



Kanahooka High School

School Based Assessment Policy

Year 12 2024





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

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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.
- **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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Eligibility requirements for the HSC and ATAR

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

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



KANAHOOKA HIGH SCHOOL

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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>

**HSC English Advanced
Assessment Schedule 2023-24**

		Syllabus Weighting	TASK 1 Term 4, Week 10, 2023	TASK 2 Term 1, Week 10, 2024	TASK 3 Term 2, Week 10, 2024	TASK 4 Term 3, Week 3, 2024
Type of task			Common Module: Multimodal Presentation	Module A: Critical Response Essay	Module B: Critical Response Essay	Trial HSC Examination
Assessment Component			Module C: Imaginative Writing	Module C: Discursive Writing	Module C: Writing and Reflection	
Knowledge and understanding of course content.		50	10	12.5	15	12.5
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.		50	10	12.5	15	12.5
Total		100	20	25	30	25
Outcomes			EN12.1, EN 12.2, EN12-5, EN12-8	EN12.1, EN12.3, EN12.5, EN12.6, EN12.7	EN12.1, EN 12.2, EN12.3, EN12.4, EN 12.7, EN12.9	EN12.3, EN12.4, EN12.6, EN12.7, EN 12.8, EN12.9

Outcomes

<p>EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p> <p>EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p> <p>EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p>	<p>EA12-6 investigates and evaluates the relationships between texts</p> <p>EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</p> <p>EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner</p>
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**HSC English Standard
Assessment Schedule 2023-24**

		Syllabus Weighting	TASK 1 Term 4, Week 10, 2023	TASK 2 Term 1, Week 10, 2024	TASK 3 Term 2, Week 10, 2024	TASK 4 Term 3, Week 3, 2024
Type of task			Common Module: Multimodal Presentation	Module A: Critical Response Essay	Module B: Critical Response Essay	Trial HSC Examination
Assessment Component			Module C: Imaginative Writing	Module C: Discursive Writing	Module C: Writing and Reflection	
Knowledge and understanding of course content.		50	10	12.5	15	12.5
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.		50	10	12.5	15	12.5
Total		100	20	25	30	25
Outcomes			EN12.1, EN 12.2, EN12-5, EN12-8	EN12.1, EN12.3, EN12.5, EN12.6, EN12.7	EN12.1, EN 12.2, EN12.3, EN12.4, EN 12.7, EN12.9	EN12.3, EN12.4, EN12.6, EN12.7, EN 12.8, EN12.9

Outcomes

<p>EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning</p> <p>EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p> <p>EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments</p>	<p>EN12-6 investigates and explains the relationships between texts</p> <p>EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning</p> <p>EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner</p>
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HSC Mathematics Standard 2 Assessment Schedule 2023-24

	Syllabus Weighting	TASK 1 Term 4, Week 9, 2023	TASK 2 Term 1, Week 5, 2024	TASK 3 Term 2, Week 6, 2024	TASK 4 Term 3, Week 3, 2024
Type of task					
Assessment Component		Prepared Task: In-class Assessment	Prepared Task: Investigative Assignment	Prepared Task: In-class Assessment	Trial HSC Examination
Understanding, Fluency and Communication	50	10	15	10	15
Problem Solving, Reasoning and Justification	50	10	10	15	15
Total	100	20	25	25	30
Outcomes		MS2-12-1, MS2-12-2 MS2-12-3	MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-4, MS2-12-8, MS2-12-10	MS2-12-1 to MS2-12-8, MS2-12-10

Outcomes

<p>MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions</p> <p>MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate</p> <p>MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems</p> <p>MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments</p>	<p>MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms</p> <p>MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data</p> <p>MS2-12-8 solves problems using networks to model decision-making in practical problems</p> <p>MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use</p> <p>MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response</p>
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HSC Mathematics Standard 1 Assessment Schedule 2023-24

	Syllabus Weighting	TASK 1 Term 4, Week 9, 2023	TASK 2 Term 1, Week 5, 2024	TASK 3 Term 2, Week 6, 2024	TASK 4 Term 3, Week 3, 2024
Type of task					
Assessment Component		Prepared Task In-class Assessment	Prepared Task Investigative Assignment	Prepared Task In-class Assessment	Trial HSC Examination
Understanding, Fluency and Communication	50	15	10	10	15
Problem Solving, Reasoning and Justification	50	5	15	15	15
Total	100	20	25	25	30
Outcomes		MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12.10	MS1-12-3, MS1-12-8	MS1-12-1 to MS1-12-8, MS1-12-10

Outcomes

<p>MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts.</p> <p>MS1-12-2 analyses representations of data in order to make predictions and draw conclusions.</p> <p>MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness.</p> <p>MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems.</p> <p>MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school.</p>	<p>MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms.</p> <p>MS1-12-7 solves problems requiring statistical processes.</p> <p>MS1-12-8 applies network techniques to solve network problems.</p> <p>MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use.</p> <p>MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.</p>
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HSC Biology Assessment Schedule 2023-24

	Syllabus Weighting	TASK 1 Term 4, Week 10, 2023	TASK 2 Term 1, Week 11, 2024	TASK 3 Term 2, Week 7, 2024	TASK 4 Term 3, Week 3, 2024
Type of task					
Assessment Component		Module 5: Practical Skills Assessment	Module 6: Depth Study	Module 7: Communication Task	Trial HSC Examination
Skills in working scientifically	60	15	20	10	15
Knowledge and understanding of course content	40	5	10	10	15
Total	100	20	30	20	30
Outcomes		BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-12	BIO11/12-1, BIO11/12-3, BIO11/12-5, BIO11/12-7, BIO12-13	BIO11/12-4, BIO11/12-7, BIO12-14	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-6, BIO12-12, BIO12-13, BIO12-14

OUTCOMES

<p>BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>BIO11/12-5 analyses and evaluates primary and secondary data and information</p> <p>BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>	<p>BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species</p> <p>BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change</p> <p>BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system</p> <p>BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease</p>
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HSC Community and Family Studies Assessment Schedule 2023-24

	Syllabus Weighting	Task 1 Term 1, Week 3, 2024	Task 2 Term 1, Week 9, 2024	TASK 3 Term 2, Week 7, 2024	TASK 4 Term 3, Week 3, 2024
Type of task					
Assessment Component		Independent Research Project Core: Research Methodology	Groups in Context Written Report Core: Groups in Context	Parents & Carers Research & Information Package Core: Parenting and Caring	Trial HSC Examination
Knowledge and understanding of course content	40	5	10	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	10	20	15
Total	100	20	20	30	30
Outcomes		H4.1, H4.2	H1.1, H4.2, H5.1	H1.1, H2.2, H3.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2

Outcomes

<p>H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities</p> <p>H2.1 analyses different approaches to parenting and caring relationships</p> <p>H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities</p> <p>H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing</p> <p>H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups</p> <p>H3.2 evaluates networks available to individuals, groups and families within communities</p> <p>H3.3 critically analyses the role of policy and community structures in supporting diversity</p> <p>H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities</p>	<p>H4.1 justifies and applies appropriate research methodologies</p> <p>H4.2 communicates ideas, debates issues and justifies opinions</p> <p>H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources</p> <p>H5.2 develops strategies for managing multiple roles and demands of family, work and other environments</p> <p>H6.1 analyses how the empowerment of women and men influences the way they function within society</p> <p>H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments</p>
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HSC Investigating Science Assessment Schedule 2023-24

	Syllabus Weighting	TASK 1 Term 4, Week 8, 2023	TASK 2 Term 2, Week 8, 2024	TASK 3 Term 3, Week 3, 2024
Type of task				
Assessment Component		Module 5: Practical Assessment	Module 7: Depth Study	Trial HSC Examination
Skills in working scientifically	60	20	20	20
Knowledge and understanding of course content	40	10	20	10
Total	100	30	40	30
Outcomes		INS11/12-3, INS11/12-4, INS11/12-5, INS12-12	INS12-1, INS12-2, INS11/12-6, INS12-7, INS12-14	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-12, INS12-13, INS12-14

OUTCOMES

<p>INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>INS11/12-5 analyses and evaluates primary and secondary data and information</p> <p>INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p>	<p>INS12-12 develops and evaluates the process of undertaking scientific investigations</p> <p>INS12-13 describes and explains how science drives the development of technologies</p> <p>INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis</p> <p>INS12-15 evaluates the implications of ethical, social, economic and political influences on science</p>
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HSC Society and Culture Assessment Schedule 2023-24

	Syllabus Weighting	Task 1 Term 4, Week 8, 2023	Task 2 Term 1, Week 4, 2024	Task 3 Term 2, Week 5, 2024	TASK 4 Term 3, Week 3, 2024
Type of task					
Assessment Component		Research Task – Core Study	Aural Task/PIP Progress Report	In Class Essay	Trial HSC Examination
Knowledge and understanding of course content	50	10	10	10	20
Application and evaluation of social and cultural research methods	30	10	5	10	5
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
Total	100	25	20	25	30
Outcomes		H5, H9, H10	H5, H6	H1, H2	H3, H5, H6, H9

Outcomes

<p>H1 Evaluates and effectively applies social and cultural concepts.</p> <p>H2 Explains the development of personal, social and cultural identity.</p> <p>H3 Analyses relationships and interactions within and between social and cultural groups.</p> <p>H4 Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy.</p> <p>H5 Analyses continuity and change and their influence on personal and social futures.</p>	<p>H6 Evaluates social and cultural research methods for appropriateness to specific research tasks.</p> <p>H7 Selects, organises and analyses information from a variety of sources for usefulness, validity and bias.</p> <p>H8 Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex.</p> <p>H9 Applies complex course language and concepts appropriate for a range of audiences and contexts.</p> <p>H10 Communicates complex information, ideas and issues using appropriate written, oral and graphic forms.</p>
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**HSC PDHPE
Assessment Schedule 2023-24**

		Syllabus Weighting	TASK 1 Term 4, Week 8, 2023	TASK 2 Term 1, Week 6, 2024	TASK 3 Term 3, Week 3, 2024
Type of task			Research & Investigation	Critical Thinking	Trial HSC Examination
Assessment Component			Core 2: Factors Affecting Performance	Core 1: Health Priorities in Australia	
Knowledge and understanding of course content		40	0	35	5
Skills in critical thinking, research, analysis and communicating		60	35	0	25
Total		100	35	35	30
Outcomes			H10, H16, H17	H1, H2, H3	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17

Outcomes

<p>H1 describes the nature and justifies the choice of Australia's health priorities</p> <p>H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk</p> <p>H3 analyses the determinants of health and health inequities</p> <p>H4 argues the case for health promotion based on the Ottawa Charter</p> <p>H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities</p> <p>H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity</p> <p>H9 explains how movement skill is acquired and appraised</p> <p>H10 designs and implements training plans to improve</p> <p>H11 designs psychological strategies and nutritional plans in response to individual performance needs</p>	<p>H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport</p> <p>H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity</p> <p>H14 argues the benefits of health-promoting actions and choices that promote social justice</p> <p>H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all</p> <p>H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts</p> <p>H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation</p>
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**HSC Visual Arts
Assessment Schedule 2023-24**

		Syllabus Weighting	TASK 1 Term 4, Week 9, 2023	TASK 2 Term 1, Week 5, 2024	TASK 3 Term 2, Week 7, 2024	TASK 4 Term 3, Week 3, 2024
Type of task			Development of Visual Arts Process Diary	Section 2 Style Essay Response	Visual Arts Process Diary & Body of Work Development	Final Mark for BOW & Trial HSC Examination
Assessment Component						
Artmaking		50	15		25	10
Art Criticism and Art History		50	5	25		20
Total		100	20	25	25	30
Outcomes			H1, H2, H3, H4, H7, H8, H9, H10	H7, H8, H9	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10

Outcomes

<p>H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions</p> <p>H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work</p> <p>H3: demonstrates an understanding of the frames when working independently in the making of art</p> <p>H4: selects and develops subject matter and forms in particular ways as representations in artmaking</p> <p>H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways</p>	<p>H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work</p> <p>H7: applies their understanding of practice in art criticism and art history</p> <p>H8: applies their understanding of the relationships among the artist, artwork, world and audience</p> <p>H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art</p> <p>H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts</p>
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HSC Business Studies Assessment Schedule 2023-24

	Syllabus Weighting	Task 1 Term 4, Week 7, 2023	Task 2 Term 1, Week 8, 2024	Task 3 Term 2, Week 8, 2024	TASK 4 Term 3, Week 3, 2024
Type of task		Operations Research Task	Marketing Plan	Finance Stimulus Task	Trial HSC Examination
Assessment Component					
Knowledge and understanding of course content	40	10	10	10	10
Stimulus Based skills	20			10	10
Inquiry and research	20	10	10		
Communication of business information, ideas and issues in appropriate forms	20	5	5		10
Total	100	25	25	20	30
Outcomes		H5, H7	H2, H3, H9	H6, H10	H1, H4, H8

Outcomes

H1 critically analyses the role of business in Australia and globally	H6 evaluates the effectiveness of management in the performance of businesses
H2 evaluates management strategies in response to changes in internal and external influences	H7 plans and conducts investigations into contemporary business issues
H3 discusses the social and ethical responsibilities of management	H8 organises and evaluates information for actual and hypothetical business situations
H4 analyses business functions and processes in large and global businesses	H9 communicates business information, issues and concepts in appropriate formats
H5 explains management strategies and their impact on businesses	H10 applies mathematical concepts appropriately in business situations

HSC Dance Assessment Schedule 2023-24

	Syllabus Weighting	TASK 1 Term 4, Week 8, 2023	TASK 2 Term 1, Week 8, 2024	TASK 3 Term 2, Week 6, 2024	TASK 4 Term 2, Week 10, 2024
Type of task		Core Performance	Core Composition	Major Study	Trial HSC Examination
Assessment Component					
Core Composition Performance and interview	20		20		
Core Performance Performance and Interview	20	20			
Major Study Work: Elective 1 of 5 options <i>Performance, Composition, Appreciation, Film, Technology</i>	40			40	
Core Appreciation	20				20
Total	100	20	20	40	20
Outcomes		H3.1, H3.2, H3.3	H2.2, H2.3	H1.1, H1.2, H1.3	H4.1, H4.2

Outcomes

H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form	H3.1 identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
H1.2 performs, composes and appreciates dance as an artform	H3.2 demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
H1.3 appreciates, and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances	H3.3 recognises and values the role of dance in achieving individual expression
H1.4 acknowledges and appreciates the relationship of dance and other media	H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
H2.1 understands performance quality, interpretation and style relating to dance performance	H4.1 understands the concept of differing artistic, social and cultural contexts of dance
H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices	H4.2 recognises, analyses and evaluates the distinguishing features of major dance works
H2.3 values the diversity of dance performance	H4.3 utilises the skills of research and analysis to examine dance as an artform
	H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
	H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

School Name: Kanahooka High School

Assessment Schedule Year 12 – 2024

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 3	Task 4	Task 5	Trial Exam**
		Week 10	Week 10	Week 10	Week 3
		Term 5	Term 6	Term 8	Term 8
		Date	Date	Date:	Date:
		12/4/2023	5/6/2023	27/9/2023	5-9/8/2023
Code	Unit of Competency				
SITHCCC026	Package prepared foodstuffs	X			
SITHCCC023	Use food preparation equipment		X		
SITHCCC024	Prepare and present simple dishes		X		
SITHCCC027	Prepare dishes using basic methods of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

Depending on the achievement of units of competency, the possible qualification outcome is **SIT20421 Certificate II in Cookery**

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.



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:	
I certify that the reason indicated above is a true and correct statement in every detail. Parent/Carer Signature: Date:/...../..... Return to Teacher	
SCHOOL USE ONLY: Approved/Not Approved	Head Teacher: Date:



KANAHOOKA HIGH SCHOOL

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Form – Extension of time for due dates



KANAHOOKA HIGH SCHOOL 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:	
I certify that the reason indicated above is a true and correct statement in every detail.	
Parent/Carer Signature:	
Date:/...../.....	
Return to Teacher	
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: