



# CAMDEN HAVEN HIGH SCHOOL

Integrating Face-to-Face & Distance Learning

## Distance Education Assessment Information

Year 12 2020





# CAMDEN HAVEN HIGH SCHOOL

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## Section 1: Assessment Policies, Procedures and Responsibilities

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### Purpose

The purpose of this booklet is to provide essential information for Year 12 students and their parents relating to:

- Assessment requirements
- Assessment policies and procedures
- Assessment schedules for each course

Students should retain this booklet for future reference.

### Year 12 and Year 11 Courses

Since 1994, the senior years have been divided into Year 11 and Year 12 courses. Essentially the Year 11 course is to be completed during Terms 1 to 3 of Year 11. During Term 4 students will commence the Year 12 course if they have met certain conditions.

Any student who has failed to complete all requirements for the Year 11 course may be given provisional entry into the Year 12 course providing he/she undertakes to complete all Year 11 course requirements prior to being entered for the Year 12 HSC (Term 1, Year 12).

### NSW Education Standards Authority (NESA) Requirements

Students are required to meet course completion criteria as well as assessment 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 the NESA; and
- b) applied themselves with diligence and sustained effort to the set tasks and
- c) experiences provided in the course by the school; and
- d) achieved some or all of the course outcomes.

(Students who are likely to travel overseas during the Year 12 (HSC) year should note that they need to demonstrate regular engagement with their courses of study until the end of the academic year, in order to fulfil these NESA requirements).

While NESA does not mandate **attendance** requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. In distance education, attendance is a combination of course work completed and returned and contact with teachers via phone/email, field services and school visits. Principals must give students early written warning of the consequences of absences in terms of course completion criteria. Students should attend at least 85% of the course time. This is a general guideline set by the Department of Education (DoE).

## Assessment and Reporting

- Students are expected to complete all tasks, which are part of the assessment program in each course of study. School-based Year 12 HSC assessment contributes to 50% of the final HSC mark and is reported on the Higher School Certificate Record of Achievement.
- Students are also required to complete assessment tasks worth more than 50% of the total assessment marks to qualify for the Higher School Certificate. Students cannot qualify for a Higher School Certificate in a course where they do not meet these minimum assessment requirements.
- Students and supervisors are directed to the NESA website for further information <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>
- Reporting methods have been designed to provide the fairest and clearest indications of the knowledge, skills and understanding achieved by each student in each course. The reported results are intended to show clearly what each student knows and can do.
- Students will receive marks on a scale from 0 – 100, together with descriptions of the standard of performance they have achieved. (All students achieving the minimum standard or better will receive a mark of 50 or more).

### Most Important

Assessment tasks are only one of the many aspects that make up the Year 12 course. Students must also have a satisfactory record of attendance and application to their studies, as well as completing the course requirements for each of their subjects. This includes completing in a satisfactory manner all homework and assignment work set by teachers that are non-assessable tasks as well as assessable ones.

### Principal's Discretion

Should it be deemed necessary by the Principal to vary assessment schedules, increase the number of tasks or make other changes within NESA regulations this right is reserved by the Principal.

## Course Requirements in Practical, Oral and Project Works

If your course requires that you prepare and submit a project, or participate in prescribed practical activities or complete an oral/aural examination and you fail to do so, then you will not be eligible for the HSC.

As far as Camden Haven High School is concerned, your coverage of the course would not be satisfactory if, for example, you:

- failed to sit for a practical examination for the Higher School Certificate; or
- failed to satisfactorily complete the practical components of your weekly work; or
- failed to attend and attempt regularly scheduled practical tasks in each course; or
- failed to complete 35 hours of work placement in a VET course; or
- failed to submit weekly learning materials; or
- failed to make yourself available for teacher interaction.

## Various Patterns of Study

### Repeat Students

Students who are repeating a Year 12 course will be assessed only on Assessment Tasks completed in the repeat year. NESA and the Universities will recognise the most recent attempt in the preparation of the HSC and the Australian Tertiary Admission Rank (ATAR).

### Students Who Change Schools

Students may transfer to Camden Haven High up to the final date for Higher School Certificate entries in Year 12. The final Assessment mark for these students is prepared by Camden Haven High School. Students who transfer after 30 June should have their Year 12 (HSC) Assessment compiled by their previous school.

### Subjects Studied Through TAFE, DE or with an Outside Tutor

Each of these organisations will provide their own assessment schedule to you, where applicable. Students who study through an outside tutor will not have an assessment mark recorded. Courses studied with an outside tutor depend completely upon the examination result.

### Students Who Accumulate the HSC / Pathways Students

Students who gain approval to accumulate the HSC, will receive their Year 11 and Year 12 assessment information for each relevant year.

### Students Who Accelerate the HSC in any Course

Students in this category will have the information recorded on their Record of Achievement until the requirements for the whole Higher School Certificate are met.

### Vertical / Compressed Curriculum

Some students are single course enrolments completing a compressed curriculum, i.e. completing Year 11 and Year 12 in one calendar year. Therefore assessments in some subjects/cohorts will not be completed until after the Trial examinations or the last Year 12 assessment when those students in studying via the compressed mode, have caught up to the rest of the cohort.

## Failure to Complete Tasks

Students who fail to complete assessment tasks worth more than 50% of the final course assessment marks, or who make non-serious attempts at assessment tasks, may be declared unsatisfactory. They may sit for the final examination if they intend to lodge an appeal. The examination mark becomes relevant if the appeal is successful. Where students have failed to meet procedures, parents will be notified in writing.

## Marks on the HSC

The HSC will record two marks for each Board Developed Course (BDC) studied: an examination mark; and a moderated school based assessment mark.

The examination mark will be decided by the individual's performance in the HSC examination, held in October/November, of the Year 12 year. Some subjects will also involve examinable components such as major works, performance and written submissions. Vocational Education and Training (VET) courses, which are competency based, may also include practical examinations, all marked by NESA.

The assessment mark will be based on tasks set by the school during Term 4, 2019 and Terms 1, 2 and 3, 2020. The school records marks for each assessment task and prepares a final assessment mark when all tasks are completed. The assessment mark for each subject is submitted to NESA. Assessment marks for 2 unit subjects are recorded as a mark out of 100. 1 unit courses are recorded as a mark out of 50. Students are placed in rank order depending on their assessment mark within the group. The assessment marks prepared by the school are moderated by comparing them in course groups with the students' HSC examination marks and adjusting them as necessary to eliminate inequities. Students retain the rank order submitted by the school.

## Australian Tertiary Admission Rank (ATAR)

If students apply for an ATAR both the examination mark and the moderated assessment mark are added together to determine the mark for each subject. The University Admissions Centre will send this index to students. For Board Endorsed Courses (BEC) the HSC will record a single mark provided by the school at the conclusion of the course. This mark is not moderated. These marks will be determined in a similar way to BDC's and are not included in the ATAR.

## Procedures

The Assessment Procedures used by Camden Haven High School follow NESA Policy Statement and Guidelines concerning HSC Assessment. You can locate more information on the NESA website Assessment, Certification Examination Manual (ACE), if required.



## Responsibilities

It is important that you use the information in this booklet to organise yourself. To meet the assessment requirements for the HSC, the student will:

- Make a serious attempt at all assessment tasks for each course that they are studying. If a student is deemed to have made a non-serious attempt, a mark of ZERO will be awarded for that task.
- Complete assessment tasks according to assessment schedules:
  - The schedule of tasks for each course appears in Part 4 of this booklet.
  - Should a task be submitted late, without first gaining an extension from the subject Head Teacher (see page 2), a mark of ZERO will be awarded. If an extension has been granted there is no mark penalty.
- Follow all instructions given for the task, and return all materials related to the task.
- Follow the rules of conduct for examination tasks.
- where medical or extraordinary circumstances will prevent the completion of the task on/by the due date, notify the Head Teacher of the course immediately
- Organise for an extension of time if required. An extension for the completion of a particular task may only be granted by the course Head Teacher, after consultation with the appropriate teacher. Students must apply to the Head Teacher (see page 9) using the school's form before the due date of the task. An extension will only be granted in exceptional circumstances. Technology breakdown is not grounds for an extension. It is the student's responsibility to back up all work and/or keep copies of the task. Inadequate preparation for the task is also not grounds for an extension. You should:
  - Keep a copy of the task in print and/or electronic form in case the original is mislaid.
  - Ensure that the submitted work is their own and not copied or plagiarised from another source

All students must follow the principles and practices of good scholarship, as described in the **Year 12 (HSC): All My Own Work program**. This program can be reviewed on the NESAs website.

Any student found to be involved in malpractice in working through an assessment task will be awarded a mark of ZERO for that task. Malpractice includes:

- cheating,
- attempting to cheat,
- assisting others to cheat,
- submitting any work that is not their own,
- disrupting an assessment task in any way.

## Assessment Tasks

### Timing of Assessment Tasks

Subject schedules set out the approximate timing for each task. A minimum of two weeks notification will be given by your class teacher in writing as to the precise timing of the assessment task date, the nature of the task, the topic areas to be assessed, outcomes, weightings, (marking scale optional) and criteria (how it is going to be judged). Variations to dates for assessment tasks must be negotiated with the Head Teacher when the task is handed out (minimum of two weeks' notice still applies).

It is the student's responsibility to be alert to the notification of tasks and if absent, check with the class teacher as the time approaches for tasks, as shown on the schedules. Generally, students should only have one task per day to complete at school. Students should alert their teachers where there is more than one task scheduled on any one day.

### Submission of Tasks

Assessment tasks due to be handed in on a specific date must be sent back to the school on or before the date the task is due. Any later and the task is deemed to be late.

Where a student is unable to complete a task by a due date due to illness, the student should contact the Head Teacher and class teacher and advise them they will be unable to complete the task. On the first day of their return to study the student should complete an Accident, Illness, Misadventure form and attach a medical certificate or parental note and return the form to the Head Teacher. A zero mark will be awarded if this process is not followed. Students may make an appeal to the HT if a zero mark is awarded. The HT will consider the appeal and make a recommendation to the Principal. If the HT recommends that the student should do the original task or a substitute task, the student can be required to sit for the task immediately.

Examinations/Assessment Tasks for Distance Education students must be posted, emailed or delivered as soon as the task has been completed. The date stamp will be used to determine when the Assessment Task was submitted.

### Extensions

Students who fail to submit an assessment task by the due date, but who have a valid reason should be allocated an extension of time. These students are eligible for the full mark and must submit a Re-negotiating Date of Assessment Task form and;

Where a student knows they will be absent from a task or their work is affected by illness or misadventure the student should complete a Re-negotiating Date of Assessment Task form, and attach it with supporting documentation and return it to the Head Teacher. The Head Teacher will consider the application, make a decision and notify the student.

### Legitimate Absences

Where students are absent because of genuine ill health or misadventure they will not be disadvantaged as a result of these procedures. The policies outlined are designed to prevent students from gaining an unfair advantage over others by late submission of work. While illness may be acceptable on occasions as a reason for late completion of an assessment task, it cannot be used as a reason for non-completion of tasks.

What happens if you are unable to complete a task on the day of an assessment task or examination?

You (or a parent/carer) must ring the school before 9am and ask that a message be forwarded to the Stage 6 Deputy Principal stating the reason why you are unable to submit or sit the task

Illness

Misadventure

No

You must provide a Doctor's Certificate

No

You must provide written evidence to support your appeal

You will receive a zero for the task and a NESAWarning letter will be sent home

You will receive a zero for the task and a NESAWarning letter will be sent home

No

You must complete an accident/illness/misadventure form and attach the Doctor's Certificate. This must be submitted on the day you return to study

No

You must complete an accident/illness/misadventure form and attach the written evidence to support your absence. This must be submitted on the day you return to study

Yes

Yes

Is it for an assessment task or examination?

Assessment task:  
Completed forms must be sent to the faculty Head Teacher

Mid-course or Trial examination:  
Completed forms must be sent to the Stage Deputy

You must organise with the Head Teacher to complete the task on the first day back to study. Depending on individual circumstances you may be given an extension, alternate task or estimate.

## Late tasks

Assessment tasks received on time will be marked. Advice will be issued showing the rank gained by the student for that task, i.e. the student's position relative to other students doing the same course at this school who have completed and returned the task by the due date. A school report will be issued at least twice during the Year 12 course indicating ranking for the examination (where applicable) and the cumulative ranking.

Late tasks will be marked; however the student's result will NOT be included in the group for ranking for that task or count towards their assessment mark. Supervisors will be notified in writing of any task which scores zero.

If no satisfactory explanation for the lateness/non-arrival of the Assessment Task is given, the student will be given a zero mark for that task. In the case of illness or serious misadventure, extensions may be granted. Students wishing an extension of time must apply in the first instance, by contacting the Faculty Head Teacher. This should be confirmed in writing, setting out the reason for the request or a medical certificate by completing an Illness/Accident/Misadventure form. Questions relating to marked assessment tasks must be raised by the student within two weeks of receipt of the marked task.

Students who do not comply with examination/assessment rules, or who cheat in the task in any way, should be reported to the Principal. The penalty may be cancellation of papers for the course concerned and as a consequence the student may be awarded a score of zero marks for that task.

## Rules for the conduct of Examinations / Assessment Tasks

HSC Trial Examinations are to be supervised by a person nominated by Camden Haven High School. It is expected that this would take place at a Camden Haven High School, Distance Education Support Centre or at another location determined by Camden Haven High School.

If an assessment task or an examination is to be conducted under examination conditions, then the following rules apply:

### Examination Rules

- All students are responsible for ensuring they attempt the correct examination paper.
- Mobile phones are to be turned off with no access during the examination.
- NESAs rules require that watches must be placed on the table in view of supervisors.
- Students should provide all the necessary equipment required for each examination, e.g. ruler, pens, pencils, eraser.
- Only NESAs approved scientific calculators are to be used by candidates.
- Students should use the paper or worksheets provided; no paper is to be brought into the examination room.
- Reading time is time for reading and no writing or highlighting should be undertaken.
- Students suspected of, or caught cheating during an examination, will have their papers taken and details noted by the supervisor. Action taken may include marks being deducted, the paper cancelled and a zero mark recorded, parents contacted and appropriate disciplinary action implemented.
- Students who do not make a serious attempt at an examination may not receive a mark in that paper. This includes answers which contain frivolous or objectionable material.
- Examinations are to take priority over all other activities. In extraordinary circumstances, special consideration may be given for students who have an exceptional reason to miss an examination paper. Such students should contact the Head Teacher of the subject to negotiate alternative arrangements.
- Students who complete their work early should spend their time checking through their paper for missed questions or incomplete work.
- Students should go to the toilet prior to the examination.





## Section 2: Assessment Reviews and Appeals

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### Assessment Reviews and Appeals

During the year, Year 12 students are ranked in each Assessment Task in each course. The overall rank for each course is calculated on an ongoing basis following each task. The final rank reflects the student's position in the group at the end of the assessment program.

After the final HSC examination, you can obtain your final rank order for assessment in each course via Students Online or from the school. If, in any course, your final Higher School Certificate Assessment rank is significantly different from the rank you expected, NESA allows you to request a School Review of your ranking in that subject.

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Remember: Your final Higher School Certificate Assessment rank will be based on the results of all Assessment Tasks in that course.

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### Request for Review

Requests for School Review must be based on one of the following three official grounds:

- the weightings that were used are not those specified by NESA in the subject Assessment Schedules;
- the school's procedures for determining assessments do not conform with its stated policy and programs; or
- there are clerical or computational errors.

Marks awarded by teachers for individual Assessment Tasks are not subject to review as part of this process. Concerns relating to individual tasks must be raised within two weeks of receipt of the marked task.

Requests for review must be made on the appropriate form. This form is available on request from the school. The completed form should reach Camden Haven High School by the date specified by NESA. This date is available on the NESA website at: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

The school will make arrangements to ensure that your request proceeds without delay. The school will advise you of the outcome of its review, and will advise NESA of any changes to assessment marks.

### School Based Appeals (also applies to VET courses)

- Where students are dissatisfied with their assessment mark they should approach their teacher in the first instance. This should be done immediately after the return of the task.
- Where students are dissatisfied with any aspect of the assessment process or the response of their teacher they should appeal to the Head Teacher.
- Where students are dissatisfied with the decision of the Head Teacher they should appeal to the Principal who will convene a meeting with another Head Teacher or the DE Coordinator. In the case of VET, a VET consultant may be included to represent the RTO.

Should there be any serious cause for concern as to a student's position in the order of merit list issued by NESA a student may lodge an appeal with the school's Assessment Committee. This committee will consist of the Principal (or his/her representative), plus two other members of staff - one from the Faculty involved, and the other from a different faculty.

It should be noted that the student's position in the school's order of merit list for each course, and not the individual or total mark awarded, will be the only consideration for appeal. In other words, what is important is the measurement of each student's achievement relative to each other by the end of Year 12.

Any student lodging an appeal may not ask for an assessment task to be re-marked. Dissatisfaction with the mark awarded for any assessment task should be discussed with the teacher at the time the task is returned to the

student. The only grounds for an appeal are if it appears that a clerical error has been made, or NESA or the school's guidelines have not been followed in the compilation of the assessment mark.

Should any student who has lodged an appeal not be satisfied with the appeals process carried out by the school, a further appeal may be made to NESA. In this event, it will be the function of NESA only to determine that the school's Assessment Review Committee carried out its function properly and adequately. Your appeal must be made on the official form which you should obtain by contacting the school or the nearest District Office of the Department of Education.

There is no appeal against the marks awarded by teachers for individual Assessment Tasks.

In the event that you believe that you are entitled to appeal against your ranking in a subject, you may do so in the following manner:

1. Advise the Principal of your intention by telephoning and requesting that a form be sent.
2. Complete the form and post or fax it immediately to the address / fax number below.

**Post** Camden Haven High School Distance Education  
PO Box 500  
Laurieton NSW 2443

**Fax** (02) 6556 8205

The time frame for Reviews and Appeals is very short. Please apply to the school for the appropriate form promptly.

Strict closing dates apply to the lodging of appeals. Details may be obtained from the school.

Generally, these appeals should be lodged within five days of the receipt of the Order of Merit list from NESA.

### Final HSC Assessment Marks and Review Process

NESA requires that marks remain confidential. It is not possible for students to merely add up the assessment marks sent home, apply the weightings and arrive at the HSC Assessment Mark. This is because the confidential marks the school submits to NESA are moderated. The school will send the final Assessment Marks to NESA in September each year. Students may obtain from the school their final rank for each subject they have undertaken.

Students will be able to request an assessment review. Any review will be based on the rank order placement, the rank order list (if this was made available) and feedback on performance during the course. An assessment review should focus on the school's procedures for determining the final assessment mark. Students are not entitled to seek a review on the teachers' judgements of the worth of individual performance in assessment tasks. The marks and grades awarded will not be subject to review as part of the process. Students may also seek a review of an 'N' determination. Students must apply in writing to the Principal by the prescribed date. Further appeals may be made to NESA. Appeals to NESA will focus on whether the school review properly and correctly considered the matters before it. Students studying VET courses may appeal to the Registered Training Organisation (RTO).

Applications for reviews must be in writing to the Principal. The Principal will review the process to ensure NESA's guidelines have been followed and that no computation or clerical errors have been made and then make a decision. The student will be advised of the outcome of the review and the provision of the appeal process to NESA.



### Appendix A: All My Own Work

The following extracts are taken from the All My Own Work Website. Students are advised to access the site to clarify their understanding of plagiarism and to work through the modules.

#### Plagiarism

Is the copying of another person's ideas or expressions without appropriate acknowledgement, and presenting these ideas or forms of expression as your own. It includes not only written works such as books or journals, but data or images that may be presented in tables, diagrams, designs, plans, photographs, film, music, formulae, web sites and computer programs. Plagiarism also includes the use of (or passing off) the work of lecturers or other students as your own. Source: <http://www.deakin.edu.au/~scc105/plagiarismStatement.html>

What are the most common forms of plagiarism?

- copying, buying, stealing or borrowing someone else's work in part or in whole and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large contribution from another person-such as a parent, tutor or another student-who is not acknowledged
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals

What are the issues in this situation?

- Honesty - your academic integrity is at stake. You should be more concerned with this than the risk of being caught.
- Lack of knowledge of plagiarism detection methods - it is much easier for teachers to detect plagiarism than many students realise.
- Wasting time on the whole assignment, instead of learning from it - your learning depends on you doing your own work.
- You are being unfair to other students.

The consequences of committing plagiarism could be:

- zero marks or part marks lost
- a significant lack of understanding of the assessed material
- a "snowball effect" occurring. Your lack of understanding may mean that linked work is harder to understand
- a feeling of shame or humiliation

Strategies / handy hints – What strategies can be employed to avoid plagiarism?

- Be honest and ethical. Acknowledge the sources of your information appropriately.
- Learn to manage your time well so that you leave enough time for all your assessments.
- Learn to paraphrase correctly.
- Use the Information Process (from AMOW) to plan and organise your research.
- Seek help and advice when you are not sure.

#### Copyright

Australian law recognises that individuals have a right to protect the moral and economic interest arising from their creative works. Copyright is a form of intellectual property that protects a variety of literary, artistic, musical and dramatic endeavours as well as other things such as sound recording and films. It is not ideas but their expression that are protected by copyright rules. The law gives owners of copyright exclusive rights to do certain things with their material. Copyright is intended to protect creative works from being used without the agreement of the owner, and to provide an incentive for creators to continue to create new material. Source:

<http://www.copyright.com.au/aboutcopyright.htm>

## Appendix B: Computer Usage Policy

The guidelines for acceptable computer use outlined below contain important information for school students, parents and student supervisors. The guidelines should be read carefully, and followed by students at all times when using a computer.

### Acceptable use of the Internet

The Internet is a wonderful resource that adds another dimension to topics being studied in school. It allows students to collect and share information and communicate and collaborate with people from around the world. The Internet offers facilities that can enhance students learning opportunities and outcomes in all key learning areas, and it helps build a range of generic computer skills.

Parents and student supervisors need to be aware that while the internet possesses vast stores of educational resources it also contains information that is socially undesirable and offensive. For example:

- socially and culturally inappropriate material
- offensive language and pornographic material
- gambling sites

This material can be accessed either accidentally or deliberately by anyone using the internet. There is no software available that can prevent all inappropriate material from appearing on your student's screen without seriously compromising the effective use of the Internet as a research tool. Camden Haven High School recommends that parents and students supervisors actively supervise their student's internet activities. We suggest they develop an understanding with the student regarding appropriate internet use and monitor their student's use of the Internet.

Camden Haven High School recommends that students not be permitted to participate in online chat rooms as there is no way to check the credentials of the people with whom they may be communicating with.

- Students using the internet agree each time they use a computer to abide by the following:
- Use of e-mail and DoE online systems can be monitored.
- You are not permitted to use these services to search for, access or send anything that is offensive, obscene, pornographic, threatening, abusive or defamatory.
- By passing this point, you are agreeing to follow the school policies about computer use.
- Any student not abiding by the rules will expect to be disciplined under the school discipline policy.

Student using a computer at Camden Haven High or at a Support Centre will be responsible for:

- ensuring they log off when leaving a computer
- ensure they do not share their password for network or internet access with others
- the contents of their network folder
- the use of their login and password
- displaying respect for the rights of others to use a computer
- correct use of computer equipment and report any problems immediately to their teacher
- the correct use of work downloaded from the internet. This includes understanding copyright laws for distributing and or copying other people's work
- acknowledging the use of work of other people. They will not copy the work of others and present it as their own work (plagiarism)
- reporting immediately inappropriate web sites and not assist others in accessing the site
- correct use of email and other messaging systems by using the correct etiquette
- ensure the settings on the computers are not changed
- any student not abiding by the rules or misusing, vandalising computers will expect to be disciplined under the school discipline policy

*Please Note: You must log out and quit out of the browser to ensure you are logged off. You are responsible for all sites visited and all emails sent from your account.*

## When using email

Be polite. Do not use offensive language. When you communicate electronically all you see is a computer screen. You do not have the opportunity to use facial expressions, gestures or tone of voice to help communicate your meaning. Do not write emails in CAPITAL LETTERS. It is considered the same as shouting at someone.

When sending email include a subject line that summarises the content of your email. Keep your messages short and to the point. Take time to proofread and always spell check before sending it. Never include personal information such as your address, banking details or phone number in your emails to people you do not know. Get permission from the sender of an email before forwarding their email to other people. Keep your virus checker updated to avoid the risk of infecting other people's computers with viruses sent in emails from your computer. Do not attach large image files with long download times to emails.

## Section 3 Appendix C: Attachments

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**CAMDEN  
HAVEN**  
HIGH SCHOOL

Integrating Face-to-Face & Distance Learning

Valley View Road, Laurieton NSW 2443  
Face to Face T: 02 6556 8100 F: 02 6556 8105  
Distance Education T: 02 6556 8200 F: 02 6556 8205

## Non-Completion of HSC Course – SAMPLE

{Contact Number}

{Date}

{Parent Contact}

{Address}

{Town/Suburb} NSW {Postcode}

### Re: **OFFICIAL WARNING – Non-Completion of a Higher School Certificate Course**

I am writing to advise that your son/daughter {Student Name} {Student Surname} is in danger of not meeting the Course Completion Criteria for the Higher School Certificate Course.

#### Course Name

NESA 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. 1st, 4th) official warning we have issued concerning this course.

A minimum of two course-specific warnings must be issued prior to a final “N” (non-completion of course) determination being made for a course.

#### Course Completion Criteria

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

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes

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 School 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, {1StudPrefName} has not satisfactorily met \_\_ (a, b, or c) the Course Completion Criteria.

The table overleaf 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 {1StudPrefName} to satisfy Course Completion Criteria, the following tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss the matter with {1StudPrefName} and contact the school if further information or clarification is needed.

Yours sincerely,

\_\_\_\_\_  
Class Teacher

\_\_\_\_\_  
Head Teacher

\_\_\_\_\_  
Principal



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To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by {1StudPrefName}.

Task Name(s) Course Requirement(s) Course Outcome(s)	Percentage Weighting (if applicable)	Original Due Date (if applicable)		

.....

Please detach and return to the school

Ref No: {Contact Number}

**Requirements for the Satisfactory Completion of a Higher School Certificate Course**

- I have received the letter dated {Date} indicating that {Student Name} {Student Surname} 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 to proceed to the Higher School Certificate Course.
- I am also aware that the “N” determination may make him/her ineligible for the award of the Higher School Certificate.

Parent/Carers Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Renegotiation of Assessment Task Date Due to Extenuating Circumstances

If extenuating circumstances arise such as Work Placement or TAFE Interviews, students must negotiate with their class teacher, an alternate time to do the Assessment Task.

Students are to notify their class teacher, in writing, prior to when the assessment task is due. Students are not to assume that once the application for the re-negotiation of the assessment date has been submitted to the Head Teacher in charge of the course, that it has been approved. The Head Teacher will advise students on the outcome of their applications.

The Principal has the right to determine appropriate extenuating circumstances.

A copy of this document will be given to Student, Parent/Carer, Head Teacher and a copy placed in the student record file.

Student name:

Class:

Date:

Class teacher:

Subject:

Assessment task:

Due Date:

Reason for application:

Approved:  Yes  No

Head Teacher signature:

Date:

Teacher signature:

Date:

Negotiated date:

Rejected for:

I understand that I must fulfil my obligation to complete the Assessment Task on or by the negotiated date. If I DO NOT attempt the assessment task I am in danger of not meeting HSC requirements for this subject.

Student signature:

Date:

Parent signature:

Date:



## Illness, Accident and Misadventure Appeal

Student name:

Year:

Assessment task:

Due date:

Course:

Submission date:

Give details to support your case. This form should be handed to the Head Teacher of the subject immediately after missing the task, or where possible, before the task is due. Reason for failing to meet requirements:

Medical Certificate attached

Yes  No

Parent/carer signed:

Student signed:

**Teacher's recommendation**

Yes  No

Head Teacher recommendation/comment:

### Faculty decision

Accepted without penalty

Extension granted until

Alternative time to complete and submit

Appeal rejected for:

Student to receive an estimate

Student to complete substitute task

Head Teacher:

Date:

### Notice to student

Student name:

Year:

In regards to your Illness, Accident or Misadventure Appeal for the

assessment task

We have considered the details and the faculty decision is:

Accepted without penalty

Extension granted until

Alternative time to complete and submit

Appeal rejected for:

Student to receive an estimate

Student to complete substitute task

Head Teacher:

Date:



## Student Appeal Application

Student name:

Year:

Subject:

Date:

Task:

Due date:

I request that the faculty decision concerning my original result relating to this task be reconsidered for the following reasons:

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Student signature:

Date:





**CAMDEN  
 HAVEN**  
 HIGH SCHOOL

## Personal Result Sheet

Name:

Assessment task	Subject						
	English						
1:							
2:							
3:							
4:							
5:							
6:							
7:							
Final ranking:							

## GLOSSARY OF KEY WORDS

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

All students should familiarise themselves with the terms as it will help to understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into

Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

## Section 4 Section 4: Assessment Schedules

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At Camden Haven High School, the assessment period for Year 11 commences at the beginning of Term One of Year 11, and runs through to the end of Term Three. Assessment for the Year 12 portion of your courses commences Term Four. However, no assessment tasks are to be scheduled one week before, during or after a timetabled examination period.

The assessments:

- enable a wider range of syllabus outcomes to be assessed;
- enable measurements and observations to be made throughout the course;
- reflect a variety of components to be measured. These components are the skills and knowledge which students are expected to acquire during the course;
- reflect the different weightings for each component; and
- reflect the different value of each task.

Continuing assessment provides an opportunity for the student to demonstrate diligence and sustained effort and demonstrate the completion of course outcomes. It also provides opportunities to be assessed through a wider range of tasks as well as preparing for the HSC examination.

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It increases accuracy of the final assessment of each student's achievement by using multiple measurements.

There will be approximately five tasks of various types where individual tasks would not normally be worth less than 10%, or more than 40%, of the total weighted mark.

### Subject Schedules

Each faculty has prepared an assessment schedule for each of the courses it offers. These schedules provide the following information:

- the components which will be assessed;
- the weightings of the components;
- the specific tasks which make up the assessment schedule;
- the number of tasks for each subject;
- the approximate time when the tasks will be administered; and
- the relative values of each task.

## Distance Education Year 12 Assessment Schedule 2020 – ABORIGINAL STUDIES

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 10	Week: 10	Week: 6	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Short answers	Project	Essay	Examination	
		Stimulus based / short answer response	Major Project and Major Project log	Media Essay	Trial HSC Examination	
Knowledge and understanding of course content	40%		10%		30%	40%
Sourced-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	25%	5%	15%	5%		25%
Historical inquiry and research	20%	5%	10%	5%		20%
Communication of historical understanding in appropriate forms	15%	5%	5%	5%		15%
<b>Marks</b>	<b>100%</b>	<b>15%</b>	<b>40%</b>	<b>15%</b>	<b>30%</b>	<b>100%</b>

## Distance Education Year 12 Assessment Schedule 2020 – AGRICULTURE

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 1 2020	Term: 2 2020	Term: 2 2020	Term: 3 2020	
		Week: 3	Week: 2	Week: 10	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Practical Project: Plant/Animal Production	Research Report: Farm Produce Study	Extended Response: Elective	Trial HSC Examination	
Knowledge and understanding of course content	40%	5%	10%	10%	15%	40%
Knowledge, understanding and skills required to manage agricultural production systems	40%	10%	5%	10%	15%	40%
Skills in effective research, experimentation and communication	20%	10%	10%			20%
Marks	100%	25%	25%	20%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – ANCIENT HISTORY

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Weeks: 9/10	Weeks: 8/9	Week: 6	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Historical Analysis	Research	Research	Examination	
		Core Study: Pompeii and Herculaneum	Ancient Societies: The Greek World (500-440)	Personalities in their times XERXES	Trial HSC Examination	
Knowledge and understanding of course content	30%	5%		5%	20%	30%
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	25%	10%	10%		5%	25%
Historical inquiry and research	25%	10%	5%	10%		25%
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%	20%
Marks	100%	30%	20%	20%	30%	100%

### Distance Education Year 12 Assessment Schedule 2020 – BIOLOGY

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 3 2020	Term: 3 2020	
		Week: 6	Week: 8	Week: 3	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Model Building	Depth Study	Practical Investigation	Examination	
		Build a model of DNA	Research and report on the role of developmental genes in evolution	Design and conduct a practical investigation	Trial HSC Examination	
Skills in Working Scientifically	60%	15%	10%	25%	10%	60%
Knowledge and Understanding	40%	5%	10%	5%	20%	40%
Marks	100%	20%	20%	30%	30%	100%



## Distance Education Year 12 Assessment Schedule 2020 – BUSINESS STUDIES

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 8	Week: 8	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Operations Research Task	Marketing Report	Finance Task	Trial HSC Examination	
Knowledge and understanding of course content	40%	5%	10%	10%	15%	40%
Stimulus-based skills	20%		5%	10%	5%	20%
Inquiry and research	20%	10%	10%			20%
Communication of business information, ideas and issues in appropriate forms	20%		5%	5%	10%	20%
Marks	100%	15%	30%	25%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – CHEMISTRY

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 10	Week: 8	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Research	Depth Study	Research	Trial HSC Examination	
Skills in Working Scientifically	60%	15%	25%	10%	10%	60%
Knowledge and Understanding	40%	5%	5%	10%	20%	40%
Marks	100%	20%	30%	20%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – CHINESE BEGINNERS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 7	Week: 9	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Assessment	Assessment	Assessment	Trial HSC Examination	
		Reading Writing	Listening Speaking	Speaking	Listening Reading Writing	
Listening Skills	30%		20%		10%	30%
Reading Skills	30%	20%			10%	30%
Writing Skills	20%	10%			10%	20%
Speaking Skills	20%		10%	10%		20%
Marks	100%	30%	30%	10%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – COMMUNITY AND FAMILY STUDIES

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 9	Week: 8	Week: 5	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Independent Research Project	Investigation	Scenarios	Trial HSC Examination	
			Issues of concern for a group within the community	Preparations for becoming a parent or carer		
Knowledge and understanding of course content	40%	5%	10%	10%	15%	40%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	15%	15%	15%	60%
Marks	100%	20%	25%	25%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – COMPUTING APPLICATIONS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 8	Week: 8	Week: 8	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Design Task	Design Task	Design Task	Design Task	
Knowledge	40%	10%	10%	10%	10%	40%
Skills	40%	10%	10%	10%	10%	40%
Communication	20%	5%	5%	5%	5%	20%
Marks	100%	25%	25%	25%	25%	100%

## Distance Education Year 12 Assessment Schedule 2020 – DANCE

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 10	Week: 6	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Major Study	Core Performance Core Composition	Core Performance Core Composition Major Study	Written Trial Examination Core Appreciation	
Core Performance	20%		10%	10%		20%
Core Composition	20%		10%	10%		20%
Core Appreciation	20%				20%	20%
Major Study	40%	20%		20%		40%
Marks	100%	20%	20%	40%	20%	100%

## Distance Education Year 12 Assessment Schedule 2020 – DESIGN AND TECHNOLOGY

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 7	Week: 5	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Proposal Presentation	Innovation and Emerging Technology	Project Development & Management Report	Trial HSC Examination	
Knowledge and understanding of course content	40%		20%		20%	40%
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	20%		30%	10%	60%
Marks	100%	20%	20%	30%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – DRIVER EDUCATION

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 2 2020	Term: 3 2020	Term: 3 2020	
		Week: 9	Week: 1	Week: 1	Week: 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Module 1 & 2 Critical Inquiry Task: The Whole Process	Module 3 & 4 Practical Task: Instructable	Research Task: Board Game	Examination	
<b>Knowledge and Understanding</b> Of the factors that affect safe decision making in the context of Road Safety	40%	10%	15%	5%	10%	40%
<b>Skills</b> In influencing personal and community health and taking action to improve safety of yourself and others	30%	5%	10%	5%	10%	30%
<b>Skills</b> In critical thinking, research and analysis	30%	5%	5%	10%	10%	30%
<b>Marks</b>	100%	20%	30%	20%	30%	100%



## Distance Education Year 12 Assessment Schedule 2020 – EARTH AND ENVIRONMENTAL SCIENCE

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 10	Week: 8	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Data analysis	Depth Study Presentation	Analysis of Media Articles	Trial Examination	
		Evidence for environmental change	Disaster-proof planet	Climate Science		
Skills in Working Scientifically	60%	15%	25%	10%	10%	60%
Knowledge and Understanding	40%	5%	5%	10%	20%	40%
Marks	100%	20%	30%	20%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – ECONOMICS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 9	Week: 9	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Research Essay	Class Test	Research Essay	Examination	
		The Global Economy	Topics 1 and 2 Global Economy and The Place of Australia in the Global Economy	Topics 3 and 4 Fiscal Policy and the Federal Budget	Trial HSC Examination	
Knowledge and Understanding	40%	10%	5%	10%	15%	40%
Inquiry and Research	20%	10%		10%		20%
Communication of economic information ideas and issues	20%	5%	5%	5%	5%	20%
Stimulus-based skills	20%		10%		10%	20%
Marks	100%	25%	20%	25%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – ENGINEERING STUDIES

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Total
		Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 2	Week: 7	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	
		Practical application – Bridge Design	Aeronautical Engineer’s Report	Trial HSC Examination	
Knowledge and understanding of engineering principles and developments in technology	50%	25%	20%	5%	50%
Skills in research, problem solving and communication related to engineering	30%	10%	10%	10%	30%
Understanding the scope and role of engineering including management and problem solving	20%	5%	10%	5%	20%
<b>Marks</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>	<b>100%</b>

## Distance Education Year 12 Assessment Schedule 2020 – ENGLISH ADVANCED

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 9	Week: 7	Week: 7	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Multimodal presentation using prescribed text and related material	Comparative Essay	Sustained Imaginative and Reflective Writing	Trial HSC Examination: Common module (10%) Module A (5%) Module B (15%) Module C (5%)	
		Common module: Texts and Human Experiences	Module A: Textual Conversations	Module C: Craft of Writing		
Knowledge and understanding of course	50%	10%	10%	10%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	50%	10%	15%	10%	15%	50%
Marks	100%	20%	25%	20%	35%	100%

## Distance Education Year 12 Assessment Schedule 2020 – ENGLISH STANDARD

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 9	Week: 7	Week: 7	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Multimodal presentation using prescribed text and related material	Analytical Response using prescribed text and related material	Imaginative and Reflective Task	Trial HSC Examination: Common module (5%) Module A (5%) Module B (25%) Module C (5%)	
		Common module: Texts and Human Experiences	Module A: Language, Identity and Culture	Module C: Craft of Writing		
Knowledge and understanding of course content	50%	10%	10%	10%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	10%	20%	50%
Marks	100%	20%	20%	20%	40%	100%

## Distance Education Year 12 Assessment Schedule 2020 – ENGLISH STUDIES

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total	
		Term: 4 2019	Term: 1 2020	Term: 3 2020	Term: 3 2020		
		Week: 9	Week: 11	Week: 1	Weeks: 3 & 4		
		Type of Task	Type of Task	Type of Task	Type of Task		
		Multimodal presentation using prescribed text and related material	Writing Task	Portfolio	Trial HSC Examination: Common Module (10%) Electives Modules (20%)		
		Common module: Texts and Human Experiences	Elective Module: Digital Worlds	Across All Modules			
Knowledge and understanding of course content	50%	10%	10%	15%	15%	50%	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%	50%	
Marks	100%	20%	20%	30%	30%	100%	

### Distance Education Year 12 Assessment Schedule 2020 – EXPLORING EARLY CHILDHOOD

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Total
		Term: 4 2019	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 8	Week: 7	
		Type of Task	Type of Task	Type of Task	
		Report and Research	Diary, practical or report	End of Course Examination	
Knowledge and Understanding	50%	15%	15%	20%	50%
Skills	50%	15%	15%	20%	50%
Marks	100%	30%	30%	40%	100%

## Distance Education Year 12 Assessment Schedule 2020 – FINANCIAL MANAGEMENT

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Total
		Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 2	Week: 6	Week: 6	
		Type of Task	Type of Task	Type of Task	
		Getting it together	Interview Assignment	Examination	
Knowledge and Understanding	50%	10%	10%	30%	50%
Communication	20%	10%	10%		20%
Stimulus – based skills	10%		5%	5%	10%
Inquiry and Research	20%	10%	10%		20%
Marks	100%	30%	35%	35%	100%



## Distance Education Year 12 Assessment Schedule 2020 – FOOD TECHNOLOGY

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 7	Week: 6	Week: 5	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Report	Experiments & Preparation	Investigation	Examination	
		Contemporary Issues in Nutrition	Food Manufacture	Food Product Development	Trial HSC Examination	
Knowledge and understanding of course content	40%	5%	10%	5%	20%	40%
Knowledge and skills in designing, researching, analysing and evaluating	30%	10%		10%	10%	30%
Skills in experimenting with and preparing food by applying theoretical concepts	30%		15%	15%		30%
Marks	100%	15%	25%	30%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – FRENCH BEGINNERS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 7	Week: 9	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Assessment	Assessment	Assessment	Trial HSC Examination	
		Reading Writing	Listening Speaking	Speaking	Listening Reading Writing Speaking	
Listening Skills	30%		20%		10%	30%
Reading Skills	30%	20%			10%	30%
Writing Skills	20%	10%			10%	20%
Speaking Skills	20%		10%	10%		20%
Marks	100%	30%	30%	10%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – FRENCH CONTINUERS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 7	Week: 9	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Assessment	Assessment	Assessment	Trial HSC Examination	
		Reading Writing	Listening Speaking	Speaking	Listening Reading Writing	
Listening Skills	30%		20%		10%	30%
Reading Skills	30%	20%			10%	30%
Writing Skills	20%	10%			10%	20%
Speaking Skills	20%		10%	10%		20%
Marks	100%	30%	30%	10%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – FRENCH EXTENSION

COMPONENTS		WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
			Term: 1 2020	Term: 2 2020	Term: 2 2020	Term: 3 2020	
			Week: 8	Week: 3	Week: 8	Weeks: 3 & 4	
			Type of Task	Type of Task	Type of Task	Type of Task	
			Assessment	Assessment	Assessment	Trial HSC Examination	
			Writing Speaking	Text Analysis Writing	Text Analysis Speaking	Text Analysis Writing Speaking	
Text Analysis	Analysis	40%		8%	8%	8%	40%
	Response			6%	5%	5%	
Writing Skills		40%	14%	14%		12%	40%
Speaking Skills		20%	5%		10%	5%	20%
Marks		100%	19%	28%	23%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – GEOGRAPHY

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 10	Week: 9	Week: 9	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Stimulus Response and Research Task – Ecosystems at Risk	Research – Urban Places	Fieldwork – People and Economic Activity	Trial HSC – All topics	
Knowledge and understanding of course content	40%	10%	10%	5%	15%	40%
Geographical tools and skills	20%	5%		5%	10%	20%
Geographical inquiry and research, including fieldwork	20%	5%	5%	10%		20%
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%	20%
Marks	100%	25%	20%	25%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – GERMAN BEGINNERS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 7	Week: 9	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Assessment	Assessment	Assessment	Trial HSC Examination	
		Reading Writing	Listening Speaking	Speaking	Listening Reading Writing	
Listening Skills	30%		20%		10%	30%
Reading Skills	30%	20%			10%	30%
Writing Skills	20%	10%			10%	20%
Speaking Skills	20%		10%	10%		20%
Marks	100%	30%	30%	10%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – GERMAN CONTINUERS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 7	Week: 9	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Assessment	Assessment	Assessment	Trial HSC Examination	
		Reading Writing	Listening Speaking	Speaking	Listening Reading Writing	
Listening Skills	30%		20%		10%	30%
Reading Skills	30%	20%			10%	30%
Writing Skills	20%	10%			10%	20%
Speaking Skills	20%		10%	10%		20%
Marks	100%	30%	30%	10%	30%	100%

### Distance Education Year 12 Assessment Schedule 2020 – HISTORY EXTENSION

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Total
		Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 6	Week: 6	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	
		Historical Process	Historical Project	Trial HSC Examination	
Constructing History Key Questions Case Studies	30%			30%	30%
History Project: Historical Process	30%	30%			30%
Historical Project: Essay	40%		40%		40%
Marks	100%	30%	40%	30%	100%



## Distance Education Year 12 Assessment Schedule 2020 – INDONESIAN BEGINNERS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 7	Week: 9	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Assessment	Assessment	Assessment	Trial HSC Examination	
		Reading Writing	Listening Speaking	Speaking	Listening Reading Writing	
Listening Skills	30%		20%		10%	30%
Reading Skills	30%	20%			10%	30%
Writing Skills	20%	10%			10%	20%
Speaking Skills	20%		10%	10%		20%
Marks	100%	30%	30%	10%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – INFORMATION PROCESSES AND TECHNOLOGY

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 8	Week: 8	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Written Task	Written Task	Written Task	Trial HSC Examination	
Knowledge and understanding of course content	60%	15%	15%	10%	20%	60%
Knowledge and skills in the design and development of information systems	40%	10%	15%	5%	10%	40%
Marks	100%	25%	30%	15%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – INVESTIGATING SCIENCE

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 9	Week: 6	Week: 8	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Scientific Investigations	Technology	Fact or Fallacy	Trial HSC Examination	
		Evaluating the Scientific Method	Data/Technology Analysis	Depth Study: Testing Claims Report		
Knowledge and understanding of course content	40%	10%	10%	10%	10%	40%
Skills in Working Scientifically	60%	10%	10%	20%	20%	60%
Marks	100%	20%	20%	30%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – ITALIAN BEGINNERS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 7	Week: 9	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Assessment	Assessment	Assessment	Trial HSC Examination	
		Reading Writing	Listening Speaking	Speaking	Listening Reading Writing	
Listening Skills	30%		20%		10%	30%
Reading Skills	30%	20%			10%	30%
Writing Skills	20%	10%			10%	20%
Speaking Skills	20%		10%	10%		20%
Marks	100%	30%	30%	10%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – JAPANESE BEGINNERS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 7	Week: 9	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Assessment	Assessment	Assessment	Examination	
		Reading Writing	Listening Speaking	Speaking	Listening Reading Writing	
Listening Skills	30%		20%		10%	30%
Reading Skills	30%	20%			10%	30%
Writing Skills	20%	10%			10%	20%
Speaking Skills	20%		10%	10%		20%
Marks	100%	30%	30%	10%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – JAPANESE CONTINUERS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 7	Week: 9	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Assessment	Assessment	Assessment	Trial HSC Examination	
		Reading Writing	Listening Speaking	Speaking	Listening Reading Writing	
Listening	30%		20%		10%	30%
Reading	30%	20%			10%	30%
Writing	20%	10%			10%	20%
Speaking	20%		10%	10%		20%
Marks	100%	30%	30%	10%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – LEGAL STUDIES

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 9	Week: 7	Week: 5	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Extended Response	Research	Essay	Trial HSC	
		Crime	Human Research	Family	Trial HSC Examination	
Knowledge and understanding of course content	40%	10%	10%	10%	10%	40%
Analysis and evaluation	20%	5%		5%	10%	20%
Inquiry and research	20%		15%	5%		20%
Communication of legal information, issues and ideas om appropriate form	20%	5%		5%	10%	20%
Marks	100%	20%	25%	25%	30%	100%

### Distance Education Year 12 Assessment Schedule 2020 – LIFESTYLE STUDIES

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 7	Week: 8	Week: 7	Week: 8 or 9	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Personal Project	Research Project	Presentation	Final Examination	
Knowledge and Understanding	40%	10%	10%	10%	10%	40%
Skills	60%	20%	15%	15%	10%	60%
Marks	100%	30%	25%	25%	20%	100%



### Distance Education Year 12 Assessment Schedule 2020 – MARINE STUDIES

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 6	Week: 6	Week: 4	Week: 8	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Research and Presentation	Practical and Research	Practical Task	Yearly Examination	
Coral Reef Ecology	25%	25%				25%
Marine Archaeology	25%		25%			25%
Marine Aquarium	25%			25%		25%
All Topics	25%				25%	25%
Marks	100%	25%	25%	25%	25%	100%

### Distance Education Year 12 Assessment Schedule 2020 – MATHEMATICS EXTENSION 1

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 6	Week: 8	Week: 5	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Class Test Topic: P1	Assignment/ Investigation Topic: S1	Trial HSC Examination Topics: P1, V1, T3, C2, C3, S1	Trial HSC Examination Topics: P1, V1, T3, C2, C3, S1	
Understanding, Fluency, Communication	50%	13%	12%	10%	15%	50%
Problem Solving, Reasoning and Justification	50%	12%	13%	10%	15%	50%
Marks	100%	25%	25%	20%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – MATHEMATICS ADVANCED

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 9	Week: 9	Week: 7	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Class Test	Assignment / Investigation	Class Test	Trial HSC Examination	
<b>Understanding, Fluency and Communicating</b>	<b>50%</b>	<b>10%</b>	<b>12.5%</b>	<b>12.5%</b>	<b>15%</b>	<b>50%</b>
<b>Problem Solving, Reasoning and Justification</b>	<b>50%</b>	<b>10%</b>	<b>12.5%</b>	<b>12.5%</b>	<b>15%</b>	<b>50%</b>
<b>Marks</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

## Distance Education Year 12 Assessment Schedule 2020 – MATHEMATICS STANDARD 1

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 9	Week: 9	Week: 7	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		In-class open-book test	Assignment / Investigation	In-class open-book test	Trial HSC Examination	
		Topics F2, F3	Topics TBC	Topics M3, A3, S3	Topics F2, F3, M4, M5, N1, M3, A3, S3	
Understanding, Fluency and Communicating	50%	10%	12.5%	12.5%	15%	50%
Problem Solving, Reasoning and Justification	50%	10%	12.5%	12.5%	15%	50%
Marks	100%	20%	25%	25%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – MATHEMATICS STANDARD 2

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 9	Week: 9	Week: 7	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		In-class open-book test	Assignment / Investigation	In-class open-book test	Trial HSC Examination	
		Topics F4, M7	Topics TBC	Topics S5, F5, A4	Topics F4, M7, N2, M6, A4, S5, F5, S4, N3	
Understanding, Fluency and Communicating	50%	10%	12.5%	12.5%	15%	50%
Problem Solving, Reasoning and Justification	50%	10%	12.5%	12.5%	15%	50%
Marks	100%	20%	25%	25%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – MODERN HISTORY

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 7	Week: 4	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Historical Analysis	Historical Analysis extended response	Essay	Trial HSC Examination	
		Core: Power and Authority 1919-46	National Study: Russia 1917-41	Conflict in Indo China 1954-79	Trial HSC Examination	
Knowledge and understanding of course content	40%	5%	5%	10%	20%	40%
Historical skills in the analysis and evaluation of sources	20%	15%			5%	20%
Historical research and inquiry	20%		15%	5%		20%
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%	20%
Marks	100%	25%	25%	20%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – MUSIC 1

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 2 2020	Term: 3 2020	Term: 3 2020	
		Week: 7	Week: 6	Weeks: 2 & 3	Weeks: 6 & 7	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Elective 1 Topic 1	Core Composition, Performance & Musicology	Trial HSC Aural Skills Examination	Electives 2 & 3 Topics 2 & 3 Progress Presentation	
Core Performance	10%		10%			10%
Core Composition	10%		10%			10%
Core Musicology	10%		10%			10%
Core Aural	25%			25%		25%
Elective 1	15%	15%				15%
Elective 2	15%				15%	15%
Elective 3	15%				15%	15%
Marks	100%	15%	30%	25%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 9	Week: 10	Week: 8	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Research Task (Core 1 report)	Critical Analysis (Core 2 Analysis)	Sports Medicine (scenario response)	Trial HSC Examination	
Knowledge and understanding of course content	40%	10%	10%	10%	10%	40%
Skills in critical thinking research, analysing and communicating	60%	15%	15%	10%	20%	60%
Marks	100%	25%	25%	20%	30%	100%



### Distance Education Year 12 Assessment Schedule 2020 – PHYSICS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 9	Week: 10	Week: 8	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Practical Task	Processing / Modelling Task	Depth Study Literature Review and Investigation	Trial HSC Examination	
		Advanced Mechanics	Electromagnetism	Nature of Light		
Knowledge and Understanding	40%	5%	10%	10%	15%	40%
Skills in Working Scientifically	60%	20%	15%	15%	10%	60%
Marks	100%	25%	25%	25%	25%	100%

## Distance Education Year 12 Assessment Schedule 2020 – SOCIETY AND CULTURE

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 7	Week: 6	Week: 5	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Written PIP proposal	Social and Cultural Continuity and change: Topic Test	Popular Culture: Research and extended response	Trial HSC Examination	
Knowledge and understanding of course content	50%	3%	10%	17%	20%	50%
Application and evaluation of social and cultural research methods	30%	10%	6%	10%	4%	30%
Communication of information, ideas and issues in appropriate forms	20%	2%	4%	8%	6%	20%
Marks	100%	15%	20%	35%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – SOFTWARE DESIGN AND DEVELOPMENT

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 10	Week: 10	Week: 10	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Coding and Documentation Project	Topic Test on software solutions	Coding and Documentation Project	Trial HSC Examination	
Knowledge and understanding of the course content	50%	10%	10%	10%	20%	50%
Knowledge and skills in the design and development of software solutions	50%	10%	10%	20%	10%	50%
Marks	100%	20%	20%	30%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – SPANISH BEGINNERS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 7	Week: 9	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Assessment	Assessment	Assessment	Trial HSC Examination	
		Reading Writing	Listening Speaking	Speaking	Listening Reading Writing	
Listening Skills	30%		20%		10%	30%
Reading Skills	30%	20%			10%	30%
Writing Skills	20%	10%			10%	20%
Speaking Skills	20%		10%	10%		20%
Marks	100%	30%	30%	10%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – SPORT, LIFESTYLE AND RECREATION

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 8	Week: 8	Week: 8	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Course Work	Course Work	Course Work	Examination	
		Fitness Booklet	Outdoor Recreation Booklet	Individual Games & Sports Application Booklet	Trial HSC Examination	
Fitness	25%	25%				25%
Outdoor Recreation	25%		25%			25%
Individual Games & Sports Application	25%			25%		25%
Yearly Examination	25%				25%	25%
Marks	100%	25%	25%	25%	25%	100%

### Distance Education Year 12 Assessment Schedule 2020 – TEXTILES AND DESIGN

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 4 2019	Term: 1 2020	Term: 3 2020	
		Week: 5	Week: 9	Week: 4	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Cultural case study, fabric colouration & decoration	MTP design concept proposal & presentation	Experimentation: textiles research, development & innovation	Trial Examination	
Skills and knowledge in the design, manufacture and management of a major textiles project	50%	10%	30%	10%		50%
Knowledge and understanding of course content	50%	10%		10%	30%	50%
Marks	100%	20%	30%	20%	30%	100%

## Distance Education Year 12 Assessment Schedule 2020 – VISUAL ARTS

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 1 2020	Term: 2 2020	Term: 2 2020	Term: 3 2020	
		Week: 4	Week: 2	Week: 6	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Development of the Body of Work	Essay	Development of the Body of Work	Trial HSC Examination	
		Submission of works in progress, VAPD with annotated research and critical evaluation of material and conceptual intention through the structural frame	Extended written research response	Submission of artworks under development, VAPD including a written account of artmaking practice through the artwork/audience relationship	Art Criticism and Art History Written Examination Resolving the Body of Work: artworks undergoing refinement, VAPD including curation of works for HSC submission with written evaluation of these decisions	
<b>Artmaking</b>	<b>50%</b>	<b>15%</b>		<b>25%</b>	<b>10%</b>	<b>50%</b>
<b>Art Criticism and Art History</b>	<b>50%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>10%</b>	<b>50%</b>
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>15%</b>	<b>35%</b>	<b>20%</b>	<b>100%</b>

## Distance Education Year 12 Assessment Schedule 2020 – VISUAL DESIGN

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Total
		Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 2	Week: 2	Week: 4	
		Type of Task	Type of Task	Type of Task	
		Module WD2 & Module MM Wearable Design & Work Health and Safety	Module PD3 & Module IED1 Industrial/Exterior Design: Structures and Environments	Module GM The Personal Interest Project	
Designing and Making	60%	20%	20%	20%	60%
Critical and Historical	40%	10%	10%	20%	40%
Marks	100%	30%	30%	40%	100%



## Distance Education Year 12 Assessment Schedule 2020 – WORK STUDIES

COMPONENTS	WEIGHTING (SYLLABUS) %	Task 1	Task 2	Task 3	Task 4	Total
		Term: 4 2019	Term: 1 2020	Term: 2 2020	Term: 3 2020	
		Week: 6	Week: 7	Week: 8	Weeks: 3 & 4	
		Type of Task	Type of Task	Type of Task	Type of Task	
		Research	Practical and Research Work Environment	Job Research Enterprise Activity	Trial HSC Examination	
Presentation	30%	15%		15%		30%
Tests and Examinations	30%		5%		25%	30%
Research using technology	20%	5%	10%	5%		20%
Workplace Investigation	20%	5%	10%	5%		20%
Marks	100%	25%	25%	25%	25%	100%