



Education

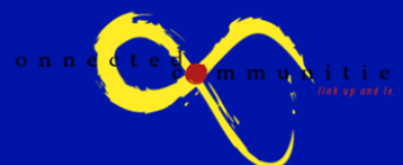


Kempsey High School

Year 12 Assessment Handbook 2022 - 2023



Kempsey High School
13 Broughton Street,
West Kempsey, NSW, 2440
Phone: (02) 6562 6166





Contents

| | |
|--|----|
| Year 12 Assessment Handbook | 2 |
| Staff Contacts..... | 8 |
| AGRICULTURE | 9 |
| Biology | 13 |
| Business Services..... | 15 |
| Chemistry | 17 |
| Construction | 19 |
| Drama..... | 21 |
| ENGLISH ADVANCED..... | 23 |
| ENGLISH STANDARD..... | 25 |
| ENGLISH STUDIES | 27 |
| HOSPITALITY | 29 |
| HOSPITALITY | 30 |
| INDUSTRIAL TECHNOLOGY- TIMBER..... | 31 |
| Legal Studies..... | 33 |
| Marine Studies..... | 35 |
| Mathematics Advanced | 37 |
| Mathematics Standard 2..... | 39 |
| Music 1 | 41 |
| PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION | 43 |
| Physics | 45 |
| Primary Industries | 47 |
| Sport Lifestyle and Recreation..... | 48 |
| Visual Arts | 50 |
| Work Studies | 52 |
| Photography, Video and Digital Imaging..... | 54 |
| HSC ASSESSMENT CALENDAR..... | 56 |
| Student Appeal /Request Form..... | 58 |



Year 12 Assessment Handbook

INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

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

NSW syllabuses promote an integrated approach to teaching, learning and assessment. Schools use syllabuses, assessment and reporting materials and Assessment Certification and Examination (ACE) requirements to develop school-based assessment programs.

The information is provided in a question/answer format to highlight the areas and issues about which students and their parents/caregivers should be aware.

1. What is meant by assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources.

2. What is meant by Standards-Referenced assessment?

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

-links the achievement of students to specified standards, through evidence collected from a number and variety of activities and from observations over time

-involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes.

Standards describe

-what students are expected to know, understand, and do, described in syllabus outcomes, content, and standards materials

-how well students have achieved.

3. What must I do to have satisfactorily complete a course?

NSW Education Standards Authority (NESA) expects students to have:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school¹.
- (c) achieved some or all the course outcomes; and/or
- (d) completed all assessment tasks. However, if you fail to seriously attempt assessment tasks worth more than 50% of the final assessment mark, you will be awarded a zero for that course.

¹ This clause will apply to any students who continually hand in class work late, truant or who are absent without justification, as determined by the NSW Department of Education.



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

- (a) apply a 'N' (Non-completion) determination and advise NESA accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- (b) advise the candidate of the decision and their right of appeal.
- (c) If satisfactory completion of a course is in jeopardy the school will issue at least two N Award Warning letters to parents after which the principal may make an 'N' determination in that course. An 'N' Determination may prevent a student qualifying for the award of an HSC in that cohort.

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

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least two (2) full school days prior to the due date, giving your reasons in writing on the Student Appeal/ Request form. Your parent or caregiver must sign this form. A time extension may be granted in legitimate cases.

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

You will be awarded a zero for that task.

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

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

7. What are valid reasons?

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

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

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

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

You should notify your teachers at your earliest convenience in writing, where possible. Giving your reasons in writing must be done at least two (2) full school days prior to the due date. This includes where your known absence is due to VET work placement. A documentation (i.e. medical certificate and /or documented extenuating circumstances) will be required. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.



10. What happens if I am suspended when an assessment task is notified or when it is due?

It remains the student's responsibility to continue with school work when suspended from school. By checking this booklet, students will know times when assessments are due and will need to check their email and Google Classroom for tasks and school work.

If the student is not present when an assessment task is issued, the relevant Head Teacher will ensure an attempt is made to notify the student of the assessment task.

If the student is not present when an assessment task is due to be submitted, the student is to either

-submit a hard copy of the task at the front office, where it will be given to the teacher and the student given an acknowledgement that the task has been submitted OR submit the task electronically (email, google classroom).

If the nature of the assessment task requires the attendance at school, the Principal and Head Teacher may negotiate to allow the student to complete the task at school, usually in a separate room. Where appropriate, the student may be asked to complete the task upon returning from suspension.

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

If you are going to be absent from a formal examination (Trial HSC Examination) you must notify your class teacher at least 1(week) full school days before the examination, to make arrangements to sit for the examination(s) at a later date. You may be able to sit for the examinations before the due date.

If you are ill, it is necessary to contact the school immediately. A Medical Certificate or documentation re extenuating circumstances will be required to cover an absence from an examination. You must complete the 'Student Misadventure and Illness Form as soon as you return to school after your absence.

If you are ill prior to or during the HSC examination period, you must obtain a Medical Certificate and contact the school to obtain a NESAs 'Illness and Misadventure' Appeal Form.

12. Will my parents or caregiver be informed of any non-attempt?

Yes. Any such communication, including official warnings given to you, will be stored in your student file and recorded on the school Sentral system.

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

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



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

Students should refer to the HSC Rules & Procedures guide concerning malpractice. All HSC candidates, their teachers and others who guide them must comply with the Honesty in Assessment Standard to maintain the integrity of the HSC. All students will have completed “All My Own Work” prior to completing Year 11 to acknowledge they understand malpractice and the importance of honesty on assessment.

You must be entirely honest when completing all your assessment tasks, exams and submitted works. You will be marked only on the quality and originality of the work you have produced.

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

Malpractice includes:

- a) copying part or all of someone else’s work and presenting it as your own
- b) using material directly from books, journals, CDs or the internet without giving its source
- c) building on someone else’s ideas without giving their source
- d) buying, stealing or borrowing someone else’s work and presenting it as your own
- e) submitting work that someone else, like a parent, tutor or subject expert, substantially contributed to
- f) using someone else’s words, ideas, designs or work in projects and performance tasks without giving their source
- g) paying someone to write or prepare material
- h) breaching school exam rules
- i) cheating in an HSC exam
- j) using non-approved aids in an assessment task
- k) giving false reasons for not handing in work by the due date
- l) helping another student to engage in malpractice (allowing other students to copy your work)
- m) disrupting² an assessment task; and/or
- n) truancy or absence from an assessment task without providing a satisfactory explanation.

15. What if I don’t make a serious attempt at an assessment task?

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

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

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

² Dependent on the nature of the disruption, only one warning may be given.



17. Am I entitled to a review of a decision based on a Student Appeal/ Request?

Yes, if you have a concern that your request for illness, misadventure or time was denied. Application is by writing to the Principal who will form a panel to consider the appeal. The Principal will inform the student and parent within 7 days.

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

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

19. When may I lodge an appeal against a final HSC assessment?

You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal, using the 'Student Appeal/ Request Form'. No appeals will be considered after this date.

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

The teacher's professional judgement of the worth of a task is not open to appeal. Any computerisation error must be raised with the teacher at the time the task is returned.

If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher) immediately. A medical certificate will be required.

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

If you need to appeal a Head Teacher's decision refer to the answer to Question 17.

21. Will I be warned if my certificate is at risk?

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

22. How much notice will I get for each assessment task?

Adequate notice should be provided prior to any assessment task being given, usually this is two (2) weeks' notification, where possible. Students who are absent from school, need to speak to their teachers for missed work.

Assessment notifications and the assessment tasks are also found in the subject's student Sentral portal and may have been emailed to students. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks.



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

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed. A notice of the change of date will be kept in the subject Monitoring Folder and provided to the students.

The published dates in this book should not be altered by a teacher without your being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Assessment Schedule Summary, the School Calendar and consultation with the relevant Head Teacher.

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

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

25. How do I submit assessment tasks?

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

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

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the school's policy for Higher School Certificate Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, Head Teachers, Year Advisor the Deputy Principal, and the Principal should all be able to provide additional advice. A copy of this document will be accessible on the Sentral student and parent portal (2023).

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

The assessment mark is moderated against the student's performance in the HSC examination. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is then used to calculate the ATAR.

Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.



Staff Contacts

| School Senior Executive | | |
|------------------------------|------------------------|--|
| Executive Principal | | Mr Simon McKinney |
| Deputy Principal | | Mr Jed Peisley |
| Deputy Principal | | Mr Aaron Hinchcliffe |
| Faculty Head Teachers | | |
| English | Mrs Sharyn Rix | English Studies English Standard English Advanced |
| Mathematics and PDHPE | Mrs Jo Maio | Mathematics Advanced Mathematics Standard 2 PDHPE Sport Leisure and Recreation |
| Science | Mr Paddy Dixon | Agriculture Biology Chemistry Legal Studies Physics |
| HSIE | Mr Linc Urquhart | Ancient History Legal Studies VET Business Services Work Studies |
| TAS | Mrs Kristy Hinchcliffe | Industrial Technology Timber VET Hospitality Kitchen Operations VET Primary Industries VET Construction |
| CAPA | Mrs Susan Marsh | Music 1 Photography, Video and Digital Imaging Visual Arts Drama |
| Distance Education | Mr Aaron Hinchcliffe | Subjects offered through Camden Haven High School |
| Support Staff | | |
| Career's Adviser | | Mr Mark Rix |
| Transition Adviser | | Mrs Tourmaline Bailey |
| Aboriginal Education Officer | | Ms Georgie Murphy |
| School Counsellor | | Ms Leesa Lloyd-Field, Mr Josh Wills |
| CLONTARF Academy | | Mr Joel Cooper |
| NASCA Academy | | Ms Misty Kelly |
| Learning & Support | | Mrs Jane Walker |
| HT Administration | | Mr Jarryd Hensley |
| Year 12 Adviser | | Mrs Rowena Hensley |



AGRICULTURE

| Component | TASK 1 | TASK 2 | TASK 3 | TASK 4 | Weighting % |
|--------------------------------|--|--|---|---|-------------|
| | Plant Density Growth Trial | Farm Product Study | Elective – Farming for the 21 st Century | HSC Trial Examination | |
| | <i>Trial and Report</i> | <i>Depth Study</i> | <i>Research Task</i> | <i>Examination</i> | |
| | Task Due Term 4 Week 10 | Task Due Term 2 Week 2 | Task Due Term 2 Week 8 | Task Due Term 3 Week 3 | |
| | Outcomes Assessed H2.1, H3.4, H4.1 | Outcomes Assessed H2.2, H3.1, H3.2, H3.3, H3.4 | Outcomes Assessed H3.3, H5.1 | Outcomes Assessed H1.1, H2.2, H2.2, H3.1-4, H4.1, H5.1 | |
| Plant/ Animal Production (50%) | 20% | 5% | 5% | 20% | 50% |
| Farm Product Study (30%) | | 25% | | 5% | 30% |
| Elective (20%) | | | 15% | 5% | 20 |
| Total % | 20% | 30% | 20% | 30% | 100% |



Agriculture- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|---|
| H 1.1 | Explains the influence of physical, biological, social, historical, and economic factors on sustainable agricultural production. |
| H 2.1 | Describes the inputs, processes, and interactions of plant production systems. |
| H 2.2 | Describes the inputs, processes, and interactions of animal production systems. |
| H 3.1 | Assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products. |
| H 3.2 | Critically assesses the marketing of a plant OR animal product. |
| H 3.3 | Critically examines the technologies and technological innovations employed in the production and marketing of agricultural products. |
| H 3.4 | Evaluates the management of the processes in agricultural systems. |
| H 4.1 | Applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations. |
| H 5.1 | Evaluates the impact of innovation, ethics and current issues on Australian agricultural systems. |



ANCIENT HISTORY

| Component | TASK 1 | TASK 2 | TASK 3 | TASK 4 | Weighting % |
|---|---|---|--|------------------------------|-------------|
| | Pompeii Historical Investigation | Spartan Society Source Analysis | Greek Work Battlefield Report | HSC Trial Examination | |
| | <i>Investigation</i> | <i>Source Analysis</i> | <i>Research</i> | <i>Examination</i> | |
| | Task Due Term 4 Week 8 | Task Due Term 1 Week 8 | Task Due Term 2 Week 8 | Task Due Term 3 Week 3 | |
| Outcomes Assessed AH12-6, AH12-7, AH12-8 | Outcomes Assessed AH12-3, AH12-4, AH12-6 | Outcomes Assessed AH12-1, AH12-2, AH12-5 | Outcomes Assessed AH12-4, AH12-9, AH12-10 | | |
| Knowledge and understanding of course content | 5% | 5% | 10% | 20% | 40% |
| Historical skills in the analysis and evaluation of sources and interpretations | 5% | 5% | | 10% | 20% |
| Historical inquiry and research | 15% | | 5% | | 20% |
| Communication of historical understanding in appropriate forms | 5% | 10% | 5% | | 20% |
| Total % | 30% | 20% | 20% | 30% | 100% |



Ancient History- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|---|
| AH12-1 | Accounts for the nature of continuity and change in the ancient world |
| AH12-2 | Proposes arguments about the varying causes and effects of events and developments |
| AH12-3 | Evaluates the role of historical features, individuals, and groups in shaping the past |
| AH12-4 | Analyses the different perspectives of individuals and groups in their historical context |
| AH12-5 | Assesses the significance of historical features, people, places, events, and developments of the ancient world |
| AH12-6 | Analyses and interprets different types of sources for evidence to support an historical account or argument |
| AH12-7 | Discusses and evaluates differing interpretations and representations of the past |
| AH12-8 | Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources |
| AH12-9 | Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |
| AH12-10 | Analyses issues relating to the ownership, custodianship and conservation of the ancient past |



Biology

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|------------------------------------|---|--|---|---|--------------------|
| Component | DNA Replication | Heredity and Genetic Change | Non-Infectious Diseases | HSC Trial Examination | Weighting % |
| | <i>Model and Report</i> | <i>In Class Task</i> | <i>Depth Study</i> | <i>Examination</i> | |
| | Task Due Term 4 2022 Week 8 | Task Due Term 1 2023 Week 8 | Task Due Term 3 2023 Week 1 | Task Due Term 3 2023 Week 4 | |
| | Outcomes Assessed 12 – 5, 12 – 7, 12 - 12 | Outcomes Assessed 12 – 7, 12 - 12, 12 - 13 | Outcomes Assessed 12 – 1, 12 – 3, 12 – 4, 12 – 5, 12 – 7, 12 - 15 | Outcomes Assessed 12 – 2, 12 – 5, 12 – 7, 12 – 12, 12 – 13, 12 – 14, 12 -15 | |
| | Working Scientifically Skills | 20% | 10% | 25% | |
| Knowledge and understanding | 5% | 5% | 5% | 25% | 40% |
| Total % | 25% | 15% | 30% | 30% | 100% |



Biology- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|------------|--|
| BIO11/12-1 | Develops and evaluates questions and hypotheses for scientific investigation |
| BIO11/12-2 | Designs and evaluates investigations in order to obtain primary and secondary data and information |
| BIO11/12-3 | Conducts investigations to collect valid and reliable primary and secondary data and information |
| BIO11/12-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| BIO11/12-5 | Analyses and evaluates primary and secondary data and information |
| BIO11/12-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes |
| BIO11/12-7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| BIO12-12 | Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species |
| BIO12-13 | Explains natural genetic change and the use of genetic technologies to induce genetic change |
| BIO12-14 | Analyses infectious disease in terms of cause, transmission, management, and the organism's response, including the human immune system |



BUSINESS SERVICES

| Kempsey High School | | | Qualification: BSB30120 Certificate III in Business | | | | HSC Year: 2023 | | | | | | | |
|-------------------------------------|--|----------------|---|------|--------|------|----------------|------|--------|------|---|---|---|---|
| Unit Code | Unit Title | NESA hours | Term 4 | | Term 1 | | Term 2 | | Term 3 | | | | | |
| | | | 1-5 | 6-10 | 1-5 | 6-10 | 1-5 | 6-10 | 1-5 | 6-10 | | | | |
| BSBPEF201 | Support personal wellbeing in the workplace | 10 | 3 | | | | | | | | | | | |
| BSBPEF301 BSBTEC301 | Organise personal work priorities Design and produce business documents | 20 25 | | 10 | 10 | | | | | | | | | |
| BSBSUS211 BSBTWK301 BSBTEC303 | Participate in sustainable work practices Use inclusive work practices Create electronic presentations | 15 15 15 | | | | 10 | 10 | | | | | | | |
| BSBCRT311 | Apply critical thinking skills in a team environment | 20 | | | | | | | 3 | 3 | 3 | 3 | 3 | 3 |



Chemistry

| Component | TASK 1 | TASK 2 | TASK 3 | TASK 4 | Weighting % |
|---|--|--|---|-----------------------------------|-------------|
| | Task 1 | Task 2 | Task 3 | HSC Trial Examination | |
| | <i>Research</i> | <i>Practical assessment</i> | <i>Depth Study</i> | <i>Examination</i> | |
| | Task Due Term 4 (2022) Week 8 | Task Due Term 1 Week 8 | Task Due Term 2 Week 8 | Task Due Term 3 Week 3 | |
| | Outcomes Assessed 12-3, 12-5, 12-6, 12-7 12-12 | Outcomes Assessed 12-2, 12-5, 12-7, 12-13 | Outcomes Assessed 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-14 | Outcomes Assessed All outcomes | |
| Knowledge and Understanding of course content | 5% | 5% | 10% | 20% | 40% |
| Skills in Working Scientifically | 10% | 10% | 30% | 10% | 60% |
| Total % | 15% | 15% | 40% | 30% | 100% |



Chemistry- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|-----------|--|
| CH11/12-1 | Develops and evaluates questions and hypotheses for scientific investigation |
| CH11/12-2 | Designs and evaluates investigations in order to obtain primary and secondary data and information |
| CH11/12-3 | Conducts investigations to collect valid and reliable primary and secondary data and information |
| CH11/12-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| CH11/12-5 | Analyses and evaluates primary and secondary data and information |
| CH11/12-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes |
| CH11/12-7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| CH12-12 | Explains the characteristics of equilibrium systems, and the factors that affect these systems |
| CH12-13 | Describes, explains and quantitatively analyses acids and bases using contemporary models |
| CH12-14 | Analyses the structure of, and predicts reactions involving, carbon compounds |
| CH12-15 | Describes and evaluates chemical systems used to design and analyse chemical processes |



Construction

School Name: Kempsey High School

Student Competency Assessment Schedule

COURSE: CPC20220 Certificate II in construction Pathways & SoA towards CPC20120 Certificate II in Construction 2022 -2023

| Assessment Events for Certificate II in Construction Pathways | | | Cluster 1 | Cluster 2 | Cluster 3 | Cluster 4 | Preliminary 1/2 Year Exam** | Work Placement 1* | Preliminary Yearly Examination** |
|--|--------------------------|---|---|---------------------------------------|--|---|--------------------------------|----------------------|-------------------------------------|
| | | | Week DONE LAST YEAR Term Date | Week 5 Term1 Date 08/04/2022 | Week 5 Term 2 Date 01/07/2022 | Week 5 Term 3 Date: 23/09/2022 | Week1 Term Date | Week Term Date | Week Term Date |
| Cluster | Code | Unit of Competency | | | | | | | |
| Cluster 1 | CPCCWHS1001 | Prepare to work safely in the construction industry | | | | | | | |
| Cluster 2 | CPCCWHS2001 | Apply WHS requirements, policies, and procedures in the construction industry | | X | | | | | |
| Cluster 3 | CPCCCM1001 CPCCOM1015 | Undertake basic estimation and costing Carry out measurements and calculations | | | X | | | | |
| Cluster 4 | CPCCOM2001 CPCCPM1013 | Read and interpret plans and specifications Plan and organise work | | | | X | | | |

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 - Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate in Construction

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

* Selected units only to be confirmed by your teacher.

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



CONSTRUCTION

School Name: Kempsey High School

2022/2023 Student Competency Assessment Schedule

COURSE: CPC20220 Certificate II in construction Pathways & SoA towards CPC20120 Certificate II in Construction

| Assessment Events for (Must be edited to suit school delivery – refer to TAS) | | | Cluster 5 | Cluster 6 | Cluster 7 | Cluster 8 | ½ yearly Exam** | Work Placement 2* | Trial Exam** |
|--|--|---|--|---|---|---|-----------------------|-----------------------|-----------------------|
| | | | Week 5 Term 1 Date: 24/2/2023 | Week 5 Term 3 Date: 08/02/2023 | Week 5 Term 2 Date: 02/05/2023 | Week 8 Term 3 Date: 15/09/2022 | Week Term Date: | Week Term Date: | Week Term Date: |
| Cluster | Code | Unit of Competency | | | | | | | |
| Cluster 5 – Option 2 | CPCCWF2002 CPCCCM2013 | Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles | X | | | | | | |
| Cluster 6 | CPCCCM2006 | Apply basic levelling procedures | | X | | | | | |
| Cluster 7 | CPCCCA2002 CPCCCM2005 CPCCCA2011 | Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials | | | X | | | | |
| Cluster 8 | CPCCVE1011 CPCCOM1012 | Undertake a basic construction project Work effectively and sustainably 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 & Statement of Attainment towards CPC20120 Certificate in Construction

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

* Selected units only to be confirmed by your teacher.

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



Drama

| Component | TASK 1 | TASK 2 | TASK 3 | TASK 4 | Weighting % |
|----------------------------|--|--|--|---|-------------|
| | Australian Drama and Theatre Traditions | Individual Project | Group Play | HSC Trial Examination | |
| | <i>Essay and Performance</i> | <i>Performance/ Project Submission</i> | <i>Performance</i> | <i>Written Examination and Practical Examination</i> | |
| | Task Due Term 4 Week 9 | Task Due Term 1 Week 9 | Task Due Term 2 Week 9 | Task Due Term 3 Week 9 | |
| | Outcomes Assessed 1.1,1.2, 1.3, 1.4, 1.5, 1.6 1.7 | Outcomes Assessed 2.1, 2.2, 2.3 | Outcomes Assessed 2.1, 2.2, 2.3 | Outcomes Assessed 1.1,1.2, 1.3, 1.4, 1.5, 1.6 1.7, 2.1, 2.2, 2.3 | |
| Making | 10% | 10% | 10% | 10% | 40% |
| Performing | | | 20% | 10% | 30% |
| Critically Studying | 10% | 10% | | 10% | 30% |
| Total % | 20% | 20% | 30% | 30% | 100% |



Drama- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|--|
| 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. |



ENGLISH ADVANCED

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|--|--|--|--|--|--------------------|
| Component | Common Module - Texts and the Human Experience | Module B - Critical Study of Literature | Module A – Textual Conversations | Module C – The Craft of Writing | Weighting % |
| | <i>Multimodal Presentation</i> | <i>Critical Response</i> | <i>Extended Response Test Conditions</i> | <i>Creative Compositions and Reflection</i> | |
| | Task Due Term 4, 2022 Week 10 | Task Due Term 1, 2023 Week 10 | Task Due Term 2, 2023 Week 10 | Task Due Term 3, 2023 Week 6 | |
| | Outcomes Assessed EA12-1, EA12-2, EA12-7, EA12-8 | Outcomes Assessed EA12-1, EA12-2, EA12-4, EA12-8 | Outcomes Assessed EA12-3, EA 12-5, EA 12-6, EA12-7 | Outcomes Assessed EA12-1, EA12-4, EA12-5, EA12-9 | |
| Knowledge and understanding of course content | 10% | 15% | 15% | 10% | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15% | 10% | 10% | 15% | 50% |
| Total % | 25% | 25% | 25% | 25% | 100% |



English Advanced- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|---|
| EA12-1 | Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| EA12-2 | Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies |
| EA12-3 | Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning |
| EA12-4 | Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts |
| EA12-5 | Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments |
| EA12-6 | Investigates and evaluates the relationships between texts |
| EA12-7 | Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued |
| EA12-8 | Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning |
| EA12-9 | Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner |



ENGLISH STANDARD

| Component | TASK 1 | TASK 2 | TASK 3 | TASK 4 | Weighting % |
|--|--|---|---|--|----------------|
| | Common Module: Texts and the Human Experience | Module B – Close Study of Literature | Module C The Craft of Writing | Module A: Language, Identity & Culture | |
| | <i>Multimodal Presentation</i> | <i>Extended Response</i> | <i>Portfolio & Reflection</i> | <i>In-class, timed examination</i> | |
| | Task Due Term 4 (2022) Week 10 | Task Due Term 1 (2023) Week 10 | Task Due Term 2 (2023) Week 10 | Task Due Term 3 (2023) Week 7 | |
| | Outcomes Assessed EN 12-1, EN 12 – 7, EN12-2, EN 12 – 8, EN12 -6, EN 12 – 9 | Outcomes Assessed EN12 -1, EN12-3, EN12-5, EN12-6, EN12-7, EN 12- 9 | Outcomes Assessed EN12-3, EN12-5 EN12-7, EN 12- 8, EN12-9 | Outcomes Assessed EN 12-1, EN12-3, EN12-4, EN12-5, EN12-7, EN12-8 | |
| Knowledge and understanding of course content | 10% | 15% | 15% | 10% | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15% | 10% | 10% | 15% | 50% |
| Total % | 25% | 25% | 25% | 25% | 100% |



English Standard- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|---|
| EN12-1 | Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| EN12-2 | Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies |
| EN12-3 | Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning |
| EN12-4 | Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts |
| EN12-5 | Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments |
| EN12-6 | Investigates and explains the relationships between texts |
| EN12-7 | Explains and evaluates the diverse ways texts can represent personal and public worlds |
| EN12-8 | Explains and assesses cultural assumptions in texts and their effects on meaning |
| EN12-9 | Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner |



ENGLISH STUDIES

| Component | TASK 1 | TASK 2 | TASK 3 | TASK 4 | Weighting % |
|--|---|---|---|--|----------------|
| | Texts and Human Experiences | Identity | We are Australian | The Big Screen | |
| | <i>Visual Representation</i> | <i>Multimodal Presentation</i> | <i>Written Task- Letter</i> | <i>Written task- Film Review</i> | |
| | Task Due Term 4 (2022) Week 10 | Task Due Term 1 Week 10 | Task Due Term 2 Week 10 | Task Due Term 3 Week 10 | |
| | Outcomes Assessed ES12-1, ES12-4, ES12-7, ES12-8 | Outcomes Assessed ES12-2, ES12-5, ES12-9 | Outcomes Assessed ES12-1, ES12-4, ES12-6, ES12-7, ES12-9 | Outcomes Assessed ES12-2, ES12-3, ES12-4, ES12-7, ES12-10 | |
| Knowledge and understanding of course content | 15% | 10% | 10% | 15% | 50% |
| Skills in- -Comprehending texts -Communicating ideas -Using language accurately, appropriately, and effectively | 10% | 15% | 10% | 15% | 50% |
| Total % | 25% | 25% | 20% | 30% | 100% |



English Studies- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|--|
| ES12-1 | Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts, and texts from academic, community, workplace and social contexts for a variety of purposes |
| ES12-2 | Identifies, uses, and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal, and digital texts that have been composed for different purposes and contexts |
| ES12-3 | Accesses, comprehends, and uses information to communicate in a variety of ways |
| ES12-4 | Composes proficient texts in different forms |
| ES12-5 | Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences |
| ES12-6 | Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes |
| ES12-7 | Represents own ideas in critical, interpretive, and imaginative texts |
| ES12-8 | Understands and explains the relationships between texts |
| ES12-9 | Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage, and persuade different audiences |
| ES12-10 | Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner |



HOSPITALITY



School Name: Kempsey High School

Student Competency Assessment Schedule

COURSE: SIT20416 Certificate II in Kitchen operations

Preliminary

2022 - 2023

| Assessment Events for (Must be edited to suit school delivery – refer to TAS) | | | Cluster 1 | Cluster 2 | Cluster 3 | Preliminary 1/2 Year Exam** | Work Placement 1* | Preliminary Yearly Examination** |
|--|--|---|----------------|----------------|----------------|-----------------------------|-------------------|----------------------------------|
| | | | Week 8 | Week 9 | Week 6 | Week: TBA | Week: 6&7 | Week: TBA |
| | | | Term 1 | Term 2 | Term 3 | Term: TBA | Term: 2 | Term: 3 |
| Cluster | Code | Unit of Competency | Date: 25.03.22 | Date: 20.06.22 | Date: 26.08.22 | Date: TBA | Date TBA | Date TBA |
| Cluster 1 Cook safe, work safe, eat safe | SITXWHS001 SITXFSA001 | Participate in safe work practices Use hygienic practices for food safety | | | | | | |
| Cluster 2 Pop up sandwich bar | SITHCCC003 SITXINV002 SITXFSA002 | Prepare and present sandwiches Maintain the quality of perishable items Participate in safe food handling practices | | | | | | |
| Cluster 3 Keeping up to date | SITHIND002 BSBWOR203 | Source and use information on the hospitality industry Work effectively with others | | | | | | |
| Cluster 7 (A) Working in industry (work placement 1) | SITHCCC011 BSBSUS201 | Use Cookery skills effectively Participate in environmentally sustainable work practices | | | | | | |

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT 20416 Certificate II in Kitchen operations** or a Statement of Attainment towards a **SIT20416 Certificate II in Kitchen operations**

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

* Selected units only to be confirmed by your teacher.

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



HOSPITALITY



Education
Public Schools

School Name: Kempsey High School

COURSE: SIT20416 Certificate II in Kitchen operations

HSC

Student Competency Assessment Schedule
2022 - 2023

| Assessment Events for (Must be edited to suit school delivery – refer to TAS) | | | Cluster 4 | Cluster 5 | Cluster 6 | ½ yearly Exam** | Work Placement 2* | Trial Exam** |
|--|--|--|------------|------------|------------|-----------------|-------------------|--------------|
| | | | Week 10 | Week 10 | Week 5 | Week TBA | Week TBA | Week TBA |
| | | | Term 4 | Term 1 | Term 3 | Term TBA | Term TBA | Term TBA |
| | | | Date: 2022 | Date: 2023 | Date: 2023 | Date: TBA | Date: TBA | Date: TBA |
| Cluster | Code | Unit of Competency | | | | | | |
| Cluster 4 All day dining | SITHCCC002 SITHCCC005 SITHKOP001 SITHCCC001 | Prepare and present simple dishes Prepare dishes using basic methods of cookery Clean kitchen premises and equipment Use food preparation equipment | | | | | | |
| Cluster 5 Lite Bites | SITHCCC006 SITHCCC005 SITHKOP001 SITHCCC001 | Prepare appetisers and salads Prepare dishes using basic methods of cookery Clean kitchen premises and equipment Use food preparation equipment | | | | | | |
| Cluster 6 What's on the menu? | SITHCCC005 SITHKOP001 SITHCCC001 | Prepare dishes using basic methods of cookery Use food preparation equipment Clean kitchen premises and equipment | | | | | | |
| Cluster 7 (B) Working in industry (work placement 2) | SITHCCC011 BSBSUS201 | Use Cookery skills effectively Participate in environmentally sustainable work practices | | | | | | |

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT20416 Certificate II in Kitchen operations** or a Statement of Attainment towards a **SIT20416 Certificate II in Kitchen operations**

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

* Selected units only to be confirmed by your teacher.

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



INDUSTRIAL TECHNOLOGY- TIMBER

| Component | TASK 1 | TASK 2 | TASK 4 | Weighting % |
|--|--|---|---|----------------|
| | Design & Planning Presentation | Industry Study | HSC Trial Examination | |
| | <i>Presentation</i> | <i>Portfolio</i> | <i>Examination</i> | |
| | Task Due Term 4 Week 6 | Task Due Term 1 Week 6 | Task Due Term 3 Week 4 | |
| | Outcomes Assessed H1.1, H1.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2 | Outcomes Assessed H1.1, H1.2, H3.2, H5.1, H6.2, H7.1 | Outcomes Assessed H1.1, H1.2, H1.3, H2.1, H3.1, H4.1, H6.1, H7.1 H7.2 | |
| Knowledge and understanding of course content | 10% | 10% | 10% | 30% |
| Knowledge and skills in the design, management, communication, and production of a major project | 30% | 20% | 20% | 70% |
| Total % | 40% | 30% | 30% | 100% |



Industrial Technology Timber- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|--|
| 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 | Is skilled in sketching, producing and interpreting drawings. |
| H3.2 | Selects and applies appropriate research and problem-solving skills. |
| H3.3 | Applies design principles effectively through the production of projects. |
| H4.1 | Demonstrates competency in 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 | Selects 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 | Evaluates 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 |



Legal Studies

| Component | TASK 1 | TASK 2 | TASK 3 | TASK 4 | Weighting % |
|--|--|---|---|---|----------------|
| | Human Rights | Crime | Options Topic (Selected by class) | HSC Trial Examination | |
| | <i>Essay</i> | <i>ICT Task</i> | <i>Research Task</i> | <i>Examination</i> | |
| | Task Due Term 4 Week 8 | Task Due Term 1 Week 8 | Task Due Term 2 Week 6 | Task Due Term 3 Week 4 | |
| | Outcomes Assessed H1, H2, H6 | Outcomes Assessed H7, H9, H10 | Outcomes Assessed H4, H5, H7 | Outcomes Assessed H3, H9, H10 | |
| Knowledge and understanding of course content | 10% | 10% | 10% | 10% | 40% |
| Analysis and evaluation | | 5% | | 10% | 15% |
| Inquiry and research | 5% | 5% | 10% | | 20% |
| Communication of legal information, ideas and issues in appropriate forms | 10% | 5% | | 10% | 25% |
| Total % | 25% | 25% | 20% | 30% | 100% |



Legal Studies- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|--|
| 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. |



Marine Studies

| Component | TASK 1 | TASK 2 | TASK 3 | TASK 4 | Weighting % |
|---------------------------------------|---------------------------|--------------------------|------------------------------|------------------------------|----------------|
| | Estuarine Studies | Aquaculture | Coral and Coral Reefs | HSC Trial Examination | |
| | <i>Fieldwork / Report</i> | <i>Case Study</i> | <i>Investigation</i> | <i>Examination</i> | |
| | Task Due | Task Due | Task Due | Task Due | |
| | Term 4 Week 8 | Term 1 Week 8 | Term 2 Week 8 | Term 3 Week 4 | |
| Outcomes Assessed | Outcomes Assessed | Outcomes Assessed | Outcomes Assessed | | |
| 1.3, 2.1, 2.2, 2.3, 4.1 | 1.2, 2.1, 2.3, 5.3, 5.4 | 1.1, 3.1, 3.2, 3.3, 3.4 | 1.1, 1.3, 3.3, 4.1, 5.2 | | |
| Collecting & analysing information | 10% | 10% | 5% | 5% | 30% |
| Communicating ideas & information | | 5% | 5% | 10 | 20% |
| Planning & organising activities | 5% | | | | 5% |
| Working with others & in teams | 5% | 5% | | | 10% |
| Using mathematical ideas & techniques | 5% | 5% | 5% | 5% | 20% |
| Using technology | | | 5% | | 5% |
| Solving problems | | | 5% | 5% | 10% |
| Total % | 25% | 25% | 25% | 25% | 100% |



Marine Studies- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|---|
| 1.1 | Relates with a respectful and caring attitude to the ocean and its life forms. |
| 1.2 | Identifies the roles of individuals or groups involved in maritime activities. |
| 1.3 | Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course. |
| 1.4 | Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea. |
| 1.5 | Demonstrates an awareness of the value of the ocean as a source of historical information. |
| 2.1 | Appreciates the importance of effective management practice. |
| 2.2 | Works effectively within a group. |
| 2.3 | Communicates information by writing reports, giving short talks and contributing to discussions. |
| 3.1 | Evaluates information, situations, equipment manuals and written or manual procedures. |
| 3.2 | Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing. |
| 3.3 | Generates information from data by calculating, inferring, interpreting and generalising. |
| 3.4 | Carries out planned research activities using appropriate measurements, observations, classification and recording skills. |
| 4.1 | Identifies marine vocations and a range of leisure pursuits. |
| 4.2 | Appreciates marine environments as sources of employment and leisure. |
| 5.1 | Values the rules and operating principles of marine equipment and applies them. |
| 5.2 | Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment. |
| 5.3 | Interprets and follows instructions, with accuracy. |
| 5.4 | Selects, organises, assembles, dismantles, cleans, and returns equipment. |



Mathematics Advanced

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|---|--|--|---|--|-----------------------|
| Component | Sequences and Series | Calculus | Motion and Rates | HSC Trial Examination | Weighting % |
| | <i>Open Book Test</i> | <i>Investigation</i> | <i>Skills Task</i> | <i>Examination</i> | |
| | Task Due Term 4 Week 7 | Task Due Term 1 Week 7 | Task Due Term 2 Week 7 | Task Due Term 3 Week 4 | |
| | Outcomes Assessed MA12-4 | Outcomes Assessed MA12-3, MA12-7, MA12-9 | Outcomes Assessed MA12-6, MA12-10 | Outcomes Assessed MA12-1, MA12-2, MA12-5 | |
| Understanding, Fluency and Communicating | 10% | 15% | 10% | 15% | 50% |
| Problem Solving, Reasoning and Justification | 10% | 10% | 15% | 15% | 50% |
| Total % | 20% | 25% | 25% | 30% | 100% |



Mathematics Advanced- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|--|
| MA12-1 | Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts |
| MA12-2 | Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques |
| MA12-3 | Applies calculus techniques to model and solve problems |
| MA12-4 | Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems |
| MA12-5 | Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs |
| MA12-6 | Applies appropriate differentiation methods to solve problems |
| MA12-7 | Applies the concepts and techniques of indefinite and definite integrals in the solution of problems |
| MA12-8 | Solves problems using appropriate statistical processes |
| MA12-9 | Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use |
| MA12-10 | Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context |



Mathematics Standard 2

| Component | TASK 1 | TASK 2 | TASK 3 | TASK 4 | Weighting % |
|--|---|--|--------------------------------------|---|-------------|
| | Skills Task | Research Task | Investigation Task | HSC Trial Examination | |
| | <i>In class</i> | <i>Assignment/Quiz</i> | <i>Assignment</i> | <i>Examination</i> | |
| | Task Due Term 4 Week 7 | Task Due Term 1 Week 7 | Task Due Term 2 Week 7 | Task Due Term 3 Week 4 | |
| | Outcomes Assessed MS2-12-5, MS2-12-10 | Outcomes Assessed MS2-12-1, MS2-12-6, MS2-12-9 | Outcomes Assessed MS2-12-8 | Outcomes Assessed 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 | |
| Understanding, Fluency and Communicating | 10% | 15% | 10% | 15% | 50% |
| Problem Solving, Reasoning and Justification | 10% | 10% | 15% | 15% | 50% |
| Total % | 20% | 25% | 25% | 30% | 100% |



Mathematics Standard 2- Syllabus Outcomes

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



Music 1

| Component | TASK 1 | TASK 2 | TASK 3 | TASK 4 | Weighting % |
|----------------|---|--|---|--|-------------|
| | Task 1 | Task 2 | Task 3 | HSC Trial Examination | |
| | <i>Musicology & Composition</i> | <i>Viva-voce</i> <i>Electives 1-2-3</i> | <i>Aural Log &</i> <i>Performance -Core</i> | <i>Examination</i> <i>Aural - Written</i> <i>Performance –Electives 1-2-3</i> | |
| | Task Due Term 4 Week 9 | Task Due Term 1 Week 6 | Task Due Term 2 Week 6 | Task Due Term 3 Week 4 | |
| | Outcomes Assessed H2, H3, H4, H5, H6, H7, H8, H9, H10, H11 | Outcomes Assessed H2, H4, H5, H6, H7, H8, H9, H10, H11 | Outcomes Assessed H1, H2, H4, H5, H6, H7, H8, H9, H10, H11 | Outcomes Assessed H1, H2, H4, H5, H6, H7, H8, H9, H10, H11 | |
| # 1 | Musicology core -10% Composition core – 10% | | | | 20% |
| # 2 | | Viva-voce Electives 1 – 10% Electives 2 – 10% Electives 3 – 10% | | | 30% |
| # 3 | | | Aural Log – 10% Core Performance-10% | | 20% |
| # 4 | | | | Aural Exam-15% Performance Exam Electives 1 – 5% Electives 2 – 5% Electives 3 – 5% | 30% |
| Total % | 20% | 30% | 20% | 30% | 100% |



Music 1- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|---|
| H1 | Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble |
| H2 | Reads, interprets, discusses, and analyses simple musical scores that are characteristic of the topics studied |
| H3 | Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied |
| H4 | Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles |
| H5 | Critically evaluates and discusses performances and compositions |
| H6 | Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening |
| H7 | Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied |
| H8 | Identifies, recognises, experiments with, and discusses the use and effects of technology in music |
| H9 | Performs as a means of self-expression and communication |
| H10 | Demonstrates a willingness to participate in performance, composition, musicology, and aural activities |
| H11 | Demonstrates a willingness to accept and use constructive criticism |



PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

| Component | TASK 1 | TASK 2 | TASK 3 | TASK 4 | Weighting % |
|---|---|--|---|---|-------------|
| | Sports Injury Report | Health Promotion Webpage | Report | HSC Trial Examination | |
| | <i>Typed Document (Information report)</i> | <i>Wix Webpage</i> | <i>Typed Document (Information report)</i> | <i>Examination</i> | |
| | Task Due Term 4 (2022) Week 6 | Task Due Term 1 (2023) Week 7 | Task Due Term 2 (2023) Week 7 | Task Due Term 3 Week 4 | |
| | Outcomes Assessed H8, H13, H16, H17 | Outcomes Assessed H1, H3, H4, H14, H15 | Outcomes Assessed H2, H5, H6, H14, H15, H16 | Outcomes Assessed A selection of H1-H17 from Core Modules 1 & 2 and Options 3 & 4 | |
| Knowledge and understanding of course content | 10% | 10% | 10% | 10% | 40% |
| Skills in critical thinking, research, analysis and communication | 10% | 20% | 20% | 10% | 60% |
| Total % | 20% | 30% | 30% | 20% | 100% |



PDHPE- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|--|
| H1 | Describes the nature and justifies the choice of Australia's health priorities |
| H2 | Analyses and explains the health status of Australians in terms of current trends and groups most at risk |
| H3 | Analyses the determinants of health and health inequities |
| H4 | Argues the case for health promotion based on the Ottawa Charter |
| H5 | Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities |
| H6 | Demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1) |
| H7 | Explains the relationship between physiology and movement potential |
| H8 | Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity |
| H9 | Explains how movement skill is acquired and appraised |
| H10 | Designs and implements training plans to improve performance |
| H11 | Designs psychological strategies and nutritional plans in response to individual performance needs |
| H12 | Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2) |
| H13 | Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3) |
| H14 | Argues the benefits of health-promoting actions and choices that promote social justice |
| H15 | Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all |
| H16 | Devises methods of gathering, interpreting and communicating information about health and physical activity concepts |
| H17 | Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation |



Physics

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|--------------------------------------|---|---|--|--|--------------------|
| Component | Scientific Analysis and Research | DC Motor Practical Investigation | Simulation Investigation | HSC Trial Examination | Weighting % |
| | <i>Depth Study</i> | <i>Practical Investigation</i> | <i>In-Class Assignment</i> | <i>Examination</i> | |
| | Task Due Term 4 Week 8 | Task Due Term 1 Week 8 | Task Due Term 2 Week 8 | Task Due Term 3 Week 4 | |
| | Outcomes Assessed PHY 12-5, 12-7, 12-12 | Outcomes Assessed PHY 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-13 | Outcomes Assessed PHY 12-2, 12-3, 12-4, 12-5, 12-13, 12-14 | Outcomes Assessed PHY 12-7, 12-12, 12-13, 12-14, 12-15 | |
| Working Scientifically Skills | 20% | 15% | 15% | 10% | 60% |
| Knowledge and understanding | 10% | 5% | 5% | 20% | 40% |
| Total % | 30% | 20% | 20% | 30% | 100% |



Physics- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|-----------|--|
| PH11/12-1 | Develops and evaluates questions and hypotheses for scientific investigation |
| PH11/12-2 | Designs and evaluates investigations to obtain primary and secondary data and information |
| PH11/12-3 | Conducts investigations to collect valid and reliable primary and secondary data and information |
| PH11/12-4 | Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| PH11/12-5 | Analyses and evaluates primary and secondary data and information |
| PH11/12-6 | Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes |
| PH11/12-7 | Communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| PH11-8 | Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration |
| PH11-9 | Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy |
| PH11-10 | Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles |
| PH11-11 | Explains and quantitatively analyses electric fields, circuitry, and magnetism |



Primary Industries

School Name: KEMPSEY HIGH SCHOOL
Assessment Schedule

2022 -2023 Student Competency

COURSE: Primary Industries

| Assessment Events for AHC20116 Certificate II in Agriculture | | | Cluster 3 | Cluster 4 | Cluster 8 | Cluster 5 | Work Placement 2* | HSC Yearly Exam** |
|---|------------------------|--|---------------|---------------|---------------|---------------|----------------------|----------------------|
| Cluster | Code | Unit of Competency | Week 10 | Week 10 | Week 10 | Week 10 | Week TBC | Week 3 |
| | | | Term 2 | Term 2 | Term 2 | Term 2 | Term | Term 3 |
| | | | Date 01.06.23 | Date 01.06.23 | Date 01.06.23 | Date 01.06.23 | Date TBA | Date TBA |
| 3 | AHCWRK201 | Observe and report on weather | | | | | | |
| 4 | AHCCHM201 AHCPMG201 | Apply chemicals under supervision Treat weeds | | | | | | |
| 8 | AHCLSK209 AHCLSK211 | Monitor water supplies Provide feed for livestock | | | | | | |



Sport Lifestyle and Recreation

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|------------------------------------|--|----------------------------------|--|----------------------------|--------------------|
| Component | Map, compass, navigation, and expedition planning | Aquatics – Games/Paddling | Training for Strength and Power | Net and Court Games | Weighting % |
| | <i>Written Task</i> | <i>Practical Assessment</i> | <i>Oral Presentation</i> | <i>Self-Assessment</i> | |
| | Task Due | Task Due | Task Due | Task Due | |
| | Term 1 Week 3 | Term 2 Week 7 | Term 3 Week 1 | Term 3 Week 6 | |
| | Outcomes Assessed | Outcomes Assessed | Outcomes Assessed | Outcomes Assessed | |
| 1.3, 2.3, 3.6, 4.2 | 1.1, 1.3, 3.1, 4.4, 4.5 | 1.3, 2.1, 2.2, 2.3, 3.2 | 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2 | | |
| Knowledge and understanding | 15% | 15% | 15% | | 45% |
| Skills | 15% | 15% | 15% | 10% | 55% |
| Total % | 30% | 30% | 30% | 10% | 100% |



SLR- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|--|
| 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 |



Visual Arts

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|-------------------------------|--|--|---|---|-------------|
| Component | Development of the Body of Work VAPD documenting initial artmaking experimentation and investigation, together with an analysis of artmaking practice through the frames. Art express research and comparative analysis of student practice and selected artists' practice. | ESSAY Investigation of the relationship(s) between artists and artworld agencies, including annotated research and initial essay writing drafts. | Resolving the Body of Work Submission of artworks under development with VAPD documenting experimentation and written reflections including explanation of intention and the links between material and conceptual practice Student Teacher Interview Oral Presentation Case Study 4 | HSC Trial Examination Artmaking and Art Criticism and Art History Written Examination Body of Work VAPD artists statement | Weighting % |
| | <i>VAPD</i> | <i>ESSAY</i> | <i>ARTMAKING</i> | <i>Examination</i> | |
| | Task Due Term 4 Week 9 | Task Due Term 1 Week 9 | Task Due Term 2 Week 10 | Task Due Term 3 Week 4 | |
| | Outcomes Assessed H1, H2, H3, H4, H10 | Outcomes Assessed H8 | Outcomes Assessed H1, H2, H3, H4, H9 | Outcomes Assessed H5, H6, H7, H8, H9, H10 | |
| ARTMAKING | 10 % | | 25 % | 15 % | 50% |
| ART CRITICISM AND ART HISTORY | 5% | 20% | 10% | 15% | 50% |
| Total % | 15% | 20% | 35% | 30% | 100% |



Visual Arts- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|---|
| H1 | Initiates and organizes artmaking practice that is sustained, reflective and adapted to suit conditions. |
| H2 | Applies their understanding of the relationships among the artist, artwork, world, and audience through the making of a body of work. |
| H3 | Demonstrates an understanding of the frames when working independently in the making of art. |
| H4 | Selects and develops subject matter and forms in particular ways as representations in artmaking. |
| H5 | Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways. |
| H6 | Demonstrates technical accomplishment, refinement, and sensitivity appropriate to the artistic intentions within a body of work. |
| H7 | Applies their understanding of practice in art criticism and art history. |
| H8 | Applies their understanding of the relationships among the artist, artwork, world, and audience. |
| H9 | Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art. |
| H10 | Constructs a body of significant art histories, critical narratives, and other documentary accounts of representation in the visual arts. |



Work Studies

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|--------------------------------------|------------------------------------|--|--|----------------------------------|--------------------|
| Component | Holiday Budget Activity (Module 6) | Effective Team Member Booklet (Module 4) | Work-Life Balance Schedule + Analysis (Module 5) | Trial HSC Examination (Module 7) | Weighting % |
| | <i>Report</i> | <i>Booklet</i> | <i>Analysis</i> | <i>Examination</i> | |
| | Task Due | Task Due | Task Due | Task Due | |
| | Term 4 Week 8 | Term 1 Week 8 | Term 2 Week 10 | Term 3 Week 4 | |
| | Outcomes Assessed 5, 8, 9 | Outcomes Assessed 2, 5, 6 | Outcomes Assessed 5, 6, 8 | Outcomes Assessed 2, 7, 9 | |
| Knowledge & understanding | | 5% | 5% | 20% | 30% |
| Skills | 25% | 20% | 20% | 5% | 70% |
| Total % | 25% | 25% | 25% | 25% | 100% |



Work Studies- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|--|
| 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. |



Photography, Video and Digital Imaging

| | TASK 1 | TASK 2 | TASK 3 | TASK 4 | |
|--|-----------------------------------|---|---------------------------|--------------------------|--------------------|
| Component | Developing a Point of View | Traditions, Conventions, Styles and Genres | The Arranged Image | Manipulated Forms | Weighting % |
| | <i>Photo Essay</i> | <i>Poster, Film Study</i> | <i>Photomontage</i> | <i>Research Task</i> | |
| | Task Due | Task Due | Task Due | Task Due | |
| | Term 4 Week 9 | Term 1 Week 9 | Term 2 Week 9 | Term 3 Week 9 | |
| | Outcomes Assessed | Outcomes Assessed | Outcomes Assessed | Outcomes Assessed | |
| | M1, M5, M6, CH2 | M2, M4, M5, M6, CH1, CH5 | M1, M2, M3, M4, M5, M6 | CH1, CH4, CH5 | |
| Artmaking/ Drawing | 10% | 20% | 30% | - | 60% |
| Art Criticism & Art history | 20% | 10% | - | 10% | 40% |
| Total % | 30% | 30% | 30% | 10% | 100% |



Photography, Video & Digital Imaging- Syllabus Outcomes

| OUTCOME | DESCRIPTION |
|---------|--|
| M1 | Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice |
| M2 | Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works |
| M3 | Investigates different points of view in the making of photographs and/or videos and/or digital images |
| M4 | Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images |
| M5 | Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images |
| M6 | Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works |
| CH1 | Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging |
| CH2 | Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations |
| CH3 | Distinguishes between different points of view and offers interpretive accounts in critical and historical studies |
| CH4 | Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging |
| CH5 | Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production |



HSC ASSESSMENT CALENDAR

| TERM | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|------------------------|--------------------------|---------------------|--------------------------|------------------------------|--|-----------------------------------|---|---|---|--|---------|
| TERM 4 2022 | | | | | | PDHPE T1 Ind Tech- T1 | AdMathT1 | BIO T1 AH T1 CHEM T1 PHYS T1 MS T1 BUS T3 LST1 | PVDI T1 V. Art T1 PDM T1 Music T1 DRMT1 | EADV - T1 ENGSTU.1-1 ENGSTU.2-1 | |
| TERM 1 2023 | Hospitality Cluster 4 | | SLRT1 StMathT1 | | COV Cluster 5 | Music T2 DRMT2 Ind Tech- T2 | AdMathT2 StMathT2 PDHPE T2 | BIO T2 AH T2 CHEM T2 PHYS T2 MS T2 BUS T4 T5 LST2 | PVDI T2 VArt T2 PDM T2 DRM T2 | EADV - T2 ENGSTU.1-T2 ENGSTU.2-T2 | |
| TERM 2 2023 | | | Hospitality Cluster 5 | | | Music T3 LST3 | AdMathT3 StMathT3 PDHPE T3 SLRT2 | AH T3 CHEM T3 PHYS T3 MS T3 BUS T6 T7 | PVDI T3 VArt T3 PDM T3 DRMT3 | EADV - T3 ENGSTU.1-T3 ENGSTU.2-T3 | |
| TERM 3 2023 | SLRT3 BIO T3 | BLOCKED NO TASKS | BLOCKED NO TASKS | Trial HSC Examinations | Hospitality Cluster 6 COV- Cluster6 | EADV - T4 SLR T4 | | BUS T7 | PVDI T4 PDM T4 DRM T4 | ENGSTU.1-4 ENGSTU.2-1 COV Cluster 7 | |
| TERM 4 2023 | HSC Examination Period | | | | | | | | | | |

BLANK PAGE



Student Appeal /Request Form

Student's Name: _____ Year: _____

Subject: _____ Class Teacher Name: _____

Task: _____ Due Date: ____/____/____

Category:

- Appeal due to illness, absence or misadventure
- Appeal in relation to the final assessment and/or course rank
- Request for extension of time

Reason for Appeal/ Request:

- Illness/ injury Bereavement Misadventure Work placement
- School representation Excursion Approved leave Other (specify)

State details to support your case or attach statement

Medical Certificate is attached: Yes No

Additional information attached: Yes No

I declare that the information I have provided is true and accurate.

_____/____/____ _____ _____ _____

Signature of student Date Signature of Parent/ Caregiver Date

Head Teacher Recommendation:

- Complete a substitute task
- Estimate to be given
- No marks to be awarded
- Sit or submit the task without penalty
- Task to be submitted with penalty
- Extension granted

New Due Date: ____/____/____

_____/____/____

Signature of Class Teacher Date

_____/____/____

Signature of Head Teacher Date

Reason for decision:

_____/____/____

Signature of DP/Principal Date

- Parent contact
- Copies to student file and parent
- Recorded on Sentral and NESAs Schools Online

