head Teacher will submit the application to the school's Assessment Review Committee.
3. The Assessment Review Committee will review the evidence and inform the student and Head Teacher of their decision verbally or in writing. Notes of any discussion/interview will be made and retained.
4. If the student, parent/caregiver is not satisfied with the decision of their appeal to the Assessment Review Committee, a final appeal can be made to the Principal. This appeal MUST be made within 3 school days of being informed of the committee's decision. The appeal must be made to the Principal in writing and any new evidence provided. The Principal's decision will be final.

Other types of appeal

Schools and students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of School Achievement on a number of bases. These may be summarised as follows:

- a. student appeals against 'N' determinations for non-completion of particular courses
- b. student appeals against assessment rankings in HSC courses
- c. student appeals against the withholding of Higher School Certificate and Record of School Achievement credentials by NESAC.

For more information, visit the following links from the Assessment Certification Examination (ACE) website:

- [Record of School Achievement and Higher School Certificate appeals](#)



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Procedures for marking

School-based assessment tasks are typically marked by the teacher of the course. Head Teachers may deem it appropriate for an alternative teacher, or group of teachers, to mark an assessment task for assessment moderation purposes.

Marking of assessment tasks uses a standards-referenced approach and may be supported by grade/band benchmarks or task exemplars.

All marking of assessment tasks is based on a student's actual performance, rather than their potential performance.

Typically, tasks will be marked, and feedback provided to students within two weeks of the due date. Unusually large tasks, cohorts or disruptions to regular teaching and learning may at times contribute to a slight delay in this process.

The final school-based assessment mark for each course is determined based on the marks assigned to each of the formal assessment tasks outlined in the assessment schedule. No other mark or task not stated on the formal assessment schedule for that course will be used to determine or contribute in any way to the final school-based assessment mark. This process may vary between courses but is typically achieved through a straightforward aggregation of assessment task marks for each student.

Procedures for recording student performance

Student marks and ranks are recorded centrally via the school's Sentral Markbook system. These are archived annually.

Course teachers are responsible for recording student assessment marks. The faculty Head Teacher (or delegate) is responsible for ensuring markbooks and calculations are configured correctly, and that markbooks are maintained.

Prior to submitting the final school-based assessment mark and rank to NESAs, faculty Head Teachers and course teachers will confirm individual task marks are entered and that calculations are performed correctly.

Procedures for feedback to students

Feedback to students on performance in school-based assessment tasks will be provided typically in a written form on the submitted task and/or the task marking criteria.

Feedback provided is specific to the course outcomes being assessed. Typically, for each student, an area of strength, area for improvement, and suggested actions for the student will be identified.

Students may receive additional feedback which provides strategies specific to the student's overall progress and achievement, attitude toward learning, work ethic and aspirations.



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Assessment schedules

Prior to the commencement of a course, teachers develop an assessment schedule identifying formal opportunities for students to demonstrate their achievement at certain points in the course.

Assessment schedules provide an overview of mandatory components and weightings, and the number, type, timing and weighting of each task.

Year 11 courses will have a maximum of three formal assessment tasks. Year 12 courses will have a maximum of four formal assessment tasks.

There will be a maximum of one formal written examination task that mimics the HSC examination, with a maximum weighting of 30% for the Year 12 course. Please note, NESA have provided updated HSC rules and requirements for 2024 found here: <https://ace.nesa.nsw.edu.au/hsc-assessment-in-2024>

Year 11 English Advanced Assessment Schedule 2024

	Syllabus Weighting	TASK 1 Term 1, Week 11	TASK 2 Term 2, Week 10	TASK 3 Term 3, Week 6
Type of task		Reading to Write Portfolio	Module A Multimodal Presentation	Module B Year 11 Examination
Assessment Component				
Knowledge and understanding of course content.	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50	15	20	15
Total	100	30	40	30
Outcomes		EA11-3, EA11-6, EA11-9	EA11-2, EA11-7, EA11-8	EA11-1, EA11-4, EA11-5

OUTCOMES

<p>EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>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</p> <p>EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p> <p>EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p>	<p>EA11-6 investigates and evaluates the relationships between texts</p> <p>EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning</p> <p>EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner</p>
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**Year 11 English Standard
Assessment Schedule 2024**

		Syllabus Weighting	TASK 1 Term 1, Week 11	TASK 2 Term 2, Week 10	TASK 3 Term 3, Week 6
Assessment Component	Type of task		Reading to Write Creative Writing and Reflection	Module A Multimodal Presentation	Module B Year 11 Examination
	Knowledge and understanding of course content.	50	15	20	15
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50	15	20	15
	Total	100	30	40	30
	Outcomes		ENT1-1, ENT1-4, ENT1-9	ENT1-2, ENT1-6, ENT1-8	ENT1-3, ENT1-5, ENT1-7

OUTCOMES

<p>ENT1-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.</p> <p>ENT1-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.</p> <p>ENT1-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning.</p> <p>ENT1-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p>	<p>ENT1-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments.</p> <p>ENT1-6 investigates and explains the relationships between texts.</p> <p>ENT1-7 understands and explains the diverse ways texts can represent personal and public worlds.</p> <p>ENT1-8 identifies and explains cultural assumptions in texts and their effects on meaning</p> <p>ENT1-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</p>
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**Year 11 Mathematics Advanced
Assessment Schedule 2024**

		Syllabus Weighting	TASK 1 Term 1, Week 10	TASK 2 Term 2, Week 9	TASK 3 Term 3, Week 6
Assessment Component	Type of task		Prepared Task In-class Assessment	Investigative Assessment	Year 11 Examination
	Understanding, Fluency and Communication	50	15	15	20
	Problem Solving, Reasoning and Justification	50	15	15	20
	Total	100	30	30	40
	Outcomes		MAII-1, MAII-2	MAII-8, MAII-9	MAII-1, MAII-2, MAII-3, MAII-4, MAII-5, MAII-7, MAII-9

OUTCOMES

<p>MAII-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems</p> <p>MAII-2 uses the concepts of functions and relations to model, analyse and solve practical problems</p> <p>MAII-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes</p> <p>MAII-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities</p> <p>MAII-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems</p>	<p>MAII-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems</p> <p>MAII-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</p> <p>MAII-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts</p> <p>MAII-9 provides reasoning to support conclusions which are appropriate to the context</p>
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Year 11 Mathematics Standard Assessment Schedule 2024

		Syllabus Weighting	TASK 1 Term 1, Week 10	TASK 2 Term 2, Week 9	TASK 3 Term 3, Week 6
Assessment Component	Type of task		Prepared Task In-class Assessment	Investigative Assessment	Year 11 Examination
	Understanding, Fluency and Communication	50	15	15	20
	Problem Solving, Reasoning and Justification	50	15	15	20
	Total	100	30	30	40
	Outcomes		MS11-3, MS11-5	MS11-7, MS11-9	MS11-1 to MS11-8, MS11-10

OUTCOMES

<p>MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems</p> <p>MS11-2 represents information in symbolic, graphical and tabular form</p> <p>MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units</p> <p>MS11-4 performs calculations in relation to two-dimensional figures</p> <p>MS11-5 models relevant financial situations using appropriate tools</p>	<p>MS11-6 makes predictions about everyday situations based on simple mathematical models</p> <p>MS11-7 develops and carries out simple statistical processes to answer questions posed</p> <p>MS11-8 solves probability problems involving multistage events</p> <p>MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts</p> <p>MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations</p>
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Year 11 Business Studies Assessment Schedule 2024

		Syllabus Weighting	TASK 1 Term 1, Week 9	TASK 2 Term 2, Week 8	TASK 3 Term 3, Week 6
Assessment Component	Type of task		Nature of Business Case Study	Business Management and Business Planning Business Plan	Year 11 Examination
	Knowledge and understanding of course content	40	5	10	25
	Stimulus-based skills	20		10	10
	Inquiry and research	20	20		
	Communication of business information, ideas and issues in appropriate forms	20	5	10	5
	Total	100	30	30	40
	Outcomes		P1, P2, P8	P4, P6, P9	P3, P5, P10

OUTCOMES

<p>P1 discuss the nature of business, its role in society and types of business structure</p> <p>P2 explains the internal and external influences on businesses</p> <p>P3 describes the factors contributing to the success or failure of small to medium enterprises</p> <p>P4 assesses the processes and interdependence of key business functions</p> <p>P5 examines the application of management theories and strategies</p> <p>P6 analyses the responsibilities of business to internal and external stakeholders</p>	<p>P7 plans and conducts investigations into contemporary business issues</p> <p>P8 evaluates information for actual and hypothetical business situations</p> <p>P9 communicates business information and issues in appropriate formats</p> <p>P10 applies mathematical concepts appropriately in business situations</p>
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**Year 11 Earth and Environmental Science
Assessment Schedule 2024**

	Syllabus Weighting	TASK 1 Term 1, Week 9	TASK 2 Term 2, Week 5	TASK 3 Term 3, Week 6
Type of task		Module 1: Earth's Resources Practical Task	Module 4: Human Impacts Depth Study	Year 11 Examination
Assessment Component				
Skills in working scientifically	60	20	20	20
Knowledge and understanding of course content	40	10	10	20
Total	100	30	30	40
Outcomes		EES11-3, EES11-5, EES11-7, EES11-8	EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-6, EES11-7, EES11-11	EES11-1 to EES11-11

OUTCOMES

<p>EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>EES11/12-5 analyses and evaluates primary and secondary data and information</p> <p>EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>	<p>EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated</p> <p>EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries</p> <p>EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems</p> <p>EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes</p>
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**Year 11 Industrial Technology
Assessment Schedule 2024**

	Syllabus Weighting	TASK 1 Term 1, Week 10	TASK 2 Term 2, Week 3	TASK 3 Term 3, Week 4
Type of task		Minor Joinery Project and Folio	Industry Study	Major Joinery Project and Folio
Assessment Component				
Knowledge and understanding of course content	40	10	20	10
Knowledge and skills in the management, communication and production of projects	60	20	10	30
Total	100	30	30	40
Outcomes		P1.2, P2.1, P3.1, P5.1	P1.1, P6.2, P7.1, P7.2	P4.1 P4.2, P4.3, P3.2

OUTCOMES

<p>P1.1 describes the organisation and management of an individual business within the focus area industry</p> <p>P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies</p> <p>P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques</p> <p>P2.2 works effectively in team situations</p> <p>P3.1 sketches, produces and interprets drawings in the production of projects</p> <p>P3.2 applies research and problem-solving skills</p> <p>P3.3 demonstrates appropriate design principles in the production of projects</p>	<p>P4.1 demonstrates a range of practical skills in the production of projects</p> <p>P4.2 demonstrates competency in using relevant equipment, machinery and processes</p> <p>P4.3 identifies and explains the properties and characteristics of materials/components through the production</p> <p>P5.1 uses communication and information processing skills</p> <p>P5.2 uses appropriate documentation techniques related to the management of projects</p> <p>P6.1 identifies the characteristics of quality manufactured products</p> <p>P6.2 identifies and explains the principles of quality and quality control</p> <p>P7.1 identifies the impact of one related industry on the social and physical environment</p> <p>P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment</p>
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**Year 11 Legal Studies
Assessment Schedule 2024**

		Syllabus Weighting	TASK 1 Term 1, Week 7	TASK 2 Term 2, Week 7	TASK 3 Term 3, Week 6
Assessment Component	Type of task		The Legal System Topic Test	The Individual and the Law Presentation	Year 11 Examination
	Knowledge and understanding of course content	40	20	10	10
	Analysis and evaluation	20	5		15
	Inquiry and research	20		20	
	Communication of legal information, ideas and issues in appropriate forms	20	5		15
	Total	100	30	30	40
	Outcomes		P3, P4, P9	P5, P7, P8	P1, P2, P10

OUTCOMES

<p>P1 identifies and applies legal concepts and terminology</p> <p>P2 describes the key features of Australian and international law</p> <p>P3 describes the operation of domestic and international legal systems</p> <p>P4 discusses the effectiveness of the legal system in addressing issues</p> <p>P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>P6 explain the nature of the interrelationship between the legal system and society</p>	<p>P7 evaluates the effectiveness of the law in achieving justice</p> <p>P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>P9 communicates legal information using well-structured responses</p> <p>P10 accounts for differing perspectives and interpretations of legal information and issues</p>
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**Year 11 Community and Family Studies
Assessment Schedule 2024**

		Syllabus Weighting	TASK 1 Term 1, Week 7	TASK 2 Term 2, Week 9	TASK 3 Term 3, Week 6
Assessment Component	Type of task		Core: Resource Management Interview & Report	Core: Individuals & Groups Excursion Report Analysis	Year 11 Examination Cores: Resource Management, Individuals & Groups, Families & Communities
	Knowledge and understanding of course content	40	10	10	20
	Skills in critical thinking, research methodology, analysing and communicating	60	20	20	20
	Total	100	30	30	40
	Outcomes		P1.1, P1.2, P4.1, P4.2, P5.1, P6.1	P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.2, P5.1, P6.1, P6.2

OUTCOMES

<p>P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals</p> <p>P1.2 proposes effective solutions to resource problems</p> <p>P2.1 accounts for the roles and relationships that individuals adopt within groups</p> <p>P2.2 describes the role of the family and other groups in the socialisation of individuals</p> <p>P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</p> <p>P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning</p>	<p>P3.1 explains the changing nature of families and communities in contemporary society</p> <p>P3.2 analyses the significance of gender in defining roles and relationships</p> <p>P4.1 utilises research methodology appropriate to the study of social issues</p> <p>P4.2 presents information in written, oral and graphic form</p> <p>P5.1 applies management processes to maximise the efficient use of resources</p> <p>P6.1 distinguishes those actions that enhance wellbeing</p> <p>P6.2 uses critical thinking skills to enhance decision making</p>
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**Year 11 Chemistry
Assessment Schedule 2024**

	Syllabus Weighting	TASK 1 Term 1, Week 8	TASK 2 Term 3, Week 2	TASK 3 Term 3, Week 6
Type of task		Module 1: Investigating Types of Bonding Research Task	Module 3: Rates of Reaction Depth Study	Year 11 Examination
Assessment Component				
Skills in working scientifically	60	20	30	10
Knowledge and understanding of course content	40	10	10	20
Total	100	30	40	30
Outcomes		CH11-4, CH11-5, CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-7, CH11-10	CH11-1 to CH11-11

OUTCOMES

<p>CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>CH11/12-5 analyses and evaluates primary and secondary data and information</p> <p>CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific Processes</p> <p>CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>	<p>CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter</p> <p>CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships</p> <p>CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions</p> <p>CH11-11 analyses the energy considerations in the driving force for chemical reactions</p>
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**Year 11 PDHPE
Assessment Schedule 2024**

	Syllabus Weighting	TASK 1 Term 1, Week 8	TASK 2 Term 2, Week 6	TASK 3 Term 3, Week 6
Type of task		Core 2: The Body in Motion Lab Task	Core 1: Better Health for Individuals Written Research Task (in class)	Year 11 Examination Core 1, Core 2, Option 1, Option 3
Assessment Component				
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research, analysis and communicating	60	20	20	20
Total	100	30	30	40
Outcomes		P7, P8, P9, P17	P2, P6, P15	P1 to P10, P12, P15 to P17

OUTCOMES

<p>P1 identifies and examines why individuals give different meanings to health</p> <p>P2 explains how a range of health behaviours affect an individual's health</p> <p>P3 describes how an individual's health is determined by a range of factors</p> <p>P4 evaluates aspects of health over which individuals can exert some control</p> <p>P5 describes factors that contribute to effective health promotion</p> <p>P6 proposes actions that can improve and maintain an individual's health</p> <p>P7 explains how body systems influence the way the body moves</p> <p>P8 describes the components of physical fitness and explains how they are monitored</p>	<p>P10 plans for participation in physical activity to satisfy a range of individual needs</p> <p>P11 assesses and monitor physical fitness levels and physical activity patterns</p> <p>P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)</p> <p>P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)</p> <p>P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)</p>
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**Year 11 Biology
Assessment Schedule 2024**

	Syllabus Weighting	TASK 1 Term 1, Week 6	TASK 2 Term 3, Week 3	TASK 3 Term 3, Week 6
Type of task		Module 1 First Hand Investigation	Module 3 Evolution Depth Study	Modules 1-4 Year 11 Examination
Assessment Component				
Skills in working scientifically	60	20	20	20
Knowledge and understanding of course content	40	10	20	10
Total	100	30	40	30
Outcomes		BI011/12-3, BI011/12-5, BI011-8	BI011/12-1, BI011/12-3, BI011/12-6, BI011/12-7, BI011-10	BI011-1 to BI011-11

OUTCOMES

<p>BI011/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>BI011/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>BI011/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>BI011/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>BI011/12-5 analyses and evaluates primary and secondary data and information</p> <p>BI011/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>BI011/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>	<p>BI011-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes</p> <p>BI011-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms</p> <p>BI011-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species</p> <p>BI011-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem</p>
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**Year 11 Society and Culture
Assessment Schedule 2024**

	Syllabus Weighting	TASK 1 Term 1, Week 8	TASK 2 Term 2, Week 7	TASK 3 Term 3, Week 4
Type of task		The Social and Cultural World Examination	Personal and Social Identity Essay	Mini - Personal Interest Project
Assessment Component				
Knowledge and understanding of course content	50	20	15	15
Application and evaluation of social and cultural research methods	30	5	10	15
Communication of information, ideas and issues in appropriate forms	20		10	10
Total	100	25	35	40
Outcomes		P1, P3	P9, P10	P5, P7, P8

OUTCOMES

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

Principal: Ms C Toohy Business Manager: Mrs S Richards

Deputy Principals: Ms J Burns Miss K Dunn Ms N Howes Mr A Kalsow

Form – Illness or misadventure for an assessment task

KANAHOOKA HIGH SCHOOL

ILLNESS OR MISADVENTURE FOR AN ASSESSMENT TASK

- If you are ill or an unforeseen event occurs when your assessment task is due or to be conducted on that day at school, **you need to complete the form and give it to your Head Teacher or class teacher.**
- You will need to do this as soon as you return to school.

APPLICATION FOR APPEAL ILLNESS / MISADVENTURE FOR AN ASSESSMENT TASK	
Student Name:	Subject: Task:
Class:	Date of Application:
Class Teacher:	Task Due Date:
Reason for consideration due to illness/misadventure:	
<p>I certify that the reason indicated above is a true and correct statement in every detail.</p> <p>Parent/Carer Signature:</p> <p>Date:/...../.....</p> <p>Return to Teacher</p>	
SCHOOL USE ONLY: Approved/Not Approved	Head Teacher: Date:



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Form – Extension of time for due dates

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EXTENSION OF TIME FOR DUE DATES

- If you are **unable to meet the due date** of an assessment task you can **ask for an extension**.
- You must **complete the form and give it to your teacher**.
- The form looks like this and is available from **your Head Teacher or class teacher**.
- You need to do this **BEFORE** the due date.

REQUEST FOR AN EXTENSION	
Student Name:	Subject:
	Task:
Class:	Date of Application:
Class Teacher:	Task Due Date:
Reason for late submission:	
<p>I certify that the reason indicated above is a true and correct statement in every detail.</p> <p>Parent/Carer Signature:</p> <p>Date:/...../.....</p> <p>Return to Teacher</p>	
SCHOOL USE ONLY: Approved/Not Approved	Head Teacher: Date:



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Form – Appeals on an assessment task results



KANAHOOKA HIGH SCHOOL APPEALS ON AN ASSESSMENT TASK RESULT

- If you disagree with the mark awarded for a task, you may appeal when the task is returned to you. **Speak to your teacher first.**
- Fill in the **APPEAL** form and give it to the Head Teacher. You will be notified of the outcome.

ASSESSMENT APPEAL APPLICATION	
To Head Teacher	
Student Name:	Course: Task:
Mark Awarded:	Date of Application:
Class Teacher:	Has the matter been discussed with the class teacher? Yes No
Reason for appeal:	
Outcome of appeal:	
Signature of Head Teacher:	
Student notified: Yes No	Date: