



Kanahooka High School

School Based Assessment Policy

Year 12 2025



Table of Contents

Aims	3
Common Terms and Meanings.....	3
Stage 6 Course Options	4
What is assessment?.....	4
Assessment Summary	4
Assessment requirements	4
Types of Assessment	5
School Responsibilities	6
Eligibility requirements for the HSC	8
Student responsibilities to successfully complete an HSC course	9
Non-completion of course requirements.....	10
Eligibility to study Life Skills	11
HSC Minimum Standards	11
Adjustments for students with disability	13
Illness and misadventure procedures	15
Absence from an assessment task	17
Late submission of tasks	18
Malpractice.....	19
Invalid or unreliable tasks	22
Student appeals.....	22
Procedures for marking	24
Procedures for recording student performance.....	24
Procedures for feedback to students	25
Assessment schedules	25
Blue Pathway – Assessment Schedules.....	26
Green Pathway – Assessment Schedules	34
Form – Application for Assessment Consideration	40



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, but are not limited to:

- 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



Stage 6 Course Options

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

1. **Blue Pathway (ATAR):** Students follow course requirements in line with the NESA requirements to achieve an ATAR, HSC or Year 11/12 ROSA.
2. **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.



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.



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.

Students will also receive a scope and sequence of the course, the course syllabus and any other subject specific information.

Task notifications

For each assessment task, students will be provided with sufficient written notice, typically 14 calendar days, of an upcoming assessment task. In exceptional circumstances, it may not be possible for schools to meet the 14 calendar day notice period.

This task notification must include the:

- components and weightings, and
- syllabus outcomes assessed, and
- type of the assessment task, and
- scheduled date and time for attempting or submitting the task (including specific information on time allowed for in-class tasks)
- marking criteria (where appropriate).

For a formal assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together.

This will typically be a written notification; however, teachers may do so via electronic means. Note: a formal assessment task may only have one due date.

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. As best as possible, no school-based 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.



Determining final school-based assessment HSC course marks

Teachers follow a school-based assessment program throughout the course, assigning marks for specific tasks. Teachers calculate each student's final school-based assessment mark using the marks assigned to the various assessment tasks. This final school-based assessment mark is reached by the aggregation of the assessment task marks for each student. This involves summing the weighted marks for each student in the course. Teachers then use this information to establish the rank order of student achievement.

Determining final grades for English Studies, Mathematics Standard 1 and Numeracy

Teachers follow school-based assessment program throughout the course, assigning marks and grades for specific tasks. At the completion of the course and using all available assessment information, teachers make a valid judgement to assign an overall grade to each student that best matches their achievement description in that course.

HSC practical components

Some Stage 6 courses require a student to complete a practical component (projects, submitted works and performances). When certifying and submitting HSC projects, submitted works and performances, supervising teachers must:

- observe and document each student's progress in completing the project, submitted work or performance
- ensure that the content of each student's project, submitted work or performance appropriately takes broad community standards into account
- confirm each student's Declaration Form is signed
- keep documented evidence to validate the authenticity and integrity of each student's work
- confirm that each student has followed the course requirements
- sign each student's Student Declaration Form, and
- retain records and declarations until 30 June of the following calendar year.



Eligibility requirements for the HSC

To be eligible for the award of the HSC, students must:

- have completed Year 10, and
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- have completed All My Own Work (AMOW) or its equivalent, and
- have demonstrated the minimum standard of literacy and numeracy, and
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- undertake and make a serious attempt at the requisite HSC exams.

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: Students may be eligible for an exemption from the HSC minimum standard.

Students eligible for the award of the HSC can download an HSC Record of Achievement in Students Online at the completion of the HSC.

Year 11 and 12 students can access their cumulative results and the courses they are enrolled in by downloading their eRecord in Students Online. The Student eRecord is an interim report, not a formal credential.

Students may enter an HSC course if they have satisfactorily completed the requisite preceding Preliminary course.

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.

**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:

- followed the course developed or endorsed by NESA as per the relevant syllabus;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- 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 an 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.

HSC practical components

When submitting HSC projects, submitted works and performances, students must:

- comply with course specific requirements and submit their work by the due date listed on the NESA website
- complete and sign the Student Declaration Form, and
- acknowledge outsourcing, where relevant

Students must not:

- submit a project, submitted work, or performance, either in part or in full, for a school-based assessment or HSC exam that has already been submitted in another Preliminary and/or HSC course, or
- resubmit a practical component submitted and marked in a previous year without explicit permission from NESA.

A penalty may be applied to a student's result for not following required procedures.



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:

- followed the course developed or endorsed by NESA;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- 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 marks by the Principal.

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.

Mandatory work placement (VET) – for HSC candidates

Where mandatory work placement hours are not completed in a VET Industry Curriculum Framework course, or where required in a VET Board Endorsed Course, an 'N' determination should be issued.

It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

It is possible for the Principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.



Eligibility to study Life Skills

Stage 6 Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability in Years 11–12 who cannot access related general education courses.

A student studying a Stage 6 Life Skills course cannot return to studying general education courses once a decision to access Life Skills courses has been made. Students accessing Stage 6 Life Skills courses must continue studying Stage 6 Life Skills courses in the current stage of schooling.

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) 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.

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 literacy standard tests. Students studying Life Skills Mathematics will be exempt from the numeracy standard test.

Students who are eligible for an exemption may choose to attempt the minimum standard tests.

Disability provisions are available for eligible students for the HSC Minimum Standards tests. Students should refer to the application process regarding adjustments for students with disability.

Illness and misadventure procedures apply for HSC Minimum Standards tests.

Further Information is available from NSW Education Standards Authority (NESA) at:

<https://www.nsw.gov.au/education-and-training/nesa/hsc/minimum-standard>



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:

1. physical
2. intellectual
3. psychiatric
4. sensory
5. neurological, and
6. learning disabilities, as well as
7. physical disfigurement, and
8. 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.



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:

1. a formal, detailed diagnosis of the disability
2. medical certificates or reports
3. 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://www.nsw.gov.au/education-and-training/nesa/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.



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, and extension:

- 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 Application for Assessment Consideration form and submit to the Head Teacher of that course within three (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 outcome and 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.
- In exceptional circumstances, where it is not feasible for the student to complete the original or a substitute task, an estimate may be awarded based on completed comparable assessment tasks which contain comparable outcomes, approved by the Principal.

If an illness and misadventure application is denied, the student will receive a zero-mark.



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:

1. Head Teacher Secondary Studies
2. Head Teacher Wellbeing / Learning Support
3. Deputy Principal of the relevant year group

In the event these staff are unavailable, the Principal may adjust the make-up of the committee.



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:

- Where possible, submit the task immediately.
- 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 (3) 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 must apply for an extension.

To do this, the student must complete the Application for Assessment Consideration form before the due date. They must supply relevant supporting documentation to the Head Teacher who will approve or deny the extension.

Note: Students taking a planned absence from school be aware that all course completion and assessment requirements continue to apply, irrespective of whether their leave request is granted or not. Students pursuing school approved leave must apply before or at the same time as applying for an extension. To apply for leave, students and families must obtain and complete a leave application form from the front office.



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.



Malpractice

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. Allegations of malpractice are treated very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students are responsible for knowing and complying with their school's malpractice policy for all school-based assessment.

Student appeals concerning malpractice in school-based assessment tasks must be resolved at the school level.

Forms of Malpractice	
Mis - representation	<ul style="list-style-type: none"> Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. Misrepresentation can include but is not limited to: <ul style="list-style-type: none"> making up journal entries for a project, and/or submitting falsified or altered documents, and/or referencing incorrect or non-existent sources, and/or contriving false explanations to explain work not handed in by the due date.
Plagiarism	<ul style="list-style-type: none"> Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements. Plagiarism includes but is not limited to: <ul style="list-style-type: none"> copying someone else's work in part or in whole, and presenting it as their own, and/or using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or building on the ideas or words of another person without appropriate acknowledgement, and/or using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
Collusion	<ul style="list-style-type: none"> Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. Collusion includes but is not limited to: <ul style="list-style-type: none"> sharing answers to an assessment with other students, and/or submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or contract cheating by outsourcing work to a third party, and/or unauthorised use of artificial intelligence technologies. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
Breach of assessment conditions	<ol style="list-style-type: none"> All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESA. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment. A breach of assessment conditions includes any breach of: <ol style="list-style-type: none"> HSC exam rules and procedures, and HSC minimum standard test rules and procedures. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.



Procedures for investigating suspected malpractice

If malpractice is suspected, the Course Teacher must inform the Head Teacher of the course. The Course Teacher, will provide to the Head Teacher evidence to support the malpractice (eg, the Internet page copied, other student work that is the same, document history report, Artificial Intelligence checker reports, historical student work or assessment samples which conflict with the suspected malpractice, etc.).

The Course Teacher and/or Head Teacher will notify the student of suspected plagiarism in a timely manner, that the breach will be investigated, and document the student's first response on the matter.

The Head Teacher will then collate a suspected malpractice package, and submit this to the Head Teacher Secondary Studies typically within three weeks of the original due date. In the event that the Head Teacher Secondary Studies is unavailable, the package must be submitted to the Deputy Principal of that year group. This package must include at minimum:

- Original task notification and marking criteria
- Original student work submitted
- Any evidence of suspected malpractice
- Statement from classroom teacher outlining the suspected malpractice.

The Head Teacher Secondary Studies will commence an investigation which may include:

1. Interviewing the student and/or parent/carer
2. Requesting the student to provide evidence proving that malpractice is not evident (drafts, log journals, timestamped documents, witness statements, etc.)

The Head Teacher Secondary Studies will then form the Assessment Review Committee to make a final decision following the investigation. This committee will consist of:

3. Head Teacher Secondary Studies
4. Head Teacher Wellbeing / Learning Support
5. Deputy Principal of the relevant year group

Penalties for malpractice

Proven malpractice will impact the student's overall assessment mark/grade and rank. The Assessment Review Committee will determine the most appropriate penalty for each individual case of malpractice, however, the below is a general guide:

1. Malpractice of whole task – a zero-mark and an N-warning letter will be issued.
2. Malpractice of part task
 1. A zero-mark and an N-warning letter will be issued, and/or
 2. A reduction of marks, and/or
 3. A zero-mark for part or all of the task, and/or
 4. Other.

Students will be expected to complete any task (in part or whole) which has been found to be a malpractice breach.



Recording malpractice offences

Schools will record all confirmed malpractice offences in all HSC school-based assessment tasks in the Malpractice Register with NESA in Schools Online.

For each malpractice offence, schools will record the:

- student identifier, and
- course name, and
- offence date, and
- type of assessment task, and
- type of malpractice offence, and
- penalty applied.

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:

1. Completing multiple choice questions only in a task or examination
2. Repeating the question as the answer
3. Malpractice in some or all of the task
4. Inappropriate, offensive or obscene symbols, drawings or comments.

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.



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).
- Final rank order at end of course.

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.

General appeals process



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

- If wishing to pursue an appeal, the student must notify the Head Teacher of that course of their intention to appeal on the same day that they:
 - Are informed of a declined illness or misadventure application, or
 - Receive notification of confirmed malpractice
 - Receive a school-based assessment mark
 - Final rank order at end of course

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.

- 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, malpractice, or final rank order. The Head Teacher will submit the application to the school's Appeal Review Panel.

The Appeal Review Panel will consist of:

1. A Deputy Principal who does not oversee the relevant year group
 2. A Head Teacher of a course who does not oversee the delivery of that course, or directly teach that student.
- The Appeal Review Panel 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. In the event of the Appeal Review Panel being unable to make a final decision on the appeal, the Principal will make the final decision. This decision cannot be appealed by the student, parent or caregiver.
 - If the student, parent/caregiver is not satisfied with the decision of their appeal to the Appeal Review Panel, 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.

Note: The school must resolve individual student appeals over marks allocated for an individual assessment task within 2 weeks of the task being returned.



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

Marks and ranks

Student marks and ranks are recorded centrally via the school's Sentral Markbook system. These are archived annually. These marks must be held by the school for 24 months.

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 NESA, faculty Head Teachers and course teachers will confirm individual task marks are entered and that calculations are performed correctly.

Work samples

Schools must retain a minimum of 2 work samples that represent each grade (A to E) that the school has awarded in a course. Work samples do not need to be from the current calendar year, however, do need to reflect the current syllabus.

Schools must retain work samples for the duration that the course is being delivered at the school. However, schools may choose to retain new samples over time that best reflect the course delivery and capture any changes to the pattern of grades awarded.

The work samples must be:

- students' original work, preferably without teachers' comments on a performance or submitted work
- drawn from assessment activities conducted in the latter half of the course
- based on outcomes and content from the current syllabus for the course, and
- demonstrate performance towards the end of the course that is typical of students awarded a particular grade by the school.



Work samples may be drawn from:

- written or practical assessment activities
- the same assessment activity or from different assessment activities
- the same student or different students, and
- past years for Stage 5 and Preliminary courses only

Work samples must:

1. be in a format that can be uploaded electronically to Schools Online
2. identify the course and grade (A to E) which the sample represents
3. have any study identifying information concealed or removed, and
4. clearly indicate the correspond assessment activities.

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.

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.



Blue Pathway – Assessment Schedules

The following assessment schedules are for students studying courses in the Kanahooka High School Blue Pathway.

HSC English Advanced Assessment Schedule 2024-25

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 10, 2024	TASK 2 Term 1, Week 10, 2025	TASK 3 Term 2, Week 10, 2025	TASK 4 Term 3, Week 3, 2025
<i>Type of task</i> Assessment Component		Common Module: Multimodal Presentation	Module A: Critical Response Essay	Module B: Critical Response Essay (20%) Module C: Portfolio (20%)	Trial HSC Examination
Knowledge and understanding of course content	50	7.5	7.5	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	7.5	7.5	20	15
Total	100	15	15	40	30
Outcomes		EA12.2, EA12-8	EA12-5, EA12.6	EA12-1, EA12-3, EA12-4, EA 12-7, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5 EA12-6

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 2024-25

	Syllabus Weighting	TASK 1 Term 4, Week 10, 2024	TASK 2 Term 1, Week 10, 2025	TASK 3 Term 2, Week 10, 2025	TASK 4 Term 3, Week 3, 2025
Type of task		Common Module: Multimodal Presentation	Module A: Essay	Module B: Essay (20%) Module C: Portfolio (20%)	Trial HSC Examination
Assessment Component					
Knowledge and understanding of course content.	50	7.5	7.5	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	50	7.5	7.5	20	15
Total	100	15	15	40	30
Outcomes		EN12-2, EN12-8	EN12-5, EN12-6	EN12-1, EN12-3, EN12-4, EN12-7, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5 EN12-6

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 Advanced Assessment Schedule 2024-25

	Syllabus Weighting	TASK 1 Term 4, Week 8, 2024	TASK 2 Term 1, Week 5, 2025	TASK 3 Term 2, Week 6, 2025	TASK 4 Term 3, Week 3, 2025
Type of task		Statistics and Graphing Prepared Task In-class Assessment	Prepared Task Investigative Assignment	Differentiation and Integration Prepared Task In-class Assessment	Trial HSC Examination
Assessment Component					
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		MA12-1, MA12-8	MA12-5, MA12-9, MA12-10	MA12-3, MA12-6, MA12-7	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10

Outcomes

<p>MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts</p> <p>MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques</p> <p>MA12-3 applies calculus techniques to model and solve problems</p> <p>MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems</p> <p>MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs</p>	<p>MA12-6 applies appropriate differentiation methods to solve problems</p> <p>MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems</p> <p>MA12-8 solves problems using appropriate statistical processes</p> <p>MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use</p> <p>MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context</p>
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HSC Mathematics Standard 2 Assessment Schedule 2024-25

	Syllabus Weighting	TASK 1 Term 4, Week 8, 2024	TASK 2 Term 1, Week 5, 2025	TASK 3 Term 2, Week 6, 2025	TASK 4 Term 3, Week 3, 2025
Type of task		Rates, Finance and Linear Relationships In-class Assessment	Prepared Task Investigative Assignment	Networks and Trigonometry 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, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10

Outcomes

<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 2024-25

	Syllabus Weighting	TASK 1 Term 4, Week 8, 2024	TASK 2 Term 1, Week 5, 2025	TASK 3 Term 2, Week 6, 2025	TASK 4 Term 3, Week 3, 2025
Type of task		Measurement and Finance Task	Prepared Task Investigative Assignment	Networks and Trigonometry 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, MS1-12-10	MS1-12-3, MS1-12-8	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10

Outcomes

<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 2024-25

	Syllabus Weighting	TASK 1 Term 4, Week 9, 2024	TASK 2 Term 1, Week 10, 2025	TASK 3 Term 2, Week 7, 2025	TASK 4 Term 3, Week 3, 2025
Type of task		Module 5: Practical Skills Assessment	Module 6: Depth Study	Module 7: Communication Task	Trial HSC Examination
Assessment Component					
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 Chemistry Assessment Schedule 2024-25

	Syllabus Weighting	TASK 1 Term 4, Week 8, 2024	TASK 2 Term 1, Week 9, 2025	TASK 3 Term 3, Week 3, 2025
Type of task		Module 5: Problem Solving Task	Module 6: Depth Study	Trial HSC 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		CH11/12-4, CH11/12-5, CH11/12-6, CH12-12	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-7, CH12-13	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14

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>CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems.</p> <p>CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models.</p> <p>CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds.</p> <p>CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes.</p>
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HSC Earth and Environmental Science Assessment Schedule 2024-25

	Syllabus Weighting	TASK 1 Term 4, Week 9, 2024	TASK 2 Term 1, Week 7, 2025	TASK 3 Term 2, Week 8, 2025	TASK 4 Term 3, Week 3, 2025
Type of task		Module 5: Ulladulla Fossil Report	Module 6: Hazards Research Task	Module 7: Cascading Impacts of Global Warming Depth Study	Trial HSC Examination
Skills in working scientifically	60	10	10	20	20
Knowledge and understanding of course content	40	10	10	10	10
Total	100	20	20	30	30
Outcomes		EES11/12-5, EES11/12-7, EES12-12	EES11/12-6, EES11/12-7, EES12-13	EES11/12-1, EES11/12-5, EES11/12-6, EES11/12-7, EES12-14	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-12, EES12-13, EES12-14, EES12-15

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>EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history</p> <p>EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems</p> <p>EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate</p> <p>EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems</p>
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HSC Business Studies Assessment Schedule 2024-25

	Syllabus Weighting	Task 1 Term 4, Week 7, 2024	Task 2 Term 1, Week 8, 2025	Task 3 Term 2, Week 8, 2025	TASK 4 Term 3, Week 3, 2025
Type of task		Operations Task In Class Test	Marketing Plan Research & Extended Response	Finance Task In Class Test	Trial HSC Examination
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		H2, H5, H6, H7, H8	H2, H3, H4, H6, H7, H9	H2, H5, H6, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

Outcomes

<p>H1 Critically analyses the role of business in Australia and globally</p> <p>H2 Evaluates management strategies in response to changes in internal and external influences</p> <p>H3 Discusses the social and ethical responsibilities of management</p> <p>H4 Analyses business functions and processes in large and global businesses</p> <p>H5 Explains management strategies and their impact on businesses</p>	<p>H6 Evaluates the effectiveness of management in the performance of businesses</p> <p>H7 Plans and conducts investigations into contemporary business issues</p> <p>H8 Organises and evaluates information for actual and hypothetical business situations</p> <p>H9 Communicates business information, issues and concepts in appropriate formats</p> <p>H10 Applies mathematical concepts appropriately in business situations</p>
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HSC Legal Studies Assessment Schedule 2024-25

	Syllabus Weighting	Task 1 Term 4, Week 7, 2024	Task 2 Term 1, Week 7, 2025	Task 3 Term 2, Week 5, 2025	TASK 4 Term 3, Week 3, 2025
Type of task					
Assessment Component		Crime Case Study	Human Rights Investigation	World Order In Class Essay	Trial HSC Examination
Knowledge and understanding of course content	40	10	10	5	15
Analysis and evaluation	20	5		5	10
Inquiry and research	20	5	10	5	
Communication of legal information, ideas and issues in appropriate forms	20	5	5	5	5
Total	100	25	25	20	30
Outcomes		H6, H7, H8, H9	H1, H2, H3, H4	H4, H5, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

Outcomes

H1 Identifies and applies legal concepts and terminology H2 Describes and explains key features of and the relationship between Australian and international law H3 Analyses the operation of domestic and international legal systems H4 Evaluates the effectiveness of the legal system in addressing issues H5 Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change	H6 Assesses the nature of the interrelationship between the legal system and society H7 Evaluates the effectiveness of the law in achieving justice H8 Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents H9 Communicates legal information using well-structured and logical arguments H10 Analyses differing perspectives and interpretations of legal information and issues
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HSC Society and Culture Assessment Schedule 2024-25

	Syllabus Weighting	Task 1 Term 4, Week 9, 2024	Task 2 Term 1, Week 4, 2025	Task 3 Term 2, Week 5, 2025	TASK 4 Term 3, Week 3, 2025
Type of task					
Assessment Component		Social and Cultural Continuity and Change Research Task	PIP Progress Report	Social Conformity and Nonconformity 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		H1, H5, H9, H10	H6, H7, H8, H9	H1, H2, H3	H3, H5, H6, H9, H10

Outcomes

H1 Evaluates and effectively applies social and cultural concepts H2 Explains the development of personal, social and cultural identity H3 Analyses relationships and interactions within and between social and cultural groups. H4 Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy H5 Analyses continuity and change and their influence on personal and social futures.	H6 Evaluates social and cultural research methods for appropriateness to specific research tasks H7 Selects, organises and analyses information from a variety of sources for usefulness, validity and bias 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 H9 Applies complex course language and concepts appropriate for a range of audiences and contexts H10 Communicates complex information, ideas and issues using appropriate written, oral and graphic forms
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HSC PDHPE Assessment Schedule 2024-25

	Syllabus Weighting	TASK 1 Term 4, Week 8, 2024 Practical Experiences Written Report Core 2: Factors Affecting Performance	TASK 2 Term 1, Week 6, 2025 Critical Thinking Core 1: Health Priorities in Australia	TASK 3 Term 3, Week 3, 2025 Trial HSC Examination
Assessment Component				
Knowledge and understanding of course content	40		35	5
Skills in critical thinking, research, analysis and communicating	60	35		25
Total	100	35	35	30
Outcomes		H8, H9, H16	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>H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)</p> <p>H7 explains the relationship between physiology and movement potential</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 Community and Family Studies Assessment Schedule 2024-25

	Syllabus Weighting	Task 1 Term 1, Week 3, 2025 Independent Research Project Core: Research Methodology	Task 2 Term 1, Week 9, 2025 Groups in Context Written Report Core: Groups in Context	TASK 3 Term 2, Week 7, 2025 Parents & Carers Research & Information Package Core: Parenting and Caring	TASK 4 Term 3, Week 3, 2025 Trial HSC Examination
Assessment Component					
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> <p>7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society</p> <p>7.2 develops a sense of responsibility for the wellbeing of themselves and others</p> <p>7.3 appreciates the value of resource management in response to change</p> <p>7.4 values the place of management in coping with a variety of role expectations</p>
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HSC Industrial Technology: Timber Products and Furniture Technologies Assessment Schedule 2024-25

	Syllabus Weighting	Task 1 Term 4, Week 10, 2024	Task 2 Term 1, Week 11, 2025	Task 3 Term 3, Week 3, 2025	Task 4 Term 3, Week 6, 2025
Type of task		Industry Study Report + Project Research	Project Management Report + Production 1	Trial HSC Examination	Project Evaluation + Production 2
Knowledge and understanding of course content	40	5	10	15	10
Knowledge and skills in the design, management, communication and production of a major project	60	10	20	5	25
Total	100	15	30	20	35
Outcomes		H1.1, H3.3, H7.2	H4.1, H5.2, H6.2	H4.3, H7.1, H7.2	H4.1, H6.1, H6.2

Outcomes

<p>H1.1 investigates industry through the study of businesses in one focus area</p> <p>H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry</p> <p>H1.3 identifies important historical developments in the focus area industry</p> <p>H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques</p> <p>H3.1 demonstrates skills in sketching, producing and interpreting drawings</p> <p>H3.2 selects and applies appropriate research and problem-solving skills</p> <p>H3.3 applies and justifies design principles through the production of a Major Project</p> <p>H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project</p>	<p>H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills</p> <p>H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components</p> <p>H5.1 selects and uses communication and information processing skills</p> <p>H5.2 examines and applies appropriate documentation techniques to project management</p> <p>H6.1 evaluates the characteristics of quality manufactured products</p> <p>H6.2 applies the principles of quality and quality control</p> <p>H7.1 explains the impact of the focus area industry on the social and physical environment</p> <p>H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment</p>
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Green Pathway – Assessment Schedules

The following assessment schedules are for students studying courses in the Kanahooka High School Green Pathway.

HSC English Studies (Project English) Assessment Schedule 2024-25

	Syllabus Weighting	TASK 1 Term 4, Week 9, 2024	TASK 2 Term 1, Week 9, 2025	TASK 3 Term 2, Week 9, 2025	TASK 4 Term 3, Week 6, 2025
Type of task		Common Module - Multimodal Task	Playing the Game - Writing Task	MiTunes - In-class Task	Collection of Classwork
Knowledge and understanding of course content.	50	10	12.5	12.5	15
Skills in: ▪ comprehending texts ▪ communicating ideas ▪ using language accurately, appropriately and effectively	50	10	12.5	12.5	15
Total	100	20	25	25	30
Outcomes		ES12-2, ES12-8	ES12-3, ES12-6, ES12-10	ES12-1, ES12-5	ES12-4, ES12-7, ES12-9

Outcomes

<p>ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes</p> <p>ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</p> <p>ES12-3 accesses, comprehends and uses information to communicate in a variety of ways</p> <p>ES12-4 composes proficient texts in different forms</p> <p>ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences</p>	<p>ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p> <p>ES12-7 represents own ideas in critical, interpretive and imaginative texts</p> <p>ES12-8 understands and explains the relationships between texts</p> <p>ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences</p> <p>ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner</p>
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HSC Music 1 (Music The Beat Goes On) Assessment Schedule 2024-25

	Syllabus Weighting	TASK 1 Term 4, Week 7, 2024	TASK 2 Term 1, Week 5, 2025	TASK 3 Term 2, Week 8, 2025	TASK 4 Term 3, Week 3, 2024
Type of task		Performance and Elective 1	Aural and Elective 2	Composition, Musicology and Elective 3	Examination Aural and Electives 1, 2 and 3
Assessment Component					
Performance	10	10			
Composition	10			10	
Musicology	10			10	
Aural	25		10		15
Electives	45	10	10	10	15
Total	100	20	20	30	30
Outcomes		H1, H4	H8, H9	H3, H10	H11, H6

Outcomes

<p>H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble</p> <p>H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied</p> <p>H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied</p> <p>H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles</p> <p>H5 critically evaluates and discusses performances and compositions</p> <p>H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening</p>	<p>H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied</p> <p>H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music</p> <p>H9 performs as a means of self-expression and communication</p> <p>H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities</p> <p>H11 demonstrates a willingness to accept and use constructive criticism</p>
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HSC Mathematics Standard 1 (Maths in Financial Wellbeing) Assessment Schedule 2024-25

	Syllabus Weighting	TASK 1 Term 4, Week 8, 2024	TASK 2 Term 1, Week 5, 2025	TASK 3 Term 2, Week 6, 2025	TASK 4 Term 3, Week 3, 2025
Type of task		Investment, Depreciation and Loans Open Book Test	Schoolies Holiday Investigative Assignment	Statistics Open Book Test	Rule of Thirds Investigative Assignment
Assessment Component					
Understanding, Fluency and Communication	50	15	10	15	10
Problem Solving, Reasoning and Justification	50	10	15	10	15
Total	100	25	25	25	25
Outcomes		MS1-12-3, MS1-12-5	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-3, MS1-12-7	MS1-12-4, 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 Computing Applications (Future Tech) Assessment Schedule 2024-25

Assessment Component <i>Type of task</i>	Syllabus Weighting	TASK 1 Term 4, Week 9, 2024	TASK 2 Term 1, Week 10, 2025	TASK 3 Term 3, Week 3, 2025
		Website Design Task	Publishing Project Task	End of Course Examination
<ul style="list-style-type: none"> Knowledge and understanding outcomes and course content Skills outcomes and course content 	100	40	30	30
Total	100	40	30	30
Outcomes		1.2, 3.1, 3.3, 5.1	1.3, 4.1	1.1, 2.1, 2.3, 4.3

OUTCOMES

1.1 describes the function and application of a variety of computer software 1.2 applies computing terminology appropriately in practical situations 1.3 uses appropriate computer software in a given context 2.1 describes aspects of human activity which have developed into computer applications 2.2 explains the principles and functions of specific hardware components 2.3 evaluates the suitability of hardware in a particular context 3.1 applies a range of project management techniques in the development of a solution 3.2 analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions	3.3 implements, tests, debugs and evaluates solutions using current common application packages 4.1 identifies and reflects on the social and technological implications when making decisions about the use of computer software 4.2 evaluates the use of a computer-based solution compared to non-computer solutions 4.3 identifies social and ethical issues related to the use of computer software 5.1 evaluates the suitability of software applications in a particular context
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HSC Sport, Lifestyle and Recreation (SLR - PT GYM) Assessment Schedule 2024-25

Assessment Component <i>Type of task</i>	Syllabus Weighting	TASK 1 Term 1, Week 8, 2025	TASK 2 Term 2, Week 8, 2025	TASK 3 Term 3, Week 4, 2025
		Sport Coaching & Training Peer Coaching Planning & Practical Skills Assessment	First Aid & Sports Injuries Case Study / Scenario	Healthy Lifestyles Research & Short Answer, Practical Skills Assessment
Knowledge and understanding	50	30		20
Skills	50	10	30	10
Total	100	40	30	30
Outcomes		1.1, 2.2, 3.2	3.6, 4.2, 4.5	1.5, 2.3, 4.3

Outcomes

1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes 2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance 3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity	3.4 composes, performs and appraises movement 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations 3.7 analyses the impact of professionalism in sport 4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity 5.1 accepts responsibility for personal and community health 5.2 willingly participates in regular physical activity 5.3 values the importance of an active lifestyle 5.4 values the features of a quality performance 5.5 strives to achieve quality in personal performance
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HSC Sport, Lifestyle and Recreation (SLR - MTB) Assessment Schedule 2024-25

Assessment Component \ Type of task	Syllabus Weighting	TASK 1 Term 4, Week 5, 2024	TASK 2 Term 1, Week 4, 2025	TASK 3 Term 3, Week 5, 2025
		Resistance Training Practical Skills Assessment	Drugs in Sport Research & Extended Response	Team Sport Fitness Planning & Practical Skills Assessment
Knowledge and understanding	50	15	15	20
Skills	50	25	10	15
Total	100	40	25	35
Outcomes		1.3, 3.2, 4.4	2.4, 3.7	2.2, 4.1

Outcomes

1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes 2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance 3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity	3.4 composes, performs and appraises movement 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations 3.7 analyses the impact of professionalism in sport 4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity 5.1 accepts responsibility for personal and community health 5.2 willingly participates in regular physical activity 5.3 values the importance of an active lifestyle 5.4 values the features of a quality performance 5.5 strives to achieve quality in personal performance
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HSC Work Studies (Rec Sport) Assessment Schedule 2024-25

Assessment Component \ Type of task	Syllabus Weighting	TASK 1 Term 1, Week 4, 2025	TASK 2 Term 2, Week 5, 2025	TASK 3 Term 3, Week 5, 2025
		Coaching Practical Skills Task	Personal & Social Influences of Sport Written Responses	End of Course Examination
Knowledge & Understanding	50	35		15
Skills	50		35	15
Total	100	35	35	30
Outcomes		6, 7	8, 9	1, 5, 6, 7, 8, 9

Outcomes

1. investigates a range of work environments 2. examines different types of work and skills for employment 3. analyses employment options and strategies for career management 4. assesses pathways for further education, training and life planning 5. communicates and uses technology effectively	6. applies self-management and teamwork skills 7. utilises strategies to plan, organise and solve problems 8. assesses influences on people's working lives 9. evaluates personal and social influences on individuals and groups
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HSC Visual Design (Creative Arts) Assessment Schedule 2024-25

	Syllabus Weighting	TASK 1 Term 1, Week 3, 2025	TASK 2 Term 2, Week 6, 2025	TASK 3 Term 3, Week 3, 2025	TASK 4 Term 3, Week 5, 2025
Type of task		Project One Wearable Design - Jewellery Making	Project Two Project Design - Skate Decks & Historical/Critical Task	Examination	Project 3 Exterior Design – School Mural
Designing and Making	70	20	25		25
Critical and Historical Studies	30		20	10	
Total	100	20	45	10	25
Outcomes		DM5	DM4, CH3	CH2	DM1

Outcomes

Design Making DM1 generates a characteristic style that is increasingly self-reflective in their design practice DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works DM3 investigates different points of view in the making of designed works DM4 generates images and ideas as representations/simulations DM5 develops different techniques suited to artistic and design intentions in the making of a range of works DM6 takes into account issues of Work Health and Safety in the making of a range of works	Critical and Historical Studies CH1 generates in their critical and historical practice ways to interpret and explain design CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations CH3 distinguishes between different points of view, using the frames in their critical and historical investigations CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design
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HSC Work Studies (Café Culture) Assessment Schedule 2024-25

	Syllabus Weighting	TASK 1 Term 4, Week 8, 2024	TASK 2 Term 1, Week 8, 2025	TASK 3 Term 2, Week 10, 2025	TASK 4 Term 3, Week 3, 2025
Type of task		Written Task	Written and practical	Schedule and report	End of Course Examination
Knowledge and understanding	30	5	10	5	10
Skills	70	15	20	25	10
Total	100	20	30	30	20
Outcomes		5, 8, 9	2, 5, 6, 7	5, 6, 8	1, 3, 4

Outcomes

<ol style="list-style-type: none"> investigates a range of work environments examines different types of work and skills for employment analyses employment options and strategies for career management assesses pathways for further education, training and life planning communicates and uses technology effectively 	<ol style="list-style-type: none"> applies self-management and teamwork skills utilises strategies to plan, organise and solve problems assesses influences on people's working lives evaluates personal and social influences on individuals and groups
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HSC Industrial Technology: Timber Products and Furniture Technologies (Creative Woodwork) Assessment Schedule 2024-25

	Syllabus Weighting	Task 1 Term 4, Week 10, 2024	Task 2 Term 1, Week 11, 2025	Task 3 Term 3, Week 3, 2025	Task 4 Term 3, Week 6, 2025
Type of task		Industry Study Report + Project Research	Project Management Report + Production 1	Trial HSC Examination	Project Evaluation + Production 2
Assessment Component					
Knowledge and understanding of course content	40	5	10	15	10
Knowledge and skills in the design, management, communication and production of a major project	60	10	20	5	25
Total	100	15	30	20	35
Outcomes		H1.1, H3.3, H7.2	H4.1, H5.2, H6.2	H4.3, H7.1, H7.2	H4.1, H6.1, H6.2

Outcomes

H1.1 investigates industry through the study of businesses in one focus area H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry H1.3 identifies important historical developments in the focus area industry H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques H3.1 demonstrates skills in sketching, producing and interpreting drawings H3.2 selects and applies appropriate research and problem-solving skills H3.3 applies and justifies design principles through the production of a Major Project H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project	H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components H5.1 selects and uses communication and information processing skills H5.2 examines and applies appropriate documentation techniques to project management H6.1 evaluates the characteristics of quality manufactured products H6.2 applies the principles of quality and quality control H7.1 explains the impact of the focus area industry on the social and physical environment H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment
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HSC Construction VET (Trades in Practice) Assessment Schedule 2024-25



Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package Release 8.0

School Name: Kanahooka High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Option or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	HSC Examinable Unit	Week 10 Term 1 Date 11/4	Week 10 Term 2 Date 4/7	Week 10 Term 3 Date 26/9	Week 3 Term 3 Date Between 4/8 - 8/8
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery components		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".



Form – Application for Assessment Consideration

Kanahooka High School

Application for Assessment Consideration – Page 1

Select the Assessment Consideration you are apply for:

- ☐ Illness and Misadventure
- ☐ Extension of Due Date
- ☐ Appeal of Outcome
 - ☐ Declined illness and misadventure application
 - ☐ Notification of malpractice
 - ☐ School-based assessment (mark awarded)

Student name:	Subject:
Year:	Task name:
Class Teacher:	Task Due Date:
Head Teacher of Faculty:	Date of Application:
Reason for application:	
Supporting information/documentation (if applicable):	
Parent/carers information:	
I certify that the reason indicated above is a true and correct statement in every detail.	
Parent/carers signature:	Date:
Return to Head Teacher	
Head Teacher Signature:	Date received:



Kanahooka High School

Application for Assessment Consideration – Page 2

Outcome of Application:	Reason for outcome:
Assessment Consideration: <input type="checkbox"/> Approved <input type="checkbox"/> Not approved Appeal of Outcome: <input type="checkbox"/> Upheld <input type="checkbox"/> Declined	
Assessment Review Committee Members (if applicable):	
Signature of decision maker:	Date of outcome:
Notes:	
School Use Only:	
<input type="checkbox"/> Outcome communicated to student, parent/carers and classroom teacher <input type="checkbox"/> Documentation uploaded on Sentral under Communications – Assessment Task <input type="checkbox"/> Original application returned to student or parent/carers <input type="checkbox"/> Copy of application added to HSC Monitoring Folder <input type="checkbox"/> Copy of application given to front office for filing	