

SMITH'S HILL HIGH SCHOOL



HIGHER SCHOOL CERTIFICATE

ASSESSMENT POLICY AND PROCEDURES

2020/2021

PRINCIPAL'S MESSAGE

This booklet has been prepared by the school, and conforms to the rules and procedures determined by the NESA as published in the *Assessment, Certification and Examination (A.C.E.) Manual*.

The purpose of this booklet is to set out the ways in which the school based assessment mark will be calculated for each course using results from specified assessment tasks completed for each Higher School Certificate Course.

It is extremely important for you to work consistently during the next four terms and to complete all the assessment tasks on or before the due date. Your teachers will help you plan your work but remember that it is your responsibility to develop an appropriate work schedule.

It is important that you read the booklet carefully and discuss the information it contains with your parents/caregivers and teachers. If you have any questions regarding assessment procedures, you should talk, in the first instance, with the relevant teacher, Head Teacher and/or the Deputy Principal.

Please keep this booklet in a safe place, as you will need to refer to it from time to time during the HSC year.

I would also strongly recommend that all students read the relevant syllabus documents for each of their courses. These are available to be downloaded and printed from the NESA website.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

Although the HSC year can be both challenging and demanding, we look forward to working with each and every one of our students to assist them in reaching their academic goals and preparing them for rich and rewarding lives beyond school.

Mr David Deitz
Principal



INTERNAL ASSESSMENT PROCEDURES FOR THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate Course uses a standards-referenced approach to assessing and reporting student achievement. In order to satisfy the requirements for the award of the Higher School Certificate each student must achieve an assessment mark in each course based on a range of informal and formal assessment tasks set by the school.

The final mark in each course will reflect the rank order and relative difference between the achievements of students. In a standards-referenced approach this rank order and relative difference will come, not from a simple comparison of students but from student achievement as measured against specified standards of performance. These standards, that the differences are based on, are quite explicit and are incorporated in all syllabus documents.

The final Higher School Certificate mark will be made up of an external examination mark and a school-based assessment mark. To ensure that assessment marks and examinations marks are aligned to the same standard, the school-based assessment marks will be moderated by the NESA using the performance of the school group in the Higher School Certificate examinations.

THE PURPOSE OF ASSESSMENTS

The assessment procedures allows students to demonstrate achievements over a broad range of tasks as well as allowing for a wider range of outcomes to be assessed than may be possible in an external examination.

FORMULATING ASSESSMENTS

Each subject faculty will determine the tasks/activities that will contribute to the final assessment mark. The final assessment mark will be based on several syllabus components from formal and informal assessments including classwork and coursework. The formal components are described in the specific subject information sections of this booklet. The components are weighted by the NESA to reflect their value in terms of syllabus outcomes. Individual assessment tasks will reflect these weightings and will be expressed as a mark.

It is extremely important for students to understand that any Higher School Certificate candidate who does not complete tasks worth more than 50% of the total assessment mark for a particular course, will be classified as not having satisfactorily studied that course.

In these circumstances, the course will not be included on the result notice and it may mean that the candidate will not be eligible for the award of a Higher School Certificate. A candidate must satisfactorily study at least ten (10) units to qualify for the award of a Higher School Certificate.

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;
- c) achieved some or all of the course outcomes.

Whilst NESA does not mandate attendance requirements Principals may determine that, as a result of absence, the course completion requirements may not have been met. Clearly, absences will be regarded seriously. Students must have a pattern of attendance, which reflects a genuine effort in all subject areas.

Students who have not complied with the above requirements may not be regarded as having satisfactorily completed the course. The Principal may then apply the "N" determination in the relevant course(s).

REPORTING ASSESSMENTS

Candidates will be given an assessment rank at regular intervals throughout each course. These rankings will appear on the yearly and half-yearly school reports.

At the end of each Higher School Certificate course, the final assessment mark and school assessment ranking for each course attempted will be sent to NESA. In accordance with NESA policy, candidates will not be informed of the final assessment mark supplied to NESA, however, upon request after the final Higher School Certificate examination, a candidate will be informed of their assessment ranking in each course by the school's NESA Contact Officer.

APPEAL FOR REVIEW OF ASSESSMENT RANKING

Students can request a review by the school of their Higher School Certificate assessment ranking, if they consider that the school's final order of merit for a particular course is not consistent with their expectations, on the basis of their performance on assessment task throughout the course. An assessment review will focus on the school's procedures for determining the final assessment mark. The marks awarded for individual assessment tasks will not be subject to review as part of this process. This review process must be completed before the end of the school year and the student informed of the outcome of the review.

The student may subsequently appeal to NESA but only on the grounds that the review made by the school did not comply with NESA requirements.

ILLNESS AND MISADVENTURE

Illness and misadventure applications may be made on the appropriate form with relevant supporting documentation when a students' performance has been significantly impacted by illness and/or misadventure.

If possible, marks will be based on substitute tasks, or, in exceptional circumstances, an estimate based on other evidence if the student has a valid reason, such as illness, for not completing that task/activity.

"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. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks."

- ACE Manual 8072

In general, administering a substitute task is preferable to providing an estimate mark.

RULES CONCERNING ILLNESS/MISADVENTURE:

- a) Students will be informed prior to sitting a task that if they are ill or are affected by misadventure they should not be doing the task. They should have it rescheduled when they are well, see a doctor that day and submit an Illness/Misadventure form. (Students will sign an attendance slip indicating that are not affected by illness/misadventure at that time).
- b) Students who are ill or affected by misadventure leading up to a task should apply for an extension at least two days prior to the task and complete the task when they are well with adequate preparation. Therefore, students should not be submitting Illness/Misadventure forms for affected preparation.
- c) Students ill or affected by misadventure within the two days leading up to the task should not be completing the task if it is an unseen paper. If it is a task that is to be submitted, the

student should have had adequate preparation leading into submission time. If students have not had adequate time, they should seek an extension with an Illness/Misadventure Appeal form and submit what they have completed attached to that form.

All forms are to be submitted on the day of return to school with supporting documentation.

STANDARDS-REFERENCED ASSESSMENT

Teaching and learning is based on the syllabus. The most important sources for the syllabus standards are the outcomes and content. Performance standards are derived from the outcomes, from explicit statements of student performance and from the professional judgment of teachers.

Assessment provides a link between the two. Both syllabus and performance standards must be considered during the programming of the course. The link between syllabus and performance standards is made through school assessment and state wide Higher School Certificate examination.

Students undertake Higher School Certificate assessment tasks that refer to syllabus outcomes, content, assessment components and component weightings. Students present for external examinations that reflect syllabus outcomes set by NESA.

External marking uses standards-referenced marking guidelines developed by examination committees. The minimum standard expected is 50. NESA expects most students to get above the minimum, but some may score below 50. Students who score below 50 will not have a description of their course performance but will receive a mark and recognition of the completion of that course.

RULES AND PROCEDURES

Students will be issued with a 2021 HSC Rules and Procedures Booklet from NESA. This is a comprehensive guide to the main rules and requirements for the HSC. More detailed explanations can be obtained from the Assessment Certification Examination website. ace.nesa.nsw.edu.au. Students are expected to read and follow these rules and procedures.

CONCLUSION

If you have any questions regarding the assessment procedures, you are welcome to discuss them with your teacher, the Head Teacher or Deputy Principal. Parents who have any queries regarding Higher School Certificate assessments may make an appointment to speak to a member of the school's Executive by telephoning the school on (02) 4229 4266.



HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

INTRODUCTION

Each student is responsible for completing any assessment task and submitting it on or before the published due date. If the assessment task is a test, each student must undertake the test on the published date. Further, it must be understood that, for the most part, an assessment task is an original and individual effort on the part of the student.

Students should maintain a calendar of assessment tasks for each Higher School Certificate Course. This calendar will assist in planning a study regime to avoid unnecessary overload. Potential conflicts and/or work overload should be brought to the teacher's notice when a date is first set.

A student having difficulty completing any assessment task before the due date should discuss his/her concerns with the appropriate Head Teacher and classroom teacher.

Students will be given approximately two weeks' notice in writing of the due date for any assessment task. Any change to the due date will also be provided in writing to each student.

1.0 LATE SUBMISSION OF AN ASSESSMENT TASK

When an assessment task is an assignment, each student is responsible for completing the assessment task and submitting it on or before the published due date. In exceptional circumstances, an extension of time may be sought and approved.

Specifically:

- 1.1 Students are required to submit each assessment task on or before the due date, in the format listed in the notification sheet. Failure to submit in this required format will mean the student will be awarded a mark of zero. If there is a "reasonable" explanation, students will need to submit a Misadventure/Illness form as an appeal against the awarded mark of zero. Computer/printer malfunctions or delays will not be accepted as a reasonable excuse for late submission.
- 1.2 On the due date, each student must hand his/her assessment task to the class teacher (or the appropriate Head Teacher if the teacher is absent) by the **specified time on the notification**. If a student fails to meet this deadline, students will be awarded a mark of zero. If there is a "reasonable" explanation, they will need to submit an Illness/Misadventure form as an appeal against the awarded mark of zero.
 - 1.2.1 If the task is to be done in class, the student must be present from the beginning of the day. Students who fail to attend all classes will be awarded a mark of zero.
- 1.3 In general, late submission of an assessment task will result in zero marks being awarded for that task.
 - 1.3.1 All assessment tasks must still be undertaken, even if the student is in danger of being awarded zero marks, in order to ensure that the student is course complete
- 1.4 In exceptional circumstances, a student may be granted an extension of time without incurring a penalty. Any student, who anticipates that he/she will not be able to submit an assessment task on the due date, may seek to negotiate an extension of time with the appropriate Deputy Principal. An application for an extension of time must be made in writing and countersigned by a parent.

The Deputy Principal will only grant an extension of time if:

- The student gives an acceptable and compelling reason for the impending late submission of the assessment task; and
- The extension of time is negotiated prior to the due date.

If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an extension of time in excess of two (2) weeks will be granted.

- 1.5 Students are not to assume the extension of time will be granted. If the Deputy Principal has not granted an extension of time, and the assessment task is submitted after the due date, the automatic penalty of zero marks awarded for the task will be applied.

An extension of time will not be granted if:

- The reason offered is deemed unacceptable.
- No reason is offered.
- The student did not lodge a written application for an extension of time with the appropriate Deputy Principal prior to the due date.

2.0 MISSED ASSESSMENT TASKS

When an assessment task is to be completed in class on a particular day, as in the case of a test or an examination, each student should be present at the published time. In exceptional circumstances, a student may be given special consideration if he/she is unable to complete that task at this time.

- 2.1 If a student knows it is inevitable that he/she will miss an assessment task, or has missed an assessment task, he/she should contact the Head Teacher responsible for the course and Deputy Principal immediately when the fact is known.
- 2.2 Except in unforeseen circumstances, any student who will be unable to undertake an assessment task on the published date should advise the appropriate Deputy Principal of this matter prior to the published date.
- 2.3 If unforeseen circumstances, such as a serious illness, injury or emotional trauma, prevents a student from submitting a task by the due date, the student is to notify the Deputy Principal immediately.
- 2.3.1 As soon as the student is fit to return to school, written evidence such as a medical certificate must be provided to the Deputy Principal. The Deputy Principal, in consultation with the Head Teacher and the class teacher, will determine if the reason is acceptable. The Deputy Principal has the prerogative to authorise either an extension of time for the original task or an alternative task to be completed. (Appointments with a doctor or dentist will generally not be deemed a sufficient reason for missing an assessment task. It is the responsibility of the student to reschedule such appointments.)
- 2.4 If the Deputy Principal deems that the reason offered by a student for missing an assessment task is unacceptable, the student will be awarded zero marks for the task.
- 2.5 Each Head Teacher or classroom teacher will notify a student's parent, in writing, that the student has missed the assessment task. This notification will be in the form of 'N' award letters. Copies of all such letters will be retained as part of faculty records.

3.0 CHEATING AND PLAGIARISING:

In general, students will be expected to produce individual and original work as an assessment task. The Deputy Principal in consultation with the Head Teacher responsible for the course will determine the penalty to be imposed in cases where cheating or plagiarism is detected.

- 3.1 Significant cheating that is shown to affect the quality of the student's response in an assessment task will incur a 100% penalty. The work will be scored as a zero.
- 3.2 Deliberately breaking the rules under which the assessment task is to be completed will also incur a 100% penalty. This could include deliberate disruptive or unacceptable behaviour.
- 3.3 Plagiarism, (that is, unacknowledged quoting and/or copying of another person's work) will be penalised. For example, using the work of a published author or copying substantially from a website without acknowledgement is plagiarism. The penalty will be based on the degree to which the student has made an original contribution to completing the task. If the plagiarism is deemed significant a student may incur a 100% penalty.
- 3.4 If a student is suspected of plagiarism, it will be the responsibility of the student to provide evidence to show that the work is original. This may take the form of providing drafts, notes, sources, work samples from throughout the year, essay plans, a bibliography and so on. In the absence of strong evidence that satisfies the relevant Head Teacher and Deputy Principal, the original penalty will stand.
- 3.5 Students are not to be in possession of a mobile phone during an assessment task. No mobile phone is to be brought into a classroom or examination centre during an assessment task.



PROVIDING EVIDENCE

This section of the form is for students to provide evidence of illness/misadventure. The evidence must state specifically how the illness or misadventure might affect performance in the assessment task. If your illness/misadventure appeal does not “fit into” the boxes below please attach other evidence or contact the Deputy Principal to discuss the matter.

The illness/misadventure process is designed to support individual students to achieve results that accurately reflect their ability and effort. The process must also ensure the integrity of school-based assessment for all students in each course. Accordingly, students must be aware that ***this is an appeal form and there is no guarantee that the appeal will be upheld.***

Name of Student: _____

Please fill in one or both of the boxes where possible below: Attach word document if space is insufficient.

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

- Diagnosis of medical condition:
- Date of onset of illness:
- Date(s) and time(s) of all consultations/meetings/telehealth conference:
- Please describe how the student's condition/symptoms could affect the completion of their assessment task/s. Please provide details below:

Name of Doctor or health professional providing the information:

- Profession:
- Workplace/Organisation:
- Address:

Contact Phone:

Signed:

Date:

AND/OR

Evidence of Illness and/or Misadventure: to be completed by a relevant person such as a parent

- Date of onset of illness and/or misadventure:
- Are you are witness to the event or illness? (Yes or No):
- If no, how did you obtain the evidence you are providing?
- Please describe how the student's condition/symptoms/misadventure could affect the completion of their assessment task/s. Please provide details below:

Name of Provider of Evidence:

Profession/Relationship:

Workplace/Organisation:

Address:

Contact Phone:

Date:



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Ancient History

Course: HSC

Year: 2021

Components

1. Knowledge and understanding
2. Historical skills
3. Historical inquiry
4. Communication

Weighting

- 30%
30%
20%
20%

Task No.	Outcomes	Task Title and Description	Total Weight	Component Weighting %				Date
				1	2	3	4	
1	AH12-6, AH12-8, AH12-9	1. Source Collection <i>Ancient Societies</i>	20%		10	5	5	Term 4 Week 9, 2020
2	AH12-1, AH12-3, AH12-5	2. In-class Essay <i>Historical Period</i>	20%	10		10		Term 1 Week 9, 2021
3	AH12-2, AH12-4, AH12-6, AH12-7, AH12-9	3. Personality Podcast <i>Personality</i>	30%	10	10	5	5	Term 2 Week 6, 2021
4	AH12-1, AH12-3, , AH12-6, AH12-9, AH12-10	4. Trial Examination <i>All topics</i>	30%	10	10		10	Term 3, Weeks 3 & 4, 2021
100 %				40	20	20	20	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Biology

Course: HSC

Year: 2021

Components

1. Working Scientifically
2. Knowledge and Understanding

Weighting

60%
40%

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %		Date
				1	2	
1	BIO12 - 4,5,7,12	Model task	20%	15	5	Term 4, 2020 Week 8
2	BIO12 – 1,2,3,7,13	Depth study	30%	25	5	Term 1, 2021 Week 7
3	BIO12 – 4,5,6	Data analysis	20%	20	0	Term 2, 2021 Week 9
4	BIO12-12,13,14,15	Trial Examination	30%	0	30	Term 3, 2021 Week 4 and 5
			100%	60	40	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Business Studies

Course: HSC

Year: 2021

Components

- 1 - Knowledge and understanding of course content
- 2 - Stimulus based skills
- 3 - Inquiry and research
- 4 – Communication of business information, ideas and issues in appropriate forms

Weighting

- 40%
- 20%
- 20%
- 20%

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %				Date
				1	2	3	4	
1	H4, H6, H7, H8, H9	Operations in class essay response (See choice of 3 scaffolded questions)	20%			10	10	Term 4, 2020 Week 10
2	H2, H6, H8, H9, H10	Finance planning research and comparison task	25%	15	10			Term 1, 2021 Week 8
3	H5, H6, H7, H9	Marketing plan research and analysis task	25%	10		10	5	Term 2, 2021 Week 6
4	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Trial Examination	30%	15	10		5	Term 3, 2021 Week 4-5
100%				40	20	20	20	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Chemistry

Course: HSC

Year: 2021

Components

Weighting

1. Skills in working scientifically
2. Knowledge and understanding of course

60 %

40 %

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %		Date
				1	2	
1	CH12- 5,7,12	Model task	20%	15	5	Week 7, Term 4 2020
2	CH12-1,2,3,5,7,13	Depth Study	30%	25	5	Week 9, Term 1 2021
3	CH12- 4,5,6	Data analysis	20%	20	0	Week 8, Term 2 2021
4	CH12-12,13,14,15	Trial Examination	30%	0	30	Weeks 4-5, Term 3 2021
			100%	60	40	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Design and Technology

Course: HSC

Year: 2021

Components

Weighting

Knowledge and skills in:

- | | | |
|----|---|-----|
| 1. | Knowledge and understanding of course content. | 40% |
| 2. | Knowledge and skills in designing, managing, producing and evaluating a major design project. | 60% |

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %		Date
				1	2	
1	H2.1,H4.1,H4.2	Project Proposal and Project Presentation. (including oral presentation to the class)	20%		20	Term 4 Week 8, 2020
2	H4.3,H5.1,H5.2,H6.1	Project Presentation and Evaluation	30%		30	Term 3, Week 4 2021 (Date to be finalised from NESA)
3	H2.2,H3.1,H3.2,H6.2	Innovation and Emerging Technology Case Study.	20%	20		Term 1 Week 6, 2021
4	H4.3,H5.1,H5.2,H6.1	Trial HSC Examination.	30%	20	10	Term 3 Week 4/5, 2021
			100%	40	60	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Drama

Course: HSC

Year: 2021

Components

1. Making
2. Performing
3. Critically Studying

Weighting

- 40%
30%
30%

Task	Outcomes	Task Title and Description	Total Weight	Component Weighting %			Date
				1	2	3	
1	1.1, 1.2, 1.7, 3.1, 3.2, 3.3, 3.4, 3.5	Workshop I: Dramatic Traditions in Australian Theatre	20%		10	10	Term 4, Week 9, 2020
2	1.1, 1.3, 1.8, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	Workshop II: Studies in Drama and Theatre	20%	10		10	Term 1, Week 10 2021
3	1.3, 1.4, 1.6, 1.9, 2.1, 2.3, 2.5	Presentation of Group Performance (with logbook)	30%	10	20		Term 2, Week 10 2021
4	1.2, 1.5, 1.9, 2.1, 2.3, 2.5, 3.2	Trial HSC – Individual Project (with logbook) and Written Examination	30%	20		10	IP: Term 3, Week 3 2021 Exam: Term 3, Weeks 4/5 2021
100%				40	30	30	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Earth and Environmental Science

Course: HSC

Year: 2021

Components

Weighting

1. Working scientifically
2. Knowledge and understanding

60%
40%

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %		Date
				1	2	
1	EES12-4,5,12	Practical skills task	20%	15	5	Term 4, 2020 Week 7
2	EES12-1,2,3,5,7,13	Depth study	25%	20	5	Term 1, 2021 Week 4
3	EES12-5,6,7,14	Research task	25%	20	5	Term 2, 2021 Week 5
4	EES12-4,12,13,14,15	Trial examination	30%	5	25	Term 3, 2021 Week 4-5
			100%	60	40	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Economics

Course: HSC

Year: 2021

Components

Weighting

- | | |
|---|------|
| 1. Knowledge and understanding of course content | 40 % |
| 2. Stimulus-skills | 20 % |
| 3. Inquiry and research | 20 % |
| 4. Communication of economic information, ideas and issues in appropriate forms | 20 % |

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %				Date
				1	2	3	4	
1	H1, H2, H3, H4, H5, H12	Case Study (In class extended response) Topic 1: The Global Economy	20 %	5	5	5	5	Term 4, 2020 Week 8
2	H7, H8, H9, H10, H11	Stimulus based (In class extended response) Topic 2: Australia's Place in the Global Economy	25%	10	5	5	5	Term 1, 2021 Week 8
3	H1, H7, H9, H10	Media Report Topic 3: Economic Issues	25 %	10	5	10		Term 2, 2021 Week 8
4	H1, H2, H5, H6, H7, H11	Trial HSC Examination (All topics)	30 %	15	5		10	Term 3, 2021 Week 4-5
100%				40	20	20	20	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Engineering Studies

Course: HSC

Year: 2021

Components

1. Knowledge and understanding of course content
2. Knowledge and skills in research, problem solving and communication related to engineering practice

Weighting

60%

40%

Task	Outcomes	Task Title and Description	Total weight	Component weighting		Date
				1	2	
1	H1.1, H1.2, H2.1, H2.2	Civil Engineering Challenge	20%	10	10	Term 1 Week 3, 2021
2	H1.1, H1.2, H2.1, H2.2, H4.1, H4.2	Transportation Engineering Report and Analysis	20%	15	5	Term 1 Week 9, 2021
3	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.3, H5.1, H5.2, H6.1, H6.2	Take home analysis task	30%	15	15	Term 2 Week 7, 2021
4	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H6.1, H6.2	Trial HSC Exam	30%	20	10	Term 3 Week 3-5, 2021
			100%	60	40	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: English Advanced

Course: HSC

Year: 2021

Components

Weighting

1. Knowledge and understanding of course content
2. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

50%

50%

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %		Date
				1	2	
1	EA12-1, 2, 3, 5, 6, 7,	Common Module: Texts and Human Experiences Multimodal	20%	10	10	Term 4, 2020 Week 9
2	EA12-1, 3, 4, 5, 9	Module C: The Craft of Writing Creative texts plus reflection	25%	10	15	Term 1, 2021 Week 7
3	EA12-1, 2, 6, 8	Module A: Textual Conversations Critical response	25%	15	10	Term 2, 2021 Week 7
4	EA12- 1, 3, 4, 5, 6, 7, 8, 9	HSC Trial Examination (including Module B Critical Study of Literature)	30%	15	15	Term 3, 2021 Week 4-5
			100%	50	50	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: English Extension 1

Course: HSC

Year: 2021

Components

Weighting

1. Knowledge and understanding of complex texts and of how and why they are valued 50%
2. Skills in complex analysis, sustained composition and independent investigation 50%

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %		Date
				1	2	
1	EE12-2,4,5	Imaginative response and reflection	30%	15	15	Term 1, 2020 Week 2
2	EE12-1, 2, 3, 4	Critical response with related text	40%	20	20	Term 2, 2021 Week 2
3	EE12-2, 3, 4, 5	Trial Examination	30%	15	15	Term 3, 2021 Week 4-5
			100%	50	50	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: English Extension 2

Course: HSC

Year: 2021

Components

1. Skills in extensive independent research
2. Skills in sustained composition

Weighting

50%
50%

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %		Date
				1	2	
1	EEX12 – 1,4,5	Viva Voce	30%	15	15	Term 1, 2021 Week 1
2	EEX12 – 1,2,3,4	Literature Review	40%	20	20	Term 1, 2021 Week 10
3	EEX12 – 2,3,5	Critique of the Creative Process	30%	15	15	Term 2, 2021 Week 9
			100%	50	50	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: English Standard

Course: HSC

Year: 2021

Components

Weighting

- | | |
|---|-----|
| 1. Knowledge and understanding of course content | 50% |
| 2. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% |

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %		Date
				1	2	
1	EN12-1, 2, 3, 5, 6, 7,	Common Module: Texts and Human Experiences Multimodal	20%	10	10	Term 4, 2020 Week 9
2	EN12-1, 3, 4, 5, 9	Module C: The Craft of Writing Creative texts plus reflection	25%	10	15	Term 1, 2021 Week 7
3	EN12-1, 2, 5, 8	Module A: Language, Identity and Culture Responding	25%	15	10	Term 2, 2021 Week 7
4	EN12- 1, 3, 4, 5, 6, 7, 8, 9	HSC Trial Examination (including Module B – Close study of Literature)	30%	15	15	Term 3, 2021 Week 4-5
			100%	50	50	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: French Continuers

Course: HSC

Year: 2021

Components

1. Speaking
2. Listening & Responding
3. Reading & Responding
4. Writing

Weighting

- 20%
- 30%
- 30%
- 20%

Task No.	Outcomes	Task Title and description	Total Weight	Component Weighting				Date
				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	Listening and responding to texts Writing with stimuli	25%		20		5	Term 4, 2020 Week 7
2	1.1, 1.2, 1.3, 1.4, 3.1,3.2,3.3,3.4,3.5,3.6	Speaking interview with visual stimuli Writing with stimuli	20%	10			10	Term 1, 2021 Week 9
3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	Reading and responding A & B	25%			25		Term 2, 2021 Week 9
4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	Trial HSC Written examination with Listening component Oral examination	30%	10	10	5	5	Term 3, 2021 Weeks 3-4
100%				20	30	30	20	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Geography

Course: HSC

Year: 2021

Components

Weighting

- | | |
|--|-----|
| 1. Knowledge and understanding of course content | 40% |
| 2. Geographical tools and skills | 20% |
| 3. Geographical inquiry and research, including fieldwork | 20% |
| 4. Communication of geographical information, ideas,
and issues in appropriate form | 20% |

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %				Date
				1	2	3	4	
1	H1,H2,H5,H6,H13	Ecosystems at risk: extended response	20%	10	5		5	Term 1, 2021 Week 1
2	H1,H3,H8,H12,H13	Urban places: Research – Oral presentation	25%	10	5	10		Term 2, 2021 Week 1
3	H1,H4,H10,H13	People and economic activity research	25%	5		10	10	Term 2, 2021 Week 10
4	H1 to H13	Trial examination	30%	15	10		5	Term 3, 2021 Week 4/5
			100%	40	20	20	20	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: German Continuers

Course: HSC

Year: 2021

Components

1. Speaking
2. Listening & Responding
3. Reading & Responding
4. Writing

Weighting

- 20%
- 30%
- 30%
- 20%

Task No.	Outcomes	Task Title and description	Total Weight	Component Weighting				Date
				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	Listening and responding to texts Writing with stimuli	25%		20		5	Term 4, 2020 Week 7
2	1.1, 1.2, 1.3, 1.4, 3.1,3.2,3.3,3.4,3.5, 3.6	Speaking interview with stimuli Writing with stimuli	20%	10			10	Term 1, 2021 Week 9
3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	Reading and responding in English and German	25%			25		Term 2, 2021 Week 9
4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	Trial HSC Written examination with Listening component Oral examination	30%	10	10	5	5	Term 3, 2021 Weeks 3-4
100%				20	30	30	20	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Information Processes and Technology

Course: HSC

Year: 2021

Components

Weighting

1. Project management	20%
2. Information systems and databases	20%
3. Communication systems	20%
4. Option strands i) Decision support systems	20%
ii) Multimedia systems	20%

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %				Date
				1	2	3	4	
1	1,2	Individual project (relational database task)	20%	10	10			Term 4, 2020 Week 9
2	1,2,3	Half yearly exam	25%	5	5	15		Term 1, 2021 Week 9
3	1,4	Group project (multimedia systems)	20%	5			15	Term 2, 2021 Week 7
4	2,3,4	Trial exam	35%		5	5	25	Term 3, 2021 Week 5
		All assessment tasks contain a balance between skills and knowledge including social and ethical issues.						
			100%	20	20	20	40	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Italian Beginners

Course: HSC

Year: 2021

Components

1. Speaking
2. Listening and Responding in Italian
3. Reading and Responding
4. Writing

Weighting

- 20%
- 30%
- 30%
- 20%

Task	Outcomes	Task Title and Description	Total Weight	Component Weighting %				Date
				1	2	3	4	
1	2.1,2.2,2.3,2.4,2.5, 2.6, 3.1,3.2,3.3	Reading and responding in English to written texts Writing with stimuli	15%			10	5	Term 4, 2020 Week 7
2	1.1,1.2,1.3,2.1,2.2, 2.3,2.4,2.5,2.6	Speaking interview with stimuli Listening and responding to texts	30%	10	20			Term 1, 2021 Week 9
3	2.1,2.2,2.3,2.4,2.5, 3.1,3.2,3.3	Reading and responding to texts Writing with stimuli	25%			15	10	Term 2, 2021 Week 9
4	1.1,1.2,1.3,1.4,2.1, 2.2,2.3,2.4,2.5,2.6, 3.1,3.2,3.3,3.4	Trial Exam Written examination with Listening component Oral examination	30%	10	10	5	5	Term 3, 2021 Week 4
			100%	20	30	30	20	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Japanese Continuers

Course: HSC

Year: 2021

Components

1. Speaking
2. Listening
3. Reading
4. Writing

Weighting

- 20%
- 30%
- 30%
- 20%

Task No.	Outcomes	Task Title and description	Total Weight	Component Weighting				Date
				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	Listening and responding to texts Speaking	25%	5	20			Term 4, 2020 Week 7
2	1.1,1.2,1.3,1.4,3.1, 3.2,3.3,3.4,3.5,3.6	Writing Reading and responding in English to written texts	15%			10	5	Term 1, 2021 Week 9
3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	Reading and responding in Japanese Writing with stimuli Speaking	30%	5		15	10	Term 2, 2021 Week 9
4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	Trial HSC Written examination with Listening component Oral examination	30%	10	10	5	5	Term 3, 2021 Week 4
			100%	20	30	30	20	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Legal Studies

Course: HSC

Year: 2021

Components

Weighting

- | | |
|--|-----|
| 1. Knowledge and understanding of course content | 40% |
| 2. Analysis and evaluation | 20% |
| 3. Inquiry and research | 20% |
| 4. Communication of legal information, issues and ideas in appropriate forms | 20% |

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %				Date
				1	2	3	4	
1	H1,H7,H8,H9, H10	Crime: Research task and hand in essay	25%	5	5	5	10	Term 1, 2021 Week 2
2	H2, H3, H7, H8, H9	Human Rights: Case study on a contemporary Human Rights issue	20%	10	5	5		Term 2, 2021 Week 1
3	H4, H5, H6, H7,H8, H9	Family: Oral Presentation	25%	10		10	5	Term 2, 2021 Week 8
4	H2, H4, H7, H8,H9,H10	Trial Examination	30%	15	10		5	Term 3, 2021 Week 4/5
100%				40	20	20	20	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Mathematics Advanced

Course: HSC

Year: 2021

Components

1. Understanding, fluency and communicating
2. Problem solving, reasoning and justification

Weighting

- 50 %
50 %

Task No.	Outcomes	Task Title and description	Total Weight	Component Weighting		Dates
				1	2	
1	MA12-8, MA12-9, MA12-10	Assignment/Investigating – Statistics	15%	7	8	Term 4 Week 8, 2020
2	MA12-1, MA12-5, MA12-8, MA12-9, MA12-10	Sample questions task	25%	13	12	Term 1 Week 8, 2021
3	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	Prepared Notes Task	30%	15	15	Term 2 Week, 8 2021
4	MA11-1 TO MA11-9, MA12-1 TO MA12-10	Trial HSC Exam	30%	15	15	Term 3 Week 4/5, 2021
			100	50	50	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Mathematics Extension 1

Course: HSC

Year: 2021

Components

1. Understanding, fluency and communicating
2. Problem solving, reasoning and justification

Weighting

50 %
50 %

Task No.	Outcomes	Task Title and description	Total Weight	Component Weighting %		Dates
				1	2	
1	ME11-1, ME11-4, ME11-6, ME11-7, ME12-1, ME12-3, ME12-6, ME12-7	Sample Questions Task	25%	13	12	Term 4 Week 9, 2020
2	ME12-5, ME12-6, ME12-7	Assignment/Investigation - Statistics	15%	7	8	Term 1 Week 9, 2021
3	ME12-1, ME12-2, ME12-4, ME12-6, ME12-7	Prepared Notes Task	30%	15	15	Term 2 Week 9, 2021
4	ME11-1 To ME11-7, ME12-1 to ME12-7	Trial HSC Exam	30%	15	15	Term 3 Week 4/5, 2021
			100%	50	50	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Mathematics Extension 2

Course: HSC

Year: 2021

Components

1. Understanding, fluency and communicating
2. Problem solving, reasoning and justification

Weighting

- 50 %
50 %

Task No.	Outcomes	Task Title and description	Total Weight	Component Weighting %		Dates
				1	2	
1	MEX12-1,MEX12-4,MEX12-7,MEX12-8	Sample Questions Task	25%	13	12	Term 4 Week 8, 2020
2	MEX12-1,MEX12-4,MEX12-7,MEX12-8	Prepared notes task	30%	15	15	Term 1 Week 8, 2021
3	MEX12-6,MEX12-7,MEX12-8	Assignment/Investigation – Mechanics	15%	7	8	Term 2 Week 8, 2021
4	MEX12-1 to MEX12-8	Trial HSC Exam	30%	15	15	Term 3 Week 4/5, 2021
			100%	50	50	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Mathematics Standard 2

Course: HSC

Year: 2021

Components

1. Understanding, Fluency and Communicating
2. Problem Solving, Reasoning and Justification

Weighting

- 50 %
50 %

Task No.	Outcomes	Task Title and description	Total Weight	Component Weighting %		Dates
				1	2	
1	MS11-2 , MS11-5, MS11-6 , MS2-12-3, MS2-12-4, MS2-12-9 MS2-12-10	Assignment / Investigation	15%	7	8	Term 4 Week 9, 2020
2	MS2-12-3, MS2-12-4 MS2-12-5, MS2-12-8 MS2-12-9, MS2-12-10	Sample Questions Task	25%	13	12	Term 1 Week 9, 2021
3	MS2-12-1, MS2-12-2 MS2-12-5, MS2-12-6 MS2-12-7, MS2-12-9 MS2-12-10	Prepared Notes Task	30%	15	15	Term 2 Week 9, 2021
4	All Preliminary MS2-12-1 to MS2-12-10	Trial HSC Exam	30%	15	15	Term 3, Week 4/5, 2021
			100%	50	50	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Modern History

Course: HSC

Year: 2021

Components

Weighting

- | | |
|--|-----|
| 1. Knowledge and understanding of course content | 40% |
| 2. Historical skills in the analysis and evaluation of sources and interpretations | 20% |
| 3. Historical inquiry and research | 20% |
| 4. Communication of historical understanding in appropriate forms | 20% |

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %				Date
				1	2	3	4	
1	MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	Power and Authority in the Modern World 1919-1946 (Source task)	20%	5		10	5	Term 4, 2020 Week 8
2	MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	National Studies (Historical analysis)	25%	10	5	5	5	Term 1, 2021 Week 10
3	MH12-2 MH12-5 MH12-7 MH12-8	Peace and Conflict (Oral presentation)	25%	10	5	5	5	Term 2, 2021 Week 8
4	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	Trial HSC Examination All Topics	30%	15	10		5	Term 3, 2021 Week 4/5
			100%	40	20	20	20	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Music 1

Course: HSC

Year: 2021

Components

1. Performance Core
2. Musicology Core
3. Composition Core
4. Aural Core
5. Elective 1; Elective 2; Elective 3

Weighting

10%
10%
10%
15%+15%+15%=45%

Task No.	Outcomes	Task Title and description		Total Weight	Component Weighting					Date
					1	2	3	4	5	
1	H2,4,5,6,7,8	Arrangement and portfolio Aural task – comparison of selected arrangements.		20%			10	10		Term 4, Week 10 2020
2	H1,2,4,5,6	Elective 1 (perf OR comp/folio) with related topic Viva Voce – research and presentation		25%		10			15	Term 1, Week 6/7 2021
3	H1-H8	Elective 2 (perf OR comp/folio OR Musicology/folio) Core performance		25%	10				15	Term 2, Week 7 2021
4	H1-H8	Trial HSC -Elective 3 (perf OR com/folio OR Musicology/folio) -Aural exam		30%				15	15	Term 3, Weeks 4/5 2021
				100%	10	10	10	25	45	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Music 2

Course: HSC

Year: 2021

Components

1. Performance Core
2. Composition Core
3. Musicology Core
4. Elective

Weighting

- 20%
- 20%
- 20%
- 20%

Task No.	Outcomes	Task Title and description	Total Weight	Component Weighting					Date
				1	2	3	4	5	
1	1,4	Performance Core Aural Core – written response	20%	10			10		Term 1, Weeks 8/11 2021
2	3	Musicology Core	20%			20			Term 2, Week 4 2021
3	4,5	Core Composition and folio Elective	30%		20			10	
4	1,3,4	Trial exams -Elective -Performance core -Aural core	30%	10			10	10	Term 3 Trials, Week 3/4 2021
100%				20	20	20	20	20	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Music Extension

Course: HSC

Year: 2021

Components

- 1. Performance
- OR
- 2. Composition
- OR
- 3. Musicology

Weighting

50%

50%

50%

Task No.	Outcomes	Task Title and description	Total Weight	Component Weighting				Date
				1	2	3	4	
1	1,2 or 3	Viva Voce- 30 minute presentation Performance: on pieces presented in program and the students' interpretation of these. Composition and Musicology: discussion using the compositional or musicology portfolio -30 minute presentation	25%					Term 2, Weeks 10/11 2021
2	1,2 or 3	Performance: Present a performance of your 3 pieces in a recital organised by you, incorporating all facets of a professional concert. Composition and musicology: final folio and completed work.	25%					Term 3, Week 2 or 3 2021
			50%					



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: PDHPE

Course: HSC

Year: 2021

Components

1. Knowledge and understanding of course content
2. Skills in critical thinking, analysis and communication

Weighting

40%

60%

Task	Outcomes	Task Title and description	Total Weight	Component Weighting		Date
				1	2	
1	H1,2,3,5,6,7,8,9,10,13,14,15,16,17	Option Sports Med – Open book guided Essays	20%	8	14	Term 4, 2020 Week 6
2	H1, 2, 3, 4, 5, 14, 15, 16	Core 1 Research Task	25%	9	15	Term 1, 2021 Week 6
3	H7,8,9,10,11,16,17	Core 2 Case Study/Stimulus task	25%	9	15	Term 2, 2021 Week 8
4	H1-17	Trial HSC Examination	30%	14	16	Term 3, 2021 Week 4/5
			100%	40	60	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Physics

Course: HSC

Year: 2021

Components

1. Skills in working scientifically
2. Knowledge and understanding of course content

Weighting

60%
40%

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %		Date
				1	2	
1	PH12-2,3,4,5,12	Projectile Motion Investigation - Depth Study [Module 5]	20%	15	5	Term 4, 2020 Week 6
2	PH12-1,4,6,7,13,14	Nature of light secondary research and presentation [Module 7]	25%	20	5	Term 1, 2021 Week 10
3	PH12-5,6	Nature of the Atom practical task [Module 8]	25%	25	0	Term 2, 2021 Week 9
4	PH12-12,13,14,15	Trial Examination [All modules]	30%	0	30	Term 3, 2021 Week 4-5
			100%	60	40	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Society and Culture

Course: HSC

Year: 2021

Components

Weighting

- | | |
|--|-----|
| 1. Knowledge and understanding of course content | 50% |
| 2. Application and evaluation of social and cultural research methods | 30% |
| 3. Communication of information, ideas and issues in appropriate forms | 20% |

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %				Date
				1	2	3		
1	H1, H2, H3, H5, H7, H9, H10	Popular Culture - research	20%		10	10		Term 4, 2020 Week 10
2	H1, H2, H3, H4, H5, H6, H7, H9, H10	Continuity and Change – in-class informal mini extended response and multiple choice questions	20%	20				Term 1, 2021 Week 10
3	H1, H4, H5, H7, H8, H9, H10	Personal Interest Project(PIP) – ongoing research 1. Secondary research 2. Primary research 3. Final draft	30%		20	10		Term 2, 2021 Week 10
4	H1, H3, H4, H5, H9, H10	Trial Examination – formal examination	30%	30				Term 3, 2021 Week 4/5
				100%	50%	30%	20%	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Software Design and Development

Course: HSC

Year: 2021

Components

1. Knowledge and understanding of course content
2. Knowledge and skills in the design and development of software solutions

Weighting

50 %

50 %

Task No.	Outcomes	Task Title and description	Total Weight	Component Weighting %		Date
				1	2	
1	H1.1, H1.2, H2.1, H3.2, H5.1, H5.2, H6.2, H6.4	Defining and understanding the problem to be solved – Report and presentation on the first stage of major project	20 %	10	10	Term 1 Week 5, 2021
2	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	Topic Revision – In class quiz Planning and designing software solutions	20%	10	10	Term 1 Week 9, 2021
3	H4.2, H4.3 H5.1, H5.2, H6.1, H6.2	Planning, designing and building the solution; Implementing, Testing, Evaluation and Maintenance – Develop a major software product	30%	10	20	Term 2 Week 5, 2021
4	H1.1, H1.2, H1.3 H2.1, H2.2, H3.1, H3.2 H4.1, H4.2, H4.3 H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	Trial Exam – Written Exam	30%	20	10	Term 3 Week 4/5, 2021
			100%	50	50	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Studies of Religion 1

Course: HSC

Year: 2021

Components

Weighting

- | | |
|--|-----|
| 1. Knowledge and understanding of course content | 40% |
| 2. Source-based skills | 20% |
| 3. Investigation and research | 20% |
| 4. Communication of information, ideas and issues in appropriate forms | 20% |

Task	Outcomes	Task Title and Description	Total weight	Component Weighting %				Date
				1	2	3	4	
1	H1, H2, H3, H6	Research Task Religion and Belief Systems in Australia post-1945	30%	10	5	10	5	Term 1, 2021 Week 3
2	H1, H2, H4, H5, H6, H7	Oral Presentation Religious Tradition Depth Study	40%	10	10	10	10	Term 2, 2021 Week 5
3	H2, H3, H6, H7, H8, H9	Trial HSC Examination	30%	20	5		5	Term 3, 2021 Week 4 & 5
				100%	40	20	20	



Smith's Hill High School

HIGHER SCHOOL CERTIFICATE ASSESSMENT SCHEDULE

Subject: Visual Arts

Course: HSC

Year: 2021

Components

1. Art Making
2. Art Criticism & Art History

Weighting

- 50 %
50 %

Task No.	Outcomes	Task Title and description	Total Weight	Component Weighting %		Date
				1	2	
1	H1, H2, H3, H4, H5, H6	Body Of Work – Viva Voce 10-15 minute private viva voce/presentation of goal setting, investigations of their own art making practice evident in Visual Arts Process Diary (VAPD), leading toward a BOW concept and plan.	15%	15%		Term 4 Week 9/10, 2020
2	H7, H8, H10	Written Research Task: Artist's Practice Investigation of the relationship(s) between artists and art world practices, including annotated research and initial writing drafts	25 %		25%	Term 2 Week 5, 2021
3	H7, H8, H9, H10	Trial HSC Examination Art Criticism and Art History Written Examination	25 %		25%	Term 3 Week 1, 2021
4	H1, H2, H3, H4, H5, H6	Development of the Body of Work Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the frames	35 %	35 %		Term 3 Week 4, 2021
			100%	50	50	