



# CHELTENHAM GIRLS' HIGH SCHOOL

Year 12 2021

## Assessment Policy and Schedules

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(This information is also available on the school's website and Assessment Hub)

# Cheltenham Girls High School

## General Information

This booklet aims to give students and parent's information about the assessment procedures for the Higher School Certificate.

### NSW Education Standards Authority (NESA) Requirements

The Education Act 1990 (NSW) governs the award of the HSC. NESA, under this Act, grants certificates to students who comply with the Act and the requirements.

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

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

#### Pattern of Study

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

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.
- to satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and [seven units of Science in Year 12](#).

#### Completion of HSC: All My Own Work Program

All students are required to have satisfactorily completed *HSC: All My Own Work* or its equivalent before any Preliminary or HSC course entries can be submitted. Students entered only for Stage 6 Life Skills courses are exempt from this requirement.

## Higher School Certificate Assessment Policy

School-based assessment counts for 50% of your overall mark in each HSC course, and is reported on your Higher School Certificate Record of Achievement. (VET and Life Skills Courses have different requirements.)

HSC assessments begin in Term 4 and conclude in Term 3 of the following year.

Your teacher will inform you of the types of assessment tasks, the importance of the tasks in comparison with others, the mark value of each task, when the tasks will be given and their due date.

Completion of all assessment tasks is mandatory. These tasks form part of the assessment program of each course which is published at the beginning of the course. These may include tests, written or oral assignments, practical activities, fieldwork and projects. They are required to be completed on or by the scheduled dates and times which are announced at least two weeks in advance.

Attendance at all timetabled classes on an assessment task day (including Period 0, lunchtimes, and Period 6) is compulsory.

If zero marks are awarded for 50% or more of the available marks prescribed for the course, the Principal will certify that the course has not been satisfactorily completed. This will mean that you are unsatisfactory in this HSC course and the course will not appear on your Higher School Certificate. It may also mean you have insufficient HSC units to be eligible for the Higher School Certificate and/or an ATAR.

**You are strongly advised to keep all assessment tasks until the course is completed as you will be required to verify and sign off on your assessment task marks.**

### The School's Responsibilities

Cheltenham Girls' High School has developed an assessment program for each course running. The school's responsibilities include providing information to students in relation to the following:

- a. Number of tasks -  
Identifying a minimum number of tasks that will be used to measure students' achievement in each syllabus component. Four tasks of various types (e.g. formal examinations, practical tests, oral tests), including the Trial HSC exam, are sufficient to assess the components of a 2-unit course. For 1-unit courses, three to four tasks are sufficient.
- b. Weightings -  
Allocating weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.
- c. Scheduling tasks -  
Scheduling the assessment tasks for the HSC courses, being mindful of the demands these tasks will place on students and teachers.
- d. Written advice to students -  
Providing students with written advice about the school's requirements for assessment in each course. This is generally provided to students 2 weeks prior to a task.

**The advice given to students must include:**

- The components and their weightings as specified in the assessment and examination materials on the NESA website
  - The general nature of each assessment task
  - A schedule of when assessment tasks are planned to take place. In addition, there must be provision for adequate notice of the precise timing of each assessment task
  - The weight value of each task in relation to the total weighted mark for the course
  - Details of administrative arrangements associated with each task (e.g. how the school will deal with absence, late submission of tasks, illness/misadventure immediately before or during the task, etc.)
  - Details of the school's policy on malpractice in assessment tasks
  - Details of the procedures to be implemented if tasks produce invalid or unreliable results. Note that the results of assessment tasks that have been completed by the students generally cannot be discarded
  - Details of the procedures for dealing with student request for variation of determinations arising from assessment tasks.
  - Appropriate procedures: marking, recording, reporting  
Marking of assessment tasks will be completed in accordance with the prescribed marking criteria. Students will be provided with their raw mark for each assessment task. Each student should receive clear feedback on their performance in every task. This feedback should indicate the student's attainment in the task relative to the outcomes and the student's relative position within the school group (rank order sheet published).
- e. Provide the student with their rank at the conclusion of each task throughout the year.
- f. The school will endeavour to provide feedback to assist student improvement within 2 weeks of a task
- g. Maintaining records  
The school is required to maintain records of marks awarded for each task identified as part of the assessment program of an HSC course.

Student samples may be retained as evidence of assessments such as test papers, assignments, projects, practical exercises.

**The teacher must assess the student's actual performance, not potential performance.**

Assessment marks **must not** be modified to take into account possible effects of illness or domestic situations. The school may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks this must be in accordance with the illness/misadventure provisions published in the school's assessment program. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

## A Student's Responsibilities

To receive a result in any course, you must satisfactorily complete that course.

Satisfactory completion of a course involves:

- following the course developed or endorsed by NESAs; and
- applying yourself with diligence and sustained effort to the set tasks provided in the course by the school; and
- achieving some or all of the course outcomes.

The Principal will give you written warnings in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses. If the Principal decides that you have not satisfactorily completed a course, you will receive no results in that course. You have the right to request for variation of determination to NESAs against the Principal's decision. If you choose to do so, the Principal will explain the request for variation of determination mechanism to you.

### Attendance

Attendance at ALL timetabled classes is compulsory on the due day of an assessment task. The task can be a submitted task or completed in class. Partial absence without appropriate documentation on the day a task is due, prior to its submission, will incur the same penalty as non-submission on the due date, a **ZERO** mark. Partial absence includes fractional truancy. Similarly, if a student is absent all day but makes alternative arrangements to submit a task at the required time, appropriate documentation will be required to substantiate the absence or a **ZERO** mark will apply.

### Prolonged Medical Absence

If possible, students who are absent with leave for prolonged medical conditions, during the conduct of a scheduled assessment task should complete the task or substitute task under supervised conditions, approved by the school, while they are absent. If not, students may complete a comparable task on their return to school, or in **exceptional** circumstances, are given an estimate. In general, administering the original or a substitute task is preferable to providing an estimate mark.

### What do I do if absent for an Assessment Task?

1. Tasks submitted **late**, without approved extension of time via the school illness/misadventure or school business application authorised from the relevant Deputy Principal, will incur a mark of **ZERO**; that is 100% of total marks deducted.
2. Where you feel there is a valid reason, such as serious illness, for missing the task or being unable to hand it in on the due date and time, you **MUST**:
  - (a) Inform the school on the day of the task – phone or email the school and leave a message for the Deputy Principal in charge of your Year **AND** the Head Teacher of the relevant faculty.
  - (b) Report to your Deputy Principal **immediately** upon your return to school, with supporting documentation, such as a medical certificate, to discuss your case. Refer to page 7 & 8 for further guidelines.
  - (c) Be prepared to complete the assessment task or an alternative task at the earliest time available ie your next timetabled lesson.  
OR  
If the task is a hand-in assessment task you **MUST** hand it in **immediately** upon your return to school.

If you do NOT follow the above procedure you will be awarded **ZERO** for the task.

Failure of computer equipment is **NOT** an acceptable excuse. Students should develop a pattern of regularly backing up work on an internet-based or transportable storage device which can be brought to school in the event of any computer failure, e.g. printer out of ink

### **Assessment Schedules**

Students are expected to carefully read assessment schedules for all courses which are published in this handbook. Students are expected to carefully check the assessment calendar for dates of assessment tasks.

### **Notifications**

Students are expected to carefully read the notification of tasks that they will receive approximately two weeks prior to the date of assessment tasks. Notifications may take any one or a combination of the following forms:

- A note distributed in class
- An email to the student's DoE email account
- A notice on the school's MOODLE site

Students are required to sign for and check the following details on all notifications for assessment tasks:

- a. the nature of the task;
- b. syllabus outcomes to be assessed;
- c. the weighting of the task;
- d. the assessment marking criteria, and
- e. the date of the task.

#### **PLEASE NOTE:**

In the case where a student receives a penalty for failure to meet the Assessment Policy Attendance requirements or other reasons stated in the policy, the Head Teacher will be required to explain to the student why the penalty has been applied.

The student will be required to sign an acknowledgement that they have had the policy and reasons for the penalty applied explained to them.

# Illness/Misadventure Procedures for Students

## Absent From a Task

Illness/misadventure provisions exist to support students where their examination performance is affected by circumstances beyond their control. Students should never expose themselves to harm in order to attend an assessment or HSC examination.

It is important that you attend the examinations where possible, even in the case of illness/misadventure. NESAs will not uphold an illness/misadventure application if the reason for your absence is not considered to be sufficiently serious. You should consult your principal before deciding not to attend an examination. Advice from a relevant independent expert, such as a doctor or a police officer, must also be provided with your application, indicating why you were unable to attend the examination.

Unforeseen illness or misadventure may prevent you from submitting an assessment task by the due date, or from attending an assessment task on the scheduled date. If this occurs it is your responsibility to contact the Head Teacher of the course concerned and arrange for a misadventure form to be submitted by 3.05pm within **five** school days (this includes days where you may not have an exam scheduled if in exam period) of the due date of the assessment task.

Should your certified medical condition go beyond 5 school days after the task, it is your responsibility to contact the relevant Deputy Principal to make arrangements.

Misadventure forms are available electronically on the school's website and also from the Head Teachers' Secondary Studies office (B3). Misadventure forms are to be **submitted in person** to the Deputy Principal then the Head Teacher or delegate and **cannot** be lodged electronically.

If an assessment task is not submitted and an Illness or Misadventure Application is not delivered to the Head Teacher within **five** school days after the date the task was to be attended or submitted, a zero mark will be awarded.

The outcome of your Illness or Misadventure Application will be decided by the Head Teacher after considering your documented evidence, which may include an **independent** doctor's certificate (i.e. the doctor **cannot** be related to the student in any way or a work colleague of your parents). The doctor's certificate cannot be post-dated (i.e. dated after the day of the task) but must include the date/s of the scheduled task. Medical certificates that are back dated will **NOT** be accepted.

### Evidence of Your Illness or Misadventure

It is very important to provide independent evidence with your application. You should seek independent evidence on the same day, either immediately before or after each examination for which you are applying. The documentation you provide must be current, specific to the date and time of the examination, and submitted with the application form. The medical certificate should state the medical condition and/or make explicit how the medical condition affected the student's performance or prevented the student from attempting or completing the specific task. **A medical certificate that merely states you were unfit for work/study is unacceptable.**

Only original medical certificates on letterhead paper will be accepted. No photocopies or scans. The original medical certificate must be signed by the Deputy Principal, a copy provided to the student and the original placed in the student's file. The doctor must be registered with the Australian Health Practitioner Registration Agency (AHPRA). This can be checked via [www.ahpra.gov.au](http://www.ahpra.gov.au)

The possible outcomes of an Illness or Misadventure Application include:

- Task to be accepted without loss of marks.
- Original task to be completed at or by a negotiated time.
- Alternative task to be completed at or by a negotiated time.
- A task must be completed and the mark reviewed against all other tasks on completion of the course.
- A zero mark to be awarded.

Please refer to the back of the Illness or Misadventure Application form for the NESA Guidelines for Assessing Illness or Misadventure request for variation of determination.

Illness/Misadventure does not apply in the following circumstances when an issue occurs long term. This is where your educational performance has been severely affected for at least 6 months in Yr 11 and/or 12 due to circumstance beyond your control and choosing:

- Disrupted schooling
- Financial hardship
- Home environment and responsibilities (severe family disruption, excessive family responsibilities, abuse of applicant, parent or siblings)
- English language difficulties
- Personal Illness/disability
- Refugee Status
- School Environment

The above conditions are covered by the Educational Access Scheme (EAS) which is available via the UAC website in August of the HSC year.

Student Privacy: Student information is protected in accordance with DET policy. Medical certificates provided by the student are made available for the Deputy Principal and Principal for the process of a misadventure appeal. Following that they are stored securely and access is only permitted for the Year Adviser and Senior Executive.

## Absence Due to Approved Leave

On some exceptional occasions, your inability to meet assessment dates can be foreseen prior to the deadline. Examples include emerging clashes with major sporting events, student leadership events or approved leave, such as extended travel leave. If this occurs it is your responsibility to immediately contact the Head Teacher of the course concerned **before** the date of the task and/or as soon as possible. In doing so you are required to submit a School Approved Leave Application requesting the opportunity to negotiate alternative arrangements to complete the task.

If an assessment task is not submitted or completed because of foreseen circumstances, and no attempt was made **prior to the date** of the task to negotiate alternative arrangements with the Head Teacher through the submission of an application, a **ZERO** mark will apply.

The outcome of your School Approved Leave Application will be decided by the Head Teacher after considering the information provided.

The possible outcomes of your application include:

- Original task to be completed at or by a negotiated time.
- Alternative task to be completed at or by a negotiated time.

Note: Where the student submits the task or the application after the due date, a ZERO mark will be awarded.



## Finalisation of Student Marks

The assessment marks submitted by a school for each course are intended to indicate students' achievements at the end of the HSC course.

The assessment marks are based on:

- A wider range of outcomes than can be measured by the external examination
- Multiple measures and observations made throughout the HSC course rather than a single assessment event.

The assessment marks submitted to NESAs by the school reflect **the knowledge and skills objectives of the course and the related outcomes**. The marks are calculated on the basis of the mandatory assessment components and weightings for each course. The assessment marks provide the rank order of students and the relative difference between students based on their performance in the assessment tasks.

At the end of the HSC course each student will be provided with the raw marks of each assessment task completed, that contributes towards the school's final mark to be submitted to NESAs. These raw marks must be verified by the student and signed off for. This sign off sheet will be kept by the school as proof of the final mark to be submitted. It is essential that students **keep all of their HSC assessment tasks** for the whole HSC course as **evidence** of their achievements.

If a student believes the raw mark(s) provided are in error, the student will need to support this by providing the original assessment task(s) and the marking sheet.

## Satisfactory Completion of an HSC Course

Students studying a HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

For courses where internal assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is NOT sufficient; tasks worth of excess of 50 percent must be attempted. Students must fulfil the course completion requirements.

A course will not be listed on the Record of School Achievement unless both of these conditions are met.

When students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.

## Non Serious Attempts and Non-Attempts

Students should enter an assessment task or HSC examination knowing they **MUST** make a genuine effort at the task or exam. NESAs Rules and Procedures describe the Board's requirements that students make a serious attempt to answer the examination questions – failure to do so is called a non-serious attempt or a non-attempt.

A student's task or exam is considered a **non-attempt** if there is no evidence of academic engagement with the task or exam. Students are required to attempt a range of question types throughout the examination paper and must satisfactorily attempt all sections. It is not sufficient to answer multiple choice questions only. Merely rewriting the question is not considered to be an adequate attempt at the paper.

A **non-serious attempt** includes where the students write frivolous or objectionable material in response to the questions.

If a student is identified as providing non-serious or non-attempts she will be asked to justify why she should receive a result in the task or course concerned. The consequences may be significant and may include not receiving an award in that course. This may render a student ineligible for the award of the HSC.

## Request for Variation of Determination

A student has the right to request for variation of determination against her own assessed mark. She also has the responsibility to provide evidence to support her request for variation of determination. The procedure for dealing with request for variation of determination is outlined below.

- **Step 1.**

Consult your teacher and if necessary the relevant Head Teacher if you wish to question your result for an individual task or results recorded on your school report. Do this as soon as possible, on or after the day you receive the results. You have a maximum of **five** school days to register your query and have it dealt with by the teacher/Head Teacher.

- **Step 2.**

If you believe that your grounds for the request for variation of determination were not appropriately addressed by the teacher/Head Teacher, you may lodge a written submission with the relevant Deputy Principal, who is chairperson of the Assessment Review Panel. You must lodge this request for variation of determination within five school days of the completion of Step 1.

The written submission must include:

- The grounds for the request for variation of determination need to be presented
- The work in dispute
- Any other relevant information

The Assessment Review Panel will consider all the information provided to make a determination. You will be informed of the outcome of your request for variation of determination as soon as possible.

The Assessment Review Panel normally consists of the relevant Deputy Principal as chairperson, the Head Teacher of Secondary Studies (students), Head Teacher not from the faculty in which the issue has arisen and your Year Adviser. A statement from the Head Teacher in which the issue has arisen will be submitted. A further request for variation of determination would be referred to the Principal.

Students need to be aware that they may apply for a school review, and make any subsequent request for variation of determination to NESAs, only on the basis of the assessment program and the procedures used in arriving at the final assessment mark.

The Illness/Misadventure Request for Variation of Determination process does not cover:

- misreading the examination timetable
- misreading of examination instructions
- long-term illness such as Glandular Fever, Asthma and Epilepsy, unless there is evidence of a sudden recurrence during the examination period
- technology and/or computer equipment failure

## Malpractice

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

All work presented in assessment tasks and HSC examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

**Malpractice, including plagiarism, could limit your marks for the task or examination, and will jeopardise your HSC results. At Cheltenham Girls High School you will be awarded ZERO marks for part or all of the assessment. If suspected of malpractice you will be interviewed by the Head Teacher and the relevant Deputy Principal and you will need to answer questions about the assessment task, prove and explain your work processes.**

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

- copying someone else’s work in part or in whole, and presenting it as your own
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing or borrowing another person’s work and presenting it as your own
- submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

### **Honesty in HSC Assessment – the Standard**

This standard sets out NESAs requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard. The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate.

Throughout the assessment process, the highest level of honesty is required. Each student’s mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student’s work that has been written, created or developed by others must be acknowledged in accordance with the NESAs subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will limit a student’s marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

### **Consequences of malpractice for NESAs (HSC examinations, projects and practical works)**

NESAs treats cheating very seriously. It investigates allegations of cheating and penalises students caught cheating in HSC written examinations and in projects or practical works.

Detected malpractice will limit a student’s marks and jeopardise their HSC. One or more of the following will apply:

- reduced marks for all or part of the examination
- zero marks for part or all of the examination
- an interview with a malpractice panel at NESAs
- loss of one or more courses towards the HSC award
- damage to the student’s ability to apply for entry to TAFE or University course or scholarship

**Schools are obliged to report incident of malpractice to NESAs.**

Students involved in malpractice in relation to any assessment task will be referred to the schools Assessment Review Panel. The panel will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Students suspected of malpractice will be required to demonstrate that all unacknowledged work is entirely their own.

Students who do not make a serious attempt at an assessment task can also expect to receive a limited mark for that task.

For further detail refer to the NESA website.

## **Student Declaration**

To maintain the integrity of assessment tasks all students will be required to sign a declaration (see below) stating they will not compromise the confidentiality of the task by discussing the task with other students.

In addition, the declaration acknowledges that any action of malpractice will result in reduced marks for all or part of the task or zero marks for part or all of the task for those students either directly or indirectly involved.

<b><u>CHELTENHAM GIRLS' HIGH SCHOOL</u></b>		
<b><u>Student Declaration</u></b>		
I understand that it is my responsibility to maintain the integrity of this assessment task by not revealing any information about it to any student.		
I am aware that this would be an action of malpractice and would result in the task being replaced.		
I am also aware that malpractice results in a zero award for those students directly and indirectly involved in the action.		
Task Name: _____	Period: _____	
Print Name: _____	Signature: _____	Date: _____

Students are reminded that it is their responsibility to be familiar with the school Examination Rules, which are distributed with examination timetables. Failure to comply with examination rules may be regarded as incidences of malpractice.

## **Assessment Reports**

For each task you will be given your mark as soon as possible after the task has been marked. School assessment rank orders will be included in school reports. At the end of each reporting period, each student will receive from their class teacher, the raw assessments recorded in the faculty assessment register. These should be checked to ensure accuracy.

## **Non-Assessment Tasks**

Not all homework, assignments and tests provide assessment marks. The purpose of non-assessment tasks is to give you practice and so help you improve your result. You need to complete all your assigned work in order to have satisfactorily completed the course – not just the tasks specified for assessment.

# Special Arrangements for Students with Disabilities

NESA may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent her from:

1. reading the examination questions; and/or
2. communicating her responses.

**Principals** have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations

The school will provide disability provisions for assessment tasks and during examination periods in accordance with those provisions approved by NESA. If you wish to apply for disability provisions you should do so now. Ask the Head Teacher Secondary Studies (LAST) about lodging an application with NESA. A new application needs to be lodged with the NESA each year for students who have previously been granted disability provisions. Your application should contain recent evidence of your disability and in some cases examples of your work. For specific details of evidence required, speak to the Head Teacher Secondary Studies (LAST).

Disability provisions are **not** available

- as compensation for difficulties in undertaking a course or preparing for the test and/or
- for lack of familiarity with the English language.

## Guidelines for Use of Disability Provisions in Assessment Tasks

NESA requires application for Disability Provisions to be lodged not later than early April each year. Dates for Year 12 assessments at CGHS do not therefore allow NESA decisions to be available prior to the commencement of assessment tasks.

If students request the use of Disability Provisions for assessment tasks:

1. Applications to NESA should be lodged at the commencement of the school year in order for NESA decision to be available prior to assessments beginning. In the case of Year 12 students, application should be lodged at the start of Term 4 when Year 12 work commences. Any provisions granted by NESA will be offered to the student for assessment tasks.

**OR**

2. If due to exceptional circumstances a NESA decision is not available prior to the commencement of assessment tasks, a school panel will be convened to determine, on the information provided, if disability provisions will be granted. The information provided must, unless extenuating circumstances exist, comprise a fully completed NESA application. The school panel will comprise of the Principal and Head Teacher Secondary Studies (LAST). The decision reached by the panel will be advised in writing to the student as soon as possible by Head Teacher Secondary studies (LAST).

Once NESA has reached its decision the school will provide those Disability Provisions granted by NESA for use in assessment tasks, in addition to the external NESA examination. It is very important that you ensure that your form is fully completed as NESA may reject incomplete or partially complete forms. NESA will also determine the provisions approved based on your documentation so please ensure that you have relevant and appropriate documentation including medical reports that are up to date otherwise your provisions request/s may be declined.

Teachers will work with students and their families to ensure that students with disability can access and participate in education on the same basis as other students. This may include a modified program of study and/or assessments undertaken under different conditions.

All students will be provided access to the full curriculum. Students undertaking a modified program of study and/or assessment pathway may not be able to access or be assessed against all performance descriptors. Therefore, their assessment marks may need to be aligned against all performance descriptors.

## Concerns

If you are experiencing any difficulty in assessments for a course you should seek help from your Year Adviser or the Head Teacher in charge of that course.

Date Received:

CHELtenham GIRLS' HIGH SCHOOL
ILLNESS OR MISADVENTURE APPLICATION

Please Read the Guidelines on the Reverse of this Sheet Before Completing the Application

Student Name..... Subject..... Course (circle one) HSC; PRELIM; RoSA

Class: ..... Year .....

Task: ..... Have you attempted this task? Yes/No % Value .....

Date Due/Scheduled.....

Teacher's Name.....

How was your performance affected by this illness/misadventure? .....

Documentary Evidence Sighted Yes/No Form of evidence .....

1. Student's Signature ..... Date .....

2. Parent's Signature ..... Date .....

Students' must now take this form to their relevant Deputy Principal within 5 school days of the original due date of the task. If your Deputy Principal is unavailable and this is the last opportunity to submit your form before the 5 school days expire you may see the other Deputy Principal.

3. Deputy Principal Signature ..... Date..... Sentral Incident no.....

Deputy Principal will certify medical certificate, give original medical certificate to rolls administration and return form to student.

Extenuating circumstances – Head Teacher to consult Deputy Principal before a determination is made

THIS FORM NOW TO BE HANDED TO THE FACULTY HEAD TEACHER (within the 5 days of task)

4. Class Teacher's Comment.....

5a. Head Teacher Determination:

- Task to be accepted without loss of marks
Original task to be completed on/by ..... (date)
Alternative task to be completed on/by ..... (date)
A zero mark to be awarded

OR

5b. Head Teacher and Deputy Principal Determination

- A task must be completed and mark reviewed against all other tasks on completion of the course

Deputy Principal Signature.....

Reason for Determination.....

Head Teacher's comment (if applicable).....

6. Head Teacher Signature ..... Date ..... Determination entered into Sentral

THIS FROM NOW TO BE RETURNED TO THE STUDENT FOR PARENT ACKNOWLEDGEMENT

7. Parental acknowledgement of Head Teacher determination

Parent Name: ..... Parent Signature: ..... Date .....

THIS FORM NOW TO BE RETURN TO THE FACULTY HEAD TEACHER

8. Action by Head Teacher: This form now to be copied by the Head Teacher and copies distributed by the Head Teacher as below:

- Original to be filed by Head Teacher
Copy to parent

IF YOU ARE NOT SATISFIED WITH THE DETERMINATION YOU MAY REQUEST FOR VARIATION OF DETERMINATION TO THE CHAIRPERSON OF THE PANEL WITHIN FIVE SCHOOL DAYS OF THE DATE IN POINT 6 ABOVE.

# Guidelines for Assessing Illness or Misadventure Request for Variation of Determination

## 1. Illness/Misadventure Policy

Students may lodge an illness/misadventure request for variation of determination if they believe that circumstances occurring immediately before or during the assessment tasks, and which were beyond their control, diminished their task performance.

The decision to submit an Illness/Misadventure request for variation of determination and the responsibility for doing so rests with the student, except where the student is too ill to do so. In this case it is advisable to call the relevant deputy principal on the day of the task. Illness and misadventure requests for variation of determination must be lodged in person to the Head Teacher or delegate and cannot be lodged electronically.

## 2. Grounds for Illness or Misadventure request for variation of determination

As the assessment tasks are intended to be a measure of a student's actual task performance, request for variation of determination must relate to illness or misadventure suffered immediately before or during the task that has affected the student's performance in the task.

Illness or Misadventure request for variation of determination may be in respect of:

- Illness or accident, i.e. illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the task, e.g. influenza, an asthma attack, cut hand
- Misadventure, i.e. any other event beyond the student's control which allegedly affected the student's performance in the task, e.g. death of a friend or family member or involvement in a car accident on the way to a task.

## 3. Unacceptable grounds for request for variation of determination

- 3.1 Alleged deficiencies in tuition or long-term matters relating to loss of preparation time
- 3.2 Disabilities for which NESAs has already granted special provisions, unless an unforeseen episode occurs during the task (e.g. a hypoglycaemic attack in a diabetic student or a student who has been isolated but is still ill), or further difficulties which are supported by the supervising teacher and school
- 3.3 Long-term illness, such as glandular fever, asthma, epilepsy, unless the student has suffered a 'flare-up' of the condition during the task. This should be reflected in the medical certificate.
- 3.4 Matters avoidable by the student, (e.g. misreading of timetable, misinterpretation of assessment task).
- 3.5 Technological malfunctions.

## 4. Evidence necessary for a request for variation of determination

### 4.1 – Student

The student should detail, for each task, exactly how her performance was affected by the illness or misadventure. NB. Request for variation of determination must be completed by the student, unless evidence proves the student was incapacitated and therefore unable to complete it personally.

**4.2 – Independent evidence** (e.g. health professional, police officer, originals only, no photocopies or scans) This should detail the specific dates of the illness or misadventure. The medical certificate should state the medical condition and/or make explicit how the medical condition affected the student's performance or prevented the student from attempting or completing the specific task.

**A medical certificate that simply states that the student was unfit is not acceptable.**

When a medical certificate is provided to the deputy principal for a misadventure, the deputy principal will ensure that the student's attendance record is amended and the medical certificate securely filed.

## 5. Considering a student request for variation of determination

### 5.1 Illness or misadventure occurring immediately before or during the task(s)

It is considered that illness or misadventure which has occurred immediately before a task will affect a student's performance. In some cases, illness or misadventure occurring before the due date for an assessment may be considered. For instance, the death and/or funeral of a close relative are legitimate grounds for a request for variation of determination, depending on the closeness of the relationship, and the nature of the evidence presented. The 'immediately before' and 'unforeseen' nature of a misadventure request for variation of determination, must be given close consideration.

### 5.2. Chronic conditions

Students suffering from a chronic illness are only eligible for request for variation of determination if the condition is exacerbated immediately before or during the task period, or if the student experiences symptoms during the task which impede performance.

### 5.3 Disability provisions

Students who have received special provisions in task(s) are only eligible for a request for variation of determination if an unforeseen episode occurs during a task.

Date Received:

# CHELtenham GIRLS' HIGH SCHOOL SCHOOL BUSINESS OR APPROVED LEAVE APPLICATION

(To be used by students anticipating absence from an assessment task due to school business or approved leave)

Student Name ..... Subject ..... Course (circle one) HSC/PRELIM/RoSA.

Class: ..... Year .....

Task: ..... % Value .....

Date Due/Scheduled .....

Teacher's Name.....

Please explain the nature of the school business or approved leave .....  
.....  
.....

Documentary Evidence Sighted Yes/No Form of evidence .....

1. Student's Signature..... Date .....

2. Parent's Signature ..... Date .....

3. Class teacher's comment .....  
.....

4. Deputy Principal Signature ..... Date.....

5. THIS PROFORMA NOW TO BE HANDED TO THE FACULTY HEAD TEACHER PRIOR TO THE DUE DATE OF THE ASSESSMENT TASK.

6. Head Teacher Determination:

- Original task to be completed on/by ..... (date)
- Alternative task to be completed on/by ..... (date)

NOTE: Where the student submits the task or this application after the due date, refer to the table of penalties as detailed in the policy.

Head Teacher's comment (if applicable)

7. Head Teacher Signature ..... Date .....

8. THIS PROFORMA NOW TO BE RETURNED TO THE STUDENT FOR PARENT ACKNOWLEDGEMENT

9. Parental acknowledgement of Head Teacher determination

Parent Name:\_\_\_\_\_ Parent Signature:\_\_\_\_\_ Date \_\_\_\_\_

### 10. Student returns form to Head Teacher before assessment

Action by Head Teacher: This form now to be copied by the Head Teacher and copies distributed by the Head Teacher as below:

- Original to be filed by Head Teacher
- Copy to parent

IF YOU ARE NOT SATISFIED WITH THE DETERMINATION YOU MAY REQUEST FOR VARIATION OF DETERMINATION TO THE CHAIRPERSON OF THE PANEL WITHIN FIVE SCHOOL DAYS OF THE DATE IN POINT 6 ABOVE



**Aboriginal Studies HSC 2021  
Assessment Components and Weightings**

Component	Weighting
Knowledge and understanding of course content.	<b>40</b>
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	<b>25</b>
Research and inquiry methods, including aspects of the Major Project –	<b>20</b>
Communication of information, ideas and issues in appropriate forms	<b>15</b>
<b>Total</b>	<b>100%</b>

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Description</b>	Major Project	Social Justice and Human Rights	Global Perspectives- Health and Education	Trial HSC examination	
<b>Due Date</b>	Week 11, Term 1 2021	Wed 2 Dec 2020 (week 8)	Week 7, Term 2 2021	Term 3 Trial Exam block 2021	
<b>Outcomes</b>	H4.1 H4.2	H1.1 H1.2, H1.3	H2.2 H3.1 H3.2 H3.3	H1.1 H1.2 H1.3 H2.1 H2.2 H3.1 H3.2 H3.3 H4.3	
<b>Components</b>					
<b>Knowledge and understanding of course content.</b>	5	10	10	15	<b>40</b>
<b>Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives</b>	10		10	5	<b>25</b>
<b>Research and inquiry methods, including aspects of the Major Project –</b>	10			10	<b>20</b>
<b>Communication of information, ideas and issues in appropriate forms</b>	15				<b>15</b>
	<b>40</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>100%</b>

## Ancient History HSC 2021 Assessment Components and Weightings

Component	Weighting
Knowledge and understanding of content	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>
Historical inquiry and research	<b>20</b>
Communication of historical understanding in appropriate forms	<b>20</b>
<b>Total</b>	<b>100%</b>

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Description</b>	<b>Limited scope Source Analysis:</b> Cities of Vesuvius	<b>Limited Scope Research and Open Book In-class essay:</b> The Julio-Claudians	<b>Historical Analysis Oral Presentation and report submission.</b> Agrippina The Younger	<b>Formal Written examination</b> Trial HSC examination	
<b>Due Date</b>	02/12/2020	Week 9 Term 1	Week 5 Term 2	Term 3 Trial Exam Block	
<b>Outcomes</b>	AH 12-6 AH 12-7 AH 12-10	AH 12-1 AH 12-2 AH 12-5 AH 12-9	AH 12-3 AH 12-4 AH 12-7 AH 12-8	AH 12-1 AH 12-2 AH 12-3 AH 12-5 AH 12-6 AH 12-9	
<b>Knowledge and understanding of content</b>	5	5	10	20	<b>40</b>
<b>Source based skills</b>	10	5		5	<b>20</b>
<b>Historical inquiry and research</b>		10	10		<b>20</b>
<b>Communication of historical understanding in appropriate forms</b>	5	5	5	5	<b>20</b>
	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

**Biology HSC 2021**  
**Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Skills in working scientifically	<b>60</b>
Knowledge and understanding of course content	<b>40</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Depth Study	Theory test	Investigations	Trial exam	
<b>Due Date</b>	Term 4 Week 9 11/12/2020	Term 1 Week 8 TBC	Term 2 Week 5 TBC	Term 3 Weeks 2-3 TBC	
<b>Outcomes</b>	BIO12-1-7 BIO12-15	BIO12-1-7 BIO12-12,13	BIO12-1-7 BIO12-12-14	BIO12-1-7 BIO12-12-15	
<b>Skills in working scientifically</b>	15	10	20	15	<b>60</b>
<b>Knowledge and understanding of course content</b>	10	10	5	15	<b>40</b>
	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100%</b>

**Business Studies HSC 2021**  
**Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	<b>40</b>
Stimulus-based skills	<b>20</b>
Inquiry and research	<b>20</b>
Communication of business information, ideas and issues in appropriate forms	<b>20</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Marketing Business Investigation	Stimulus Based Finance Task (TBC)	Turn In Research Task (TBC)	Trial HSC	
<b>Due Date</b>	Term 4 Week 8B 4/12/2020  BST 4 - P1 BST 6 - P2 BST 2 - P3 BST 5 - P5	Term 1 Week 10 (TBC)	Term 2 Week 7 (TBC)	Term 3 Week 2/3 (in exam period)	
<b>Outcomes</b>	H2, H4, H7 H8,	H2, H4, H5, H9, H10	H2, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
<b>Knowledge &amp; understanding of course content</b>	10	5	10	15	<b>40</b>
<b>Stimulus-based skills</b>		10		10	<b>20</b>
<b>Inquiry &amp; research</b>	10		10		<b>20</b>
<b>Communication of business information, ideas &amp; issues in appropriate forms.</b>	5	5	5	5	<b>20</b>
	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100%</b>

**Chemistry HSC 2021**  
**Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Skills in working scientifically	<b>60</b>
Knowledge and understanding of course content	<b>40</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Depth study	Theory test	Investigation	Trial exam	
<b>Due Date</b>	Term 4 Week 9 7/12/2020	Term 1 Week 9 TBC	Term 2 Week 6 TBC	Term 3 Weeks 2-3 TBC	
<b>Outcomes</b>	CH12-1-7, CH14-15	CH12-1-7 CH12-12-13	CH12-1-7 CH12-12-14	CH12-1-7 CH12-12-15	
<b>Skills in working scientifically</b>	15	15	15	15	<b>60</b>
<b>Knowledge and understanding of course content</b>	5	10	10	15	<b>40</b>
	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

## Community and Family Studies HSC 2021 Assessment Components and Weightings

Component	Weighting
Knowledge and understanding of course content	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	<b>60</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Independent Research Project - In class Task	Media File - Groups in Context	Research Task and oral presentation -Parenting and Caring	Trial HSC Examination	
<b>Due Date</b>	Term 4 Week 9 9/12/2020  CAFS3 - P2 CASF5 - P4	Term 1 Week 7 TBC	Term 2 Week 8 TBC	Term 3 Trial Exam Period TBC	
<b>Outcomes</b>	H4.1, H4.2	H1.1, H2.2, H5.1	H2.3, H3.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.2, H6.1, H6.2	
<b>Knowledge and understanding of course content</b>		10	10	20	<b>40</b>
<b>Skills in critical thinking, research methodology, analysing and communicating</b>	20	15	15	10	<b>60</b>
	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

## Design & Technology HSC 2021 Assessment Components and Weightings

Component	Weighting
Knowledge and understanding of course content	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project	<b>60</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Project Proposal	Innovation Case Study	Life Cycle Analysis	Trial Examination	
<b>Due Date</b>	Term 4 2020 Wk 8 30/11/2020	Term 1 2021 Wk 6 TBC	Term 2 2021 Wk 2 TBC	Term 3 2021 Exam Period TBC	
<b>Outcomes</b>	H4.1, H5.2	H2.2, H3.1, H3.2, H6.2	H2.2, H4.3, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
<b>Knowledge and understanding of course content</b>		20		20	<b>40%</b>
<b>Knowledge and skills in designing, managing, producing and evaluating a major design project</b>	30		20	10	<b>60%</b>
	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100%</b>

**Drama HSC 2021**  
**Assessment Components and Weightings**

Component	Weighting
Making	<b>40</b>
Performing	<b>30</b>
Critically Studying	<b>30</b>
<b>Total</b>	<b>100%</b>

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Description</b>	<b>Australian Contemporary Theatre: Extended Response</b> In-class extended response essay based on class workshops.	<b>Individual Project: Work in Progress</b> Presentation/ performance of work(s) in progress, log book including preliminary drafts and research.	<b>Studies in Drama and Theatre: Performance Essay</b> Performance responding to a given question.	<b>Trial Exam: Written Examination</b>  Group Performance  Individual Performance and rationale	
<b>Due Date</b>	Week 9, Term 4 7/12/2020	Week 4, Term 1	Week 10, Term 1	Trial Exam Period	
<b>Outcomes</b>	H1.7, 1.9 H3.1, 3.2, 3.3, 3.4, 3.5	H1.2, H1.3, 1.5, 1.7 H(2.1*), 2.2, 2.3, 2.4	H2.1, 2.2, 2.5 H3.1, 3.2, 3.3, 3.4,3.5	H1.1, 1.2, 1.3, 1.5, 1.7, 1.8 H2.1, 2.2, 2.4, 2.5 H3.1, 3.2, 3.3, 3.4, 3.5	
<b>Making</b>	10	20		10	<b>40</b>
<b>Performing</b>		10	10	10	<b>30</b>
<b>Critically Studying</b>	10		10	10	<b>30</b>
	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100%</b>



**Economics HSC 2021**  
**Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	<b>40</b>
Stimulus-based skills	<b>20</b>
Inquiry and research	<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	<b>20</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	In class extended response with research component	OR & SA Q's on Topic 2 (TBC)	Research & Report	Trial HSC	
<b>Due Date</b>	Term 4 Week 8B 2/12/2020 ECO 6 - P4 ECO 3 - P5	Term 1 Week 9 (TBC)	Term 2 Week 5 (TBC)	Term 3 Week 2/3 (in exam period)	
<b>Outcomes</b>	H1, H7, H9, H10 H12	H1, H8, H9 H10, H11	H1, H5, H6, H7, H8, H9, H10, H12	H1, H2, H3, H4, H5, H6, H7, H8, H10 & H11	
<b>Knowledge &amp; understanding of course content</b>	10	10	10	10	<b>40</b>
<b>Stimulus-based skills</b>		10		10	<b>20</b>
<b>Inquiry &amp; research</b>	5		15		<b>20</b>
<b>Communication of economics information, ideas &amp; issues in appropriate forms.</b>	5	5		10	<b>20</b>
	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

**English Standard HSC 2021**  
**Assessment Components and Weightings**

Component	Weighting
Knowledge and understanding of course content	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>
<b>Total</b>	<b>100%</b>

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Description</b>	Multimodal Text - Texts & Human Experiences	Module A- Language, Identity & Culture	Module C- Craft Of Writing	Trial HSC-Paper 1 & 2	
<b>Due Date</b>	Term 4 Week 8 03/12/20 P1	Term 1 Week 8 TBC	Term 2 Week 4 TBC	Term 3 Exam Period TBC	
<b>Outcomes</b>	EN12-1, EN12-2, EN12-3, EN12-4, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1 ENA12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1 ENA12-3, EN12-4,, EN12-5, EN12-6, EN12-7 EN12-9	
<b>Knowledge and understanding of course content</b>	10	15	10	15	<b>50</b>
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context cross all modes</b>	15	10	10	10  5 (CoW)	<b>50</b>
	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100%</b>

**English Advanced HSC 2021  
Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Multimodal Text -Texts & Human Experiences	Comparative Essay- Textual Conversations (Mod A)	Module C- Craft Of Writing	Trial HSC-Paper 1 & 2	
<b>Due Date</b>	Term 4 Week 8 03/12/20	Term 1 Week 8 TBC	Term 2 Week 4 TBC	Term3 Exam Period TBC	
<b>Outcomes</b>	EA12-1, EA12-2, EA12-3, EA12-5, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8, EA12-9	
<b>Knowledge and understanding of course content</b>	10	15	10	15	<b>50</b>
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context cross all modes</b>	15	10	10	10	<b>50</b>
				5(CoW)	
	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100%</b>

**ENGLISH EAL/D 2021**  
**Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>
	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Speaking and Listening task Multimodal Presentation- <b>Module A</b>	Reading & Writing- <b>Module B</b>	Focus on Writing- <b>Module D</b>	<b>Trial HSC- Modules A, B, C, D and Listening</b>	
<b>Due Date</b>	Term 4 Week 9 07/12, 08/12, 10/12	Term 1 Week 8 TBC	Term 2 Week 9 TBC	Term 3 exam period	
<b>Outcomes</b>	EAL12-1A, EAL12-1B, EAL12-3, EAL 12-4, EAL12-5, EAL 12-6, EAL12-7	EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8	EAL12-2, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9	EAL12-1A, EAL12-1B, EAL12-3, EAL12-4, EAL12-5, EAL12-6 EAL12-7, EAL12-8	
<b>Knowledge and understanding of course content</b>	10	15	10	15	<b>50</b>
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</b>	15	10	15	10	<b>50</b>
	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100%</b>

**English Extension 1 HSC 2021**  
**Common Module: Literary Worlds**  
**Elective Module: Worlds of Upheaval**  
**Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of texts and why they are valued	<b>50</b>
Skills in complex analysis, sustained composition and independent investigation	<b>50</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Task Description</b>	Frankenstein Task (Critical Chapter or Text Revisions)	Related Text Roadshow (Visual Display and Reflection)	HSC Trial Exam	
<b>Due Date</b>	Term 4 Week 9 (07/12/20)	Term 2 Week 1 (23/04/2021)	Term 3 Week 1 (15/07/2021)	
<b>Outcomes</b>	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-5	EE12-2, EE12-3, EE12-4, EE12-5	
<b>Knowledge and understanding of texts and why they are valued</b>	20	15	15	<b>50</b>
<b>Skills in complex analysis, composition and investigation</b>	15	15	20	<b>50</b>
	<b>35</b>	<b>30</b>	<b>35</b>	<b>100%</b>

**English Extension 2 HSC 2021**  
**Major Work**  
**Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Skills in extensive independent investigation	<b>50</b>
Skills in sustained composition	<b>50</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Task Description</b>	Viva Voce	Literature Review with draft of MW	Critique of Creative Process with draft of MW	
<b>Due Date</b>	Term 4 Week 7 24/11/2020	Term 1 Week 8	Term 2 Week 9	
<b>Outcomes</b>	EEX 12-1, EEX12-4	EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-5	
<b>Skills in extensive independent investigation</b>	15	20	15	<b>50</b>
<b>Skills in sustained composition</b>	15	20	15	<b>50</b>
	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

**Food Technology HSC 2021  
Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	<b>30</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Food Manufacture Written and Practical	Australian Food Industry In Class Written Task	Food Product Development and Nutrition Research task and Practical	Trial Exam	
<b>Due Date</b>	Term 4 Week 9 11/12/2020  FTE3 - P4 FTE4 - P5	Term 1, 2021 Week 7 TBC	Term 2, 2021 Week 9 TBC	Term 3, 2021 Trial Exam Period	
<b>Outcomes</b>	H1.1 H4.2	H1.2 H1.4 H3.1	H1.3 H4.1 H2.1 H3.2 H5.1	H1.1 H1.2 H1.3 H3.1 H1.4 H4.2 H2.1 H3.2 H5.1	
<b>Knowledge and understanding of course content</b>			10	30	<b>40</b>
<b>Knowledge and skills in designing, researching, analysing and evaluating</b>	10	20			<b>30</b>
<b>Skills in experimenting with and preparing food by applying theoretical concepts</b>	10		20		<b>30</b>
	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100%</b>

## Geography HSC 2021 Assessment Components and Weightings

Component	Weighting
Knowledge and understanding of course content	<b>40</b>
Geographical tools and skills	<b>20</b>
Geographical inquiry and research, including fieldwork	<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	<b>20</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Short Answer	Skills & Extended Response	Research Task & Report	Trial HSC	
<b>Due Date</b>	Term 4 Week 7A 25/11/2020 Period 3	Term 1 Week 9B TBC	Term 2 Week 6B TBC	Term 3 Week 1&2 TBC	
<b>Outcomes</b>	H4, H13, H5	H10, H11, H1	H6, H8, H9	H1, H2, H3, H4,, H7, H10, H11, H12	
<b>Knowledge &amp; understanding of course content</b>	10	10	10	10	<b>40</b>
<b>Geographical tools and skills</b>		10		10	<b>20</b>
<b>Geographical inquiry &amp; research, including fieldwork</b>		5	15		<b>20</b>
<b>Communication of geographical information, ideas &amp; issues in appropriate forms.</b>	10			10	<b>20</b>
	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>



## History Extension HSC 2021 Assessment Components and Weightings

Component	Weighting
Knowledge and understanding of significant historiographical ideas and processes	<b>40</b>
Skills in designing, undertaking and communicating historical inquiry and analysis	<b>60</b>
<b>Total</b>	<b>100%</b>

	Task 1	Task 2	Task 3	Weighting
<b>Task Description</b>	History Project Process: Proposal, log and annotated sources.	History Project: Essay	Formal Written Examination: Constructing History and Case Study	
<b>Due Date</b>	Week 5, Term 2	Week 8, Term 2	Term 3 Trial	
<b>Outcomes</b>	HE12-2 HE12-3 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1	
<b>Knowledge and understanding of significant historiographical ideas and processes</b>		10	30	<b>40</b>
<b>Skills in designing, undertaking and communicating historical inquiry and analysis</b>	30	30		<b>60</b>
	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

## Information Processes and Technology 2021 Assessment Components and Weightings

Component	Weighting
Knowledge and understanding of course content	<b>60</b>
Knowledge and skills in the design and development of information systems	<b>40</b>
<b>Total</b>	<b>100%</b>

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Nature of tasks</b>	Database Project	Case Study/Topic Test	Multimedia Project	Trial HSC Examination	
<b>Timing</b>	Term 1 2021, Week 3 TBC	Term 1 2021, Week 9 TBC	Term 2 2021, Week 9 TBC	Term 3 2021, Weeks 1 (TBC)	
<b>Outcomes assessed</b>	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	H2.1, H3.1, H4.1, H5.1, H5.2, H7.1	H1.1, H1.2, H2.1, H2.2, H3.2, H5.1, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H3.1, H4.1, H5.1, H5.2, H6.1, H6.2	
<b>Knowledge and understanding of course content</b>	15	10	15	20	<b>60</b>
<b>Knowledge and skills in the design and development of information systems</b>	10	10	10	10	<b>40</b>
	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100%</b>

**Japanese Beginners HSC 2021**  
**Assessment components and weightings**

Component	Weighting
Listening	30
Reading	30
Writing	20
Speaking	20
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Response in English and Japanese to written texts	Response in English and Japanese to spoken and written texts	Speaking Conversation	Trial Exam	
<b>Due Date</b>	Term 4 Week 7 27/11/20	Term 1 Week 8	Term 2 Week 8	Term 3 Trial Exam Period	
<b>Outcomes</b>	2.1, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.4, 2.5	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	
<b>Listening</b>		20		10	<b>30</b>
<b>Reading</b>	10	10		10	<b>30</b>
<b>Writing</b>	10			10	<b>20</b>
<b>Speaking</b>			20		<b>20</b>
	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100%</b>

**Japanese Continuers HSC 2021  
Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Listening	<b>30</b>
Reading	<b>30</b>
Writing	<b>20</b>
Speaking	<b>20</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Response in English and Japanese to spoken text	Response in English and Japanese to written text	Conversation	Trial Exam	
<b>Due Date</b>	<b>Term 4</b> Week 8 30/11/20	<b>Term 1</b> Week 8	<b>Term 2</b> Week 7	<b>Term 3</b> Trial Exam Period	
<b>Outcomes</b>	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
<b>Listening</b>	20			10	<b>30</b>
<b>Reading</b>		20		10	<b>30</b>
<b>Writing</b>	5	5		10	<b>20</b>
<b>Speaking</b>			20		<b>20</b>
	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100%</b>

**Japanese Extension HSC 2021  
Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Text analysis	<b>40</b>
Writing	<b>40</b>
Speaking	<b>20</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Task Description</b>	Personal response to prescribed text	Oral presentation/ newspaper feature article on prescribed issue	Trial HSC	
<b>Due Date</b>	Term 1 Week 4 TBC	Term 2 Week 5 TBC	Term 3 Trial Exam Period	
<b>Outcomes</b>	1.1, 2.1, 2.2, 2.3	1.1, 1.2	1.1,1.2, 2.1, 2.2, 2.3	
<b>Text analysis</b>	30		10	<b>40</b>
<b>Writing</b>	10	20	10	<b>40</b>
<b>Speaking</b>		10	10	<b>20</b>
	<b>40</b>	<b>30</b>	<b>30</b>	<b>100%</b>

**Legal Studies HSC 2021**  
**Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Knowledge & Understanding	<b>40</b>
Inquiry & Research	<b>20</b>
Analysis & Evaluation	<b>20</b>
Communication	<b>20</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	OR, SA & ER Task	Research & Report	Research & In Class Response	Trial HSC	
<b>Due Date</b>	Term 4 Week 7A 27/11/2020 P3 & 4	Term 1 TBC	Term 2 TBC	Term 3 Exam Period	
<b>Outcomes</b>	H1, H2, H7	H1, H4, H5, H7, H8, H9	H3, H4, H5, H7, H8, H9	H3, H4, H5, H6, H7, H9, H10	
<b>Knowledge &amp; Understanding</b>	15	5	5	15	<b>40</b>
<b>Inquiry &amp; Research</b>		10	10		<b>20</b>
<b>Analysis &amp; Evaluation</b>		5	5	10	<b>20</b>
<b>Communication</b>	5	5	5	5	<b>20</b>
	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

**Mathematics Standard 2 HSC 2021  
Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Understanding, fluency and communication	<b>50</b>
Problem solving, reasoning and justification	<b>50</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	In class test	Project/ Investigation	In class test	Trial HSC Examination	
<b>Due Date</b>	Term 4 Week 7  25/11/2020	Term 1 Week 8  TBC	Term 2 Week 5  TBC	Term 3 Week 2/3	
<b>Outcomes</b>	MS11-8 MS2-12-5	MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8	
<b>Concepts, skills and techniques</b>	10	10	15	15	<b>50</b>
<b>Reasoning and communication</b>	10	15	10	15	<b>50</b>
	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

## Mathematics Advanced 2021 Assessment Components and Weightings

Component	Weighting
Understanding, fluency and communication	<b>50</b>
Problem solving, reasoning and justification	<b>50</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	In class test	Project/ Investigation	In class test	Trial HSC Examination	
<b>Due Date</b>	Term 4 Week 7  25/11/2020	Term 1 Week 8  TBC	Term 2 Week 5  TBC	Term 3 Week 2/3	
<b>Outcomes</b>	MA 11-6 MA 11-7 MA 12-3 MA 12-6	MA 12-1 MA 12-5 MA 12-9 MA 12-10	MA 12-3 MA 12-6 MA 12-7 MA 12-8	MA 12-1 MA 12-2 MA 12-3 MA 12-5 MA 12-6 MA 12-7 MA 12-8	
<b>Concepts, skills and techniques</b>	10	10	15	15	<b>50</b>
<b>Reasoning and communication</b>	10	15	10	15	<b>50</b>
	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>



## Mathematics Extension 1 HSC 2021 Assessment Components and Weightings

Component	Weighting
Understanding, fluency and communication	<b>50</b>
Problem solving, reasoning and justification	<b>50</b>
<b>Total</b>	<b>100%</b>

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Description</b>	In class test	Project/ Investigation	In class test	Trial HSC Examination	
<b>Due Date</b>	Term 4, Week 8 04/12/2020	Term 1, Week 10, TBC	Term 2, Week 6, TBC	Term 3, Week 2/3	
<b>Outcomes</b>	ME 11-5 ME 12-1 ME 12-3 MA 12-5 MA 12-1	ME 12-1 ME 12-4 ME 12-6 ME 12-7	MA 12-3 MA 12-6 MA 12-7 ME 12-1 ME 12-2 ME 12-4	MA 12-1 MA 12-2 MA 12-3 MA 12-4 MA 12-6 MA 12-7 ME 12-1 ME 12-2 ME 12-3 ME 12-4 ME 12-5	
<b>Concepts, skills and techniques</b>	10	15	10	15	<b>50</b>
<b>Reasoning and communication</b>	10	10	15	15	<b>50</b>
	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

## Mathematics Extension 2 HSC 2021 Assessment Components and Weightings

Component	Weighting
Understanding, fluency and communication	<b>50</b>
Problem solving, reasoning and justification	<b>50</b>
<b>Total</b>	<b>100%</b>

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Description</b>	In class test	In class test	Project/ Investigation	Trial HSC Examination	
<b>Due Date</b>	Term 4 Week 8  14/12/2020	Term 1 Week 9  TBC	Term 2 Week 7  TBC	Term 3 Week 2/3	
<b>Outcomes</b>	MEX 12-2 MEX 12-6	MEX 12-1 MEX 12-2 MEX 12-4	MEX 12-1 MEX 12-3 MEX 12-7 MEX 12-8	MEX 12-1 MEX 12-2 MEX 12-3 MEX 12-4 MEX 12-5 MEX 12-6	
<b>Concepts, skills and techniques</b>	10	15	10	15	<b>50</b>
<b>Reasoning and communication</b>	10	10	15	15	<b>50</b>
	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

**Modern History HSC 2021**  
**Assessment components and weightings**

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of content	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>
Historical inquiry and research	<b>20</b>
Communication of historical understanding in appropriate forms	<b>20</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	<b>Limited scope Source analysis:</b> Power and Authority in the Modern World	<b>Limited Scope Research Essay:</b> USA 1919-1941	<b>Historical Analysis multimodal presentation:</b> Conflict in Indochina 1954-1979	<b>Formal Written Examination:</b> Trial HSC examination	
<b>Due Date</b>	9/12/2020	Week 9 Term 1	Week 7 Term 2	Term 3 Exam block	
<b>Outcomes</b>	MH 12-3 MH 12-4 MH 12-6 MH 12-7	MH 12-1 MH 12-5 MH 12-8 MH 12-9	MH 12-2 MH 12-5 MH 12-7 MH 12-9	MH 12-1 MH 12-2 MH 12-3 MH 12-5 MH 12-6 MH 12-9	
<b>Knowledge and understanding of content</b>	5	10	5	20	<b>40</b>
<b>Historical skills in the analysis and evaluation of sources and interpretations</b>	10		5	5	<b>20</b>
<b>Historical inquiry and research</b>		10	10		<b>20</b>
<b>Communication of historical understanding in appropriate forms</b>	5	5	5	5	<b>20</b>
	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>

## Music 2 HSC 2021 Assessment Components and Weightings

Component	Weighting
Performance	20
Composition	20
Musicology	20
Aural	20
Elective	20
<b>Total</b>	<b>100%</b>

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Description</b>	Composition draft and Portfolio assessment - work in progress	Core Performance & Elective	Musicology / Aural exam	Trial HSC	
<b>Due Date</b>	Term 1 Week 5	Term 2 Week 4	Term 2 Week 9	Trial HSC exam period	
<b>Outcomes</b>	H2, H3, H4, H5, H6, H8, H12	<b>Perf:</b> H1, H6, H8, H10, H11, H12 <b>Elect:</b> H1-12 Teacher will select appropriate outcomes	H2, H5, H6, H7, H9	<b>Perf:</b> H1, H6, H10, H11, H12 <b>Musicology / Aural:</b> H2, H5, H6, H7, H9 <b>Elect:</b> H1-12* *Teacher will select appropriate outcomes	
<b>Performance</b>		10		10	<b>20</b>
<b>Composition</b>	20				<b>20</b>
<b>Musicology</b>			15	5	<b>20</b>
<b>Aural</b>			15	5	<b>20</b>
<b>Elective</b>		10		10	<b>20</b>
	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100%</b>

## Music Extension HSC 2021 Assessment Components and Weightings

Component	Weighting
Performance or Composition or Musicology	100
<b>Total</b>	<b>100%</b>

	Task 1	Task 2	Task 3	Weighting
	<b>Performance</b> presentation of repertoire and portfolio including background research of repertoire	<b>Performance</b> presentation of repertoire and portfolio including critical comparison with professional recordings	<b>Performance</b> presentation of repertoire and portfolio including background research of repertoire	
<b>Task Description</b>	<b>OR Composition</b> portfolio including draft compositions, analysis of works and styles	<b>OR Composition</b> portfolio with viva voce and including development of ideas, musical concepts and techniques	<b>OR Composition</b> portfolio including draft compositions, analysis of works and styles	
	<b>OR Musicology</b> portfolio with research and critical analysis of works	<b>OR Musicology</b> viva voce and portfolio including development of topic, sources and ideas	<b>OR Musicology</b> portfolio with research and critical analysis of works	
<b>Due Date</b>	Term 1, Week 4	Term 2, Week 4	Trial HSC exam period	
<b>Outcomes</b>	H1 - 6*	H1 - 6*	H1 - 6*	
<b>Performance or Composition or Musicology</b>	30	30	40	<b>100</b>
	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

\* Teachers will select appropriate outcomes based on Elective options selected by each student

**PDHPE HSC 2021  
Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	<b>40</b>
Skills in critical thinking, research, analysis and communicating	<b>60</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Core 2 Task	Core 1	Options Research & In class task	Trial HSC Examination	
<b>Due Date</b>	<b>Term 4</b> Week 9A 8/12/20 by 3:10pm	<b>Term 1</b> Week 8 TBA	<b>Term 2</b> Week 7 TBA	<b>Term 3</b> Trial Exam Period	
<b>Outcomes</b>	H7 H8 H9 H16 H17	H1 H2 H3 H4 H5 H14 H15 H16	H7 H8 H9 H10 H13 H16 H17	H1-H5 H7-H11 H13-H17	
<b>Knowledge and understanding of course content</b>	10	10	10	10	<b>40</b>
<b>Skills in critical thinking, research, analysis and communicating</b>	10	10	20	20	<b>60</b>
	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100%</b>

**Textiles and Design HSC 2021**  
**Assessment components and weightings**

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	<b>50</b>
Skills and knowledge in the design, manufacture and management of a major textiles project	<b>50</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Contemporary Designer Research Report	Design Development & Manufacturing Progress Report	Experimentation Research	Trial HSC Exam	
<b>Due Date</b>	Week 7 Term 4 2020. 25/11/2020	Week 10 Term 1 TBA	Week 8 Term 2 2020 TBA	Term 3 2021 Trial Exam Period	
<b>Outcomes</b>	H5.1, H6.1	H1.1,H1.2, H2.1 ,H2.2,H2.3	H3.1,H4.1, H4.2	H1.3,H3.1,H3.2 H4.1,H5.1,H5.2 H6.1	
<b>Knowledge and understanding of course content</b>	20			30	<b>50</b>
<b>Skills and knowledge in the design, manufacture and management of a major textiles project</b>		30	20		<b>50</b>
	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100%</b>

## Spanish Beginners HSC 2021 Assessment Components and Weightings

Component	Weighting
Listening - Objective 1: Interacting, Objective 2: Understanding Texts	<b>30</b>
Reading - Objective 1: Interacting, Objective 2: Understanding Texts	<b>30</b>
Writing - Objective 1: Interacting, Objective 3: Producing Texts	<b>20</b>
Speaking - Objective 1: Interacting, Objective 3: Producing Texts	<b>20</b>
<b>Total</b>	<b>100%</b>

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Description</b>	Response in English and Spanish to written texts	Response in English and Spanish to spoken and written texts	Speaking Conversation	Trial Exam	
<b>Due Date</b>	Term 4 Week 9 11/12/20	Term 1 Week 8 TBC	Term 2 Week 9 TBC	Term 3 Trial Exam Period	
<b>Outcomes</b>	2.2, 2.6, 2.4, 3.1, 3.2, 3.3	2.1, 2.2, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	
<b>Listening</b>		20		10	<b>30</b>
<b>Reading</b>	10	10		10	<b>30</b>
<b>Writing</b>	10			10	<b>20</b>
<b>Speaking</b>			20		<b>20</b>
	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100%</b>



**Society and Culture HSC 2021**  
**Assessment components and weightings**

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding of course content	<b>50</b>
Application and evaluation of social and cultural research methods	<b>30</b>
Communication of information, ideas and issues in appropriate forms	<b>20</b>
<b>Total</b>	<b>100</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
<b>Task Description</b>	Core Study Task Continuity and Change (focus study – China)	Research and In class written task – Belief Systems and Ideologies (focus study – Buddhism)	Submission of video presentation of PIP process	Trial Examination	
<b>Due Date</b>	Week 2 Term 1	Week 9 Term 1	Week 3 Term 2	Term 3 Trial Exam block	
<b>Outcomes</b>	H1, H3, H5, H9, H10	H1, H2, H6, H7, H8	H1, H4, H6, H7, H8,H10	H1, H2, H3, H4, H5, H6, H9, H10	
<b>Knowledge and understanding of course content</b>	15	15		20	<b>50</b>
<b>Application and evaluation of social and cultural research methods</b>		5	20	5	<b>30</b>
<b>Communication of information, ideas and issues in appropriate forms</b>	5	5	5	5	<b>20</b>
	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Science Extension HSC 2021**  
**Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Communicating scientifically	<b>30</b>
Gathering, recording, analysing and evaluating data	<b>30</b>
Application of scientific research skills	<b>40</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Task Description</b>	Research proposal presentation	Scientific Research Project	Theory Examination	
<b>Due Date</b>	Term 1 Week 3 TBC	Term 2 Week 10 TBC	Term 3 Week 2-3 TBC	
<b>Outcomes</b>	SE-1 SE-3 SE-4	SE1-7	SE1-7	
<b>Communicating scientifically</b>	10	10	10	<b>30</b>
<b>Gathering, recording, analysing and evaluating data</b>	10	10	10	<b>30</b>
<b>Application of scientific research skills</b>	10	20	10	<b>40</b>
	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

## Physics HSC 2021

### Assessment Components and Weightings

Component	Weighting
Skills in working scientifically	<b>60</b>
Knowledge and understanding of course content	<b>40</b>
<b>Total</b>	<b>100%</b>

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Description</b>	Investigations	Theory test	Depth Study	Trial exam	
<b>Due Date</b>	Term 4 Week 9 10/12/2020	Term 1 Week 8 TBC	Term 2 Week 5 TBC	Term 3 Weeks 2-3 TBC	
<b>Outcomes</b>	PH12-1-7 PH12-12	PH12-4-7 PH12-12,13	PH12-1-7 PH12-12-15	PH12-1-15	
<b>Skills in working scientifically</b>	20	10	15	15	<b>60</b>
<b>Knowledge and understanding of course content</b>	5	10	10	15	<b>40</b>
	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100%</b>

**Visual Arts HSC 2021**  
**Assessment components and weightings**

Component	Weighting
Artmaking	50
Art criticism and art history	50
<b>Total</b>	<b>100%</b>

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Task Description</b>	Half Yearly	Mid course progress	Trial Exam	BOW	
<b>Due Date</b>	Week 7 Term 1	BOW progress: Week 1 Term 2	Week 5 Term 3	BOW Week 5, Term 3	
<b>Outcomes</b>	H8, H10	H1 - 9	H9, H10	H1 - H10	
<b>Artmaking</b>		20		30	<b>50</b>
<b>Art criticism and art history</b>	20		30		<b>50</b>
	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100%</b>

**Work Studies HSC 2021**  
**Assessment Components and Weightings**

<b>Component</b>	<b>Weighting</b>
Knowledge and understanding	<b>30</b>
Skills	<b>70</b>
<b>Total</b>	<b>100%</b>

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Task Description</b>	Job Application	Research Report	Experiencing Work	
<b>Due Date</b>	Term 4 Week 10 15/12/20	Term 1 Week 10 TBC	Term 2 Week 10 TBC	
<b>Outcomes</b>	2, 3, 5	3, 8, 9	6, 7, 9	
<b>Knowledge and understanding</b>		30		<b>30</b>
<b>Skills</b>	35		35	<b>70</b>
	<b>35</b>	<b>30</b>	<b>35</b>	<b>100%</b>









