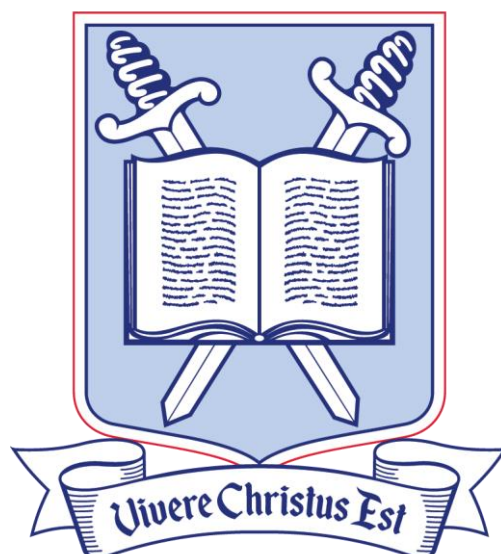


# St Paul's

## Catholic College



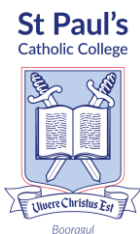
*Booragul*

## Year 12 HSC

# Assessment Handbook and Schedules

## 2020-2021

*NB Assessment Calendar Dates are subject to change. Students should always check with their subject teacher in relation to dates/rescheduling of tasks.*



Dear Year 12 Students, Parents & Guardians,

Welcome to the 2021 Higher School Certificate (HSC) Course. I hope that the year ahead is one that is both challenging and rewarding for all students. We are very proud of our senior academic program here at St Paul's - one that embraces contemporary teaching and learning practices. All our students enjoy excellent relationships with teachers and support staff as they work together towards attainment of the HSC and there are many opportunities for students to realise their full potential as members of this community. I encourage all students to be active participants in the many facets of school life.

This HSC Assessment Handbook is designed to assist you in managing the requirements of the HSC assessment process. The NSW Educational Standards Authority (NESA) has a number of rules that must be adhered to if a student is to receive their Higher School Certificate – and these are contained within this guide including information relating to Appeals, Absence, Illness and Misadventure.

Further to this, the Handbook contains details of assessment tasks for each subject and details of the personnel that are responsible for the academic and wellbeing needs of all students. Please contact these staff members if you have questions or concerns – we believe that strong communication between students, parents and teachers is essential to both the wellbeing and academic success of our students.

I hope this year will continue to develop the already strong and successful partnership we have with you and your child. We look forward to the year ahead as we seek to help shape very fine young men and women who leave St Paul's with purpose and commitment. Our HSC Program has been established with great strength and confidence, which can only provide great reassurance for all commencing this exciting year.

With my very best wishes.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'G Selmes'.

Mr Graeme Selmes  
Principal

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## HSC Assessment Handbook 2020 - 2021

Stage 6 subjects have their course content divided into two parts - the Year 11 Course and the Year 12 Course. Year 11 Courses at this School are conducted from the beginning of Year 11 until the end of Term 3 in Year 11, or into the early weeks of Term 4. Year 12 HSC courses commence in the initial weeks of Term 4.

Both Year 11 and Year 12 courses have a **continuous** assessment program, using a range of tasks.

The information below outlines St Paul's response to some frequently asked questions regarding Stage 6 assessment.

### What is a School Assessment?

A School Assessment is a mark calculated by the school, comparing a student's performance on School Assessment Tasks with that of all other students in the school doing the same course, in relation to a set of course outcomes. Separate assessment programs operate throughout the Year 11 and Year 12 Courses.

### Why have Assessment Tasks?

It is not possible or desirable to assess everything that a student does in a course in a single examination. A School Assessment will allow a student to be given credit for their performance in diverse areas such as oral presentations, practical tasks and inquiry-based projects, as well as basing overall results on assessment tasks completed throughout the whole course, rather than just on one examination at the end of the course.

### Why is Assessment important?

There are several reasons:

- a. **Assessment tasks for the Year 11 Course are used to determine whether the course has been satisfactorily completed.** Only if a Year 11 Course has been satisfactorily completed can a student proceed to the Year 12 Course.
- b. **All assessment tasks in the Year 12 HSC Course count towards the final HSC Assessment Marks forwarded to the NSW Education Standards Authority (NESA).** The student's moderated Assessment Mark in each NESA Developed course will be reported on their **Higher School Certificate**.
- c. If a student is unable to sit an HSC Examination due to illness or misadventure the student's **Assessment Mark in that course becomes extremely important in determining their final mark in that course.**
- d. The marks used in calculating a student's ATAR (Australian Tertiary Admissions Rank) are based on the average of their moderated Assessment Mark and the Examination Mark for each HSC course. Thus, the **moderated Assessment Marks make up 50% of the marks used as the starting point in calculating** a student's ATAR. Clearly, it makes good sense for a student to aim for their **personal best in every assessment task.**

*For further information regarding assessment, please see:*

*<http://syllabus.nesa.nsw.edu.au/assets/global/files/years-11-12-assessment-advice.pdf>*

## Satisfactory Completion of a Course

The following course completion criteria refer to both Year 11 and Year 12 Courses.

### Course Completion Criteria

**A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:**

- a. **Followed** the course developed or endorsed by NESA; and
- b. **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c. **Achieved** some or all of the course outcomes.

While NESA does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate students' absences to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

In addition to the above, a student studying for the HSC at St Paul's Catholic College must:

- Satisfactorily complete courses totalling at least 12 Units of Year 11 Courses and 10 Units of HSC Courses which satisfy NESA's pattern of study requirements;
- Make a genuine effort to complete course requirements;
- Make a genuine attempt at assessment tasks, in courses where internal assessment marks are submitted, which contribute **in excess of** 50% of the available marks;
- Make, in competency based courses, a genuine attempt to complete the course;
- In subjects that have a requisite examination, sit for and make a genuine attempt at the examination.
- Meet the Diocesan requirement of studying either Studies in Catholic Thought or Studies of Religion

### How will my Assessment Mark be determined?

NESA has provided guidelines for every HSC Course and these have been distributed to every school in NSW. Teachers at St Paul's have used these guidelines to draw up an Assessment Program for each course offered. Every school will follow the components and weightings contained in the guidelines, although schools will differ in how they assess the components.

## What information do I have to know?

Each school has the responsibility to tell the student the following information:

- **how many tasks will be assessed**
- **what outcomes of the course will be assessed**
- **how they will be assessed**
- **the relative components and weightings**
- **when they are going to be assessed**

This information will be passed on to students via a Subject Assessment Schedule which will be emailed to each student along with the Assessment Calendar. In general, students can expect at least two weeks' notice of the due date for formal assessment tasks. In cases of unavoidable re-scheduling (eg excursions postponed due to weather conditions) all care will be taken to ensure students are aware of changes to dates for assessment and a change to Assessment Notification will be issued.

## How do I know how I am progressing in my Assessment?

The School will notify students of how they are progressing in their assessment tasks.

- After each task students will receive their mark, rank and accumulated rank.
- Each school report in the HSC year will indicate a student's Assessment Cumulative Rank (ACR) in each course, i.e. their overall position in that course up to that time. This means that the ranks indicated on the final school report for the HSC year are the ones a student will receive officially from NESAs at the end of the HSC examinations.

## How many Assessment Tasks will be used to assess student achievement?

This is a decision made by individual faculties within the school, however, NESAs caps the **maximum number of formal assessment tasks to four in Year 12**. There is also permitted **only one formal written examination task that mimics the HSC examination per course**, with a maximum weighting of 30% for the Year 12 course.

## What if I am absent from an Assessment Task?

If a student is absent from a task **it is essential that they:**

- Inform the relevant Leader of Pedagogy by contacting the School Office on the day of the absences as early as possible either by email to [admin@brgl.catholic.edu.au](mailto:admin@brgl.catholic.edu.au) or phone 4958 6711.
- Present **clear evidence** to the Leader of Pedagogy that the **absence was legitimate on the first day they return to school**– in the case of sickness a **Doctor's Certificate is MANDATORY** (A Pharmacist's Certificate will **not** suffice). If the Leader of Pedagogy is unavailable a student should report to see the Year 12 Student Coordinator or Leader of Pedagogy.
- **Collect an Absence, Illness and Misadventure Form from Student Services** (or download from the College Website) and **submit it to the Leader of Pedagogy the next day** so that a decision can be made regarding the course of action to be followed.

**NOTE:** Notifications for submission-style tasks indicate the **final date by which the work must be received by the teacher**. Absence on this final date is **NOT** a valid reason for late submission even with a medical certificate. (i.e students are responsible to ensure their work is at school even if they are absent)

**Please Note:** The school will then establish if the student was absent for a valid reason. If the school considers that the absence was **not** for a valid reason, **the student will receive a zero mark for the task.**

If the reason for the absence is valid then the school will decide on one of the following courses of action.

- i. The student may be required to complete the missed task or a substitute task as soon as possible at a time decided by the Leader of Pedagogy;

**or**

- ii. The student may be given an estimate for the missed task in exceptional circumstances. This estimate will be **finalised by the Assistant Principal – Teaching and Learning**, at the completion of the course based on the student's performance in other completed tasks.

In the case of absence from an examination during a Formal Examination period **ALL** of the rules and procedures above still apply.

If a student is aware that they will be absent from an upcoming assessment task due to Family Leave (eg Family Holiday) it is expected that the Principal will be notified in writing/email prior to the proposed absence as per Diocesan Policy. Alternative arrangements to complete the course requirements will then be made.

Students who miss more than one assessment task in a particular subject area may be asked by the Leader of Pedagogy to attend a parental interview to discuss the implications. Students are reminded that, in accordance with directions from NESAs, they will be deemed **unsatisfactory** in a given subject if they fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that subject.

**Remember... it is the student's responsibility to contact the school, provide evidence and find out the course of action to be taken.**

## **What if I think my performance in a task could have been affected by Illness or Misadventure?**

**Whenever possible, it is advisable for students to attempt the task. They should advise the examination supervisor of the Absence, Illness or Misadventure prior to the examination and then complete and submit the appropriate form. While the task will be marked as normal, the Absence, Illness or Misadventure will then be considered before final results are provided.**

Students who become so ill **during a task** that they feel their performance will be adversely affected **should advise the supervisor of the task as soon as this circumstance arises**, so that a record can be taken for later action. The supervisor will bring the matter to the attention of the relevant Leader of Pedagogy who will then decide on the appropriate course of action and notify the student of the procedure to follow.

Students who experience some misadventure (e.g. car accident on the way to an exam), or who are aware of some circumstance (e.g. injury to writing hand) that will adversely affect their performance, are to inform the relevant Leader of Pedagogy upon arrival at the school to enable appropriate action to be taken.



## What if I hand in a Task late?

A short extension of time may be granted for valid reasons, if applied for using the **Absence, Illness and Misadventure Form** and submitting this to the Leader of Pedagogy **at least three (3) working days** before the due date. If the reasons are not valid, the request will be denied and punctual submission will be requested to avoid a zero mark being awarded.

### If a student fails to complete a task on time they must:

- a) Inform their teacher or Leader of Pedagogy.
- b) Present evidence that they have valid reasons for the non-completion.
- c) Submit the work that has been done up to the due date.

Students who fail to submit a task on time will receive a zero mark as directed by NESA (<https://ace.nesa.nsw.edu.au/ace-8078>)

## The Distribution and Handing in of Tasks

- When the assessment policy and individual tasks are distributed, a digital copy will be made available through Compass.
- When **a task is submitted** this must be done either at the **Student Services Office** using the **Submissions Box** (if specified by the teacher) or **handed in** directly to the class teacher before 8:45am on the due date.

Students who fail to submit a task on time, will be penalised according to the following scale:

## The Distribution and Handing in of Tasks

- When the assessment policy and individual tasks are distributed, a digital copy will be made available through Compass.
- When **a task is submitted** this must be done either at the **Student Services Office** using the **Submissions Box** (if specified by the teacher) or **handed in** directly to the class teacher before 8:45am on the due date.
- Note that the time of submission is not the appropriate time for seeking extensions of time or offering explanations – the student must see the Leader of Pedagogy in these cases.
- If the classroom teacher is absent on the due date or there is no scheduled class, then a student should submit the task to the Student Services Office using the **Submissions Box**, where a school stamp will be issued detailing date and time of submission. (Without this, there is no validity in the submission).
- Students must retain a copy of their submitted assessment task.

## **Do I have to complete the Assessment Tasks?**

**Yes.** It is important to note that the school policy is that tasks **must** be submitted regardless of penalties to fulfil NESA expectations. Students who fail to submit tasks will be required to attend school after hours to complete outstanding assessment work. Furthermore, NESA highlights that failure to meet the course criteria in Year 11 Courses may put progression into Year 12 Courses in jeopardy.

**For students in Year 12 Courses who fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that course, NESA specifies that the Principal must certify that the course has not been studied satisfactorily and neither the Examination Mark nor the Assessment Mark will be recorded on the HSC. If as a result of this the student has fewer than 10 units, he/she will become ineligible for the award of a HSC.**

If it appears that a student is at risk of not satisfying NESA's requirements in a particular course, the Principal will issue the student and parents/carers an Official Warning in time for the problem to be corrected.

**Note that in all cases of assessment tasks being late, being incomplete or being missed the responsibility of informing the Leader of Pedagogy and presenting a case against the awarding of a zero mark rests with the *student*.**

## What if I am responsible for Malpractice in completing Assessment Tasks?

For examination-type tasks, the rules governing the HSC examination will be followed, namely cancellation of papers and the award of a zero mark (see [NESA HSC Student Guide](#) ).

With regard to extended tasks (practical work, projects, research essays, etc.) proven dishonesty may likewise result in the award of a zero mark. Students are warned that plagiarism will be viewed as dishonest appropriation of another's work and will attract a significant penalty. [NESA All My Own Work](#).

In addition to this penalty, all incidents of malpractice will be registered with NESA. This register collects information on cases of malpractice, types of offence and the nature of the penalties applied.

## What if I have long-term illness or problems at home?

NESA's general guidelines state that the School Assessment cannot compensate for factors such as those which operate throughout the course.(e.g. long term illness, change in domestic circumstances). However, with regard to particular tasks, the grounds for illness or misadventure appeal and the evidence required, will be the same as those outlined for the HSC examination. Likewise, where appropriate, disability provisions as outlined in the NESA ACE MANUAL will apply during the performance of assessment tasks, especially where these take the form of a written examination.

## What if I am an Independent Student?

An Independent student is defined as one living away from the parental home without financial or other support from the parents/guardians. Such students are totally responsible for ensuring that they comply with all aspects of the School Assessment Policy. For example, in cases of missing an Assessment task due to illness such students are responsible for obtaining and supplying the school with a medical certificate.

## What if I disagree with the Teacher's Assessment?

The answer to this depends on whether a student agrees with the marks awarded or with the position in the course.

- a. If a student is concerned about the mark, the first port of call **MUST** be the subject teacher as the assessment is returned. If the student is still not satisfied they will need to pursue the matter with the relevant Leader of Pedagogy. The final decision will be made by the Assessment Committee and the mark awarded can **not** be appealed against.
- b. At the end of their last HSC Examination a student may log on to <https://studentsonline.nesa.nsw.edu.au> in order to access their assessment position in each course in relation to other students who took the same course in the school. If this rank or position is significantly different from what is expected (i.e. the ACR indicated on the Final School Report) a student can request the Principal review the assessment. The Principal will establish a panel to ensure that the weightings used by the School were the same as stated by NESA, that the School followed the Assessment Policy it established for the course and that there were no errors in the calculation or recording of marks.

The student (and also NESA) will be informed as to the findings of the review. If it finds no error, no further action will be taken. If an error is found it will be corrected. If the student is not satisfied with the

outcome of the review they may appeal through the school to NESAs which will check to ensure that the school review was carried out correctly.

### **Will I be told my Final Assessment Mark?**

**The mark the school forwards to NESAs in each course remains confidential.** This is because the **Assessment Mark will be moderated and it may change.** (Moderation is a process by which a school's Assessment Marks in each course are adjusted according to the school's performance in that course in the HSC Examination). The student will have a final aligned Assessment Mark reported on their HSC. Even if the School's Assessment Mark does change either up or down after moderation, the student's rank order for the course will **NOT** change (i.e. 1st remains 1st, 2nd remains 2nd, and so on).

The School may give a student their marks on individual assessment tasks, but be aware that the simple addition of these marks will not give the overall Assessment Mark - various weightings have to be applied.

## School Based Review of Senior Assessment

Details of review procedures are the responsibility of individual schools. NESA's recommended procedures to be employed within schools are outlined below.

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices provided to students and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course, may seek a school review.

**Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process.** Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an assessment review it is necessary for the school to ascertain whether:

- a. the **weightings** specified by the school in its assessment program conform to NESA's requirements as detailed in the syllabus packages;
- b. the **procedures** used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program;
- c. there are no **computational or other clerical errors** in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school must return to NESA an Assessment Review Schedule detailing all reviews sought by students from their school by the date shown in the Higher School Certificate Events Timetable.

Should a review on the above procedural areas be requested, a student is required to put in writing within seven days of receiving an assessment outcome, his/her appeal. This appeal will be forwarded to the relevant Leader of Pedagogy.

An appeals panel that comprises the Principal and/or Assistant Principal – Teaching & Learning, shall consider the grounds for appeal.

The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal (see <https://ace.nesa.nsw.edu.au/ace-11014> ).

**Appeals to NESA:** Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment marks. Should this means of appeal be sought, a student is reminded it only relates to procedural matters and does not relate to marks awarded.

**A Student's evidence on appeal.** Relevant evidence might include information about:

- a. the school's stated assessment program;
- b. the assessment program as actually implemented;
- c. feedback given to the student about his or her performance in assessment tasks;
- d. the adequacy of the procedures used in the school review;
- e. the propriety with which it was conducted.

Students are not to submit assessment tasks or claims about the marking of assessment tasks, as these are not subject to review or appeal.

## VET COURSES AND ASSESSMENT

All VET courses are 2 units / 240 hours. VET courses are **competency based**. This requires students to develop the skills and knowledge described in each unit of competency. Students must demonstrate to a qualified assessor (The VET teacher) that they can effectively carry out the various tasks to a standard required in the appropriate industry.

As in all other HSC subjects VET students will receive '**N Awards**' for failure to:

- a. Follow the course developed or endorsed by NESAs; and
- b. Apply themselves with diligence and sustained effort to the set tasks; and
- c. Achieve some or all of the course outcomes.

## AQF Qualification Certification

Assessment for AQF Certifications is *competency based*. VET trainers will use a variety of assessment strategies to assess your competence.

Some forms of assessment will be ongoing and evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role-plays and simulations. The courses provide students with training, and then with the opportunity to be assessed against industry-determined standards.

To achieve a full qualification and be issued with a '*Certificate*' a student must achieve the full set of units of competence as specified in the training package qualification packaging rules. If a qualification is only partly achieved, a '*Statement of Attainment*' is issued for successful competencies. At a later date (within currency of the qualification), a student can undertake further training and be assessed against additional competencies until they have achieved all the competencies required for the full qualification.

## VET Reporting

There is no pass or fail system with a VET Course, students will be deemed COMPETENT or NOT YET COMPETENT for each unit studied, and this is recorded by the VET teacher, as well as in the **Vocational HSC Report** issued by the school.

## AQF (Australian Qualifications Framework)

Assessment for VET courses is **on-going** throughout the course and may consist of a combination of written and practical tasks or demonstrations. All units of competency studied during both Year 11 and Year 12 will count towards the students' **AQF Accreditation** provided all units of competency are achieved:

- Hospitality (Kitchen Operations) Certificate II
- Construction (Pathways) Certificate II

**A Statement of Attainment** will be issued if only some units of competency are achieved. These will be awarded at the end of the HSC year.

## VET Schedule Higher School Certificate (HSC) Record of Achievement

Courses will be listed on the Higher School Certificate Record of Achievement, together with the unit value of the course.

No mark is listed for the achievement of competency. The Record of Achievement will refer to the relevant Australian Qualifications Framework (AQF) 'Certificate' and/or 'Statement of Attainment', which is issued separately. For students who undertake the written HSC examination, a scaled examination mark will be recorded on the HSC Record of Achievement.

### Examinations

Students may be given examinations at end of Year 11 and Year 12 HSC Trial, in preparation for the HSC. These exams are compulsory.

### HSC Examinations

The HSC examination is **optional**. The examination is independent of the competency-based assessment undertaken during the course. Students wishing to use achievements in their VET course for calculation towards an **ATAR** can choose to undertake the written exam and will nominate this option during the HSC year. A trial HSC exam will be undertaken by **ALL** students. All core units of competency covered in Preliminary and HSC year will be assessed in the HSC exam. The marks achieved by a student in the exam are used as the sole basis for determining the student's ATAR.

NESA requires the school to send in an **estimated mark**, which at St Paul's will be based on the Trial HSC Examination.



## ‘Competency’

For a student to be assessed as ‘Competent’ in a particular unit, the assessment tasks, whether written or practical, are required to be completed or demonstrated to a particular standard. If a student is assessed as being ‘Not yet competent’ in a particular UNIT, they will be required to **repeat** assessment tasks in the same format or in any other form until the VET teacher can determine achievement. In a written task this may mean, for example, that the student needs to achieve a certain percentage mark.

## Work Placement

Part of the formal assessment for Vet courses is **compulsory Work Placement**, 35 hours per year (total of 70 hours for the course). Because the student is absent from school during this time the **responsibility lies with the student** to ensure all other assessment tasks due in other courses are completed, preferably before work placement. The rules for absence / extension or misadventure apply to students who attend work placement. Career Links is responsible for finding placements for students or alternatively, students can organise their own through consultation with the teacher and VET Coordinator.

## RPL (Recognition of Prior Learning)

If a student believes that they can satisfy the requirements of any course competency as a result of prior learning, practical experience or both, they may apply to be exempted from doing this unit of competency.

In order to gain exemption or be credited for a competency, the student must either:

- 1 Satisfy their VET teacher in a personal interview that they possess the required knowledge and / or
- 2 Present the recent certificate of attainment from an approved training institution, accredited to conduct such training
- 3 Successfully complete an assessment as determined by the VET teacher.

To apply for the granting of an exemption the student needs to ask their VET teacher or Co-ordinator for a **‘Student RPL Application Form’**. When this has been completed it must be returned to your VET teacher, together with the appropriate documentary evidence. The VET teacher considers the request and advises the student of the outcome using the Assessor Report Form.

If RPL is given for a particular unit, then the student is required to study another unit of equivalent indicative hours in order to satisfy the requirements for the full 2 Unit credit towards the HSC.

Competencies involving OH&S will not be considered for RPL unless it is an accreditation for the Construction OH&S General Induction Course.

## TAFE Students

Students enrolling in TAFE will need to liaise with the TAFE College concerned, regarding assessment requirements for the course. It is the student’s responsibility to be aware of specific requirements for their courses.



## Absence, Illness and Misadventure Form

Years 11 and 12

Student Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Subject: \_\_\_\_\_ Date of Task: \_\_\_\_\_

Assessment Task: \_\_\_\_\_ Weight: \_\_\_\_\_

In Class task     Formal Examination     Submission     Practical task

Parent/Guardian's signature

Student's signature

\_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

**Complete either Section A or Section B (not both)**

### Section A: If you did not submit or missed this assessment task.

Reason for missing the assessment task. (please ✓)

Illness     Misadventure     Bereavement     Approved leave     Other

Please give details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action taken by student: (please ✓)

The school was notified of this absence on: \_\_\_\_\_ Date \_\_\_\_\_  
 A note or email from parent/guardian is attached.  
 A medical certificate is attached

**OR**

### Section B: Application for Extension / Notification for future absences / Exceptional Circumstances.

Please give details of reason for application: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A letter from parent/guardian is attached    Date \_\_\_\_\_

## Panel's Decision

- Application upheld – Student to attempt task.
- Application Upheld – Student to attempt substitute task.
- Application upheld - Extension of time granted; new due date \_\_\_\_\_.
- Application upheld – Student to be awarded the higher result of their original attempt or the estimate of the Leader of Pedagogy
- Application declined

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## Panel Representative

\_\_\_\_\_  
Signature

Date \_\_\_\_\_

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*Outcome recorded on Compass.*

**Staff use only**

**Teacher's Recommendations.**

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**Teacher's signature**

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**Date** \_\_\_\_\_

**Leader of Pedagogy's Recommendations.**

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**Leader of Pedagogy's signature**

---

**Date** \_\_\_\_\_

---

St Paul's Catholic College  
Primrose Street  
BOORAGUL 2284  
Ph 4958 6711  
Fax 4958 614



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## Official Warning: Non-Completion of a HSC Course

Dear \_\_\_\_\_  
(Parent/Guardian)

Date \_\_\_\_\_

I am writing to advise that your son/daughter \_\_\_\_\_  
(name)

is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course  
\_\_\_\_\_  
(course)

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_  
(e.g. 1<sup>st</sup>, 4<sup>th</sup>) **official warning** we have issued concerning  
\_\_\_\_\_  
(course name).

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

### Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, \_\_\_\_\_ has not satisfactorily met \_\_\_\_\_ of the Course  
(student name) indicate a), b) or c)  
Completion Criteria\*.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for

\_\_\_\_\_  
(student name)  
to satisfy Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed/achieved:

<b>Task Name/Course Requirement/Course Outcome</b>	<b>Date Task Initially Due (if applicable)</b>	<b>Action Required by Student</b>	<b>Date to be completed by (if applicable)</b>

**\* Course Completion Criteria**

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Please discuss this matter with \_\_\_\_\_ and contact the school if further information or clarification is needed.

(student name)

Yours sincerely

\_\_\_\_\_  
Class Teacher/Leader of Pedagogy

\_\_\_\_\_  
Principal

-----  
*Please detach this section and return it to the school*

**Requirements for the satisfactory completion of a  
Higher School Certificate Course**

- ❖ I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ is in danger of not having satisfactorily completed \_\_\_\_\_ (course name).
- ❖ I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- ❖ I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent's/Guardian's signature \_\_\_\_\_

Date \_\_\_\_\_

Student's signature: \_\_\_\_\_

Date \_\_\_\_\_

## College Organisation

<b>Principal</b>	<b>Mr Graeme Selmes</b>
<b>Assistant Principal — Teaching and Learning</b>	<b>Mrs Amber Carter</b>
<b>Assistant Principal — Community and Wellbeing</b>	<b>Mrs Anne-Maree Shipman</b>
<b>Ministry Coordinator</b>	<b>Mrs Renee Pola-Kuras</b>
<b>Administration Coordinator</b>	<b>Mrs Anna Hennessy</b>
<b>Student Coordinators</b>	<b>Mrs Belinda Dempsey</b> <b>Mrs Tracey Evans</b> <b>Mr Sam Heagney</b> <b>Ms Kerrie Guest</b> <b>Mrs Blair Brownlee</b> <b>Mrs Jessica Dufty</b> <b>Mrs Cayte Pryor</b> <b>Mrs Libby Lucas</b>
<b>Leaders of Pedagogy</b>	
<b>Religious Studies</b>	<b>Ms Nicole Deed/</b> <b>Miss Melissa Chapman</b>
<b>English</b>	<b>Mr Phil Ratcliffe</b>
<b>Mathematics</b>	<b>Mrs Cheryl Wills</b>
<b>Science</b>	<b>Mrs Michelle Lund</b>
<b>Human Society and Its Environment</b>	<b>Ms Belinda Flood</b>
<b>Technological and Applied Studies</b>	<b>Mrs Alice Grant</b>
<b>Personal Development, Health and Physical Education</b>	<b>Mr Brad Melville</b>
<b>Learning Technology Coordinator</b>	<b>Mr Mark Newell</b>
<b>Creative Arts and Languages</b>	<b>Miss Morag Aitchison</b>
<b>Careers/Vocational Education</b>	<b>Mr Craig McLoughlin</b>
<b>Teacher Librarian</b>	<b>Mrs Kerri Beezley</b>
<b>Learning Support Coordinator</b>	<b>Mrs Anne-Marie Melocco</b>
<b>Sports Coordinator</b>	<b>Mrs Fran Heard</b> <b>Mrs Brigid de Winter</b>
<b>Principal's Secretary/Office Administrator</b>	<b>Mrs Maree Lawrie</b>
<b>Finance Officer</b>	<b>Mrs Betty Harris</b>
<b>School Counsellor</b> (Monday, Tuesday, Wednesday) (Monday, Thursday)	<b>Mrs Rhonda Mitchell</b> <b>Mrs Julie Hicks</b>
<b>Pastoral Care Worker</b> (Wednesday, Friday)	<b>Mrs Melissa Dobosz</b>
<b>Aboriginal Liaison Officer</b>	<b>Miss Astro Stewart</b>
<b>Technology Support Officers</b>	<b>Mr Graham Hancock/</b> <b>Mr Geoff Harborne</b>
<b>Canteen Supervisor</b>	<b>Mrs Carolyn Stanton</b>

## How to Write a Bibliography

### Why do we need to reference?

Referencing acknowledges the original source of thoughts, ideas and work of others, and guides the reader to the original source. Whenever we use information from somebody else, either by quoting them directly or putting the information into our own words (paraphrasing), we must acknowledge them. This is called referencing.

When we reference, we follow a particular style. There are many ways to reference. In Stage 6, we use a simplified version of the APA (American Psychological Association) referencing style.

Referencing has two key elements:

- An **in-text reference** that indicates to the reader that a concept, phrase or idea is attributable to someone else, and
- a complete **reference list** giving the full citation details for all sources referred to.

### Where do we reference?

Referencing the information source in the body of our writing is called in-text referencing. This lets the reader know where each reference is used.

We must also create a reference list, a list of all the sources we have used, at the end of our work. This tells the reader exactly where we have found all our information.

### In-Text References

We must include a reference within the text of our work if we are directly quoting someone else's work or if we paraphrase it.

- In-text references appear in the following format: (Author's last name, Year of Publication).  
Example: (Nicholson, 2018)
- We can also include the author's name in a sentence, omitting it from the brackets.  
Example: Nicholson (2018) explained that...
- When directly quoting from a source, we must include page numbers and enclose the quote in double quotation marks.  
Example: "Weight stigma is a form of social prejudice toward people of higher body weight, one that elicits deep personal shame and can prevent people from engaging in healthier behaviours" (Nicholson, 2018, p. 15).

### Reference List

- Our reference list is located at the end of our assignment and is titled References.
- The reference list only includes items that have been referenced in our work.
- References should be listed alphabetically A-Z by the last name of the author.
- List works with no author under the first significant word of the title





Type of Source	In-Text Reference	Reference List
<b>BOOK</b>		
One author	(Last name, Year)  The conclusion reached in the study (Pascoe, 2014) ... Or Pascoe (2014) concluded that...	Last name, Initial of first name. (Year). <i>Title of work</i> . Place published. Publisher.  Pascoe, B. (2014). <i>Dark Emu</i> . Broome, Magabala Books.
Two authors	(Last name & Last name, Year)  (Somerville & Perkins, 2010)	Last name, Initial of first name., & Last name, Initial of first name. (Year). <i>Title of work</i> . Place published. Publisher.  Somerville, M. & Perkins, T. (2010). <i>Singing the coast: place and identity in Australia</i> . Canberra. Aboriginal Studies Press.
Three or more authors	For the first in-text reference list all the authors (Ruskin, Proctor & Reeves, 2018)  For subsequent in-text references list the first author and then use et al. (Ruskin, et al, 2018)	Ruskin, R., Proctor, K., & Reeves, D. (2018). <i>Outcomes 2: personal development, health and physical education</i> . Milton. Wiley Press.
<b>ARTICLES</b>		
One author	(Last name, Year)  (Biddis, 2014)	Last name, Initial of first name. (Year). Title of work. <i>Journal Title, Volume(issue), pages</i> .  Biddis, M. (2014). Jane Austen and the cultural history of health. <i>Journal of Medical Biography</i> . 22(3), 115-132.
Two authors	(Last name & Last name, year)  (Haider & Shakib, 2017))	Last name, Initial of first name., Last name, Initial of first name. (Year). Title of work. <i>Journal Title, Volume(issue), pages</i> .  Haider, T., & Shakib, S. (2017). A study on the influence of advertisement on consumer buying behaviour. <i>Business Studies Journal</i> , 9(1), 5-13.
Three or more authors	(Last name et al., year)  (Mickalowski et al., 2008)	Last name, Initial of first name., Last name, Initial of first name., Last name, Initial of first name. (Year). Title of work. <i>Journal Title, Volume(issue), pages</i> .  Mickalowski, K., Mickelson, M., Keltgen, J. (2008). Apple's iPhone launch: A case study in effective marketing. <i>The Business Review</i> , 9(2), 283-288.
<b>WEB RESOURCES</b>		

With Author	(Last name, Year)  (Beard, 2006)  (Department of Health, 2015)	When direct quoting from websites use paragraph number, instead of page number.  Last name, Initial of first name. (Year). <i>Title of Work</i> . Retrieved from <a href="http://www.webaddress.edu">www.webaddress.edu</a>  Beard, M. (2006). <i>The fall of the Roman Republic</i> . Retrieved from <a href="http://www.bbc.co.uk/history/ancient/romans/fallofromanrepublic_article_01.shtm">http://www.bbc.co.uk/history/ancient/romans/fallofromanrepublic_article_01.shtm</a> Department of Health. (2015). <i>Australian national diabetes strategy:2016-2020</i> . Retrieved from <a href="http://www.health.gov.au/publishing.nsf/content/AustralianNationalDiabetesStrategy2016-2020.pdf">http://www.health.gov.au/publishing.nsf/content/AustralianNationalDiabetesStrategy2016-2020.pdf</a>
Without Author	("First few words of title", Year)	The title moves to the first position of the reference entry.  <i>Title of page</i> . (Year). Retrieved from <a href="http://www.webaddress.edu.au">www.webaddress.edu.au</a>
<b>FILM/ TELEVISION/ DOCUMENTARY</b>		
	(Last name, Year)  (Johnson, 2000)	Director's last name, Initial of first name. (Year). <i>Title</i> . Production company.  Johnson, D. (2000). <i>Stolen Generations</i> . Jotz Productions.
<b>NEWSPAPERS</b>		
Newspaper - Print	(Last name, Year, date)  (Tillett, 2018, May 9)	Last name, Initial of first name. (Year, date). Title of newspaper article. Title of newspaper, page number.  Tillett, A. (2018, May 9). Australians encouraged to age at home. <i>The Australian Financial Review</i> , p. 5.
Newspaper - Website	(Last name, Year, date)  (Spring & Earl, 2018, May 22)	Last name, Initial of first name. (Year, date). Title of newspaper article. <i>Title of newspaper</i> . Retrieved from web address.  Spring, A. & Earl, C. (2018, May 22). Just not blond: How the diversity push is failing Australian fashion. <i>The Guardian: Australia Edition</i> . Retrieved from <a href="https://www.theguardian.com/au">https://www.theguardian.com/au</a>
Newspaper, no author	(Title, Year, date)  (Economics nudging, 2017, December 6)	The title moves to the first position of the reference entry.  Economics nudging people away from war. (2017, December 16). <i>The Age</i> , p. 33.
<b>MAPS/ IMAGES</b>		
	You must:	Last name, Initial of first name. (Year). <i>Title of work</i> . See instructions for relevant source.

	<p>Label the image E.g. - Fig 1</p> <p>Give a descriptive title E.g. - Timeline of the achievements of women in science</p> <p>Identify where it came from E.g. - (Last name, Year)</p> <p>E.g. – Figure 1. <i>Timeline of the achievements of women in science.</i> (Ignatofsky, 2016)</p>	<p>Ignatofsky, R. (2016). <i>Women in Science – 50 Fearless Pioneers who Changed the World.</i> New York. Ten Speed Press.</p> <p>Must be numbered consecutively in the order that they appear within the text. Figure 1, Figure 2.</p>
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If there is no date given for a source, you use the abbreviation (n.d.), which stands for no date.

# HSC Ancient History 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Historical Period</b> <b>Greek World</b> <b>500-440BC</b> <b>Research and Hand in</b> <b>Essay Question</b>	<b>Historical Analysis</b> <b>Personalities and their</b> <b>time</b>	<b>Trial HSC Examination</b>	<b>Core Study</b> <b>Historical Analysis</b> <b>Sourced based</b>	
	<b>Term 4 (2020)</b> <b>Week 8</b>	<b>Term 1 (2021)</b> <b>Week 8</b>	<b>Term 2</b> <b>Weeks 8/9</b>	<b>Term 3</b> <b>Week 5</b>	
	<b>Outcomes Assessed</b> AH12- 12-5 AH12-6 AH12-7 AH-10	<b>Outcomes Assessed</b> AH12-3 AH12-6 AH12-7 AH12-8 AH-9	<b>Outcomes Assessed</b> AH12-2 AH12-4 AH12-6 AH12-7 AH12-8 AH-12-9	<b>Outcomes Assessed</b> AH12-1 Ah12-3 AH12-5 AH12-6 Ah12-9	
Knowledge and understanding of course content	<b>5</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	<b>5</b>		<b>5</b>	<b>10</b>	<b>20</b>
Historical Inquiry and Research	<b>5</b>	<b>10</b>	<b>5</b>		<b>20</b>
Communication of historical understanding in appropriate forms	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# HSC Biology 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Working Scientifically Task</b>	<b>Depth Study</b>	<b>Trial HSC Examination</b>	<b>Data Analysis</b>	
	<b>Term 4 (2020) Assessment Block</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9/10</b>	<b>Term 3 Week 6</b>	
	<b>Outcomes Assessed</b> BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 12-12	<b>Outcomes Assessed</b> BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO11/12-7 BIO 12-12 BIO 12-13 BIO 12-15	<b>Outcomes Assessed</b> BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 12-12 BIO 12-13 BIO 12-14	<b>Outcomes Assessed</b> BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 12-15	
Skills in working scientifically	<b>10</b>	<b>25</b>	<b>10</b>	<b>15</b>	<b>55</b>
Knowledge and understanding of course content	<b>10</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

## HSC Business Studies 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Report Style Research Task	Stimulus Based Task	Trial HSC Examination	Research Task	
	Term 4 (2020) Week 8	Term 1 Week 9	Term 2 Week 8-9	Term 3 Week 5	
	Outcomes Assessed H1, H2, H3, H4, H5, H7	Outcomes Assessed H2, H3, H4, H6, H7, H8, H9	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course content	5	10	15	5	35
Stimulus-based skills	5	5	5	5	20
Inquiry and research	10	10		5	25
Communication of business information, ideas and issues in appropriate forms	5		10	5	20
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

# HSC Chemistry 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Depth Study Equilibrium</b>  Module 5	<b>Titration Practical</b>  Module 6	<b>Trial HSC Examination</b>  Modules 5,6,7 & 8	<b>Analysis of Organic and Inorganic Substances Skills Test</b>  Module 8	
	<b>Term 4 (2020) Week 8</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 9/10</b>	<b>Term 3 Week 5</b>	
	<b>Outcomes Assessed</b>  CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-7 CH12-12	<b>Outcomes Assessed</b>  CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	<b>Outcomes Assessed</b>  CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14	<b>Outcomes Assessed</b>  CH11/12-4 CH11/12-5 CH11/12-6 CH12-15	
Skills in working scientifically	<b>15</b>	<b>20</b>	<b>10</b>	<b>15</b>	<b>60</b>
Knowledge and understanding of course content	<b>10</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

# HSC Community and Family Studies 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>IRP – Independent Research Project</b>	<b>Groups in Context</b> Report	<b>Trial HSC Examination</b>	<b>Individuals and Work</b> Extended Response	
	<b>Term 1</b> <b>Week 2</b>	<b>Term 1</b> <b>Week 9</b>	<b>Term 2</b> <b>Week 9/10</b>	<b>Term 3</b> <b>Week 7</b>	
	<b>Outcomes Assessed</b>  H4.1 H4.2	<b>Outcomes Assessed</b>  H1.1 H2.2 H3.1 H5.1	<b>Outcomes Assessed</b>  All	<b>Outcomes Assessed</b>  H2.1 H2.2 H2.3 H3.2 H3.3 H3.4 H5.2 H6.1 H6.2	
Knowledge and understanding of course content	<b>5</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>



# HSC Construction - VET 2021

	Modules	Assessment
Term 4 (2018)	CPCCCA2002B – Use carpentry tools and equipment	Project – Saw Horse Observation – Use of carpentry tools and equipment Work Booklet – Carpentry tools and equipment
	CPCCCM1015A – Carry out measurements and calculations	Project – Saw Horse Topic Test – Basic Calculations Work Booklet – Measurement and Calculations
Term 1	CPCCCM1012A – Work effectively and sustainably in the construction industry	Work Booklet – Work effectively and sustainably in the construction industry Observation – Group Work
	CPCCCM1015A – Carry out measurements and calculations	Topic Test – Basic Calculations Work Booklet – Measurement and Calculations
Term 2	CPCCCM2004A – Construction material CPCCCO2013A – Carry out concreting to simple forms Use concreting Tools	Observation – Participation in a concrete pour Project – Concrete Slab Work Booklet – Concreting Simple Forms
Term 3	CPCCBL2001A – Handle and prepare bricklaying and blocklaying materials	Observation – Selection and handling of materials Questioning – Bricklaying and Blocklaying materials Project – Wall Construction
	CPCCBL2002A – Use bricklaying and blocklaying tools and equipment	Observation – Selection and correct use of equipment/Brick Saw Work Booklet – Bricklaying and Blocklaying tools and equipment Project – Wall Construction

# HSC Design and Technology 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Major Project Proposal	Case Study Innovative and emerging technology	Trial HSC Examination	Major Project Realisation	
	Term 4 (2020) Week 7	Term 1 Week 7	T.B.A	Term 3 Week 3	
	Outcomes Assessed H2.1, H 4.1, H4.2	Outcomes Assessed H2.2, H3.1, H3.2, H6.2	Outcomes Assessed H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	Outcomes Assessed H4.3, H5.1, H5.2, H6.1	
Knowledge and understanding of course content		<b>20</b>	<b>20</b>		<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	<b>20</b>		<b>10</b>	<b>20</b>	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# HSC Drama 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Australian Drama</b>  Workshop Performance and Logbook Task	<b>Individual Project: Process</b>  Submission/Presentation of work under development including Log Book	<b>Trial Written Exam and Individual Project</b>  Individual Project including logbook Written examination	<b>Drama Presentation Evening</b> Group Performance and Individual Project Submission including rationale and logbook	
	<b>Term 4 (2019)</b> <b>Week 9</b> 10 <sup>th</sup> December, 2020	<b>Term 1</b> <b>Week 5</b>	<b>Term 2</b> <b>Weeks /10</b> <b>Written and Practical</b> (Trial Examinations)	<b>Term 3</b> <b>Week 3</b> IP and GP Performance Evening	
	<b>Outcomes Assessed</b>  H1.1, H2.2, H3.2, H3.4	<b>Outcomes Assessed</b>  H1.2, H1.3, H3.3	<b>Outcomes Assessed</b>  H1.1, H2.1, H2.2, H3.1, H3.2, H3.3	<b>Outcomes Assessed</b>  H1.1, H1.3, H1.4, H1.5, H2.1, H2.2, H2.4	
Making	<b>5</b>	<b>10</b>	<b>5</b>	<b>20</b>	<b>40</b>
Performing	<b>5</b>		<b>10</b>	<b>15</b>	<b>30</b>
Critically Studying	<b>10</b>	<b>5</b>	<b>15</b>		<b>30</b>
<b>Total %</b>	<b>20</b>	<b>15</b>	<b>30</b>	<b>35</b>	<b>100</b>

# HSC Earth and Environmental Science 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Data Analysis</b>  Evidence for environmental change	<b>Depth Study Presentation</b> In class	<b>Resource Case Study</b>	<b>Trial HSC Examination</b>	
	<b>Term 4 (2012)</b> Week 8	<b>Term 1</b> Week 10	<b>Term 3</b> Week 5	<b>Term 2</b> Week 9-10	
	<b>Outcomes Assessed</b>  EES 11/12-4 EES 11/12-5 EES 11/12-7 EES 12-12	<b>Outcomes Assessed</b>  EES 11/12-1 EES 11/12-2 EES 11/12-3 EES 11/12-6 EES 11/12-7 EES 12-13	<b>Outcomes Assessed</b>  EES 11/12-1 EES 11/12-2 EES 11/12-5 EES 11/12-7 EES 12-15	<b>Outcomes Assessed</b>  EES 11/12-4 EES 11/12-5 EES 11/12-6 EES 11/12-7 EES 12-12 EES 12-13 EES 12-14	
Skills in working scientifically	15	20	15	10	60
Knowledge and understanding of course content	5	10	5	20	40
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# HSC Engineering Studies 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Experimentation Engineer's Report</b>	<b>Semester One Review</b>	<b>Trial HSC Examination</b>	<b>Engineering Report</b>	
	<b>Term 4 (2020) Week 9</b>	<b>Term 1 Week 10</b>	<b>T.B.A</b>	<b>Term 3 Week 5</b>	
	<b>Outcomes Assessed</b> H2.1, 3.1, 5.2, 6.2	<b>Outcomes Assessed</b> H1.1, 3.1, 4.1, 6.1	<b>Outcomes Assessed</b> H1.2, 3.1, 3.3, 4.2, 4.3	<b>Outcomes Assessed</b> H2.2, 3.2, 5.1	
Knowledge and understanding of course content	<b>10</b>	<b>15</b>	<b>25</b>	<b>10</b>	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	<b>15</b>	<b>5</b>	<b>5</b>	<b>15</b>	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>

# HSC English Advanced 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<p><b>HSC Style “Paper 1” Sections 1 and 2 (seen material)</b></p> <p>Common Module: 25% Texts and Human Experiences Section 1: 10% Section 2: 15%</p> <p>(in-class task)</p>	<p><b>Multimodal Presentation</b></p> <p>Module A: 20% Textual Conversations</p> <p>(submission task)</p>	<p><b>Trial Exam</b></p> <p>Common Module: 10% Mod A: 5% Module B: 15% Critical Study of text NOTE: Mod C – not assessed in this task</p>	<p><b>Prepared response</b></p> <p>Mod C: 25% Craft of Writing</p> <p>(in-class task)</p>	
	<p><b>Term 4 (2020) Week 9</b></p>	<p><b>Term 1 Week 9</b></p>	<p><b>Term 2 Week 9/10</b></p>	<p><b>Term 3 Week 6</b></p>	
	<p><b>Outcomes Assessed</b></p> <p>EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-8</p>	<p><b>Outcomes Assessed</b></p> <p>EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8 EA12-9</p>	<p><b>Outcomes Assessed</b></p> <p>EA12-1 EA12-2 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-8</p>	<p><b>Outcomes Assessed</b></p> <p>EA12-1 EA12-3 EA12-4 EA12-5 EA12-6 EA12-7 EA12-9</p>	
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>15</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>

## HSC English Extension 1 2021

Component	Task 1	Task 2	Task 3	Weighting %
	Creative & Critical responses (in-class & submission task)	Creative & Critical response (submission task)	Trial HSC Examination	
	<b>Term 4 (2020) Week 9</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 9/10</b>	
	<b>Outcomes Assessed</b>  EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	<b>Outcomes Assessed</b>  EE12-1 EE12-2 EE12-3 EE12-4 EE12-5	<b>Outcomes Assessed</b>  EE12-1 EE12-2 EE12-3 EE12-4	
Knowledge and understanding of texts and why they are valued	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
Skills in complex analysis, sustained composition and independent investigation	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## HSC English Extension 2 2021

Component	Task 1	Task 2	Task 3	Weighting %
	Viva Voce  (in-class task)  <b>Term 1 Week 3</b>	Literature Review  (submission task)  <b>Term 2 Week 3</b>	Critique of the Creative Process  (submission task)  <b>Term 3 Week 1</b>	
	<b>Outcomes Assessed</b>  EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	<b>Outcomes Assessed</b>  EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	<b>Outcomes Assessed</b>  EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	
Knowledge and understanding of texts and why they are valued	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
Skills in complex analysis, sustained composition and independent investigation	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



# HSC English Standard 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<p><b>HSC style “Paper 1” Sections 1 and 2 (seen material)</b></p> <p>Common Module: 25% Texts and Human Experiences Section 1: 10% Section 2: 15%</p> <p>(in class task)</p>	<p><b>Multimodal Presentation</b></p> <p>Module A: 20% Language, Identity and Culture</p> <p>(submission task)</p>	<p><b>Trial Exam</b></p> <p>Common Module: 10% Mod A: 5% Module B: 15% Close Study of text NOTE: Mod C – not assessed in this task</p>	<p><b>Prepared Response</b></p> <p>Module C: 25% Craft of Writing</p> <p>(in class task)</p>	
	<b>Term 4 (2020) Week 9</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9/10</b>	<b>Term 3 Week 6</b>	
	<p><b>Outcomes Assessed</b></p> <p>EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8 EN12-9</p>	<p><b>Outcomes Assessed</b></p> <p>EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8 EN12-9</p>	<p><b>Outcomes Assessed</b></p> <p>EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8</p>	<p><b>Outcomes Assessed</b></p> <p>EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7 EN12-8 EN12-9</p>	
Knowledge and understanding of course content	<b>15</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>

# HSC English Studies 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Written Task</b>  Common Module: 20% Text and Human Experiences   (in-class task)	<b>Multimodal</b>  Module 2: 20% Part of the family – English and family life   (submission task)	<b>Examination</b>  Common Module: 10% Texts and Human Experiences  Module 3: 10% The big screen – English in film-making   (submission task)	<b>Portfolio of Class work</b>  Common Module: 5% Texts and Human Experiences  Module 2: 5% Part of the family – English and family life  Module 3: 10% The big screen – English in film making  Module 4: 20% On the road – English and the experience of travel	
	<b>Term 4 (2020) Week 9</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9/10</b>	<b>Term 3 Week 6</b>	
	<b>Outcomes Assessed</b>  ES12-1 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9	<b>Outcomes Assessed</b>  ES12-1 ES12-2 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9	<b>Outcomes Assessed</b>  ES12-1 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9	<b>Outcomes Assessed</b>  ES12-1 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-8 ES12-9 ES12-10	
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>Comprehending texts</li> <li>Communicating ideas</li> <li>Using language accurately, appropriately and effectively</li> </ul>	<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# HSC Exploring Early Childhood 1 Unit 2021

Component	Task 1	Task 2	Task 3	Weighting%
	<b>Child Health and Safety</b>  Safety Report	<b>Starting School and Children's Services Industry</b>  Submission	<b>Children's Literature</b>  Creating a Children's Book	
	<b>Term 4 (2020) Week 6</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 5</b>	
	<b>Outcomes Assessed</b>  1.3 2.4 2.5 5.1 6.1	<b>Outcomes Assessed</b>  1.2 1.3 1.4 2.1 2.4 2.2 4.1 6.1 6.2	<b>Outcomes Assessed</b>  1.4 2.1 2.2 2.4 6.1	
Knowledge and Understanding	<b>10</b>	<b>20</b>	<b>20</b>	<b>50</b>
Skills	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## HSC Geography 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Topic Test Ecosystems at Risk</b>	<b>Case Study Report People and Economic Activity</b>	<b>Trial HSC Examination</b>	<b>Research essay Urban Places</b>	
	<b>Term 4 2020 Week 9</b>	<b>Term 2 2021 Week 2</b>	<b>Term 2 2021 Week 8/9</b>	<b>Term 3 2021 Week 4/5</b>	
	<b>Outcomes Assessed</b> H1, H2, H5, H6, H10, H11, H12, H13	<b>Outcomes Assessed</b> H1, H7, H8, H9, H12,	<b>Outcomes Assessed</b> H1, H3, H5, H6, H7, H10, H11, H12, H13	<b>Outcomes Assessed</b> H1, H3, H6, H7, H8, H9, H10	
Knowledge and understanding of course content	<b>10</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>40</b>
Geographical tools and skills	<b>5</b>	<b>5</b>	<b>10</b>		<b>20</b>
Geographical Inquiry and research, including fieldwork		<b>10</b>		<b>10</b>	<b>20</b>
Communication of geographical information, issues and ideas in appropriate forms	<b>5</b>	<b>5</b>		<b>10</b>	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## HSC History Extension 2021

Component	Task 1	Task 2	Task 3	Weighting%
	<b>Trial HSC Examination</b>	<b>Proposal/Process log/Annotated Sources</b>	<b>Essay &amp; Bibliography Realisation</b>	
	<b>Term 2 Week 8-9</b>	<b>Term 3 Week 3</b>	<b>Term 3 Week 3</b>	
	HE12-1, HE12-3, HE12-4	HE12-1, HE12-2, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	
Knowledge and understanding about significant historiographical ideas and processes	<b>15</b>	<b>15</b>	<b>10</b>	<b>40</b>
Skills in designing, undertaking and communicating historical inquiry and analysis	<b>15</b>	<b>15</b>	<b>30</b>	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# HSC Hospitality - VET 2021

	Modules	Assessment
<b>Term 4 (2018)</b>	<p><b>SITHIND002</b> – Source and use information of the hospitality industry</p> <p><b>SITHCCC005</b> – Produce dishes using basic methods of cookery</p> <p><b>SITHFAB005</b> – Prepare and serve espresso coffee</p>	<p>Task 7 – Written Test (MOC, S&amp;U)</p> <p>Task 8 – Weekend Away Research Task</p> <p>Task 15 – Observation Feedback Sheet for coffee set-up</p> <p>Task 16 – Demonstration of coffee</p> <p>Task 17 – Coffee Trends and Technology</p> <p>Task 18 – Media File (minimum of 6 annotated articles)</p>
<b>Term 1</b>	<p><b>BSBWOR203</b> – Work effectively with others</p> <p><b>SITHCCC011</b> – Use cookery skills effectively</p> <p><b>SITHCCC005</b> – Produce dishes using basic methods of cookery</p>	<p>Task 9 – Practical Observation Feedback Sheet C (MOC)</p> <p>Task 10 – Budget/workflow/evaluation for Prac Exam</p>
<b>Term 2</b>	<p><b>BSBWOR203</b> – Work effectively with others</p> <p><b>SITHCCC011</b> – Use cookery skills effectively</p> <p><b>SITHCCC005</b> – Produce dishes using basic methods of cookery</p>	<p>Task 13 – Written Test (WE)</p> <p>Task 14 – Work Effectively Case Study</p> <p>Task 19 – Function Journal</p>
<b>Term 3</b>	<p><b>SITKINV002</b> – Maintain the quality of perishable items</p> <p><b>SITXFSA002</b> – Participate in safe food handling practices</p>	<p>Task 11 – Written Test (SFP, PI)</p> <p>Task 12 – HACCP Case Study</p>

# HSC Industrial Technology – Timber Products and Furniture Technologies 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Major Project Proposal Seminar	Industry Study In Class Essay	Trial HSC Examination	Major Project Realisation	
	Term 4 (2020) Week 6	Term 1 Week 8	T.B.A	Term 3 Week 1	
	<b>Outcomes Assessed</b> H1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	<b>Outcomes Assessed</b> H1.1, 1.2, 1.3, 4.3, 6.1, 6.2, 7.1, 7.2	<b>Outcomes Assessed</b> H1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.2, 4.3, 6.1, 6.2, 7.1, 7.2	<b>Outcomes Assessed</b> H1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40</b>
Knowledge and skills in the design, management, communication and production of a Major Project	<b>10</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# HSC Information Processes and Technology 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Management and Database Project</b>	<b>Communication Project</b>	<b>Trial HSC Examination</b>	<b>Project Work TPS</b>	
	<b>Term 1 Week 5</b>	<b>Term 2 Week 5</b>	<b>Term 2 Week 9/10</b>	<b>Term 3 Week 4</b>	
	<b>Outcomes Assessed</b> H1.1, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	<b>Outcomes Assessed</b> H1.1, H2.1, H2.2, H3.1, H3.2, H4.1	<b>Outcomes Assessed</b> H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1	<b>Outcomes Assessed</b> H1.1, H1.2, H2.1, H2.2, H3.1, H4.1	
Knowledge and understanding of course content	<b>15</b>	<b>15</b>	<b>25</b>	<b>5</b>	<b>60</b>
Knowledge and skills in the design and development of information systems	<b>5</b>	<b>5</b>	<b>5</b>	<b>25</b>	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



# HSC Legal Studies 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	Scaffold Research Response	Crime MC Test (On-Line)	Trial HSC Examination	Research with in-class component	
	Term 4 2020 Week 9	Term 1 2021 Week 8	Term 2 2021 Week 8/9	Term 3 2021 Week 4/5	
	Outcomes Assessed H1, 2, 3, 4, 5, 8, 9	Outcomes Assessed H1, 2, 6, 10	Outcomes Assessed H1, 2, 3, 4, 5, 9, 8, 10	Outcomes Assessed H1, 2, 3, 4, 5, 8, 9	
Knowledge and understanding of course content	5	10	20	5	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	10			10	20
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>

# HSC Marine Studies 2021

Component	Task 1	Task 2	Task 3	Weighting%
	Field Report	Research	End of Year Examination	
	Term 4 (2020) Week 4	Term 2 Week 6	Term 3 Week 7	
	Outcomes Assessed 1.1, 2.3, 5.1, 5.2	Outcomes Assessed 2.1, 2.2, 3.2, 3.4, 5.3	Outcomes Assessed 1.2, 1.3, 1.4, 3.1, 3.3, 4.2, 5.2	
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# HSC Mathematics Advanced 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	In Class Assessment	Assignment/Quiz	Assignment/Quiz	Trial HSC Examination	
	Term 4 (2020) Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5	
	<b>Outcomes Assessed</b>  MA12-2, MA12-4, MA12-9, MA12-10	<b>Outcomes Assessed</b>  MA12-3, MA12-6, MA12-9, MA12-10	<b>Outcomes Assessed</b>  MA12-3, MA12-7, MA12-9, MA12-10	<b>Outcomes Assessed</b>  MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8 MA12-9, MA12-10	
<b>Component A</b> Understanding, fluency and communication	<b>10</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Component B</b> Problem-solving, reasoning and justification	<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# HSC Mathematics Extension 1 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	In Class Assessment	Assignment/Quiz	Assignment/Quiz	Trial HSC Examination	
	Term 4 (2020) Week 9	Term 2 Week 3	Term 2 Week 10	Term 3 Week 5	
	<b>Outcomes Assessed</b>  ME12 -2, ME12-6, ME12-7	<b>Outcomes Assessed</b>  ME12-1, ME12 -2, ME12-3, ME12-7	<b>Outcomes Assessed</b>  ME12 -2, ME12-4, ME12-6, ME12-7	<b>Outcomes Assessed</b>  ME12-1, ME12 -2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	
<b>Component A</b> Understanding, fluency and communication	<b>10</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Component B</b> Problem-solving, reasoning and justification	<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## HSC Mathematics Extension 2 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	In Class Assessment	Assignment/Quiz	Assignment/Quiz	Trial HSC Examination	
	Term 4 (2020) Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 5	
	<b>Outcomes Assessed</b>  MEX12-1 MEX12-2 MEX12-4	<b>Outcomes Assessed</b>  MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	<b>Outcomes Assessed</b>  MEX12-1 MEX12-3 MEX12-7 MEX12-8	<b>Outcomes Assessed</b>  MEX12-1, MEX12-2 MEX12-3, MEX12-4 MEX12-5, MEX12-6 MEX12-7, MEX12-8	
<b>Component A</b> Understanding, fluency and communication	<b>10</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Component B</b> Problem-solving, reasoning and justification	<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# HSC Mathematics Standard 1 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	In Class Assessment	Assignment/Quiz	Assignment/Quiz	Trial	
	Term 4 (2020) Week 9	Term 1 Week 5	Term 2 Week 8	Term 3 Week 5	
	<b>Outcomes Assessed</b>  MS1-12-3 MS1-12-5 MS1-12-10	<b>Outcomes Assessed</b>  MS1-12-2 MS1-12-5 MS1-12-9 MS1-12-10	<b>Outcomes Assessed</b>  MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-7 MS1-12-9 MS1-12-10	<b>Outcomes Assessed</b>  MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-7 MS1-12-10	
<b>Component A</b> Understanding fluency and communication	<b>10</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Component B</b> Problem solving, reasoning and justification	<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## HSC Mathematics Standard 2 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	In Class Assessment	Assignment/Quiz	Assignment/Quiz	Trial HSC Examination	
	Term 4 (2020) Week 9	Term 1 Week 5	Term 2 Week 8	Term 3 Week 5	
	<b>Outcomes Assessed</b>  MS2-12-3 MS2-12-5 MS2-12-6 MS2-12-10	<b>Outcomes Assessed</b>  MS2-12-2 MS2-12-5 MS2-12-9 MS2-12-10	<b>Outcomes Assessed</b>  MS2-12-6 MS2-12-7	<b>Outcomes Assessed</b>  MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-7 MS2-12-10	
<b>Component A</b> Understanding fluency and communication	<b>10</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>50</b>
<b>Component B</b> Problem solving, reasoning and justification	<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# HSC Music 1 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Presentation of Performance</b>  Presentation of solo or ensemble performance	<b>Composition Portfolio</b>  Composition portfolio work in progress with analysis of 2 selected works to demonstrate stylistic features and compositional techniques, and written reflection and appraisal of Topic 1 elective performance or composition or musicology	<b>Trial HSC Examination Presentation and Submission: Elective Option for Topics 2 and 3 *</b>  Presentation of performance and discussion on interpretation of performance and/or composition portfolio and discussion on compositional process and/or musicology outline and viva voce	<b>Aural Task</b>	
	<b>Term 4 (2019) Week 8</b>	<b>Term 1 Week 6</b>	<b>Term 2 Week 9/10</b>	<b>Term 3 Week 3</b>	
	<b>Outcomes Assessed</b>  H1, H2	<b>Outcomes Assessed</b>  H2, H3, H4, H5, H6, H7	<b>Outcomes Assessed</b>  H1, H2, H3, H5, H5, H6, H7, H8 *	<b>Outcomes Assessed</b>  H4, H6, H8	
Performance	<b>10</b>				<b>10</b>
Composition		<b>10</b>			<b>10</b>
Musicology		<b>10</b>			<b>10</b>
Aural				<b>25</b>	<b>25</b>
Electives		<b>15</b>	<b>30</b>		<b>45</b>
<b>Total %</b>	<b>10</b>	<b>35</b>	<b>30</b>	<b>25</b>	<b>100</b>

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

\* The current trial HSC "Task 3" will stay in the original time period, NOT the adjusted new trial HSC time period.



## HSC Personal Development, Health and Physical Education 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Health Priorities in Australia</b>  Priority Analysis	<b>Sports Medicine</b>  Extended Response	<b>Trial HSC Examination</b>	<b>Improving Performance</b>  Submission	
	<b>Term 4 (2020)</b> Week 8	<b>Term 1</b> Week 9	<b>Term 2</b> Week 9/10	<b>Term 3</b> Week 7	
	<b>Outcomes Assessed</b>  H8, H13, H17	<b>Outcomes Assessed</b>  H1–5, H15–16	<b>Outcomes Assessed</b>  All outcomes may be assessed	<b>Outcomes Assessed</b>  H7–11, H16, H17	
<b>Knowledge and understanding of course content</b>	<b>15</b>	<b>5</b>	<b>15</b>	<b>5</b>	<b>40</b>
<b>Skills in critical thinking, research, analysis and communicating</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

# HSC Physics 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Depth Study</b>  Advanced Mechanics	<b>Practical Task</b>  Electromagnetism	<b>Trial HSC Examination</b>	<b>Presentation</b>	
	<b>Term 4 (2020) Week 8</b>	<b>Term 2 Week 4</b>	<b>Term 2 Week 9-10</b>	<b>Term 3 Week 6</b>	
	<b>Outcomes Assessed</b>  PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH12-12	<b>Outcomes Assessed</b>  PH11/12-3 PH11/12-5 PH11/12-6 PH12-12 PH12-13	<b>Outcomes Assessed</b>  PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14	<b>Outcomes Assessed</b>  PH12-7 PH12-15	
Skills in working scientifically	<b>25</b>	<b>15</b>	<b>10</b>	<b>10</b>	<b>60</b>
Knowledge and understanding of course content	<b>5</b>	<b>5</b>	<b>20</b>	<b>10</b>	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

## HSC Society and Culture 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Research &amp; Viva Voce:</b> <b>Core – Continuity and Change</b>	<b>Creative News Article/Magazine</b> <b>Core – Continuity and Change, India Case Study</b>	<b>Trial HSC Examination</b> <b>(Core + Depth Study 1 – Conformity and Non-Conformity)</b>	<b>Test</b> <b>Depth Study 2 – Popular Culture</b>	
	<b>Term 4 (2020) Week 8</b>	<b>Term 1 Week 7/8</b>	<b>Term 2 Week 8/9</b>	<b>Term 3 Week 6</b>	
	H 1, 5, 6, 8, 9, 10	H 1, 2, 3, 4, 5, 6, 7, 10	H 1, 2, 3, 4, 5, 6, 7, 10	H 6, 7, 8, 9, 10	
Knowledge and understanding of course content.	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>50</b>
Application and evaluation of Social and Cultural research methods.	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>30</b>
Communication of information, ideas, issues in appropriate forms.	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

## HSC Sport, Lifestyle and Recreation 1 Unit 2021

Component	Task 1	Task 2	Task 3	Weighting%
	<b>Games &amp; Sports Applications II</b> Submission	<b>Sports Administration</b> Research task	<b>Athletics</b> Submission	
	<b>Term 1</b> <b>Week 5</b>	<b>Term 2</b> <b>Week 6</b>	<b>Term 3</b> <b>Week 6</b>	
	<b>Outcomes Assessed</b> 1.1, 2.4, 3.2, 3.5, 3.7	<b>Outcomes Assessed</b> 1.6, 4.5	<b>Outcomes Assessed</b> 1.5, 2.3, 3.5, 4.3	
Knowledge and Understanding	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Skills	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## HSC Studies in Catholic Thought 2021

Component	Task 1	Task 2	Task 3	Weighting%
	<b>Multi-modal Presentation</b> (Virtue, Vice and Salvation)	<b>Research Task</b> (The Good Works)	<b>End of Course Examination</b> (The Common Good)	
	<b>Term 1</b> <b>Week 6</b>	<b>Term 2</b> <b>Week 8/9</b>	<b>Term 3</b> <b>Week 5</b>	
	<b>Outcomes Assessed</b>  SCT12-1,2, 4, 5, 7, 10	<b>Outcomes Assessed</b>  SCT12-1, 3, 4, 5, 6, 8, 9, 10	<b>Outcomes Assessed</b>  SCT12-1,2, 4, 5, 6, 9, 10	
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Religious skills in: - using Scripture and Catholic Church documents - analysis, synthesis and evaluation based on evidence from theology, philosophy, Scripture and other relevant sources.	<b>10</b>	<b>10</b>		<b>20</b>
Inquiry and Research Skills		<b>20</b>		<b>20</b>
Communication of religious ideas and understanding in appropriate forms	<b>10</b>		<b>10</b>	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## HSC Studies of Religion 1 Unit 2021

Component	Task 1	Task 2	Task 3	Weighting%
	<b>Christianity</b> Source Analysis	<b>Christianity/Buddhism</b> Trial Examination	<b>Religion in Australia Post 1945</b> Research Report	
	<b>Term 1</b> <b>Week 5</b>	<b>Term 2</b> <b>Week 8/9</b>	<b>Term 3</b> <b>Week 5</b>	
	<b>Outcomes Assessed</b> H1-6, H8-9	<b>Outcomes Assessed</b> H1-2.H4-6, H8-9	<b>Outcomes Assessed</b> H1-2, H4 -9	
Knowledge and understanding of course content	<b>10</b>	<b>20</b>	<b>10</b>	<b>40</b>
Source-based skills	<b>10</b>	<b>10</b>		<b>20</b>
Investigation and research			<b>20</b>	<b>20</b>
Communication of information, ideas and issues in appropriate forms	<b>10</b>	<b>10</b>		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## HSC Studies of Religion 2 Unit 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<b>Buddhism</b> Oral Presentation	<b>Christianity</b> Source Analysis Folio	<b>Trial HSC Examination</b>	<b>Religion and Peace</b> Extended Response	
	<b>Term 4 (2020) Week 7</b>	<b>Term 1 Week 5</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 5</b>	
	<b>Outcomes Assessed</b> H1-9	<b>Outcomes Assessed</b> H1-6 H8-9	<b>Outcomes Assessed</b> H1-2 H4-9	<b>Outcomes Assessed</b> H3-4 H6-9	
Knowledge and understanding of course content	<b>5</b>	<b>5</b>	<b>20</b>	<b>10</b>	<b>40</b>
Source-based skills		<b>15</b>	<b>5</b>		<b>20</b>
Investigation and research	<b>10</b>	<b>5</b>		<b>5</b>	<b>20</b>
Communication of information, ideas and issues in appropriate forms	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

## HSC Visual Arts 2021

Component	Task 1	Task 2	Task 3	Task 4	Weighting%
	<p><b>Development of the Body of Work</b></p> <p>VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artists' practice.</p>	<p><b>Written Task:</b></p> <p>Extended response to an essay question that addresses one of the key concepts of art.</p>	<p><b>Trial HSC Examination</b></p> <p>Written response Art practice, criticism and history.</p>	<p><b>Resolving the Body of Work</b></p> <p>Submission of artworks under development, VAPD documenting experimentation, written reflections including explanation of intention and the links between material and conceptual practice.</p>	
	<p><b>Term 4 (2019)</b> <b>Week 9</b></p>	<p><b>Term 1</b> <b>Week 9</b></p>	<p><b>Term 2</b> <b>Week /</b> <b>(trial examinations)</b></p>	<p><b>Term 3</b> <b>Week 3</b></p>	
	<p><b>Outcomes Assessed</b></p> <p>H1 H3 H4</p>	<p><b>Outcomes Assessed</b></p> <p>H7 H8 H9 H10</p>	<p><b>Outcomes Assessed</b></p> <p>H7 H8 H9</p>	<p><b>Outcomes Assessed</b></p> <p>H1 H2 H4 H6</p>	
Artmaking	<b>20</b>			<b>30</b>	<b>50</b>
Art criticism and art history		<b>20</b>	<b>30</b>		<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>