

NAME

KOGARAH HIGH SCHOOL



HIGHER SCHOOL CERTIFICATE (YEAR 12) **COURSE AND ASSESSMENT INFORMATION** 2015/2016

Year Advisor – Ms M Clark
Principal – Mrs V Pacey

Kogarah High School is ...

a school where every student values learning, strives for excellence, has opportunities to experience success and develop skills to confidently meet the challenges of the 21st century.

At Kogarah High School we develop young people who are ...

- ✓ *Skilled learners*
- ✓ *Responsible citizens*
- ✓ *Prepared and confident about their future*

The values that underpin our school culture are ...

- ✓ *Respect*
- ✓ *Responsibility*
- ✓ *Caring*

Learn • Achieve • Celebrate

HSC COURSES 2015/2016

How are Year 12 studies organised?

Year 12 studies for Higher School Certificate courses begin in Term 4, 2015 and continue throughout terms 1, 2 and 3 in 2016.

Internal school-based assessment takes place throughout this period.

The external HSC examinations are held during October and November, 2016.

What are HSC course requirements?

The Board of Studies Teaching & Educational Standards (BOSTES) sets out guidelines for satisfactory completion of its courses as follows -

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board;*
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- c) achieved some or all of the course outcomes.*

Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly absences will be regarded seriously.

In essence, this means that to satisfactorily meet HSC requirements you must have:-

- 1) satisfactory attendance at school and satisfactory attendance in each course
- 2) satisfactorily completed all assessment tasks
- 3) satisfactorily applied yourself to all course work (including classwork, homework and revision).

To guide you and your parents with your progress, warning letters may be issued if your progress is not adequate. For example, when your work is of a poor standard, when you don't work diligently in class or complete home assignments, when you don't make a serious effort to do exams, or when you are absent too often. It is imperative that you make a consistent effort to learn and achieve.

The purpose of a warning letter is to:

1. let you and your family know that your progress is becoming unsatisfactory.
2. give you a chance to improve your progress before it becomes impossible for you to satisfy BOSTES guidelines.
3. encourage you to obtain the best possible results.

As a guide, a **warning letter** may be sent after 5 lesson absences. Lack of participation in lessons is a clear indicator that students are **NOT** meeting course outcomes.

Note that absences include sickness, all day or part day absence, truancy, leave from school for appointments and overseas trips. Although documentation is essential for any leave during school time, it **DOES NOT EXCUSE** you from having to catch up and complete missed work. Participation in school activities/excursions might also affect your ability to meet course outcomes, and it is up to students to make appropriate decisions when invited on such activities.

It is the responsibility of students to catch up on all work missed during these absences. It is only after your teacher confirms the work is completed satisfactorily that the warnings may be considered “complete” by the Head Teacher.

Parent interviews are required with the third warning letter so that parents, students and teachers are aware of what has to be done in order for you to satisfy course outcomes.

If, after the second warning letter your performance does not improve, the school may place you on an Improvement Program to enable you to satisfactorily complete any outstanding work. If the improvement program does not resolve the issues stated on the warning letters then the school may start the process to issue an ‘N DETERMINATION’ and in some cases declare your place vacant. This could mean that you will be asked to leave school.

Absences on Holidays

This MUST BE applied for in writing to the Principal. Short periods of time may be granted if the school feels that you are able to catch up the work when you come back or that assignments and work will be done and emailed/posted or handed in when you return. If you will be away for a long period of time overseas etc, written application has to be made to the Department of Education. This must be done before you go. Forms are available from the Deputy Principal.

Permission for extended leave is rarely granted to Year 12 students.

If you take leave without permission you are putting your HSC at serious risk. Any missed assessment tasks will be awarded a mark of ZERO and a warning letter issued. It is then up to you to complete an ‘Illness/Misadventure form’ to apply for marks to be awarded. If more than 50% of assessment tasks are not attempted, a student is unable to satisfy the course requirements and automatically receives an N DETERMINATION.

Vocational and Educational Training Courses

If you are studying a VET or TVET course such as Hospitality, Retail or Construction, there is a **compulsory component** of Work Placement. This is a TAFE and Department of Education requirement for satisfactorily completing study in these courses.

It should be noted that if a student fails to undertake any mandatory work placement component, 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.

How will HSC courses be assessed?

All HSC courses will be assessed according to the guidelines set by BOSTES. Assessment tasks are designed to determine whether you are achieving the outcomes of the course and also to help rank you. Assessments may be tests, projects, oral reports or assignments which will assess your knowledge and skills in that course.

You should note that assessment tasks will have a major focus on work covered in the HSC Course. Preliminary course work is regarded as 'assumed knowledge' and may not be directly assessed.

An assessment task calendar is included showing weeks when assessments are planned. This should help you prepare well before the task is due. Study this document carefully and note down assessments which apply to you. Teachers will advise you when assessments are approaching by issuing an official assessment notification.

Sometimes, due to unforeseen circumstances the date of an assessment task may be altered. In this case your teacher will advise you (in writing) in advance.

What are my responsibilities?

1. You must make a serious attempt at each assessment task. Anything considered a "NON-SERIOUS ATTEMPT" will initiate an official warning letter.
2. You must complete each assessment task by the due date and time. If your task is submitted electronically, it is your responsibility to ensure it is received by your teacher by the due date/time.
3. All work you submit for an assessment task must be your own work otherwise you will receive a zero for that assessment. All students have completed the *HSC All My Own Work* course.
4. In any course, you must complete assessment tasks worth more than 50% of the total assessment marks available or you may not be eligible to count the course towards your HSC.
5. ***YOU MUST BE PRESENT ALL DAY for assessment tasks given in non-scheduled examination periods (such as in-class tests). You are required to register your attendance on the day in your first timetabled period ON TIME, and attend other timetabled lessons as normal. Students failing to do this will need to report to the Deputy Principal and justify their absence with some appropriate documentation such as a Doctor's Certificate. Do not just turn up for an assessment task.***
6. Check the marking of each task in the lesson the assessment task is returned to you and notify your teacher of any problems within the **SAME** lesson.

What if I can't be present for an assessment?

Illness, an accident or official school business may cause you to miss an assessment task. In any of these situations you must carry out the following procedures or you may receive zero for the assessment.

1. Illness. **Ring** the Deputy Principal as soon as you know you will not be able to attend school for an assessment task and/or submit a task. You must call on the day.

Obtain a medical certificate which clearly states that in the opinion of the Doctor you were unfit to sit

for an HSC assessment task on the set day. Doctor's certificates issued several days after a task detailing minor complaints such as colds, stomach upsets or headaches are unacceptable.

Present the doctor's certificate with a completed Illness /Misadventure form (found at the back of book) to the Head Teacher on your FIRST school day after the doctor's certificate expires, including the next school day during an exam period. The Head Teacher in consultation with the Principal will decide if an alternative task is to be substituted. You may be required to do the alternative task on the first day you return to school.

2. Accident. If you are injured in an accident follow the same procedure as for an illness. If an accident merely delays you (for example, train breakdown) you should obtain a statement from some official with his/her name and a telephone number so that your account can be verified. Present all the information with a completed Illness/Misadventure form to your Head Teacher as soon as you arrive/return to school.
3. Official School Business. If you are representing the school in some official way (such as a sports team travelling away) and an assessment item is scheduled for this period you must see your Head Teacher before the event to arrange an alternative time or task.

Research assignments which are due during your absence must be handed in before you leave, not after you return.

4. Extraordinary Circumstances. If you believe that some extraordinary, unforeseen change in your circumstances has affected or may affect your ability to complete an assessment task successfully, you should present the facts in confidence with a completed Illness/Misadventure form to your Year Adviser, Deputy Principal or Principal.

You will then be advised as to whether special considerations apply.

How are assessments used?

On your Higher School Certificate you will receive two marks for each Board course; one mark is your HSC exam mark, the other is your school assessment mark for the course. For each Board Endorsed Course you will receive only one mark - your school assessment mark.

The weighting and type of each assessment task is shown under the course details in this booklet.

After each assessment task you will be given your mark for that task and your rank. Your cumulative rank will also be included in your mid-course and end-of-course reports.

How does the school deal with Malpractice?

"Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others" (BOSTES)

Consequences of proven malpractice are serious. Depending on the circumstances of the case:

- Zero marks may be awarded for the task;
- The task may not be declared valid; or
- The student may be deemed ineligible for the award of the HSC in that course.

In cases of suspected malpractice the schools "Assessment Review Panel" will investigate and make recommendations to the Principal. The panel will consist of the Principal/Deputy Principal, the subject Assessment Co-ordinator and a Head Teacher from another faculty.

The Principal reserves the right to declare a task invalid and order a substitute task especially if it is believed that the task has been in some way compromised.

Reporting to parents

You will receive two official school reports during the HSC assessment period.

A report will be issued as soon as possible after mid-course examinations. The end-of-course report will be issued after the Trial HSC examinations.

For each course you are attempting, the report will show

- your exam mark
- your exam ranking and cumulative ranking in the course out of the total number of students attempting the course. For example 4/26 means you are ranked 4th out of 26 students.
- grades for effort and participation
- subject outcomes and key competencies showing your progress (A – E)
- a comment from your teacher.

APPEAL FOR REVIEW OF FINAL SCHOOL ASSESSMENT RANKING

What is the appeals procedure for HSC assessment ranking? BOSTES sets out clear procedures which must be followed regarding appeals over HSC assessment ranks. The regulations are printed below and must be followed in the event of any appeal.

You may request a review of your ranking in any subject if the position given to you differs from your expectation (e.g. 10/20 instead of 3/20).

However the only grounds that will be considered for a review are whether or not:-

- The school's weightings conform to the Board's subject guides.
- The weightings and other procedures used for tasks are consistent with the school's policy.
- A computational or clerical error has occurred.

The school will provide the official ranking in each subject in your End of Course report, issued on the last day of term 3.

If you wish to request a review in any subject you must make the request to the school **NO LATER** than the last day of your HSC exams. This request **MUST** be in writing and on the form obtainable from the Deputy Principal (separate form for each subject). The form must be returned to the Deputy Principal or Principal.

You will be informed of the results of the Review soon after. If you are dissatisfied with this you may appeal to the Board. This Appeal is forwarded through the Principal and must reach the Board no later than the date set out in BOSTES' appeals document (early December).

WHAT ARE HSC AND ATAR REQUIREMENTS?

All senior students must be supplied with the following HSC and ATAR requirements

“THE REQUIREMENTS OF THE EDUCATION ACT 1990 AND AS PRESCRIBED BY THE BOARD OF STUDIES IN RELATION TO THE NSW HIGHER SCHOOL CERTIFICATE.

A. The *Education Act 1990* provides for Higher School Certificates to be granted by the Board of Studies to students who have:

- gained a Record of School Achievement in year 10 and year 11 (or other qualifications considered satisfactory by the Board)
- attended a government school (or accredited, registered non-government school)
- participated, to the Board’s satisfaction
- undertaken the requisite examinations or other forms of assessment
- complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or Board.

The Board may refuse to grant an HSC to a student whose attendance or application at school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of the Board, be justified.

B. Study requirements

English is the only compulsory Higher School Certificate subject.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least 12 units in your Preliminary study pattern and at least 10 units in your HSC study pattern.

Both study patterns must include:

- ◆ At least six units of Board Developed Courses
- ◆ At least two units of a Board Developed Course in English
- ◆ At least three courses of two unit value or greater
- ◆ At least four subjects.

No more than six units of courses in Science can contribute to the 12 Preliminary units and 10 HSC units required for the award of the Higher School Certificate.

C. Tertiary entry

Entry from year 12 into university courses in generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio. The ATAR for every student who completes the necessary pattern of study is calculated by the universities, not by the Board of Studies. The ATAR is reported on a scale of 0 to 99.95 with intervals of 0.05.

To be eligible for the ATAR, you must study at least 10 units of Board Developed HSC courses. The universities in NSW and the ACT calculate the ATAR based on your best 10 units of Board Developed Courses. Details of ATAR requirements can be found in the Universities Admissions Centre (UAC) Handbook”

NSW Students Online

It is the student's responsibility to ensure they have informed the appropriate person of any changes to their pattern of study, whether it be at Kogarah High School, or through Saturday School of Community Languages or Open High School.

Students will be required to sign at least TWO BoSTES Confirmation of Student Entry forms to acknowledge the accuracy of the information. Year 12 students should activate and regularly check their NSW Students Online account to update their personal details, view their HSC courses and timetable, and access other relevant material.

The screenshot shows the NSW Students Online website. At the top left, the text "NSW Students Online" is displayed in a large, bold, black font, with a small red box containing "10 to 12" above the word "Online". To the right of this is the BOSTES logo, which consists of a stylized stack of books above the word "BOSTES" in a bold, black font, followed by the text "BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW" in a smaller, black font. Below the main header is a navigation menu with several tabs: "Home" (highlighted in yellow), "About", "My Details", "Senior Study", "Assessment", "Exams", "Results", and "Search". The main content area is divided into three columns. The left column is titled "Key Dates" and features a background image of a calendar and an alarm clock. It lists two dates: "Jan 2015: HSC credentials sent out" and "13 Jul 2015: Personalised HSC language oral exam". The middle column is titled "Welcome to Students Online" and contains the text: "Students Online is your source for information about your study from Year 10 to the HSC. To access your enrolment details, results and more log in or activate your account now. Visit help if you are having issues accessing your account." The right column is titled "Login" and features a background image of a key and contains the text: "Login below or activate your account now".

Go to www.studentonline.bos.nsw.edu.au. You will need your BoSTES Student Number.

SUBJECT ASSESSMENT PROGRAM

On the following pages the individual assessment programs are shown for each subject. You will note that these are all set out similarly to the example shown below:

Outcomes H1-H12	Components (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
			Week/ Term	Week/ Term	Week/ Term	Week/ Term	Week/ Term
			Structured Essay	Oral	Class Test	Research	Trial HSC
H1,H3, H5, H6	C1	30%	10%	10%			10%
H1,H3, H7	C2	20%			5%	10%	5%
H1,H5,H8, H7,H12	C3	20%			10%		10%
H1,H2,H3, H4,H5,H7, H8,H9,H10, H11,H12	C4	30%				20%	10%
	Marks	100%	10%	10%	15%	30%	35%

Explanation of Terms

Outcomes The specific things you are expected to know, and to know how to do. The outcomes are provided in this book.

Components Areas of the syllabus to be assessed. Your teacher will provide a list of component codes where relevant.

Weightings Relative importance of each component in the overall assessment of your achievement on each task.

Tasks What you have to do for each assessment, when you must complete the task.

Other information may also be provided, such as course contents assigned in a particular task. Your teacher will explain any additional information to you.

ADVANCED ENGLISH			Course Content					Language Mode					Total Weighting	Outcomes
Date	Task No	Task Description	AOS	Module A	Module B	Module C	Total Weighting	Listening	Reading	Writing	Viewing / Representing	Speaking		
T4 W9	1	AOS (Speech)	15%				15					15%	15%	1, 2, 3, 4, 6,10
T1 W10/11	2	AOS and Module A (Half Yearly)	10%	15%			25		15%	10%			25%	1, 2, 2A ,4, 6, 7, 8, 10, 11
T2 W6	3	Mod B (Listening)			15%		15	10%	5%				15%	2A, 3, 6, 8, 12, 12A, 13
T3 W3	4	Mod C (Reflective Representation)				15%	15				15%		15%	1, 4, 5, 9, 12
T3 W5/6	5	TRIAL Exam	15%	5	5	5	30%	5%	5%	(20%) 5% AOS 5% Mod A 5% Mod B 5% Mod C			30%	1 to 13
		Total Weighting	40%	20%	20%	20%	100%	15%	25%	30%	15%	15%	100%	

Mode	Weighting
Writing	30%
Reading	25%
Speaking	15%
Listening	15%
Viewing/Representing	15%

STANDARD ENGLISH			Course Content					Language Mode						
Date	Task No	Task Description	AOS	Module A	Module B	Module C	Total Weighting	Listening	Reading	Writing	Viewing / representing	Speaking	Total Weighting	Outcomes
T4 W9	1	AOS (Speech)	15%				15					15%	15%	1, 2, 3, 4, 6, 10
T1 W10/11	2	AOS and Module A (Half Yearly)	10%	15%			25		15%	10%			25%	4, 5, 7, 8, 9, 11
T2 W6	3	Mod B (Viewing Listening)			15%		15	10%			5%		15%	3, 4, 5, 6, 9, 10
T3 W3	4	Mod C (Reflective Representation)				15%	15		5%		10%		15%	1, 2, 7, 8, 9, 11, 12, 13
T3 W5/6	5	TRIAL exam	15%	5	5	5	30%	5%	5%	(20%) 5% AOS 5% Mod A 5% Mod B 5% Mod C			30%	1 to 13
		Total Weighting	40%	20%	20%	20%	100%	15%	25%	30%	15%	15%	100%	

Mode	Weighting
Writing	30%
Reading	25%
Speaking	15%
Listening	15%
Viewing/Representing	15%

ENGLISH AS A SECOND LANGUAGE (ESL)

		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Components	Weighting %	Term 4 Week 10 Listening	Term 1 Weeks 10/11 Mid course exam Reading/Writing	Term 2 Week 7 Speaking	Term 3 Week 3 Viewing/ Representing	Term 3 Weeks 5/6 Trial HSC Examination
Outcomes	N/A	1, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 11, 12, 14	3, 7, 9, 10, 11	6, 8, 12, 13	1 to 14
Area of Study	50	15	25			10
Electives	50			20	15	15*
MARKS	100	15	25	20	15	25

NOTES:

Language Modes to be assessed:

Listening	20%
Speaking	20%
Viewing/Representing	15%
Reading	20%
Writing	25%

*In Trial Examination Paper 2-
Module A is 5%
Module B is 5%
Listening is 5%

ENGLISH STUDIES

<u>TASK</u>	<u>Task %</u>	<u>Due Date</u>	<u>Component</u>	<u>Value %</u>
6.4 On the Road. English and the experience of Travel. Task: Produce an online travel magazine/power point	30%	Term 4 Week 10	Objective 1: H1.2, H1.4	10%
			Objective 2: H2.1, H2.2, H2.3	10%
			Objective 4: H4.1, H4.2	10%
6.2 We are Australians. English in citizenship, community and cultural identity. Task: Half Yearly Examination	30%	Term 1 Week 10/11	Objective 1: H1.1, H1.2, H1.3, H1.4	10%
			Objective 2: H2.2, H2.3	10%
			Objective 3: H3.1, H3.2	10%
6.6 Playing the Game. English in Sport. Task: Portfolio – Inspirational speech, biography on athlete, letter to the editor	30%	Term 2 Week 10	Objective 1: H1.2, H1.4	10%
			Objective 2: H2.1	10%
			Objective 3: H3.1, H3.2	10%
Reflection Statement. Task: Speech and statement	10%	Term 3 Week 4	Objective 2: H2.2, H2.3	5%
			Objective 4: H4.1, H4.2	5%

GENERAL MATHEMATICS 1

COMPONENTS	WEIGHTING	TASK NO.	1	2	3	4
		DATE	Week 9 T4	Week 10 T1	Week 7 T2	Week 5/6 T3
		Task Type	Class Assessment	Assignment	Class Assessment	Assignment
Concepts, skills and techniques	50%					
Reasoning and communication	50%					
TOTAL WEIGHTING	100%		20%	30%	20%	30%
Course Content Assessed			AM3CEC Further Algebraic skills, AM4CEC Modelling with functions, FM4CEC Credit cards, DS4CEC Distributions	Focus Studies	DS6CEC Samplings and populations, PB2CEC Multistage events	Focus Studies
Outcomes Assessed			MG1H-1, 2, 3, 6, 7, 9, 10	FSHo2CEC FSDe1CEC MM4CEC	MG2H-1, 2, 3, 7, 9, 10	FSPe1CEC FSPe2CEC FSPe3CEC

GENERAL MATHEMATICS 2

COMPONENTS	WEIGHTING	TASK NO.	1	2	3	4
		DATE	Week 9 T4	Week 10/11 T1	Week 7 T2	Week 5/6 T3
		Task Type	Class Assessment	Mid-course examination	Class Assessment	Trial HSC
Concepts, skills and techniques	50%					
Reasoning and communication	50%					
TOTAL WEIGHTING	100%		15%	30%	15%	40%
Course Content Assessed			AM3 Further Algebraic skills and techniques, AM4 Modelling and linear relationships, FM4 Credit and borrowing	All course work completed so far	DS6 Sampling and populations PB2 Multistage events MM5 Applications of Trigonometry	All course work completed so far
Outcomes Assessed			MG2H-1, 3, 9, 10	MG2H-1, 2, 3, 4, 5, 6, 7, 9, 10	MG2H-1, 2, 4, 5, 7, 8, 9, 10	MG2H-1, 2, 3, 4, 5, 6, 7, 8, 9, 10

MATHEMATICS (2 Unit)

COMPONENTS	WEIGHTING	TASK NO.	1	2	3	4
		DATE	Week 9 T4	Week 10/11 T1	Week 7 T2	Week 5/6 T3
		Task Type	Class Assessment	Mid-course examination	Class Assessment	Trial HSC
Concepts, skills and techniques	50%					
Reasoning and communication	50%					
TOTAL MARKS	100%		15%	30%	15%	40%
Course Content Assessed			Locus and the Parabola Differential Calculus P6-P8	All course work completed so far	Trigonometric Functions and Applications to the Physical World	Entire HSC course
Outcomes Assessed			H1, H2, H4, H6, H7	H1 – H9	H1, H4, H5, H8, H9	H1→H9

Extension 1 MATHEMATICS

COMPONENTS	WEIGHTING	TASK NO.	1	2	3	4
		DATE	Week 10 T4	Week 10/11 T1	Week 9 T2	Week 5/6 T3
		Task Type	Class Assessment	Half Yearly Exam	Class Assessment	Trial HSC
Concepts, skills and techniques	50%					
Reasoning and communication	50%					
TOTAL WEIGHTING	100%		15%	30%	15%	40%
Course Content Assessed			All course work completed so far	All course work completed so far	Binomial Theorem Trig Functions Inverse Functions	All course work completed so far.
Outcomes Assessed			HE1, HE2	HE1, HE2, HE6, HE7	HE2, HE3, HE4	HE1 – HE7

* Students studying Extension 1 Mathematics in combination with Mathematics (2 unit) will receive their final assessment as a mark out of 50

* Students studying Extension 2 Mathematics in combination with Extension 1 Mathematics will receive their final assessment as a mark out of 100

Extension 2 MATHEMATICS

COMPONENTS	WEIGHTING	TASK NO.	1	2	3	4
		DATE	Week 2 T1	Week 10/11 T1	Week 7 T2	Week 5/6 T3
		Task Type	Class Assessment	Mid-course examination	Class Assessment	Trial HSC
Concepts, skills and techniques	50%					
Reasoning and communication	50%					
TOTAL	100%		15%	30%	15%	40%
Course Content Assessed			Complex numbers Curve sketching	All course work completed so far	Integration Volume	All course work completed
Outcomes Assessed			E6, E3, E1, E2	E1 – E4, E6, E9	E7, E8	E1 – E9

BIOLOGY

COMPONENT	TASK No	1	2	3	4	TOTAL
	DATE	T4 Week 10	T1 Week 10/11	T2 Weeks 5-6	T3 Weeks 5/6	
	TASK TYPE	Practical Test	Mid-course examination	Research and Reporting Task	Trial Exam	
	Outcomes	H12, H14, H6	H10, H3, H14, H9, H6, H4, H1	H13	H14, H16, H3, H10, H9, H4, H1	
Knowledge and understanding			✓	✓	✓	40
Skills in managing and investigation		✓	✓	✓	✓	30
Skills in scientific thinking		✓	✓	✓	✓	30
TOTAL		20	20	20	40	100

CHEMISTRY

COMPONENT	TASK No	1	2	3	4	TOTAL
	DATE	T1 Week 3	T1 Week 10/11	T2 Week 7	T3 Week 5/6	
	TASK TYPE	PS & Skills Task	Mid-course examination	PS & Skills Task	Trial Exam	
	Outcomes	H4, H12-14	H5-7, H9, H12, H13	H11, H15	H1-15	
Knowledge and understanding			✓		✓	40
Skills in managing an investigation		✓	✓	✓	✓	30
Skills in scientific thinking		✓	✓	✓	✓	30
TOTAL		15	25	20	40	100

PHYSICS

COMPONENT	TASK No.	1	2	3	4	
	DATE DUE	T4 Week 8	T1 Weeks 10/11	T2 Week 4	T3 Weeks 5/6	TOTAL
	Task Type	Research (Space)	Mid-course examination	Skills Investigation	HSC Trial	
	Outcomes	H1, H2, H5	H3, H4, H6, H7, H10	H11-13	H1-15	
Knowledge & understanding			✓	✓	✓	40
Skills in managing an investigation		✓	✓	✓	✓	30
Skills in scientific thinking		✓	✓	✓	✓	30
TOTAL		15	25	20	40	100

SENIOR SCIENCE

COMPONENT	WEIGHTING %	TASK No.	1	2	3	4
		DATE DUE	T4 W9	T1 W 10/11	T2 W5	T3 W5/6
		Task Type	Research	Mid-course examination	Practical Report	HSC Trial
	Outcomes		H1,H4, H5, H8, H14, H9	H1,H3, H4, H5, H7, H8, H9, H10	H2, H5, H14, H12, H13	H1-15
Knowledge and understanding	40		✓		✓	✓
Skills in managing an investigation	30			✓		✓
Skills in problem solving and communication	30			✓		✓
Marks	100		15	20	25	40

ENGINEERING STUDIES

COMPONENT	Task No.	1	2	3	4	
	Due Date	T4 week 7	T1 week 10/11	T2 week 6	T3 week 5/6	
	Task Type	Design, building and testing	Mid-course examination	Engineering Report	Trial exam	TOTAL
	Outcomes	H2.1, H3.1, H5.2, H6.2, H1.1, H6.1	H1.2, H3.1 H3.3, H4.2, H4.3	H2.2, H3.2 H5.1	H1.2, H3.1 H3.3, H4.2 H4.3	
Knowledge and understanding of engineering principles and developments in technology		5	10	10	15	40
Skills in research, problem solving and communication related to engineering		10	10	10	15	45
Understanding of the scope and role of engineering including management and problem solving			5	5	5	15
TOTAL		15	25	25	35	100

MODERN HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Core Study WW1 Research/Oral Task	Core Study WW1 Source-based questions	National Study Mid course examination	Personality Study Research-based in class Extended Response	Trial HSC Exam	
	Term 4 Week 8	Term 1, Week 7	Term 1, Weeks 10/11	Term 2 Week 9	Term 3 Weeks 5/6	
	H1.1, H1.2, H2.1, H4.2	H1.1, H1.2, H2.1, H4.2	H2.1, H3.1, H4.1, ,H4.2	H1.1, H1.2, H2.1, H4.1, H4.2	H1.1, H1.2, H2.1, H3.1, H3.2, H4.2	
Knowledge and understanding of course content	5		5	5	20	25
Source-based skills		10			10	25
Historical inquiry and research	5			10		20
Communication of historical understanding in appropriate forms	5	5	5	5	5	30
Marks	15	15	20	20	30	100

ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Cities of Vesuvius: Source-based questions	Ancient Society: Source-based questions	Cities of Vesuvius: Ancient Society Mid course exam	Historical Period: Research-based in class essay	Trial HSC Exam	
	Term 4 Week 7	Term 1, Week 7	Term 1, Weeks 10/11	Term 2 Week 9	Term 3 Weeks 5/6	
	H3.1, H3.3, H3.6, H4.2	H3.1, H3.3, H3.6, H4.2	H1.2, H2.1, H3.1, H3.2, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.6	H1.1, H2.1, H3.1, H3.3, H3.4, H4.1, H4.2	
Knowledge and understanding of course content	5	5	5	5	20	40
Source-based skills	5	5	10		5	25
Historical inquiry and research				10		10
Communication of historical understanding in appropriate forms	5	5	5	5	5	25
Marks	15	15	20	20	30	100

BUSINESS STUDIES

MAIN OUTCOMES TO BE ASSESSED	COMPONENTS	WEIGHTING %	TASK NO.	1	2	3	4
			DATE DUE	Week 7 T4	Week 10/11 T1	Week 8 T2	Week 5/6 T3
			Task Type	Extended Response	Mid-course examination	Extended Response	Trial Examination
H1 – H10	Marketing	25		25			
H1 – H10	Operations and Marketing	20			20		
H2, H3, H5, H6, H7, H8, H9,	Finance and/or Human Resources	25				25	
All outcomes	Topics 1 - 4	30					30
	MARKS	100		25	20	25	30

ECONOMICS

MAIN OUTCOMES TO BE ASSESSED	COMPONENTS	WEIGHTING %	TASK NO.	1	2	3	4
			DATE DUE	Week 3 T1	Week 10/11 T1	Week 1 T3	Week 5/6 T3
			Task Type	Extended Response	Mid-course examination	Stimulus & skills	Trial Exam
H1, H2, H3, H4, H5, H8, H11	GLOBAL ECONOMY	20		20			
H1, H2, H3, H4, H5, H6, H8, H10	GLOBAL ECONOMY and AUSTRALIA'S PLACE in the GLOBAL ECONOMY	25			25		
H6, H7, H8, H9, H10, H11	ECONOMIC ISSUES	25				25	
All Outcomes	Topics 1 to 4	30					30
	MARKS	100		20	25	25	30

LEGAL STUDIES

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task Type	Extended Response (Research)	Mid course examination: Crime + Human Rights	Extended Response: Focus Study 1	Trial HSC examination: All topics	
Date	T4, Week 8	T1, Weeks 10/11	T2, Week 7	T3, Weeks 5/6	
Outcomes	H1, H2, H4, H5, H6, H7, H8, H9	H3, H4, H5, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10	
Knowledge and understanding of course content	5	15	10	30	60
Research	10	5	5		20
Communication	5	5	10		20
Marks	20	25	25	30	100

SOCIETY AND CULTURE

OUTCOMES	COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3	Task 4
			T4, Week 7	T1, Weeks 10/11	T2, Week 9	T3, Weeks 5/6
			Oral Presentation Report	Mid-course examination	Extended Response	Trial Examination
H1, H3, H4, H5, H6, H7, H8, H9, H10	Core	40	20	10		10
H2, H3, H4, H5, H7, H8, H10	Depth Study 1: BELIEF SYSTEMS	30		15		10
H2, H3, H4, H5, H7, H8, H10	Depth Study 2: POPULAR CULTURE	30			25	10
	TOTAL	100	20	25	25	30
Personal Interest Project draft due:						
Part 1 Introduction-			T4 Week 10			
Part 2 Primary Research Questions-			T1 Week 3			
Part 3 Chapter Introductions			T2 Week 3			
Part 4 Final Draft-			T2 Week 8			
Part 5 Final Submission-			T3 TBC			

CHINESE BACKGROUND SPEAKERS

OUTCOMES	COMPONENT	TASK No	1	2	3	4	5	WEIGHTING
		DATE	Term 4 Wk 8	Term 1 Wk 10/11	Term 2 Wk 3	Term 2 Wk 9	Term 3 Wk 5/6	
		TYPE	In class task	Mid-course examination	In class task	In class task	Trial HSC	
1.1, 1.2, 1.3, 4.1, 4.2, 4.3	Spoken exchanges		5		5			10%
1.1, 1.2, 1.3, 4.1, 4.2, 4.3	Written exchange		5		5			10%
3.1, 3.2, 3.3, 3.4,3.5,3.6,3.7,3.8, 4.1, 4.2, 4.3	Listening & Responding			5		5	10	20%
3.1,3.2, 3.3,3.4,3.7,3.8,4.1,4.2, 4.3	Reading & Responding			10		10	20	40%
2.1,2.2,2.3,2.4,4.1,4.2, 4.3	Writing in Chinese			5		5	10	20%
TOTAL			10	20	10	20	40	100%

JAPANESE CONTINUERS

JAPANESE BEGINNERS

WORK STUDIES

OUTCOMES	COMPONENTS	WEIGHT %	TASK	1	2	3	4
			DATE DUE	Week 9, T4	Week 8, T1	T2	Week 5/6, T3
			Task Type	Research Task/ Media File: Workplace issues	Work Experience Logbook / Reflection	Workplace Health and Safety Project	Examination
	Term 4 2015: Work Place Issues	20		20			
	Term 1 2016: Managing Work/Life Personal Finance Work Placement	30			30		
	Term 2 2016 WHS in the Workplace	20				20	
	Term 3 2016: Enterprise Project (Retail shop) Examination	30					30
	TOTAL	100		20	30	20	30

INFORMATION PROCESSES AND TECHNOLOGY

OUTCOMES	COMPONENTS	WEIGHTING %	Task #	1	2	3	4	5	6
			Date Due:	Week 8 Term 4	Week 10/11 Term 1	Week 2 Term 2	Week 5 Term 2	Week 8 Term 2	Week 5/6 Term 3
			Task Type:	Online Test	Exam	Individual Project	Online Test	Individual Project	Trial Exam
H1.1, H1.2 H7.1 H7.2	Project Work	5%	5						
H2.1 H2.2 H3.1 H3.2	Mid-course examination	20%		20					
H1.1, H1.2, H2.1, H2.2	Project 1 Databases	20%			20				
H1.1, H1.2, H2.1, H2.2, H3.1, H3.2	Communications	5%				5			
H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2, H7.1 H7.2	Project 2 Option Strands	20%						20	
H1.1, H1.2, H2.1, H2.2, H3.1, H3.2 H7.1 H7.2	Trial Exam	30%							30
	TOTAL	100	10	20	20	10	10	30	

COMPUTER APPLICATIONS

OUTCOMES	MODULES	WEIGHTING %	Task #	1	2	3	4
			Date Due:	Week 3, Term 1	Week 2 Term 2	Week 9 Term 2	Week 5 Term 3
			Task Type:	Online Test	Practical Task	Practical task	Online Test
1.1, 1.2, 2.2, 2.3	Databases	20		20			
1.2, 2.1, 3.3, 4.1, 4.2	Spreadsheets II	20			20		
1.3, 3.1, 3.2, 4.3, 5.1	Graphics II	20				20	
1.3, 3.1, 3.2, 5.1	Desktop Publishing II	20				20	
1.2, 2.1, 3.3, 4.2, 5.1	Multimedia II	10					10
1.1, 2.2, 3.1, 4.1	Communications II	10					10
	TOTALS	100		20	20	40	20

SOFTWARE DESIGN & DEVELOPMENT

Components	Weight (%)	1	2	3	4	5
		Term 4 Week 6	Term 1 Week 10/11	Term 2 Week 7	Term 3 Week 3	Term 3 Week 5/6
		Case Study / Research <i>(Includes practical prototype and exercises)</i>	Mid-course examination <i>(Written Examination)</i>	Research Project <i>(Option Topic)</i>	Major Project <i>Programming Project (Practical Project Folio: Libraries of code and algorithms)</i>	Trial HSC <i>(Written Examination)</i>
Knowledge and understanding about development and impact of software solutions and the software development lifecycle.	20		5	5		10
Design and development of software solutions	35		10		10	15
Project management techniques, including documentation, teamwork and communication	20	5		5	5	5
Project(s)	25	5		5	15	
Total	100	10	15	15	30	30
Outcomes		H1.1, H3.1, H4.1	H2.1, H2.2	H1.2, H5.3	H5.1, H5.2, H6.1, H6.3, H6.4	H1.3, H3.2, H4.2, H4.3, H6.2

DRAMA

VISUAL ARTS

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Development of body of work – investigations of art making practice evident in Visual Arts Process Diary (VAPD) including experiments with materials, written reflections and explanations, research about related artists' practice	Art criticism and art history Based on class work and/or case study content	Body of work – including VAPD and works under development	Development of body of work – VAPD, written presentation about intentions, conceptual framework relationships, and viewpoint/s	Trial HSC – Art criticism and art history	
	Term 4 Week 9	Term 1 Week 10/11 Mid-course examination	Term 2 Week 5	Term 3 Week 3	Term 3 Week 5/6 Trial Exam	
	H1, H2, H3, H4	H7, H8, H9	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Art making	10		15	25		50
Art Criticism and Art History		20			30	50
Marks	10	20	15	25	30	100

VISUAL DESIGN

OUTCOMES	COMPONENTS	WEIGHTING %	TASK No	1	2	3	4	5
			DATE	Wk 8 T1	Wk 10/11 T1	Wk 9 T2	Wk 3 T3	Wk 5/6 T3
			TASK TYPE	Folio	Mid-course examination	Folio	Folio	Trial exam
DM1 – DM6	Designing and Making	70		20		20	30	
CH1 – CH4	Critical and Historical Studies	30			10			20
	Marks	100		20	10	20	30	20

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Development of body of work – including project diary and works under development.	Photography technique, criticism and history. Essays based on class work and/or case study content	Development of body of work – including project diary and works under development.	Research Assignment	
	Term 4 Week 9	Term 1 Week 10/11 Mid-course examination	Term 2 Week 9	Term 3 Week 2	
	M1, M2, M3, M4, M5, M6	CH 1, Ch2, CH3, CH4. CH5, CH6	M1, M2, M3, M4, M5, M6	CH 1, Ch2, CH3, CH4. CH5, CH6	
Artmaking	25		35		60
Photography criticism and history		15		25	40
Marks	25	15	35	25	100

Qualification SIT20213 Certificate II in Hospitality – BOS Course Hospitality: Food and Beverage

CODE	UNIT OF COMPETENCY	Hours	TASK1	2	3	4	5
			DATE	T4 2015	2015-16	T1 2016	T3 2016
			Competency Tasks-ongoing	Work Placement	Practicals	Mid-course examination	Trial Exam
SITXFSA201	Participate in safe food handling practices	15	T4	*	*	*	*
SITHCCC103	Prepare sandwiches	10	T4		*	*	*
BSBSUS201A	Participate in environmentally sustainable practices	15	T4	*	*	*	*
SITHFAB203	Prepare and serve non-alcoholic beverages	15	T1	*	*	*	*
SITXCCS202	Interact with customers	15	T1	*	*	*	*
SITXCOM201	Show social and cultural sensitivity	10	T1	*	*	*	*
SITHIND202	Use hospitality skills effectively	20	T2-3	*			*
BSBWOR203B	Work effectively with others	15	T2-3	*	*		*
SITHIND201	Source and use information on the hospitality industry	20	T2-3	*			*

All tasks are **competency based**. Achievement in tasks is marked as *Satisfactory* or *Not Yet Satisfactory*. Tasks contribute to either **Competent** or **Not Yet Competent** achievement in each unit. Students *may not achieve competency* if tasks are not attempted in time frames allocated or if practical tasks are not attempted. Assessment /collection of evidence for all units is ongoing to meet requirements of both BOSTES and towards Cert II. Trial exam mark is submitted to NSW BOSTES as estimated mark in the case of misadventure for the HSC exam only. HSC exam is *optional* but may contribute towards an ATAR.

Satisfactory participation in industry work placement is mandatory (minimum of 70 hours for 240 hour course) **Non completion may result in an “N” determination for the award of the HSC until mandatory hours in allocated and approved placements are satisfied and industry standards are met.**

PDHPE

		TASK No.	TASK 1 (OPTION 3)	TASK 2 (CORE 1)	TASK 3 (CORE 2)	TASK 4 (OPTION 4)	TASK 5
COMPONENTS/OBJECTIVES	WEIGHTING	Date Due	T4 W6	T1 W2	T1 W10/11	T2 W8	T3 W5/6
		TASK TYPE	SPORTS MEDICINE ASSIGNMENT	HEALTH PRIORITIES RESEARCH TASK	MID-COURSE EXAMINATION	IMPROVING PERFORMANCE ASSIGNMENT	HSC TRIAL
		Outcomes	H8, H13, H17	H3, H5, H15, H16	H8, H9, H17	H7, H10	H1, H2, H4, H11, H14
Knowledge and understanding of factors that affect health and the way the body moves	40	5	5	15	5	10	
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30	5	5		10	10	
Skills in critical thinking, research and analysis	30	5	10	5		10	
TOTAL MARK	100%	15	20	20	15	30 (5SM, 10HP, 10FA, 5IP)	

COMMUNITY AND FAMILY STUDIES

	WEIGHTING	TASK	1	2	3	4	5
		DATE DUE	T4 W7	T1 W10/11	T2 W6	T3 W1	T3 W5/6
		Task Type	Research Methodology Independent Research Project	Mid-course examination Groups in Context Extended Response	Parenting and caring Research Task	Option: Social Impact of Technology Extended Response	Trial HSC
OUTCOMES	%		H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H2.2, H3.2, H4.2, H5.1, H5.2	H2.1, H2.2, H3.2, H3.4, H5.1, H5.2, H6.1	H1.1 to H6.2
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> resource management positive relationships range of societal factors 	40		5	10	5	10	10
Skills in: <ul style="list-style-type: none"> applying management processes to meet the needs of individuals, groups, families and communities planning to take responsible action to promote wellbeing 	25		5	5	5		10
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	35		10	5	5	5	10
Marks	100		20	20	15	15	30

SPORT, LIFESTYLE AND RECREATION

OUTCOMES	COMPONENTS	WEIGHTING %	TASK	1	2	3	4	5
			DATE	T1 W4/5	T2* (ongoing in class)	T1 W10/11	T3 W3	T1 – T3* (ongoing in class)
			TYPE	Aquatics	Coaching	Mid-course examination	First Aid	Games & Sport App's
1.4 2.1, 2.4 3.2, 3.7 4.1, 4.5	Knowledge and Understanding	50		5	10	15 (5- Aquatics) (5- Games) (5- Coaching)	10	10
1.1, 1.2, 1.3 2.1, 2.2 3.1, 3.2, 3.3 4.1, 4.2, 4.5	Skills	50		15	10		5	20
Marks		100		20	20	15	15	30

***Absences from class will have a direct impact on a student's ability to meet outcomes for tasks 2 and 5.**

EXPLORING EARLY CHILDHOOD

TASK ORDER	TASK 1 MODULE 2	TASK 2 MODULE 3	TASK 3 MODULE 4	TASK 4 MODULE 5	TASK 5 MODULE 6
Date Due	T4 W6	T4 W9	T1 W9 & T3 W5	T2 W8	T3 W1-4
TASK TYPE	CHILDREN'S SERVICE INDUSTRY - Analysis	CHILDREN'S LITERATURE - Book design	LEARNING EXPERIENCES - Ongoing Participation & Log book	YOUNG CHILDREN AND MEDIA - Report	FOOD AND NUTRITION - Party Menu Design
Weighting	15	15	(10 & 20) 30	25	15

MUSIC

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Composition representing current topic Wk5 Viva voce on current topic supported with detailed aural analyses Wk 9	Presentation of performance representing current topic	Electives 1 & 2. Depending on the elective this may be a performance; or a musicology viva voce or portfolio; or material from the composition portfolio	Elective 3. Depending on the elective this may be a performance; or a musicology viva voce or portfolio; or material from the composition portfolio	Trial HSC Aural paper	
	Term 4	Term 1 Wk 6, 10/11	Term 2 Wk 3, 8	Term 3 Wk 3	Term 3 Wks 5-6	
	H3, H4, H5, H6, H7, H10	H1, H2, H9	H1, H7, H9	H1, H7, H9	H4, H5, H6, H8	
Performance core		10 (week 6)				10
Composition core	10					10
Musicology core	10					10
Aural core		10 (Mid-course examination, weeks 10/11)			15	25
Elective 1			15			15
Elective 2			15			15
Elective 3				15		15
Marks	20	20	30	15	15	100

2016 HSC Assessment Task Planner

	TERM	WEEK										
		1	2	3	4	5	6	7	8	9	10	11
2015	4											
2016	1									ASSESSMENT FREE WEEK	MID-COURSE EXAMINATIONS	
	2											
	3				ASSESSMENT FREE WEEK	END OF COURSE EXAMINATIONS (TRIAL HSC)		ASSESSMENT FREE PERIOD				

GLOSSARY OF KEY TERMS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series' of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically	Add a degree or level of accuracy depth, knowledge and understanding, (analyse/logic, questioning, reflection and quality to (analysis/evaluation) evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



SAMPLE Assessment Notification for all subjects except VET

KOGARAH HIGH SCHOOL

Notification of Assessment Task

Subject:

Course:

Task Number: __ of __

Marks: Weighting:

Notification Date:

Date & Time (due):

Outcomes to be assessed:

Topic:

Task:

Marking Guidelines and Rubric:

- *YOU MUST BE PRESENT ALL DAY for assessment tasks given in non-scheduled examination periods (such as in-class tests). You are required to register your attendance on the day in your first timetabled period ON TIME, and attend other timetabled lessons as normal.*
- *This is a common task and will count towards your overall course mark*
- *Equipment is your responsibility and will not be loaned*
- *If you fail to attend this task, you must follow the procedures set out in the assessment booklet*



KOGARAH HIGH SCHOOL ILLNESS/MISADVENTURE FORM

FAMILY NAME FIRST NAME
YEAR DATE OF LODGEMENT

SUBJECT ASSESSMENT DATE
NAME OF ASSESSMENT

EXPLAIN REASON/S FOR ILLNESS/MISADVENTURE APPEAL

Section B1 completed Section B2 completed

ATTACHMENTS

Doctor's certificate
 Relevant other evidence

I consider that my assessment performance was affected by illness or unforeseen misadventure which occurred immediately before or during the assessment as stated above.

I declare that all the information I have supplied is true.

Student's signature Date

I declare that all the information supplied by my daughter/ son/ ward is true.

Parent/Guardian's signature

Contact number Date

Section B1

Independent evidence of illness: to be completed by a medical practitioner

Diagnosis of medical condition: _____

Date of onset of illness: _____

Date(s) and time(s) of all consultations/meetings relating to this illness: _____

Please describe how the student's condition/symptoms could affect their examination performance. (If the student was **unable to attend** an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)

Any other comments or information which may assist in the assessment of the student's appeal. (If there is not enough space, please attach additional sheet(s).)

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor or other health

Professional providing this information: _____

Profession: _____ Place of work/organisation: _____

Address: _____ -

Contact phone: _____ Signed: _____ Date: _____

Section B2

Independent evidence of misadventure: to be completed by a relevant person such as a police officer or counsellor

Date of misadventure event: _____

Were you a witness to the event: Yes/ No _____ -

If No how did you obtain the evidence you are providing? _____

Are you known to the student? Yes / No If Yes, nature of relationship: _____

Description of event: _____

Name: _____

Profession: _____ Place of work/organisation: _____

Address _____

Contact phone: _____ Signed: _____ Date: _____



**KOGARAH HIGH SCHOOL
ILLNESS/MISADVENTURE –
NOTIFICATION OF OUTCOME**

Name: _____ Year: _____

Date of assessment task: _____ Subject: _____

A panel (including a Head Teacher and member of the Senior Executive) has met and reviewed your application to be awarded marks or special consideration for the task listed above. This decision was made in line with our school assessment policy, which was provided to you at the beginning of your academic year.

Assessment requirements are explained to students when Assessment Booklets are issued at the Learning Conferences in Years 11 & 12.

Your application to be awarded marks or special consideration:

has been declined due to the reason(s) below

has been upheld for the reason(s) below

Deputy Principal/Principal: _____

Date: _____