



ALEXANDRIA PARK
COMMUNITY SCHOOL

Year 12 HSC Assessment Information - 2024



This information is for Higher School Certificate students at Alexandria Park Community School (APCS) and their parents/carers. We advise students to discuss this information with their parents/carers and to contact the school if they have any questions or concerns. This is an important document that students and parents/carers will need to refer to throughout the year.

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Year 12 Assessment Information HSC 2024

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This is an important document that students and parents/carers will need to refer to throughout the year.

Satisfactory Completion of the HSC

Students must follow NESA course requirements and show they have:

- followed the course;
- 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.

To satisfactorily complete a Higher School Certificate course, students must follow NESA course requirements (see above) and:

- Have gained the Record of School Achievement (RoSA) or equivalent.
- Have attended **85%** of the available school days.
- Have completed **HSC: All My Own Work** on the NESA website.
- Complete all the requirements of the course (including VET work placement) such as class work, homework, examinations and assessment tasks.
- Make a serious attempt at assessment tasks and examinations, which contribute to more than 50% of available school assessment marks.
- Complete a pattern of study requirement to be found on page 17.
- **Satisfactorily complete the NESA minimum standards in numeracy, reading and writing at level 3 or 4.**

Assessment in Stage 6

In NSW there are **three types of assessment**: Assessment for, Assessment as, Assessment of Learning.

- Assessment for learning is formative assessment and occurs throughout the learning process.
- Assessment as learning involves student reflection on their learning.
- Assessment of learning is a formal or summative assessment task which is standards referenced and contributes towards the student's HSC mark.

For the successful completion of the HSC students need to demonstrate that they complete all the course outcomes.

Some outcomes are part of a summative assessment process and marked formally whereas other outcomes are demonstrated through formative assessment.

Not all outcomes have to be summatively assessed but the student must demonstrate competency or achievement in all course outcomes and this is generally achieved through the successful completion of classwork.

How Can Parents/Caregivers Help at Home?

- Provide an uncluttered, quiet study area free from distractions.
- Designate structured weekly study times, including time for preparation of study notes.
- Plan for rest and relaxation time, including 8-10 hours of undisturbed sleep each night.
- Provide reliable internet access in a public space.
- Provide a personal assessment and homework diary.
- Make a family calendar to record task schedules and study time.

Vocational Education and Training (VET) Courses

- Students do not receive an assessment mark for VET courses.
- Students may elect to undertake the optional written HSC examination.
- Work placement is a mandatory HSC requirement of each VET course.
- For each course, a minimum number of 35 hours per year are required in the workplace.

School Based Assessment Tasks

1. You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain:
 - the type of task (e.g. in-class, submitted, performance, practical);
 - the timing of the task or the time and date due;
 - the weighting of the task (e.g. 20%);
 - the outcomes being assessed;
 - the assessment criteria; and
 - instructions for submission.
2. In school examinations, you must follow the same procedures as for the Higher School Certificate.

Absence due to Illness or Misadventure

If you are away on the day of an assessment task or examination (illness or injury) or for some reason your performance has been affected during a task or examination (misadventure) you should complete the illness/misadventure form (page 9 of this booklet) and give to the Head Teacher for that subject. Please note the following:

- **Illness or injury** – means you are too sick to attend school.
- **Misadventure** – is when something out-of-the-ordinary (e.g. an accident) has happened which is beyond your control and you believe your performance in the task has been negatively affected.

Extensions

If a student has prior knowledge of a circumstance that will impact on their ability to submit a task on the due date or attend an in-class task, test or examination, they must request an **Extension Application Form from the Deputy Principal or Head Teacher** or access it on the school's website.

This form should be submitted to the faculty Head Teacher **at least five school days BEFORE** the assessment task due date.

Appeals

Students have the right to ask their teacher to review a mark at the time a task is returned but cannot appeal against the teacher's judgement.

Students can appeal to the APCS Appeals Committee to review a student's rank order only if:

- the weightings specified in the assessment program are not those stated by NESAs;
- the weightings for tasks are not consistent with those specified by the published policy; and/or
- there are computational or clerical errors.

The school's Appeals Committee, comprising of the secondary Deputy Principal, the subject Head Teacher and another Head Teacher, will investigate the claim by reviewing and examining appropriate records and report its findings to the student.

Students may appeal to NESAs if they consider the process of the review were not carried out properly (refer to the **ACE Manual** on the NESAs website).

Penalties for Not Completing Tasks, Non-Serious Attempts or Late Submission

If you fail to make a serious attempt at a formal assessment task or examination:

- you will be given a formal warning of a non-serious attempt;
- be required to re-sit or re-submit the task; and
- you may be awarded zero for the task.

Refer to the flow chart on page 6 which shows the process for an N determination.

Honesty, Integrity and Malpractice

It is important you understand that honesty and integrity must be maintained and if you do not then you will be committing malpractice.

Plagiarism, a form of malpractice, means copying or using work that is not your own and it is cheating.

A student guilty of malpractice will have their name **recorded on the NESAs Register of Malpractice** for HSC assessment tasks and an official N-Warning letter will be issued.

Technology and Assessments

Technology failure is not a valid reason for failure to submit an assessment task on time.

Students should:

- Continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive). You might also consider emailing it to yourself.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.
- Check the compatibility of your home software with the school's technology.

- Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account), as well as bringing it to school on external portable storage media.
- A student presenting work produced via computer or submitting work online who experiences computer/technology difficulties or printer failure **must follow these procedures by applying for misadventure on the date the task was due by:**
 - completing a misadventure form (from the secondary Deputy Principal or Head Teacher of that course);
 - presenting it to the Head Teacher of that subject before school along with documentary evidence, such as a note from home;
 - submitting any saved work on a USB drive; and
 - submitting any hard copies of drafts, rough notes, USB.

N Determination Warning

If a student is not meeting the course requirements or fails to complete an assessment task they are given what is termed a non-completion warning (or N completion determination). A copy is also posted home, which outlines:

- Any issues of concern or outstanding work.
- The date by which students should redeem the outcomes of the missed work.
- If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal will inform NESAs.

The 'Warning Letter' Process

If you are not working and if you are not attending school and classes regularly (i.e. above 85%) you may be at risk of not meeting the requirements to gain your HSC. If this is the case then teachers will give you formal warnings in writing, as follows:

1. **Warning 1** – A 'FIRST' formal warning letter will be sent by your class teacher and the Head Teacher outlining work that is to be completed and a due date. This letter will be handed to the student and a copy posted to the parent/carer.

If the work is not completed and/or there is no improvement, then:

2. **Warning 2** – A 'SECOND' formal warning letter will be issued, and contact will be made with the Head Teacher and your parent/guardian.

If this work is not completed and there is still no improvement, then:

3. **FINAL Warning** - You will be interviewed by the Deputy Principal and a 'THIRD and FINAL' formal warning letter will be issued. The Deputy Principal or Principal will organise an interview with your parent/carer.

If after these warnings there is still no improvement, the Principal will conduct an interview with you and your parent(s)/carer where the 'N' determination will be formally made.

'N' Determination

If you fail to comply with NESAs requirements for the Higher School Certificate, you will receive an 'N' determination.

This means that the course will not appear on the Record of Achievement and in some cases, this will mean that you will be ineligible for the award of the Higher School Certificate.

Further Information

A copy of the Assessment, Certification and Examination (ACE) Manual is available on the NESA website (in the Manuals section).

The URL is:

<https://ace.nesa.nsw.edu.au/about/using-ace>



Disability Provisions and Adjustments

Students with a disability (evidence-based) may be allowed a range of adjustments for tasks and examinations, including the HSC examination.

For more information please contact the school's learning and support coordinator and read the NESA guideline at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>



Expulsion from School

You need to be aware that unsatisfactory participation in learning and/or non-serious attempts to meet course objectives may result in expulsion from the school.

If the Principal is considering this action:

1. a warning letter will be issued;
2. a course of improvement will be developed; and
3. an interview with your parents/carers will occur.

N-Determination Flowchart

This process is to be followed for each course for the Higher School Certificate. This flowchart is designed to assist students and parents/carers to understand the process.

N-Determination Flowchart

1st event – CLASSROOM TEACHER	Student Concern		Intervention(s)	Teacher Actions
	Early intervention.		<ol style="list-style-type: none"> 1. Student spoken to about concern. 2. Parents/carers contacted and notified that student is not meeting course requirements or submitting tasks. 	<p>Initial discussion with Student.</p> <p>Additional discussion with parent/carer.</p>
	<p>Classwork not completed.</p> <p>OR</p> <p>Assessment task not complete/submitted on time OR Non- serious attempt.</p>	➔	<p>1st N-warning letter through:</p> <ul style="list-style-type: none"> • letter of concern • telephone call 	<p>Will involve:</p> <ul style="list-style-type: none"> • Phone call home from teacher. • Reissuing copies of Assessment tasks/ classwork/textbook work. • Student acknowledgement of receiving task. • If needed - providing alternative tasks. • Discussing requirements of the task with student. • Arrange an alternative time for completion of assessment. • Although zero penalty will still apply.
Continual consultation to occur between teacher and HT.				
2nd event – HEAD TEACHER	Student Concern		Intervention(s)	Support Provided for Student
	<p>Classwork not completed.</p> <p>Non serious attempt.</p> <p>Assessment task not complete/submitted on time.</p> <p>1st N-warning letter not actioned.</p>	➔	2nd N-warning letter	<p>Will involve:</p> <ul style="list-style-type: none"> • Reissuing copies of tasks/classwork/textbook work. <p>OR</p> <ul style="list-style-type: none"> • Providing alternative tasks. • Discussion with HT. • Phone call home from HT. <p>Also include:</p> <ul style="list-style-type: none"> • Arranging time to work with student. • Review of student progress by HT of year group. • Discussing requirements of the task with student. • Although zero penalty will still apply.
Referral & consultation with Deputy Principal to initiate joint monitoring process.				
3rd and final event – DEPUTY PRINCIPAL	Student Concern		Intervention(s)	Support Provided for Student
	<p>Classwork not completed.</p> <p>Assessment task not complete/submitted on time.</p> <p>Non serious attempt.</p> <p>Previous N-warning letter(s) not actioned.</p>	➔	<p>Immediate referral to DP</p> <p>and</p> <p>3rd and final warning letter</p>	<p>Will involve:</p> <ul style="list-style-type: none"> • Phone call home from Head Teacher/Deputy Principal/Principal. • Discussion with Head Teacher/Deputy Principal/Principal. • Reissuing copies of tasks/classwork/textbook work. <p>May also include:</p> <ul style="list-style-type: none"> • Arranging time to work with students. • Providing alternative tasks. • Discussing requirements of the task with student. • Although zero penalty will still apply.
OR				
Parent interview with Principal and Principal will proceed with N Determination process with NESAs				

Life Skills

OUTCOMES

The selection of Life Skills outcomes is informed by collaborative curriculum planning (Individual Education Plan) for each individual student.

Students will be provided with the relevant outcomes for their courses and their educational plan after a consultation process with the Learning Support team.

Life Skills Subjects:

- English
- Community and Family Studies (CAFS)
- Maths
- Society and Culture
- Aboriginal Studies
- Business and Economics
- Design and Technology
- Chemical World Science
- Earth and Space Science
- Physical World Science
- Food Technology
- Citizenship and Legal Studies
- Modern History
- PDHPE
- Information Processes and Technology
- Music
- Visual Arts

Please refer to pages 50-57 for exact outcomes for each subject.

Although there are no formal assessments tasks in Life Skills students are encouraged to attempt modified tasks to demonstrate the identification of achieved Life Skills outcomes for each Life Skills course undertaken.

The Learning and Support team work closely with teachers in making the work accessible for Life Skills students.

Examination Rules and Expectations

At APCS examinations follow the same rules and expectations that apply in the Higher School Certificate along with some rules specific to APCS.

Closer to your school-based examination you will be issued with these rules in writing, along with your examination timetable.

APCS rules include the following:

FULL SCHOOL UNIFORM IS REQUIRED TO BE WORN DURING ALL EXAMINATIONS, INCLUDING THE HSC.

Following exam room procedures:

- Check your desk and papers carefully.
- Before starting each exam, you must sit at the desk that shows your name and student number. Desks may be set up differently at each exam.
- Ensure that all electronic devices like phones or smart watches are not brought into the exam room.

Make sure that you have the correct exam paper for the course you have entered. When the supervisor asks you to, you must also check that no pages are missing from your exam paper.

You will have a set reading time for each paper. During this time, you must not write, use any equipment, including highlighters*, or mark your paper in any way. If you are allowed a dictionary, you can read it, but you cannot write on or mark it during reading time.

You must not:

- Write on anything other than writing books, answer booklets or other writing material provided by the presiding officer. You should not write on any other equipment including your body, clothing or tissues.
- Leave the room, except in an emergency. If you must leave and want to come back to continue the exam, you must be supervised while you are out of the room.
- Leave (finish) the exam in the first hour. Your school may not allow any students to leave early.
- Leave the exam in the last 15 minutes.
- Take an exam paper out of the room. Speak to your teacher if you want to see a paper afterwards.

BEHAVE POLITELY AND TAKE EXAMS SERIOUSLY.

Equipment List can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>



NOTE THAT YOU MUST USE BLACK PENS.

You have been issued with a **2024 HSC Rules and Procedures Guide** by NESA.

Students Online is a site you should become familiar with and check regularly.

Don't forget your NESA student number and your PIN for Students Online.



SCHOOL BASED APPEAL	
Student's Name:	
Year:	
Subject:	
Task:	
Due Date of Task:	
Teacher:	
Date:	
Submitted to the HT:	

Summary of Reason for Appeal	
Student Signature:	Date:

Outcome of Appeal	
Approved:	Declined:
Deputy Signature:	Date:
Head Teacher Signature:	Date:
Student Signature:	Date:



Application for Extension of HSC Assessment Task

Student's Name:	
Subject:	
Title of Assessment Task:	
Class Teacher:	
Head Teacher:	
Assessment Task Due Date:	

Reason for the extension (please tick a box and provide specific details):

Illness: _____

Misadventure: _____

Other: (please specify) _____

List of documentation attached:

Doctor's certificate:

Letter from parents/carers:

Other: (please specify) _____

Student's signature: _____

Parent's/Carer's signature: _____

Class teacher's signature: _____

I **do** / **do not** support this application for: _____

Office Use Only	
Head Teacher:	
Date received from student:	
Decision: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Reason for approval/disapproval:	_____

New due date:	
Head Teacher's signature:	

NESA HSC Terminology - A Glossary of Key Words

Key Word	Meaning
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 judgment 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.
Critically Analyse/ Evaluate	Add a degree of level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / 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 judgment based on criteria; determine the value of.
Examine	Inquire into.
Explain	Relate cause and effect; make the relationship 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.

Certain Patterns of Study and Course Requirements Apply to your Completing Year 12

You must satisfactorily complete:

- a preliminary pattern of study that includes at least 12 units; and
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses;
- 2 units of a Board Developed Course in English;
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses); and
- 4 subjects.

Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it in the units that UAC uses to calculate an ATAR if you do the optional exam.

If you do the optional exam in both English Studies and Mathematics Standard 1 or a VET course, only the units for English Studies can be used to calculate your ATAR.

There are also specific eligibility rules for some Languages courses, such as Beginners and Language (e.g. Chinese) in Context, to ensure your course is at the appropriate level for your experience.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully **check your eligibility** (page 10 in your 2024 rules and Procedures booklet) for all courses for which you are entered – through your NESA Students Online account at:

<https://studentonline.nesa.nsw.edu.au/>



Make sure you are entered for all your courses

You must be entered with NESA for all courses you are attempting this year.

This includes any courses outside your school or college that your principal has approved, like VET or distance education courses, and study with an outside tutor.

Your school will give you a Confirmation of Entry showing your personal details, courses and whether or not you are eligible for an HSC and an ATAR.

You must sign the declaration on the Confirmation of Entry and return it to your school.

If you would like an ATAR so you can apply to universities, make sure your ATAR eligibility is recorded on your Confirmation of Entry.

Your Students Online account will show key details

Your Students Online account will be updated when we receive your Confirmation of Entry.

You can then log in with your student number and PIN to see messages from us and study details, like your grades for Years 10 and 11.

You will also be able to view your exam timetable, assessment ranks and HSC results when they become available.

Check your Confirmation of Entry closely

When you get your Confirmation of Entry, please check it carefully and tell your school about any changes as soon as possible, and no later than the end of Term 2.

You will then receive a new Confirmation of Entry, which you must sign and return to your school.

After Term 2, withdrawing from a course (including an Extension course) is the only change allowed.

If you transfer to another school after entering for the HSC, make sure that your new school gives you a new Confirmation of Entry to sign.

Update any contact details straight away

If you change your postal address, email address or mobile phone number during your HSC, log into **Students Online** and update your details.

We need your current contact details to send you important information, like:

- exam details;
- the status of applications for disability provisions;
- nomination letters for showcase events; and
- your HSC results.

If you are eligible for an ATAR, make sure you update your details with UAC as well.



Assessment Information and Schedules

for all HSC Subject Areas

(including VET)

2023 – 2024

2024 HSC Students

English Standard

Google Classroom code - 12ENS1: [j6h2iuq](#) - 12ENS2: [Kagvhqh](#)

NESA HSC syllabus outcomes

EN12-1 - Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.

EN12-3 - Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning.

EN12-4 - Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.

EN12-5 - Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.

EN12-6 - Investigates and explains the relationships between texts.

EN12-7 - Explains and evaluates the diverse ways texts can represent personal and public worlds.

EN12-8 - Explains and assesses cultural assumptions in texts and their effects on meaning.

EN12-9 - Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

NESA HSC examination specifications

The examination will consist of two written examination papers worth 100 marks.				
Paper 1: Common Module – Texts and Human Experiences		Paper 2: Modules		
The time allowed is 1 hour and 30 minutes plus 10 minutes reading time. The paper will consist of two sections.		The time allowed is 2 hours plus 5 minutes reading time. The paper will consist of three sections.		
Section 1: (20 marks)	Section 2: (20 marks)	Section 1: Module A (20 marks)	Section 2: Module B (20 marks)	Section 3: Module C (20 marks)
There will be four to five short-answer questions. Questions may contain parts. Questions will be based on stimulus and/or unseen texts related to the Common Module. At least two items will be common to English Advanced and at least two items will be common to English Studies.	There will be one question. The question will require a sustained response based on the candidate's prescribed text. This question may include stimulus and/or unseen texts. This question will be common to English Studies, English Standard and English Advanced.	There will be one question. The question will require a sustained response based on the candidate's prescribed text. This question may include a stimulus.	There will be one question. The question will require a sustained response based on the candidate's prescribed text. This question may include a stimulus.	There will be one question. The question may contain up to two parts. The question will require an imaginative, discursive, persuasive, informative or reflective response. The question may require students to reflect on one or more of their prescribed texts. This question may include a stimulus and/or unseen texts.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Extended Written Response	Imaginative Response and Reflection	Multimodal Presentation	Trial HSC Examination	
Components	Assessment component breakdowns				50
A - Knowledge and understanding of course content.	5	15	15	15	
B - Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	10	25	10	5	50
Task total %	15	40	25	20	100
Date Due – week beginning	Week 9 Term 4	Week 8 Term 1	Week 9 Term 2	Trial Period Term 3	

English Advanced

Google Classroom code - 12ENA1: [cxolglm](#) - 12ENA2: [qeu6a6t](#)

NESA HSC syllabus outcomes

EA12-1 - Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

EA12-2 - Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.

EA12-3 - Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.

EA12-4 - Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts.

EA12-5 - Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.

EA12-6 - Investigates and evaluates the relationships between texts.

EA12-7 - Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.

EA12-8 - Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning.

EA12-9 - Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner.

NESA HSC examination specifications

The examination will consist of two written examination papers worth 100 marks.				
Paper 1: Common Module – Texts and Human Experiences		Paper 2: Modules		
The time allowed is 1 hour and 30 minutes plus 10 minutes reading time. The paper will consist of two sections.		The time allowed is 2 hours plus 5 minutes reading time. The paper will consist of three sections.		
Section 1: (20 marks)	Section 2: (20 marks)	Section 1: Module A (20 marks)	Section 2: Module B (20 marks)	Section 3: Module C (20 marks)
There will be four to five short-answer questions. Questions may contain parts. Questions will be based on stimulus and/or unseen texts related to the Common Module. At least two items will be common to English Advanced and at least two items will be common to English Studies.	There will be one question. The question will require a sustained response based on the candidate's prescribed text. This question may include stimulus and/or unseen texts. This question will be common to English Studies, English Standard and English Advanced.	There will be one question. The question will require a sustained response based on the candidate's prescribed text. This question may include a stimulus.	There will be one question. The question will require a sustained response based on the candidate's prescribed text. This question may include a stimulus.	There will be one question. The question may contain up to two parts. The question will require an imaginative, discursive, persuasive, informative or reflective response. The question may require students to reflect on one or more of their prescribed texts. This question may include a stimulus and/or unseen texts.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Extended Written Response	Imaginative Response and Reflection	Multimodal Presentation	Trial Examination	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	10	15	10	15	50
B - Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	10	15	10	15	50
Task total %	20	30	20	30	100
Date Due – week beginning	Week 9 Term 4	Week 8 Term 1	Week 9 Term 2	Trial Period Term 3	

English EAL/D

Google Classroom code - 12EAL1: 7iyma2w

NESA HSC syllabus outcomes

EAL12-1A - Responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

EAL12-1B - Communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts.

EAL12-2 - Uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies.

EAL12-3 - Identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning.

EAL12-4 - Applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts.

EAL12-5 - Thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts.

EAL12-6 - Investigates and evaluates the relationships between texts.

EAL12-7 - Integrates understanding of the diverse ways texts can represent personal and public worlds.

EAL12-8 - Analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning.

EAL12-9 - Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

NESA HSC examination specifications

The examination will consist of two written papers worth 85 marks and a listening paper worth 15 marks.				
Paper 1: Common Module – Texts and Human Experiences		Paper 2: Module B and Module C		Listening Paper 15 marks
The time allowed is 1 hour and 30 minutes plus 10 minutes reading time. The paper will consist of two sections.		The time allowed is 2 hours plus 5 minutes reading time. The paper will consist of three sections.		The time allowed is 30 minutes including listening time.
Section 1: (30 marks)	Section 2: (20 marks)	Section I: Module B – Language, Identity and Culture (20 marks)	Section II: Module C – Close Study of Texts (20 marks)	There will be one question. The question may contain up to two parts. The question will require an imaginative, discursive, persuasive, informative or reflective response. The question may require students to reflect on one or more of their prescribed texts. This question may include a stimulus and/or unseen texts.
This section consists of two parts. Part A (15 marks) There will be three or four questions based on stimulus and/or unseen texts related to Module A. Questions may contain parts. Part B (15 marks) There will be one question based on the candidate's prescribed text. This question may include a stimulus.	Section II: Focus on Writing (15 marks) There will be one question which may contain parts. The question will require an imaginative, discursive, persuasive or informative response. This question may include a stimulus and/or an unseen text.	There will be one question. The question will require a sustained response based on the candidate's prescribed text. This question may include a stimulus.	There will be one question. The question will require a sustained response based on the candidate's prescribed text. This question may include a stimulus.	

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Writing Portfolio and Reflection	Multimodal Presentation	Extended Written Response	Paper 1 (Modules A & D) Paper 2 (Modules B & C) and Listening Trial HSC Examination	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	15	10	10	15	50
B - Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	10	15	10	15	50
Task total %	25	25	20	30	
Date Due – week beginning	Week 10 Term 4	Week 8 Term 1	Week 9 Term 2	Trial Period Term 3	100

English Studies (Category B course)

Google Classroom code: [dolo34c](#)

NESA HSC syllabus outcomes

ES12-1 - Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes.

ES12-2 - Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts.

ES12-3 - Accesses, comprehends and uses information to communicate in a variety of ways.

ES12-4 - Composes proficient texts in different forms.

ES12-5 - Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences.

ES12-6 - Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes.

ES12-7 - Represents own ideas in critical, interpretive and imaginative texts.

ES12-8 - Understands and explains the relationships between texts.

ES12-9 - Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences.

ES12-10 - Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner.

NESA HSC examination specifications

The examination will consist of one written examination paper worth 70 marks in total.			
The time allowed is 2 hours and 30 minutes plus 10 minutes reading time. The paper will consist of four sections.			
Section I: Common Module - Texts and Human Experiences (20 marks)	Section II: Common Module - Texts and Human Experiences (20 marks)	Section III: Elective modules (15 marks)	Section IV: Writing Skills (15 marks)
There will be five to six questions. Questions may contain short-answer and objective response parts. Questions will be based on stimulus and/or unseen texts related to the Common Module. At least two items will be common to English Standard.	There will be one question. The question will require a sustained response based on the candidate's pre-scribed text. This question may include stimulus and/or unseen texts. This question will be common to English Studies, English Standard and English Advanced.	There will be one question. The question will require a sustained response based on one of the candidate's syllabus modules using the texts studied. This question may include a stimulus.	There will be one question. The question will require an imaginative, persuasive, informative or reflective response to stimulus and/or unseen text.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Extended Written Response	Imaginative Response	Portfolio	Trial Examination	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	10	10	20	10	50
B - Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	10	10	20	10	50
Task total %	20	20	40	20	100
Date Due - week beginning	Week 9 Term 4	Week 8 Term 1	Week 2 Term 2	Trial Period Term 3	

Please Note: Students who elect to do the Optional HSC Examination for this Course so that it may be used to calculate an ATAR will be required to sit a Trial HSC Examination in Term 3 Weeks 2/3. Information about the Trial examination will be provided to those students at the end of Term 2.

English Extension 1

Google Classroom code: [oo51th5](#)

NESA HSC syllabus outcomes

EE12-1 - Demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies.

EE12-2 - Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts.

EE12-3 - Independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts.

EE12-4 - Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.

EE12-5 - Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes.

NESA HSC examination specifications

The examination will consist of a written paper worth 50 marks.

The time allowed is 2 hours plus 10 minutes reading time. The paper will consist of two sections.

Section I - Common Module (25 marks)

There will be one question in response to stimulus and/or unseen material. The question may require a critical or creative response, or both. It may be a single, sustained response, or it may be in two parts.

Section II - Elective (25 marks)

There will be one question, which may include stimulus. The question will require a sustained critical response based on the candidate's pre-scribed texts and related texts.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task component weighting %
Nature of task	Creative Task	Essay – Critical Response	Trial HSC Examination	
Components	Assessment component breakdowns			
A - Knowledge and understanding of complex texts and of how and why they are valued.	10	20	20	50
B - Skills in complex analysis, sustained composition and independent investigation.	20	20	10	50
Task total %	30	40	30	
Date due – week beginning	Week 10 Term 4	Week 3 Term 2	Trial Period Term 3	100

English Extension 2

Google Classroom code: [f5rylk3](#)

NESA HSC syllabus outcomes

EE12-1 - Demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies.

EE12-2 - Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts.

EE12-3 - Independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts.

EE12-4 - Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts.

EE12-5 - Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task component weighting %
Nature of task	Proposal Viva Voce	Literature Review And Major Work Journal Written submission 1200 words	Critique of the Creative Process And Major Work Journal Written submission 1000 words	
Components	Assessment component breakdowns			
A - Skills in extensive independent research.	10	20	20	50
B - Skills in sustained composition.	20	20	10	50
Task total %	30	40	30	
Date due - week beginning	Term 4 Week 10	Term 1 Week 8	Term 3 Week 2	100

Aboriginal Studies

Google Classroom code: [mdzb54z](#)

NESA HSC syllabus outcomes

- H1.1** - Evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples.
- H1.2** - Analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples.
- H1.3** - Assesses the representation of Aboriginal peoples and cultures for bias and stereotyping.
- H2.1** - Examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity.
- H2.2** - Analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life.
- H3.1** - Assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination.
- H3.2** - Evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3** - Evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples.
- H4.1** - Plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives.
- H4.2** - Undertakes community consultation and fieldwork and applies ethical research practices.
- H4.3** - Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.

The examination will consist of a written paper worth 100 marks. Time allowed: 3 hours plus 5 minutes reading time. The paper will consist of three sections. All questions may refer to stimulus material.

Section I – Social Justice and Human Rights Issues (55 marks)	Section II – Research and Inquiry methods (15 marks)	Section III – Options (30 marks)
<p>Part A: Global Perspective (25 marks) There will be objective response and short-answer questions, including from 5 to 10 objective response questions.</p> <p>Part B: Comparative Study (15 marks)</p> <ul style="list-style-type: none"> • There will be six questions in parts, one for each topic offered in the Comparative Study. • Each question will consist of two or three parts. • Candidates will be required to answer the questions on one of the topics they have studied. • The expected length of the response is around four examination writing booklet pages (approximately 600 words) in total. <p>Part C: Global Perspective and Comparative Study (15 marks) There will be one extended response question to the value of 15 marks.</p> <ul style="list-style-type: none"> • The question requires an integration of the knowledge and understanding of both the Global Perspective and the Comparative Study • Candidates will be required to answer the question with reference to the Global Perspective and the two topics investigated in the Comparative Study. • The expected length of the response is around four examination writing booklet pages (approximately 600 words). 	<ul style="list-style-type: none"> • There will be one question in parts to the value of 15 marks. • The question will consist of two or three parts, with the last part worth at least 8 marks. • The expected length of response is around four examination writing booklet pages (approximately 600 words) in total. 	<p>For each of the options Aboriginality and the Land and Heritage and Identity there will be:</p> <ul style="list-style-type: none"> • A stimulus-based extended response question with an expected length of response of around three pages of an examination writing booklet (approximately 400 words), worth 10 marks. • An extended response question with an expected length of response of around six examination writing booklet pages (approximately 800 words), worth 20 marks. • Candidates will be required to answer the questions from the option they have studied.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Heritage and Identity in Class Task	Major Project Including Logbook	Social Justice and Human Rights Reflection	Trial Examination	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	5	10	10	15	40
B - Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives.	5	10	5	5	25
C - Research and inquiry methods, including aspects of the Major Project.		10		10	20
D - Communication of information, ideas and issues in appropriate forms.	5	10			15
Task total %	15	40	15	30	100
Date Due - week beginning	Week 10 Term 4	Week 7 Term 1	Week 5 Term 2	Trial Period Term 3	

Business Studies

Google Classroom code: **b4qahoy**

NESA HSC syllabus outcomes

- H1** - Critically analyses the role of business in Australia and globally.
- H2** - Evaluates management strategies in response to changes in internal and external influences.
- H3** - Discusses the social and ethical responsibilities of management.
- H4** - Analyses business functions and processes in large and global businesses.
- H5** - Explains management strategies and their impact on businesses.
- H6** - Evaluates the effectiveness of management in the performance of businesses.
- H7** - Plans and conducts investigations into contemporary business issues.
- H8** - Organises and evaluates information for actual and hypothetical business situations.
- H9** - Communicates business information, issues and concepts in appropriate formats.
- H10** - Applies mathematical concepts appropriately in business situations.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.			
Time allowed: 3 hours plus 5 minutes reading time. The paper will consist of four sections.			
Section I (20 marks)	Section II (40 marks)	Section III (20 marks)	Section IV (20 marks)
There will be objective response questions to the value of 20 marks.	There will be four short- answer questions. <ul style="list-style-type: none"> • Questions may be in parts. • There will be approximately 12 items in total. 	There will be one question that requires an extended response in a business report format. This question will incorporate elements from across topics in the HSC course. The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).	There will be two extended-response questions. Candidates will be required to answer one question. Each question will be drawn from a different topic in the HSC course. The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Extended Response: McDonalds	Business Report	Multiple Choice and Short Answer (stimulus-based) Questions	Trial Examination	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	10	10	10	10	40
B - Stimulus-based skills.	5	5	5	5	20
C - Inquiry and research.	5	5	5	5	20
D - Communication of business information, ideas and issues in appropriate forms.	5	5	5	5	20
Task total %	25	25	25	25	
Date Due - week beginning	Week 6 Term 4	Week 6 Term 1	Week 8 Term 2	Trial Period Term 3	100

Economics

Google Classroom code: [7njltm3](#)

NESA HSC syllabus outcomes

- H1** - Demonstrates understanding of economic terms, concepts and relationships.
- H2** - Analyses the economic role of individuals, firms, institutions and governments.
- H3** - Explains the role of markets within the global economy.
- H4** - Analyses the impact of global markets on the Australian and global economies.
- H5** - Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts.
- H6** - Analyses the impact of economic policies in theoretical and contemporary Australian contexts.
- H7** - Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments.
- H8** - Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts.
- H9** - Selects and organises information from a variety of sources for relevance and reliability.
- H10** - Communicates economic information, ideas and issues in appropriate forms.
- H11** - Applies mathematical concepts in economic contexts.
- H12** - Works independently and in groups to achieve appropriate goals in set timelines.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.

Time allowed: 3 hours plus 5 minutes reading time. The paper will consist of four sections.

Section I (20 marks)	Section II (40 marks)	Section III (20 marks)	Section IV (20 marks)
There will be objective response questions to the value of 20 marks.	There will be four short- answer questions. <ul style="list-style-type: none"> • Questions may be in parts. • There will be approximately 12 items in total. 	<ul style="list-style-type: none"> • There will be two stimulus-based extended response questions. • Candidates will be required to answer one question. • The expected length of response will be around six pages of an examination writing booklet (approximately 800 words). 	There will be two extended response questions. <ul style="list-style-type: none"> • Candidates will be required to answer one question. • The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Case Study: China	Topic Test: Trade and Finance	Writing Task: Fiscal Policy and Economic Issues	Trial Examination	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	5	10	10	15	40
B - Stimulus-based skills.	5	5	5	5	20
C - Inquiry and research.	5	5	5	5	20
D - Communication of business information, ideas and issues in appropriate forms.	5	5	5	5	20
Task total %	20	25	25	30	
Date Due - week beginning	Week 8 Term 4	Week 4 Term 1	Week 5 Term 2	Week 3-4 Term 3	100

Legal Studies

Google Classroom code: [pgk5fnx](#)

NESA HSC syllabus outcomes

- H1** - Identifies and applies legal concepts and terminology.
- H2** - Describes and explains key features of and the relationship between Australian and international law.
- H3** - Analyses the operation of domestic and international legal systems.
- H4** - Evaluates the effectiveness of the legal system in addressing issues.
- H5** - Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.
- H6** - Assesses the nature of the interrelationship between the legal system and society.
- H7** - Evaluates the effectiveness of the law in achieving justice.
- H8** - Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents.
- H9** - Communicates legal information using well-structured and logical arguments.
- H10** - Analyses differing perspectives and interpretations of legal information and issues.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.

Time allowed: 3 hours plus 5 minutes reading time. The paper will consist of three sections. Questions in Sections I and II may refer to stimulus.

Section I – Core: Crime and Human Rights (20 marks)	Section II – Core: Crime and Human Rights (30 marks) This section will consist of two parts.		Section III – Options (50 marks)
	Part A – Human Rights (15 marks)	Part B – Crime (15 marks)	
There will be objective response questions to the value of 20 marks. <ul style="list-style-type: none"> • Questions to the value of 15 marks will be drawn from Crime. • Questions to the value of 5 marks will be drawn from Human Rights. 	There will be short-answer questions to the value of 15 marks. <ul style="list-style-type: none"> • The questions may be in parts. • There will be approximately four items in total. 	<ul style="list-style-type: none"> • There will be one extended response question to the value of 15 marks. • The expected length of response will be around four pages of an examination writing booklet (approximately 600 words). 	There will be seven extended response questions, one for each option. <ul style="list-style-type: none"> • Each question will be worth 25 marks. • Each question will have two alternatives. oT Candidates will be required to answer two alternatives, each on a different option. • The expected length of each response will be around eight pages of an examination writing booklet (approximately 1000 words).

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	In Class Written Task plus Multiple Choice	Multiple Choice and Short Answer	Research Extended Response	Trial Examination	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	15	15	15	15	60
B - Research.	5	5	5	5	20
D - Communication.	5	5	5	5	20
Task total %	25	25	25	25	100
Date Due – week beginning	Week 9 Term 4	Week 8 Term 1	Week 7 Term 2	Trial Period Term 3	

Modern History

Google Classroom code: [gd7mszb](#)

NESA HSC syllabus outcomes

- MH12-1** - Accounts for the nature of continuity and change in the modern world.
- MH12-2** - Proposes arguments about the varying causes and effects of events and developments.
- MH12-3** - Evaluates the role of historical features, individuals, groups and ideas in shaping the past.
- MH12-4** - Analyses the different perspectives of individuals and groups in their historical context.
- MH12-5** - Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world.
- MH12-6** - Analyses and interprets different types of sources for evidence to support an historical account or argument.
- MH12-7** - Discusses and evaluates differing interpretations and representations of the past.
- MH12-8** - Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
- MH12-9** - Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.

The time allowed is 3 hours plus 5 minutes reading time. The paper will consist of four sections. Questions may include sources and/or interpretations. Questions may examine Key features and content from the Survey and Focus of study.

Section I – Core: Power and Authority in the Modern World 1919–1946 (25 marks)	Section II – National Studies (25 marks)	Section III – Peace and Conflict (25 marks)	Section IV – Change in the Modern World (25 marks)
There will be three or four questions. This section will require candidates to analyse and interpret sources and apply their own knowledge. One question will be worth 10 to 15 marks. Candidates will be required to answer all questions.	There will be one extended-response question for each of the eight topics. Each question will have two alternatives. Candidates will be required to answer one alternative on the topic they have studied. The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).	There will be one extended-response question for each of the six topics. Each question will have two alternatives. Candidates will be required to answer one alternative on the topic they have studied. The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).	There will be one question for each of the six topics. Questions will contain three or four parts. One part will be worth 10 to 15 marks. Candidates will be required to answer the question on the topic they have studied.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Source Based Task and Historical Analysis	Extended Response and Source Work	Extended Response and Research	Trial Examination	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	10	10	10	10	40
B - Historical skills in the analysis and evaluation of sources and interpretations.	5	5	5	5	20
C - Historical inquiry and research.	5	5	5	5	20
D - Communication of historical understanding in appropriate forms.	5	5	5	5	20
Task total %	25	25	25	25	
Date Due – week beginning	Week 9 Term 4	Week 6 Term 1	Week 7 Term 2	Trial Period Term 3	100

Society and Culture

Google Classroom code: [7f6hnbp](#)

NESA HSC syllabus outcomes

- H1** - Evaluates and effectively applies social and cultural concepts.
- H2** - Explains the development of personal, social and cultural identity.
- H3** - Analyses relationships and interactions within and between social and cultural groups.
- H4** - Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy.
- H5** - Analyses continuity and change and their influence on personal and social futures.
- H6** - Evaluates social and cultural research methods for appropriateness to specific research tasks.
- H7** - Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias.
- H8** - Uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex.
- H9** - Applies complex course language and concepts appropriate for a range of audiences and contexts.
- H10** - Communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

NESA HSC examination specifications

The examination will consist of a written paper worth 60 marks and a Personal Interest Project worth 40 marks.	
The time allowed is 2 hours plus 5 minutes reading time. The written paper will consist of TWO sections. Questions may include sources and/or interpretations. Questions may examine Key features and content from the Survey and Focus of study.	
Section I - Core Social and Cultural continuity and Change(20 marks)	Section II - Depth Studies (40 marks)
There will be objective response questions to the value of 8 marks. There will be short-answer questions to the value of 12 marks.	For each of the four (4) Depth Studies there will be 1 question in two unrelated parts worth a total of 20 marks: <ul style="list-style-type: none"> the first part will be worth 5 marks. the second part will be worth 15 marks. Candidates will be required to answer a question from two(2) Depth Studies. The expected length of response for each Depth Study will be around six pages (approximately 800 words).
The specifications and requirements for the Personal Interest Project (PIP) will be provided separately.	

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Research Methodologies	Popular Culture - Short Answer Questions and Extended Response	Belief Systems - Short Answer Questions and Extended Response	Trial Examination - Multiple Choice, Short Answer Questions and 2 Extended Responses	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.		20	15	15	50
B - Application and evaluation of social and cultural research methods.	20	5		5	30
C - Communication of information, ideas and issues in appropriate forms.			10	10	20
Task total %	20	25	25	30	
Date Due - week beginning	Week 6 Term 4	Week 6 Term 1	Week 2 Term 3	Trial Period Term 3	100

Numeracy (Content Endorsed course)

Google Classroom code: **u55keic**

Syllabus URL:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/numeracy-cec>



NESA HSC syllabus outcomes

N6-1.1 - Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts.

N6-1.2 - Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems.

N6-1.3 - Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions.

N6-2.1 - Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems.

N6-2.2 - Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature.

N6-2.3 - Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability.

N6-2.4 - Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance.

N6-2.5 - Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design.

N6-2.6 - Chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations.

N6-3.1 - Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts.

N6-3.2 - Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Investigation Style Task or Learning Portfolio	Investigation Style Task or Learning Portfolio	Investigation Style Task or Learning Portfolio	In Class Assessment	
Outcomes being assessed	N6-2.3 N6-2.4 N6-2.5 N6-3.1	N6-1.3 N6-2.2 N6-2.5 N6-3.2	N6-1.1 N6-2.3 N6-2.5 N6-3.1	N6-1.1 N6-2.6 N6-3.1 N6-3.2	
Components	Assessment component breakdowns				
A - Skills.	15	15	10	10	50
B - Knowledge.	10	10	15	15	50
Task total %	25	25	25	25	100
Date Due - week beginning	Week 8 Term 4	Week 8 Term 1	Week 8 Term 2	Week 6 Term 3	

Mathematics Standard 1

Google Classroom code: [tpjyszx](#)

Syllabus URL:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>



NESA HSC syllabus outcomes

- MS1-12-1** - Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- MS1-12-2** - Analyses representations of data in order to make predictions and draw conclusions.
- MS1-12-3** - Interprets the results of measurements and calculations and makes judgements about their reasonableness.
- MS1-12-4** - Analyses simple two-dimensional and three-dimensional models to solve practical problems.
- MS1-12-5** - Makes informed decisions about financial situations likely to be encountered post-school.
- MS1-12-6** - Represents the relationships between changing quantities in algebraic and graphical forms.
- MS1-12-7** - Solves problems requiring statistical processes.
- MS1-12-8** - Applies network techniques to solve network problems.
- MS1-12-9** - Chooses and uses appropriate technology effectively and recognises appropriate times for such use.
- MS1-12-10** - Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

NESA HSC examination specifications

The examination will consist of a written paper worth 80 marks.	
The time allowed is 2 hours plus 10 minutes reading time.	
Section I (10 marks)	Section II (70 marks)
There will be objective-response questions to the value of 10 marks.	Questions may contain parts. There will be 30 to 35 items. At least two items will be worth 4 or 5 marks.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	In Class Assessment	Investigation Style Task	In Class Assessment	In Class Assessment	
Outcomes being assessed	MS1-12-3 MS1-12-8 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-9 MS1-12-10	MS1-12-2 MS1-12-3 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-2 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-7 MS1-12-8 MS1-12-10	
Components	Assessment component breakdowns				
A - Understanding, fluency and communication.	15	15	10	10	50
B - Problem solving, reasoning and justification.	10	10	15	15	30
Task total %	25	25	25	25	100
Date Due – week beginning	Week 8 Term 4	Week 8 Term 1	Week 8 Term 2	Week 3 Term 3	100

Mathematics Standard 2

Google Classroom code: [aowfaqm](#)

Syllabus URL:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-standard-2017>



NESA HSC syllabus outcomes

- MS2-12-1** - Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- MS2-12-2** - Analyses representations of data in order to make inferences, predictions and draw conclusions.
- MS2-12-3** - Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate.
- MS2-12-4** - Analyses two-dimensional and three-dimensional models to solve practical problems.
- MS2-12-5** - Makes informed decisions about financial situations, including annuities and loan repayments.
- MS2-12-6** - Solves problems by representing the relationships between changing quantities in algebraic and graphical forms.
- MS2-12-7** - Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data.
- MS2-12-8** - Solves problems using networks to model decision-making in practical problems.
- MS2-12-9** - Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use.
- MS2-12-10** - Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.

The time allowed is 2 hours and 30 minutes plus 5 minutes reading time.

Section I (15 marks)

Section II (85 marks)

There will be objective-response questions to the value of 15 marks.

Questions may contain parts. There will be 35 to 40 items. At least two items will be worth 4 or 5 marks.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	In Class Assessment	Investigation Style Task + Validation	In class assessment	Trial Examination	
Outcomes being assessed	MS2-12-5 MS2-12-9 MS2k-12-10	MS2-12-3 MS2-12-4 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-6 MS2-12-7 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-10	
Components	Assessment component breakdowns				
A - Understanding, fluency and communication.	10	10	15	15	50
B - Problem solving, reasoning and justification.	10	15	10	15	50
Task total %	20	25	25	30	
Date Due - week beginning	Week 8 Term 4	Week 8 Term 1	Week 8 Term 2	Trial Period Term 3	100

Mathematics Advanced

Google Classroom code: [su62hjp](#) & [h5nodti](#)

Syllabus URL:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>



NESA HSC syllabus outcomes

- MA12-1** - Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts.
- MA12-2** - Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques.
- MA12-3** - Applies calculus techniques to model and solve problems.
- MA12-4** - Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems.
- MA12-5** - Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs.
- MA12-6** - Applies appropriate differentiation methods to solve problems.
- MA12-7** - Applies the concepts and techniques of indefinite and definite integrals in the solution of problems.
- MA12-8** - Solves problems using appropriate statistical processes.
- MA12-9** - Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use.
- MA12-10** - Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context.

NESA HSC examination specifications

The examination will consist of a written examination paper of three hours duration (plus ten minutes reading time) containing two sections with a total mark value of 100 marks.	
All questions in the examination are compulsory.	
Section I (10 marks)	Section II (90 marks)
There will be objective-response questions to the value of 10 marks.	Questions may contain parts. There will be 37 to 42 items. At least two items will be worth 4 or 5 marks.
The Mathematics Advanced examination will include items that are common with the Mathematics Standard 2 HSC examination. Common items will be worth 20 to 25 marks and will be distributed throughout Sections I and II.	

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	In Class Assessment	Investigation Style Task + Validation	In Class Assessment	Trial Examination	
Outcomes being assessed	MA12-1 MA12-4 MA12-5 MA12-10	MA12-1 MA12-3 MA12-5 MA12-9 MA12-10	MA12-2 MA12-3 MA12-4 MA12-6 MA12-7 MA12-10	MA12-1 MA12-2 MA12-3 MA12-4 MA12-5 MA12-6 MA12-7 MA12-8 MA12-10	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	10	10	15	15	50
B - Problem-solving, reasoning and justification.	10	15	10	15	50
Task total %	20	25	25	30	
Date Due - week beginning	Week 8 Term 4	Week 8 Term 1	Week 8 Term 2	Trial Period Term 3	100

The Year 11 course is assumed knowledge and may be assessed.

Mathematics Extension 1

Google Classroom code: **h5nodti**

Syllabus URL:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>



NESA HSC syllabus outcomes

ME12-1 - Applies techniques involving proof or calculus to model and solve problems.

ME12-2 - Applies concepts and techniques involving vectors and projectiles to solve problems.

ME12-3 - Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations.

ME12-4 - Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution.

ME12-5 - Applies appropriate statistical processes to present, analyse and interpret data.

ME12-6 - Chooses and uses appropriate technology to solve problems in a range of contexts.

ME12-7 - Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms.

NESA HSC examination specifications

The examination will consist of a written examination paper of two hours duration (plus ten minutes reading time) with a total mark value of 70 marks.

All questions in the examination are compulsory.

Section I (10 marks)

There will be objective-response questions to the value of 10 marks.

Section II (60 marks)

Questions may contain parts. There will be 23 to 28 items. At least one item will be worth 4 or 5 marks.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	In Class Assessment	Investigation Style Task + Validation	In Class Assessment	Trial Examination	
Outcomes being assessed	ME11-3 ME11-4 ME12-1 ME12-7	ME12-2 ME12-6 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-7	ME12-1 ME12-2 ME12-3 ME12-4 ME12-5 ME12-7	
Components	Assessment component breakdowns				
A - Understanding, fluency and communication.	10	10	15	15	50
B - Problem-solving, reasoning and justification.	10	15	10	15	50
Task total %	20	25	25	30	
Date Due - week beginning	Week 9 Term 4	Week 6 Term 1	Week 7 Term 2	Trial Period Term 3	100

Mathematics Extension 2

Google Classroom code: **abuibba**

Syllabus URL:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-2-2017>



NESA HSC syllabus outcomes

MEX12-1 - Understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts.

MEX12-2 - Chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings.

MEX12-3 - Uses vectors to model and solve problems in two and three dimensions.

MEX12-4 - Uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems.

MEX12-5 - Applies techniques of integration to structured and unstructured problems.

MEX12-6 - Uses mechanics to model and solve practical problems.

MEX12-7 - Applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems.

MEX12-8 - Communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument.

NESA HSC examination specifications

The examination will consist of a written examination paper of three hours duration (plus ten minutes reading time) containing two sections with a total mark value of 100 marks.

All questions in the examination are compulsory.

Section I (10 marks)

Section II (90 marks)

There will be objective-response questions to the value of 10 marks.

Questions may contain parts. There will be 37 to 42 items. At least two items will be worth 4 or 5 marks.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	In Class Assessment	Investigation Style Task + Validation	In Class Assessment	Trial Examination	
Components	Assessment component breakdowns				
A - Understanding, fluency and communication.	10	10	15	15	50
B - Problem-solving, reasoning and justification.	10	15	10	15	50
Task total %	20	25	25	30	
Date Due - week beginning	Week 10 Term 4	Week 7 Term 1	Week 8 Term 2	Trial Period Term 3	100

Community and Family Studies

Google Classroom code: [poh7rbs](#)

NESA HSC syllabus outcomes

- H1.1 - Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities.
- H2.1 - Analyses different approaches to parenting and caring relationships.
- H2.2 - Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities.
- H2.3 - Critically examines how individual rights and responsibilities in various environments contribute to wellbeing.
- H3.1 - Analyses the sociocultural factors that lead to special needs of individuals in groups.
- H3.2 - Evaluates networks available to individuals, groups and families within communities.
- H3.3 - Critically analyses the role of policy and community structures in supporting diversity.
- H3.4 - Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities.
- H4.1 - Justifies and applies appropriate research methodologies.
- H4.2 - Communicates ideas, debates issues and justifies opinions.
- H5.1 - Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources.
- H5.2 - Develops strategies for managing multiple roles and demands of family, work and other environments.
- H6.1 - Analyses how the empowerment of women and men influences the way they function within society.
- H6.2 - Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.

One task must be an Independent Research Project with a maximum weighting of 20%.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.

Time allowed: 3 hours plus 5 minutes reading time. The paper will consist of two sections.

Section I – Core (75 marks) This section will consist of two parts.		Section II – Options (25 marks)
Part A (20 marks) <ul style="list-style-type: none"> There will be objective response questions to the value of 20 marks. 	Part B (55 marks) <ul style="list-style-type: none"> There will be approximately eight short-answer questions. Questions may contain parts. There will be approximately 10 items in total. At least two items will be worth from 6 to 8marks. 	<ul style="list-style-type: none"> There will be three questions, one for each of the options. Candidates will be required to answer the question on the option they have studied. Each question will consist of short-answer parts and an extended response part. The short-answer parts will have a total value of 10 marks. The extended response part will be worth 15 marks with an expected length of response of around four pages of an examination writing booklet (approximately 600 words).

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Research Methodologies: Individual Research Project	Groups In Context: Information Booklet	Parenting and Caring: In-Class Task	Trial Examination	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	10	10	5	15	40
B - Skills in critical thinking, research methodology, analysing and communicating.	10	15	20	15	60
Task total %	20	25	25	30	
Date Due – week beginning	Term 4 Weeks 2-10 Ongoing task throughout the term.	Term 1 Week 9	Term 3 Week 8	Trial Period Term 3	100

Personal Development, Health and Physical Education

Google Classroom code: [fra6yhi](#)

NESA HSC syllabus outcomes

- H1** - Describes the nature and justifies the choice of Australia’s health priorities.
- H2** - Analyses and explains the health status of Australians in terms of current trends and groups most at risk.
- H3** - Analyses the determinants of health and health inequities.
- H4** - Argues the case for health promotion based on the Ottawa Charter.
- H5** - Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities.
- H6** - Demonstrates a range of personal health skills that enables them to promote and maintain health.
- H7** - Explains the relationship between physiology and movement potential (Option 1).
- H8** - Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity.
- H9** - Explains how movement skill is acquired and appraised.
- H10** - Designs and implements training plans to improve performance.
- H11** - Designs psychological strategies and nutritional plans in response to individual performance needs.
- H12** - Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2).
- H13** - Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3).
- H14** - Argues the benefits of health-promoting actions and choices that promote social justice.
- H15** - Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.
- H16** - Devises methods of gathering, interpreting and communicating information about health and physical activity concepts.
- H17** - Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.

The examination will consist of a written paper worth 100 marks. Time allowed: 3 hours plus 5 minutes reading time. The paper will consist of two sections.

Section I – Core (60 marks)

Section II – Options (40 marks)

Part A – 20 marks

Part B – 40 marks

There will be objective response questions to the value of 20 marks.

There will be approximately six short-answer questions.

- Questions may contain parts.
- There will be approximately eight items in total.
- At least one item will be worth from 6 to 8 marks.

There will be two questions for each of the five options.

- Candidates will be required to answer both questions on the two options they have studied.
- The first question on each option will be worth 8 marks and may contain parts.
- The second question on each option will be an extended response worth 12 marks with an expected length of response of around three and a half pages of an examination writing booklet (approximately 500 words).

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Core 2: Factors Affecting Performance Task - Written Report	Core 1: Health Priorities - In Class Task	Option: Sports Medicine Rehabilitation Scenario	Trial Hsc Exam	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	10	10	10	10	40
B - Skills in critical thinking, research, analysis and communicating.	15	15	10	20	60
Task total %	25	25	20	30	100
Date Due – week beginning	Week 9 Term 4	Week 8 Term 1	Week 8 Term 2	Trial Period Term 3	

Sport, Lifestyle and Recreation

Content Endorsed Course Stage 6

Google Classroom code: [tspt7c3](#)

NESA HSC syllabus outcomes

- 1.1 - Applies the rules and conventions that relate to participation in a range of physical activities.
- 1.2 - Explains the relationship between physical activity, fitness and healthy lifestyle.
- 1.3 - Demonstrates ways to enhance safety in physical activity.
- 1.4 - Investigates and interprets the patterns of participation in sport and physical activity in Australia.
- 1.5 - Critically analyses the factors affecting lifestyle balance and their impact on health status.
- 1.6 - Describes administrative procedures that support successful performance outcomes.
- 2.1 - Explains the principles of skill development and training.
- 2.2 - Analyses the fitness requirements of specific activities.
- 2.3 - Selects and participates in physical activities that meet individual needs, interests and abilities.
- 2.4 - Describes how societal influences impact on the nature of sport in Australia.
- 2.5 - Describes the relationship between anatomy, physiology and performance.
- 3.1 - Selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.2 - Designs programs that respond to performance needs.
- 3.3 - Measures and evaluates physical performance capacity.
- 3.4 - Composes, performs and appraises movement.
- 3.5 - Analyses personal health practices.
- 3.6 - Assesses and responds appropriately to emergency care situations.
- 3.7 - Analyses the impact of professionalism in sport.
- 4.1 - Plans strategies to achieve performance goal.
- 4.2 - Demonstrates leadership skills and a capacity to work cooperatively in movement context.
- 4.3 - Makes strategic plans to overcome the barriers to personal and community health.
- 4.4 - Demonstrates competence and confidence in movement contexts.
- 4.5 - Recognises the skills and abilities required to adopt roles that support the health, safety and physical activity.
- 5.1 - Accepts responsibility for personal and community health.
- 5.2 - Willingly participates in regular physical activity.
- 5.3 - Values the importance of an active lifestyle.
- 5.4 - Values the features of a quality performance.
- 5.5 - Strives to achieve quality in personal performance.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Sports Coaching: Training Session Design and Presentation	First Aid: Scenario Practical Task	Healthy Lifestyles: Examination	Sports Applications: Practical Movement Task	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	10	10	20	10	50
B - Skills outcomes and content.	15	15	10	10	50
Task total %	25	25	30	20	
Date Due - week beginning	Week 6 Term 4	Week 8 Term 1	Week 7 Term 2	Trial Period Term 3	100

Biology

Google Classroom code: [mweig4u](#)

NESA HSC syllabus outcomes

- BIO11/12-1** - Develops and evaluates questions and hypotheses for scientific investigation.
- BIO11/12-2** - Designs and evaluates investigations in order to obtain primary and secondary data and information.
- BIO11/12-3** - Conducts investigations to collect valid and reliable primary and secondary data and information.
- BIO11/12-4** - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- BIO11/12-5** - Analyses and evaluates primary and secondary data and information.
- BIO11/12-6** - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes .
- BIO11/12-7** - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- BIO11-8** - Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes.
- BIO11-9** - Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms .
- BIO11-10** - Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species.
- BIO11-11** - Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem.
- BIO12-12** - Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species.
- BIO12-13** - Explains natural genetic change and the use of genetic technologies to induce genetic change.
- BIO12-14** - Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system.
- BIO12-15** - Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.

The time allowed is 3 hours plus 5 minutes reading time. NESA approved calculators may be used. There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination. The paper will consist of two sections.

Section I (20 marks)

There will be objective-response questions to the value of 20 marks.

Section II (80 marks)

Questions may contain parts. There will be 20 to 25 items. At least two items will be worth 7 to 9 marks.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Research Task Research Information to Answer Inquiry Question	Depth Study Research and Report On Cutting Edge Reproductive and Genetic Technologies	Practical Investigation Design and Conduct a Practical Investigation	Trial HSC Examination	
Components	Assessment component breakdowns				100
A - Skills in Working Scientifically.	15	10	25	10	
B - Knowledge and Understanding.	5	10	5	20	
Task total %	20	20	30	30	
Date Due - week beginning	Week 9 Term 4	Week 8 Term 1	Week 6 Term 2	Trial Period Term 3	

One task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%. The depth study task must assess:

- The Working Scientifically skills outcomes.
- Questioning and Predicting.
- Communicating.
- A minimum of two additional Working Scientifically skills outcomes.
- At least one Knowledge and Understanding outcome.

Chemistry

Google Classroom code: [alvbuin](#)

NESA HSC syllabus outcomes

- CH11/12-1 - Develops and evaluates questions and hypotheses for scientific investigation.
 CH11/12-2 - Designs and evaluates investigations in order to obtain primary and secondary data and information.
 CH11/12-3 - Conducts investigations to collect valid and reliable primary and secondary data and information.
 CH11/12-4 - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
 CH11/12-5 - Analyses and evaluates primary and secondary data and information.
 CH11/12-6 - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
 CH11/12-7 - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
 CH11-8 - Explores the properties and trends in the physical, structural and chemical aspects of matter.
 CH11-9 - Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships.
 CH11-10 - Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.
 CH11-11 - Analyses the energy considerations in the driving force for chemical reactions.
 CH12-12 - Explains the characteristics of equilibrium systems, and the factors that affect these systems.
 CH12-13 - Describes, explains and quantitatively analyses acids and bases using contemporary models.
 CH12-14 - Analyses the structure of, and predicts reactions involving, carbon compounds.
 CH12-15 - Describes and evaluates chemical systems used to design and analyse chemical processes.

The Year 11 course is assumed knowledge for the Year 12 course.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.

The time allowed is 3 hours plus 5 minutes reading time. A data sheet, formulae sheet and Periodic Table will be provided. NESA approved calculators may be used. There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination. The paper will consist of two sections.

Section I (20 marks)

There will be objective-response questions to the value of 20 marks.

Section II (80 marks)

Questions may contain parts. There will be 20 to 25 items. At least two items will be worth 7 to 9 marks.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Titration Practical	Research Task	Depth Study	Trial HSC Examination	
Components	Assessment component breakdowns				
A - Skills in Working Scientifically.	15	10	20	15	60
B - Knowledge and Understanding.	5	10	15	10	40
Task total %	20	20	35	25	100
Date Due - week beginning	Week 9 Term 4	Week 8 Term 1	Week 8 Term 2	Trial Period Term 3	

One task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%. The depth study task must assess:

- The Working Scientifically skills outcomes.
- Questioning and Predicting.
- Communicating.
- A minimum of two additional Working Scientifically skills outcomes.
- At least one Knowledge and Understanding outcome.

Engineering Studies

Google Classroom code: [7vtpdrk](#)

NESA HSC syllabus outcomes

- H1.1** - Describes the scope of engineering and critically analyses current innovations.
- H1.2** - Differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications.
- H2.1** - Determines suitable properties, uses and applications of materials, components and processes in engineering.
- H2.2** - Analyses and synthesises engineering applications in specific fields and reports on the importance of these to society.
- H3.1** - Demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice.
- H3.2** - Uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports.
- H3.3** - Develops and uses specialised techniques in the application of graphics as a communication tool.
- H4.1** - Investigates the extent of technological change in engineering.
- H4.2** - Applies knowledge of history and technological change to engineering-based problems.
- H4.3** - Applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems.
- H5.1** - Works individually and in teams to solve specific engineering problems and prepare engineering reports.
- H5.2** - Selects and uses appropriate management and planning skills related to engineering.
- H6.1** - Demonstrates skills in research and problem-solving related to engineering.
- H6.2** - Demonstrates skills in analysis, synthesis and experimentation related to engineering.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.

The time allowed is 3 hours plus 5 minutes reading time. A formulae sheet will be provided. The paper will consist of two sections. There will be approximately equal weighting of each of the four modules across the examination as a whole. Questions may require students to integrate knowledge, understanding and skills developed through studying the entire course, rather than focusing on a particular module.

Section I (20 marks)

There will be objective-response questions to the value of 20 marks.

Section II (80 marks)

- There will be approximately seven short-answer questions.
- Questions will contain parts.
- There will be approximately 25 items in total.
- At least two items will be worth from 6 to 8 marks.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Engineering Report: Civil Engineering	Presentation: Personal and Public Transport	Engineering Report: Aeronautical Engineering	Trial HSC Examination	
Components	Assessment component breakdowns				100
A - Skills in Working Scientifically.	15	10	15	20	
B - Knowledge and Understanding.	10	10	10	10	
Task total %	25	20	25	30	
Date Due - week beginning	Week 8 Term 1	Week 4 Term 1	Week 3 Term 2	Trial Period Term 3	

Physics

Google Classroom code: [jitgltv](#)

NESA HSC syllabus outcomes

- PH11/12-1** - Develops and evaluates questions and hypotheses for scientific investigation.
- PH11/12-2** - Designs and evaluates investigations in order to obtain primary and secondary data and information.
- PH11/12-3** - Conducts investigations to collect valid and reliable primary and secondary data and information.
- PH11/12-4** - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- PH11/12-5** - Analyses and evaluates primary and secondary data and information.
- PH11/12-6** - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- PH11/12-7** - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- PH11-8** - Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration.
- PH11-9** - Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy.
- PH11-10** - Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles.
- PH11-11** - Explains and quantitatively analyses electric fields, circuitry and magnetism.
- PH12-12** - Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles.
- PH12-13** - Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively.
- PH12-14** - Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world.
- PH12-15** - Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom.

The Year 11 course is assumed knowledge for the Year 12 course.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.

The time allowed is 3 hours plus 5 minutes reading time. A data sheet, formulae sheet and Periodic Table will be provided. NESA approved calculators may be used. There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination. The paper will consist of two sections.

Section I (20 marks)

There will be objective-response questions to the value of 20 marks.

Section II (80 marks)

Questions may contain parts. There will be 20 to 25 items. At least two items will be worth 7 to 9 marks.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Practical Task Advanced Mechanics	Modelling Task Electromagnetism	Depth Study Literature Review and Investigation Nature of Light	Trial HSC Examination	
Components	Assessment component breakdowns				100
A - Skills in Working Scientifically.	15	15	20	10	
B - Knowledge and Understanding.	5	5	10	20	
Task total %	20	20	30	30	
Date Due - week beginning	Week 9 Term 4	Week 8 Term 1	Week 8 Term 2	Trial Period Term 3	

One task must focus on a depth study or an aspect of a depth study with a weighting of 20-40%. The depth study task must assess:

- The Working Scientifically skills outcomes.
- Questioning and Predicting.
- Communicating.
- A minimum of two additional Working Scientifically skills outcomes.
- At least one Knowledge and Understanding outcome.

Software Design and Development

Google Classroom code: [2lddqzl](#)

NESA HSC syllabus outcomes

- H1.1 - Explains the interrelationship between hardware and software.
- H1.2 - Differentiates between various methods used to construct software solutions.
- H1.3 - Describes how the major components of a computer system store and manipulate data.
- H2.1 - Explains the implications of the development of different languages.
- H2.2 - Explains the interrelationship between emerging technologies and software development.
- H3.1 - Identifies and evaluates legal, social and ethical issues in a number of contexts.
- H3.2 - Constructs software solutions that address legal, social and ethical issues.
- H4.1 - Identifies needs to which software solutions are appropriate.
- H4.2 - Applies appropriate development methods to solve software problems.
- H4.3 - Applies a modular approach to implement well structured software solutions and evaluates their effectiveness.
- H5.1 - Applies project management techniques to maximise the productivity of the software development.
- H5.2 - Creates and justifies the need for the various types of documentation required for a software solution.
- H5.3 - Selects and applies appropriate software to facilitate the design and development of software solutions.
- H6.1 - Assesses the skills required in the software development cycle.
- H6.2 - Communicates the processes involved in a software solution to an inexperienced user.
- H6.3 - Uses and describes a collaborative approach during the software development cycle.
- H6.4 - Develops and evaluates effective user interfaces, in consultation with appropriate people.

One task must be an Independent Research Project with a maximum weighting of 20%.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.

Time allowed: 3 hours plus 5 minutes reading time. The paper will consist of three sections.

Section I – Core (20 marks)	Section II – Core (60 marks)	Section III – Options (20 marks)
There will be objective response questions to the value of 20 marks.	<ul style="list-style-type: none"> • Questions may consist of short- answer parts. • There will be approximately 18 items in total. • At least three items will be worth from 4 to 6 marks. 	<ul style="list-style-type: none"> • There will be two questions, one for each of the options. • Candidates will be required to answer the question on the option they have studied. • Each question will consist of approximately six short answer parts.

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Case Study Report	Video Tutorial	Major app Development and Portfolio of work	Trial HSC Examination	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	10	10	10	20	50
B - Knowledge and skills in the design and development of software solutions.	5	15	25	5	50
Task total %	15	25	35	25	100
Date Due – week beginning	Week 7 Term 4	Week 2 Term 1	Week 10 Term 2	Trial Period Term 3	

Design and Technology

Google Classroom code: [xi4wrgx](#)

NESA HSC syllabus outcomes

H1.1 - Critically analyses the factors affecting design and the development and success of design projects.

H1.2 - Relates the practices and processes of designers and producers to the major design project.

H2.1 - Explains the influence of trends in society on design and production.

H2.2 - Evaluates the impact of design and innovation on society and the environment.

H3.1 - Analyses the factors that influence innovation and the success of innovation.

H3.2 - Uses creative and innovative approaches in designing and producing.

H4.1 - Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project.

H4.2 - Selects and uses resources responsibly and safely to realise a quality major design project.

H4.3 - Evaluates the process undertaken and the impacts of the major design project.

H5.1 - Manages the development of a quality major design project.

H5.2 - Selects and uses appropriate research methods and communication techniques.

H6.1 - Justifies technological activities undertaken in the major design project through the study of industrial and commercial practices.

H6.2 - Critically assesses the emergence and impact of new technologies, and the factors affecting their development.

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.

Time allowed: 1 hour and 30 minutes with 5 minutes of writing time. Equal weighting will be allocated across all modules. The paper will consist of three sections.

Section I - (10 marks)	Section II - (15 marks)	Section III - (15 marks)
There will be objective response questions to the value of 10 marks.	• Questions may contain parts.	• One extended response question,

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Innovation and Emerging Technology Case Study	Project Proposal Presentation	Project Development and Management Report	Trial HSC Examination	
Components	Assessment component breakdowns				
A - Knowledge and understanding of course content.	20			20	40
B - Knowledge and skills in the design and development of software solutions.		20	30	10	60
Task total %	20	20	30	30	
Date Due - week beginning	Week 8 Term 4	Week 8 Term 1	Week 5 Term 2	Trial Period Term 3	100

Music 1

Google Classroom code: **2gh6h4g**

NESA HSC syllabus outcomes

- H1** - Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.
- H2** - Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
- H3** - Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
- H4** - Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.
- H5** - Critically evaluates and discusses performances and compositions.
- H6** - Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.
- H7** - Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
- H8** - Identifies, recognises, experiments with, and discusses the use and effects of technology in music.
- H9** - Performs as a means of self-expression and communication.
- H10** - Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- H11** - Demonstrates a willingness to accept and use constructive criticism.

NESA HSC examination specifications

The examination will consist of a practical exam worth 70 marks and an aural paper worth 30 marks.		
Music 1 HSC Examination Specifications. The examination will consist of a written aural skills paper worth 30 marks, a core performance practical examination worth 20 marks and three elective examinations worth 60 marks. The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.		
Written paper – Aural Skills (30 marks)	Practical Examination – Core Performance (20 marks)	Electives (60 marks)
Time allowed: Approximately 1 hour plus 5 minutes reading time.	Maximum performance time will be 5 minutes.	Candidates may choose any combination of electives to the value of 60 marks.
The paper will consist of four short-answer questions. <ul style="list-style-type: none"> • Questions may contain parts. • Questions will relate to musical excerpts reflecting the range of topics offered for study. 	Candidates will perform one piece on an instrument or voice.	Performance (20 marks) Candidates will perform one piece on an instrument or voice for each Performance elective. Maximum performance time will be 5 minutes.
		Composition (20 marks) Candidates will compose and submit one original composition for each Composition elective. Maximum composition length will be 4 minutes.
		Musicology (20 marks) Candidates will prepare and present one viva voce for each Musicology elective. Length of viva voce will be 10 minutes.
To be confirmed in line with NESA performance dates.		

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Composition Portfolio and Aural Analysis	Core Performance & Viva Voce	Electives 1 & 2	Trial Aural Exam Elective 3	
Components	Assessment component breakdowns				
A - Performance.		10			10
B - Composition.	10				10
C - Musicology.		10			10
D - Aural.	10			15	25
E - Electives.			30	15	45
Task total %	20	20	30	30	
Date due – week beginning	Week 8 Term 4	Week 8 Term 1	Week 9 Term 2	Trial period Term 3	100

Visual Arts

Google Classroom code: **o7cKvqm**

NESA HSC syllabus outcomes

- H1** - Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions.
- H2** - Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work.
- H3** - Demonstrates an understanding of the frames when working independently in the making of art.
- H4** - Selects and develops subject matter and forms in particular ways as representations in artmaking.
- H5** - Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.
- H6** - Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.
- H7** - Applies their understanding of practice in art criticism and art history.
- H8** - Applies their understanding of the relationships among the artist, artwork, world and audience.
- H9** - Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art.
- H10** - Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.

NESA HSC examination specifications

The examination will consist of a written paper worth 50 marks and a Body of Work worth 50 marks.		
Body of Work date for submission is Monday 2nd September 2019	Written Paper – Art Criticism and Art History (50 marks) Time allowed: 1 hour and 30 minutes plus 5 minutes reading time. The paper will consist of two sections.	
Body of Work (50 marks)	Section I (25 marks)	Section II (25 marks)
Candidates will submit a Body of Work which should demonstrate the understanding of artmaking as a practice and represent the candidate's ideas and interests through the interpretation of subject matter and use of expressive forms. See Requirements for the Visual Arts Body of Work.	<ul style="list-style-type: none"> • There will be three short-answer questions. • Questions may consist of parts. • One question/part will be worth from 10 to 15 marks. 	<ul style="list-style-type: none"> • There will be six extended response questions, two questions on each of practice, the conceptual framework and frames. • Candidates will be required to answer one question. • The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).
Submission date: August/September 2024		

NESA HSC examination specifications

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Developing the Body of Work: Visual Arts Process Diary (VAPD) and Viva Voce	Part A: Essay Part B: Documenting Art Making	Body Of Work Development: Submission Of VAPD and Works Under Development	Trial Examination: Art Criticism and Art History	
Components	Assessment component breakdowns				
A - Artmaking.	15	10	20		45
B - Art criticism and art history.	15	20		20	55
Task total %	30	30	20	20	
Date Due – week beginning	Week 8 Term 4	Week 2 Term 2	To be confirmed in line with NESA body of work due date. Term 3	Trial Period Term 3	100

Hospitality

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken. Students in VET courses must be able to demonstrate competence regardless of disability. The principles of HSC: All My Own Work apply to all Stage 6 VET courses, including early commencement in Stage 5.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

LIFE SKILLS

English

NESA HSC syllabus outcomes

- **ENLS6-1** - Communicates in a range of everyday contexts for familiar audiences and purposes.
- **ENLS6-2** - Reads, views and responds to texts in familiar contexts.
- **ENLS6-3** - Comprehends and responds to a range of texts in familiar and unfamiliar contexts.
- **ENLS6-4** - Uses strategies to comprehend a range of texts composed for different purposes and contexts.
- **ENLS6-5** - Accesses information to communicate for different purposes and in different contexts.
- **ENLS6-6** - Composes texts for a variety of purposes and audiences in a range of modes.
- **ENLS6-7** - Identifies how language forms and features of texts vary according to purpose, audience and context.
- **ENLS6-8** - Uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes.
- **ENLS6-9** - Represents own ideas and personal experiences in interpretive and imaginative texts.
- **ENLS6-10** - Compares ideas, purposes and audiences of texts.
- **ENLS6-11** - Explores texts that express a range of ideas, values, points of view and attitudes.
- **ENLS6-12** - Reflects on own learning processes and goals.

CAFS

NESA HSC syllabus outcomes

Module 1

- **LS 1.1** - Identifies factors that affect wellbeing.
- **LS 1.2** - Investigates ways to improve wellbeing.
- **LS 1.3** - Demonstrates an awareness of how to support their needs and wants as well as those of others.
- **LS 1.4** - Explores the nature of goals and develops skills in effective goal-setting.
- **LS 1.5** - Demonstrates an understanding of the role of relationships and the strategies to maintain positive relationships.
- **LS 1.7.1** - Uses a variety of strategies to gather, select and communicate information related to an area of interest.

Module 2

- **LS 2.1** - Identifies the structures and functions of families.
- **LS 2.2** - Explores the roles and responsibilities of family members.
- **LS 2.3** - Demonstrates an understanding of the nature of parenting and caring.
- **LS 2.4** - Appreciates the significance of parents and carers in the community and the ways in which they can be supported.
- **LS 2.7.1** - Uses a variety of strategies to gather, select and communicate information related to an area of interest.

Module 3

- **LS 3.1** - Recognises types of groups and their functions.
- **LS 3.2** - Explores the roles of group members and their interrelationships.
- **LS 3.3** - Demonstrates knowledge, understanding and skills in managing relationships within groups.
- **LS 3.4** - Demonstrates skills to effectively communicate as a group member.
- **LS 3.7.1** - Uses a variety of strategies to gather, select and communicate information related to an area of interest.

Module 4

- **LS 4.1** - Recognises specific groups in society.
- **LS 4.2** - Explores the characteristics and needs of one or more specific groups.
- **LS 4.3** - Investigates the issues and challenges facing one or more specific groups and the ways they are supported by society.
- **LS 4.7.1** - Uses a variety of strategies to gather, select and communicate information related to an area of interest.

Module 5

- **LS 5.1** - Identifies key transitional stages in life.
- **LS 5.2** - Explores the rights and responsibilities of being an adult.
- **LS 5.3** - Develops skills needed for independent living.
- **LS 5.4** - Develops knowledge, understanding and skills in decision-making.
- **LS 5.5** - Demonstrates an appreciation of the significance of support networks in adulthood.
- **LS 5.7.1** - Uses a variety of strategies to gather, select and communicate information related to an area of interest.

Module 6

- **LS 6.1** - Recognises the nature and value of work.
- **LS 6.2** - Explores the interrelationship between individuals and the workplace.
- **LS 6.3** - Investigates the impact of technology on our work and community environments.
- **LS 6.4** - Develops knowledge, understanding and skills in being a productive member of the community.
- **LS 6.7.1** - Uses a variety of strategies to gather, select and communicate information related to an area of interest.

Society and Culture

NESA HSC syllabus outcomes

- **SCLS 1** - Explores a variety of cultures in Australia.
- **SCLS 2** - Engages in and responds to a variety of cultural experiences.
- **SCLS 3** - Explores factors that contribute to personal and group identity.
- **SCLS 4** - Investigates the interrelationships between personal identity, group identity and social and cultural backgrounds.
- **SCLS 5** - Identifies similarities and differences between cultures and societies.
- **SCLS 6** - Explores relationships within and between social and cultural groups.
- **SCLS 7** - Investigates continuity and change within and between cultures and societies over time.
- **SCLS 8** - Explores key issues and challenges related to cultures and societies.
- **SCLS 9** - Uses a research process to investigate an area of interest related to societies and cultures.

Maths

NESA HSC syllabus outcomes

- **MALS6-1** - Explores mathematical concepts, reasoning and language to solve problems.
- **MALS6-2** - Engages with mathematical symbols, diagrams, graphs and tables to represent information accurately.
- **MALS6-3** - Engages with appropriate tools, units and levels of accuracy in measurement.
- **MALS6-4** - Explores contexts of everyday measurement.
- **MALS6-5** - Demonstrates understanding of money.
- **MALS6-6** - Explores money management and financial decision-making.
- **MALS6-7** - Demonstrates understanding of number and patterns in a range of contexts.
- **MALS6-8** - Solves problems using number and patterns in real-life situations.
- **MALS6-9** - Uses data in a range of contexts.
- **MALS6-10** - Explores probability in a range of contexts.
- **MALS6-11** - Explores plans, maps, networks and timetables.
- **MALS6-12** - Engages with plans, maps, networks and timetables effectively in a range of everyday contexts and situations.
- **MALS6-13** - Engages with mathematical skills and techniques, including technology, to investigate, explain and organise information.
- **MALS6-14** - Communicates mathematical ideas and relationships using a variety of strategies.

Aboriginal Studies

NESA HSC syllabus outcomes

- **ALS 1** - Identifies different viewpoints about the shared histories of Aboriginal and non-Aboriginal people.
- **ALS 2** - Investigates the impact of bias and stereotyping on Aboriginal people and cultures.

- **ALS 3** - Explores contemporary social justice and human rights issues for Aboriginal people that are consequences of colonisation.
- **ALS 4** - Explores the significance of the relationships between Country and culture for Aboriginal people.
- **ALS 5** - Explores the meaning of the Dreaming for Aboriginal people.
- **ALS 6** - Investigates the impact of colonisation on one or more aspects of Aboriginal cultural, social and economic life.
- **ALS 7** - Investigates contemporary expressions of Aboriginal culture, heritage and identity.
- **ALS 8** - Identifies the ways in which government policies, legislation and legal decisions have impacted on the cultural, social and economic life of Aboriginal people.
- **ALS 9** - Investigates initiatives and actions aimed to promote the social and cultural identity of Aboriginal people in Australia and the world.
- **ALS 10** - Gathers and communicates information from a variety of sources, including Aboriginal people's perspectives.
- **ALS 11** - Undertakes community consultation and communicates information effectively from Aboriginal perspectives.

Business and Economics

NESA HSC syllabus outcomes

- **BELS 1** - Explores consumer and financial behaviour of individuals.
- **BELS 2** - Identifies factors influencing the consumer and financial behaviour of individuals.
- **BELS 3** - Develops skills for managing personal finances.
- **BELS 4** - Demonstrates an understanding of financial planning and services.
- **BELS 5** - Develops a basic understanding of the operation of economies.
- **BELS 6** - Explores relationships between individuals, businesses, financial institutions and governments in an economy.
- **BELS 7** - Explores the role of governments in the operation and management of an economy.
- **BELS 8** - Explores factors that affect the demand for and supply of goods and services.
- **BELS 9** - Explores influences that impact on the demand for and supply of labour.
- **BELS 10** - Develops an understanding of the nature of business and its role in society.
- **BELS 11** - Explores the functions and processes of businesses.
- **BELS 12** - Explores key issues and challenges facing businesses and economies in Australia and the world.

Design and Technology

NESA HSC syllabus outcomes

- **DTLS 1** - Recognises that a process is used to develop design solutions.
- **DTLS 2** - Explores factors that influence the development of design solutions.
- **DTLS 3** - Demonstrates awareness that technology can be used for a variety of purposes in a design process.
- **DTLS 4** - Demonstrates skills and techniques in the context of a design project.
- **DTLS 5** - Uses a design process in the production of a project.
- **DTLS 6** - Explores the features of a range of designs.
- **DTLS 7** - Identifies materials, technologies and techniques for a range of applications.
- **DTLS 8** - Evaluates the suitability of design for a range of applications.
- **DTLS 9** - Selects and uses materials, tools and techniques in producing a design project.
- **DTLS 10** - Demonstrates safe practices in the use and care of tools and in the implementation of techniques.
- **DTLS 11** - Identifies and explores relationships between design and technology, the individual, society and the environment.

Chemical World Science Life Skills

NESA HSC syllabus outcomes

- **SCLS6-1** - Poses questions and hypotheses for scientific investigation.
- **SCLS6-2** - Plans an investigation individually or collaboratively to obtain primary or secondary data and information.

- **SCLS6-3** - Participates in investigations individually or collaboratively to collect primary or secondary data and information.
- **SCLS6-4** - Collects and represents qualitative or quantitative data and information using media as appropriate.
- **SCLS6-5** - Develops conclusions from primary or secondary data and information.
- **SCLS6-6** - Uses strategies to solve scientific problems.
- **SCLS6-7** - Communicates information about an investigation using scientific language and terminology.
- **SCLS6-8** - Identifies how primary or secondary data is used in scientific investigations.
- **SCLS6-9** - Uses patterns and trends in data to make observations and draw conclusions.
- **SCLS6-10** - Explores models and descriptions of phenomena.
- **SCLS6-11** - recognises processes involved in a range of scientific investigations.
- **SCLS6-12** - Investigates technologies used in science.
- **SCLS6-13** - Recognises that scientific investigations can support or refute a hypothesis.
- **SCLS6-14** - Investigates how science impacts on society.
- **SCLS6-15** - Explores contemporary issues involving science.

Earth and Space Science Life Skills

NESA HSC syllabus outcomes

- **SCLS6-1** - Poses questions and hypotheses for scientific investigation.
- **SCLS6-2** - Plans an investigation individually or collaboratively to obtain primary or secondary data and information.
- **SCLS6-3** - Participates in investigations individually or collaboratively to collect primary or secondary data and information.
- **SCLS6-4** - Collects and represents qualitative or quantitative data and information using media as appropriate.
- **SCLS6-5** - Develops conclusions from primary or secondary data and information.
- **SCLS6-6** - Uses strategies to solve scientific problems.
- **SCLS6-7** - Communicates information about an investigation using scientific language and terminology.
- **SCLS6-8** - Identifies how primary or secondary data is used in scientific investigations.
- **SCLS6-9** - Uses patterns and trends in data to make observations and draw conclusions.
- **SCLS6-10** - Explores models and descriptions of phenomena.
- **SCLS6-11** - Recognises processes involved in a range of scientific investigations.
- **SCLS6-12** - Investigates technologies used in science.
- **SCLS6-13** - Recognises that scientific investigations can support or refute a hypothesis.
- **SCLS6-14** - Investigates how science impacts on society.
- **SCLS6-15** - Explores contemporary issues involving science.

Geography Life Skills

NESA HSC syllabus outcomes

- **GLS 1** - Explores the features of a range of environments.
- **GLS 2** - Investigates the spatial relationships in a range of environments.
- **GLS 3** - Explores the relationships between geographical processes and physical environments.
- **GLS 4** - Explores the interrelationships between people's activities and physical environments.
- **GLS 5** - Identifies factors that influence where people live and work.
- **GLS 6** - Uses knowledge of an environment to plan and undertake travel.
- **GLS 7** - Investigates economic activity in a range of places.
- **GLS 8** - Explores the nature of development and change at a range of scales.
- **GLS 9** - Researches an ecosystem at risk.
- **GLS 10** - Explores key geographical issues and challenges facing Australia and the world.
- **GLS 11** - Uses geographical tools and skills.
- **GLS 12** - Uses strategies to gather, investigate and communicate geographical information.

Food Technology Life Skills

NESA HSC syllabus outcomes

- **FTLS 1** - Recognises that a process is used to develop food design solutions.
- **FTLS 2** - Explores factors that influence the development of food design solutions.

- **FTLS 3** - Demonstrates awareness that technology can be used for a variety of purposes in a food design process.
- **FTLS 4** - Demonstrates skills and techniques in the context of a food project.
- **FTLS 5** - Uses a design process in the production of a food project.
- **FTLS 6** - Identifies the sensory characteristics and functional properties of a range of food items.
- **FTLS 7** - Evaluates the suitability of the sensory characteristics and functional properties of food items for a range of applications.
- **FTLS 8** - Recognises the nutritional value of a variety of foods.
- **FTLS 9** - Applies knowledge of the nutritional value of foods to meet a range of dietary and lifestyle needs.
- **FTLS 10** - Recognises the impact of food on health and makes informed food choices.
- **FTLS 11** - Selects and uses appropriate ingredients, equipment and techniques in producing quality food items.
- **FTLS 12** - Uses hygienic and safe practices in the selection, handling and storage of food.
- **FTLS 13** - Demonstrates safe practices in the use of equipment and appliances.
- **FTLS 14** - Identifies and explores factors that contribute to the quality and role of food in society.

Citizenship & Legal Studies

NESA HSC syllabus outcomes

- **CLS 1** - Explores the meaning and significance of being a member of a group.
- **CLS 2** - Demonstrates an understanding of the rights, roles and responsibilities associated with citizenship.
- **CLS 3** - Demonstrates an understanding of the reasons for rules and laws in society.
- **CLS 4** - Demonstrates knowledge of rights and responsibilities in relation to the law.
- **CLS 5** - Explores relationships between the law, justice and society.
- **CLS 6** - Investigates opportunities to participate in and contribute to society.
- **CLS 7** - Applies a decision-making process for a variety of purposes.
- **CLS 8** - Demonstrates an understanding of the purposes and roles of governments in Australia.
- **CLS 9** - Investigates services provided by governments in Australia.
- **CLS 10** - Demonstrates an understanding of democratic processes.
- **CLS 11** - Recognises the diversity of legal and justice systems across the world.
- **CLS 12** - Explores key issues and challenges related to citizenship and the law.

Modern History

NESA HSC syllabus outcomes

- **MHLS6-1** - Engages with personal connections to history.
- **MHLS6-2** - Engages with the concepts of time and chronology.
- **MHLS6-3** - Explores continuity and change in the modern world.
- **MHLS6-4** - Explores events and developments of the modern world.
- **MHLS6-5** - Investigates features, people, places and societies in the modern world.
- **MHLS6-6** - Engages with perspectives of the past.
- **MHLS6-7** - Investigates a range of historical aspects in understanding the past.
- **MHLS6-8** - Engages with a variety of sources to investigate the past.
- **MHLS6-9** - Engages with differing interpretations and representations of the past.
- **MHLS6-10** - Investigates the past using a variety of strategies to locate, select and organise information.
- **MHLS6-11** - Communicates information about the past using historical terms and concepts.
- **MHLS6-12** - Engages with the investigation of modern history.

PDHPE & PE Lifeskills

NESA HSC syllabus outcomes

Module 1

- **LS 1.1** - Indicates need for assistance and cooperates with others in relation to personal health care.
- **LS 1.2** - Recognises the need for the management of personal hygiene and grooming.
- **LS 1.3** - Selects appropriate clothing for specific occasions.
- **LS 1.4** - Understands and manages their own routine health care procedures.
- **LS 1.5** - Understands that some personal health care procedures require privacy.
- **LS 1.6** - Responds effectively to appropriate and inappropriate actions by others.

- **LS 1.7** - Recognises and demonstrates protective behaviours.
- **LS 1.8** - Recognises inappropriate behaviour and responds assertively.
- **LS 1.9** - Recognises and responds appropriately to bodily changes as part of physical maturation.
- **LS 1.10** - Recognises and responds appropriately to emotional transitions.
- **LS 1.11** - Demonstrates understanding of possible consequences of a range of sexual activities and knows how to seek advice or assistance if necessary.

Module 2

- **LS 2.1** - Recognises, selects and eats foods that are nutritious.
- **LS 2.2** - Engages appropriately in eating and drinking activities.
- **LS 2.3** - Understands the relationship between diet, physical activity and health.
- **LS 2.4** - Recognises the need for, and participates in, regular physical activity.
- **LS 2.5** - Identifies habits, behaviours or lifestyle practices that may lead to the transmission or prevention of communicable and non-communicable diseases.
- **LS 2.6** - Identifies appropriate agencies or sources that can provide current, reliable advice on nutrition and lifestyle issues.
- **LS 2.7** - Identifies circumstances when professional health care support may be needed.
- **LS 2.8** - Recognises and demonstrates understanding of appropriate and inappropriate use of drugs.
- **LS 2.9** - Demonstrates knowledge and understanding of personal medical conditions and allergic reactions to medication.
- **LS 2.10** - Demonstrates an understanding of the relationship between personal and community health.

Module 3

- **LS 3.1** - Demonstrates awareness and understanding of a variety of interpersonal relationships.
- **LS 3.2** - Identifies behaviour appropriate to different types of relationships.
- **LS 3.3** - Demonstrates communication skills when relating to others.
- **LS 3.4** - Demonstrates awareness of the skills and personal qualities involved in initiating and maintaining relationships.
- **LS 3.5** - Demonstrates awareness and understanding of the qualities of friendships.
- **LS 3.6** - Demonstrates awareness and understanding of, and respect for, the feelings of others.
- **LS 3.7** - Demonstrates awareness and use of strategies to cope with changing relationships.

Module 4

- **LS 4.1** - Demonstrates an understanding of safe and unsafe situations and takes appropriate action in unsafe situations.
- **LS 4.2** - Demonstrates appropriate behaviour in emergency situations.
- **LS 4.3** - Demonstrates an understanding of, and skills in, appropriate road safety behaviours as a pedestrian, wheelchair user, bike rider, passenger and driver.
- **LS 4.4** - Demonstrates safety in and around the home.
- **LS 4.5** - Demonstrates safe lifting practices.
- **LS 4.6** - Demonstrates knowledge about and skills in using fire blankets, fire extinguishers and alarms.
- **LS 4.7** - Demonstrates knowledge, understanding and skills of basic water safety.

Module 5

- **LS 5.1** - Chooses and participates in a range of indoor and outdoor leisure activities.
- **LS 5.2** - Demonstrates appropriate interpersonal behaviour while engaging in leisure activities.
- **LS 5.3** - Finds information about and accesses venues and services for leisure activities.
- **LS 5.4** - Plans a social activity.
- **LS 5.5** - Demonstrates an understanding of the elements of a balanced leisure program.
- **LS 5.6** - Demonstrates skills in, and understanding of, caring for animals.
- **LS 5.7** - Enjoys a range of sporting activities as both spectator and participant.
- **LS 5.8** - Demonstrates movement skills when participating in physical activities, team games and sports.

Module 6

- **LS 6.1** - Participates in outdoor recreational activities individually, with a partner or in a group.
- **LS 6.2** - Demonstrates knowledge about, and skills in, a range of aquatic activities.
- **LS 6.3** - Demonstrates knowledge about, and skills in, bush walking and camping.

- **LS 6.4** - Demonstrates knowledge about, and skills in, gardening.
- **LS 6.5** - Demonstrates knowledge about, and skills in, outdoor eating activities.
- **LS 6.6** - Understands and minimises the impact of recreational activities on the environment.

Information Processes and Technology Life Skills

NESA HSC syllabus outcomes

- **IPTLS 1** - Recognises that a process is used to develop information systems.
- **IPTLS 2** - Explores factors that influence the design of information systems.
- **IPTLS 3** - Demonstrates awareness that technology can be used for a variety of purposes in the design of information systems.
- **IPTLS 4** - Demonstrates skills and techniques in the context of an information systems project.
- **IPTLS 5** - Uses a design process in the production of an information systems project.
- **IPTLS 6** - Explores a range of information systems technology.
- **IPTLS 7** - Evaluates the suitability of information technology for a range of applications.
- **IPTLS 8** - Demonstrates knowledge and understanding of information processes within information systems.
- **IPTLS 9** - Demonstrates knowledge and understanding of the relationship between information processes.
- **IPTLS 10** - Selects and uses appropriate technology for information processes.
- **IPTLS 11** - Selects and uses appropriate tools and techniques in using and caring for information systems.
- **IPTLS 12** - Demonstrates safe practices in the use of information systems technology.
- **IPTLS 13** - Identifies and explores relationships between information systems, the individual, society and the environment.

Modern History

NESA HSC syllabus outcomes

- **MHLS6-1** - Engages with personal connections to history.
- **MHLS6-2** - Engages with the concepts of time and chronology.
- **MHLS6-3** - Explores continuity and change in the modern world.
- **MHLS6-4** - Explores events and developments of the modern world.
- **MHLS6-5** - Investigates features, people, places and societies in the modern world.
- **MHLS6-6** - Engages with perspectives of the past.
- **MHLS6-7** - Investigates a range of historical aspects in understanding the past.
- **MHLS6-8** - Engages with a variety of sources to investigate the past.
- **MHLS6-9** - Engages with differing interpretations and representations of the past.
- **MHLS6-10** - Investigates the past using a variety of strategies to locate, select and organise information.
- **MHLS6-11** - Communicates information about the past using historical terms and concepts.
- **MHLS6-12** - Engages with the investigation of modern history.

Music Life Skills

NESA HSC syllabus outcomes

- **MLS 1** - Vocalises, sings and plays a variety of music.
- **MLS 2** - Performs music individually and/or as part of a group in informal and formal situations.
- **MLS 3** - Experiments with the concepts of music in making musical sounds.
- **MLS 4** - Experiments in organising and representing musical sounds.
- **MLS 5** - Experiences and responds to music from a variety of social, cultural and historical contexts.
- **MLS 6** - Demonstrates an awareness of the concepts of music when responding to music.
- **MLS 7** - Appreciates a variety of music.
- **MLS 8** - Engages in performing, composing and listening experiences for enjoyment.

Visual Arts

NESA HSC syllabus outcomes

- **VALS 1** - Experiences a variety of artmaking activities using a range of materials, techniques and processes.
- **VALS 2** - Develops understanding and skills in using a range of 2D, 3D and/or 4D forms.

- **VALS 3** - Explores the function of and relationship between artists, artworks, the world and audiences.
- **VALS 4** - Documents and represents ideas about the world including personal, social and cultural experiences and events.
- **VALS 5** - Appreciates, interprets and makes judgements about the meaning and significance of their own and others' artworks.
- **VALS 6** - Makes a variety of artworks that reflect their experiences and responses or point of view.
- **VALS 7** - Explores the ways in which ideas and experiences of the world are represented.
- **VALS 8** - Explores ways in which different ideas and meanings are developed in artworks.
- **VALS 9** - Makes an individual work or series of works using a range of materials, techniques and processes.

Physical World Science Life Skills

NESA HSC syllabus outcomes

- **SCLS6-1** - Poses questions and hypotheses for scientific investigation.
- **SCLS6-2** - Plans an investigation individually or collaboratively to obtain primary or secondary data and information.
- **SCLS6-3** - Participates in investigations individually or collaboratively to collect primary or secondary data and information.
- **SCLS6-4** - Collects and represents qualitative or quantitative data and information using media as appropriate.
- **SCLS6-5** - Develops conclusions from primary or secondary data and information.
- **SCLS6-6** - Uses strategies to solve scientific problems.
- **SCLS6-7** - Communicates information about an investigation using scientific language and terminology.
- **SCLS6-8** - Identifies how primary or secondary data is used in scientific investigations.
- **SCLS6-9** - Uses patterns and trends in data to make observations and draw conclusions.
- **SCLS6-10** - Explores models and descriptions of phenomena.
- **SCLS6-11** - Recognises processes involved in a range of scientific investigations.
- **SCLS6-12** - Investigates technologies used in science.
- **SCLS6-13** - Recognises that scientific investigations can support or refute a hypothesis.
- **SCLS6-14** - Investigates how science impacts on society.
- **SCLS6-15** - Explores contemporary issues involving science.

ULTIMO 90072
HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2023- HSC 2024 QUALIFICATION- SIT20316 Certificate II in Hospitality (Release 2)
Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA Course Code 2 U X 2
 YR - 26511 2023 HSC Exam:
 26589 IMBR UI Code (11 OR
 12) SIT20316126511B

Term	Unit Code	Units of Competency	AQF CORE	HSC STATUS	HSC INDICIA	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCS							
Term 1	SITXFSA001	Use hygienic practices for food safety	E	M	10	Cluster A: Getting Ready for Work (as a Sandwich Artist). Scenario, written task, case study, observation of practical work.	240 Indicative Hours over 2 years
	SITXWH001	Participate in safe work practices	C	M	15		
Term 2 & 3	SITXFSA002	Prepare and present simple dishes	E	E	15	Cluster B: Introduction to Food Preparation. Scenario, written task, case study, observation of practical work.	35 hrs Work placement 40% Prelim Yearly Exam
	SITHC002	Participate in environmentally sustainable work practices	E	E	20		
Term 3	BSBSUS201		E	E	15	Cluster C: Non-alcoholic beverages. Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	35 hrs Work placement 60% HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	SITHFAB004	Prepare and serve non-alcoholic beverages	E	S	15		
Term 4 - 6	SITXCOM002	Show social and cultural sensitivity	C	E	10	Cluster D: Café Culture. Role play, written questioning, observation of practical work, student reflection, portfolio of evidence. NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1onwards to develop student skills and collect evidence to contribute to assessment.	35 hrs Work placement 60% HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	SITXC0M001	Source and present information	E	E	10		
6 HSC UOCS							
Term 7	SITXCCS003	Interact with customers	C	S	15	Cluster E: Working in the Hospitality Industry. Written questioning, student reflection.	35 hrs Work placement 60% HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	SITHFAB005	Prepare and serve espresso coffee*	E	S	15		
Term 4 - 6	SITHFAB007	Serve food and beverage	E	S	40	Cluster E: Working in the Hospitality Industry. Written questioning, student reflection.	35 hrs Work placement 60% HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	SITHIND003	Use hospitality skills effectively	C	S	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			C	M	15	Units of competency from the HSC focus areas will be included in the optional HSC examination.	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			C	M	20	Units of competency from the HSC focus areas will be included in the optional HSC examination.	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

Student Responsibilities Checklist

- I am familiar with the NSW Education Standards Authority (NESA) requirements for the satisfactory completion of a course and for satisfactory attendance.
- I have successfully completed minimum standards in numeracy, reading and writing at level 3 or 4.
- I have a copy of the assessment schedule for EACH course I am studying and am aware of specific course requirements.
- I am aware of the assessment policies and procedures of Alexandria Park Community School as detailed in this manual and abide by them.
- I understand my class teacher will give me formal written notification two weeks before an assessment task, but it is my responsibility to check when tasks are due.
- I know it is the responsibility of students, including students on work placement or extended leave to check whether an assessment task has been issued in their absence.
- I do not interfere with the progress of other students.
- I will make a genuine attempt at all assessment tasks.
- I have recorded due dates for assessment tasks and class work in a diary.

Student Responsibilities Checklist

Student Checklist	
HSC Monitoring Responsibilities	DATE
Students who will complete the HSC should meet the following pattern of study requirements: <ul style="list-style-type: none"> • at least 12 units of Year 11 courses; and • at least 10 units of Year 12 courses. 	
Check that both patterns include: <ul style="list-style-type: none"> • at least 6 units of Board Developed Courses; • at least 2 units of a Board Developed Course in English; • at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed courses); • at least 4 subjects; • a maximum of 6 Year 11 units and 7 Year 12 units from courses in Science, where Science is included. 	
Also check the pattern of study to ensure: <ul style="list-style-type: none"> • students meet eligibility requirements for English EAL/D and languages; • students have completed 'HSC: All My Own Work' (or it's equivalent); • there are no exclusions in the course requirements; • students seeking an ATAR meet eligibility requirements; • Board Endorsed Course (BEC) have current endorsement. 	

Supervisor Staff Signature: _____ Date: _____

Assessment Planner 2023-2024

Term Four 2023							
	30 Oct - 3 Nov	6-10 Nov	13-17 Nov	20-24 Nov	27-Nov - 1 Dec	4 Dec - 8 Dec	11 Dec - 15 Dec
	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Date						4/12	11/12
Task			BST	ECO	NUM	ENA,ENS, ENST	EALD, EXT1, EXT2
Date							11/12
Task			S&C	SDD	CHE, EGST	LST, MHT	ABS
Date							
Task					MUS,VAR	PDH, SLR, BIO, PHY	MAS, MAD, MEXT2

Term One 2024											
	30 Jan - 2 Feb	5-9 Feb	12-16 Feb	19-23 Feb	26 Feb - 1 March	4-8 March	11-15 March	18-22 March	25-29 March	1-5 April	8-12 April
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Date								18/3		REPORTS HT	REPORTS DP
Task	CAFS	EGST	MEXT1	ECO		BST, MHT, S&C	ABS	ENS, ENA, EALD, ENST, EXT2	MAD, MAS MEXT2		
Date											
Task		SDD					PDH	LST, BIO, CHE, PHY	CAFS		
Date				DATA REVIEW AT1							
Task								NUM, SLR, MUS			

Term Two 2024										
	29-3 May	6-10 May	13-17 May	20-24 May	27-31 May	3-7 June	10-14 June	17-21 June	24-28 June	1-5 July
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Date									24/6	
Task		EGS	S&C	DATA REVIEW AT1 S1	BIO	PDH	LST, MHT	BST	ENS, ENA, EALD, EXT2	SDD
Date										
Task		VAR	MEXT1, EXT1		ABS, ECO		SLR	NUM	MAD	
Date										
Task			PHY		MEXT2, MAS			CHE, CAFS	MUS	

Term Three 2024 - Trial Period ALL COURSES										
	22-26 July	29 July - 2 August	5-9 August	12-16 August	19-22 August	26-30 August	2-6 September	9-13 September	16-20 September	23-27 September
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Date				TRIAL PERIOD	TRIAL PERIOD			REPORTS HT	REPORTS DP	
Task		ENST	DATA REVIEW AT3					DATA REVIEW SUMMARY FINAL		
Date										
Task		VAR								

My Personal Assessment Planner 2023-2024

COURSE	TASK 1	TASK 2	TASK 3	TRIAL
ENGLISH STANDARD				
ENGLISH ADVANCED				
ENGLISH EALD				
ENGLISH STUDIES				
ENGLISH EXTENSION 1				
ENGLISH EXTENSION 2				
ABORIGINAL STUDIES				
BUSINESS STUDIES				
ECONOMICS				
LEGAL STUDIES				
MODERN HISTORY				
SOCIETY AND CULTURE				
MATHEMATICS STANDARD 1				
MATHEMATICS STANDARD 2				
MATHEMATICS ADVANCED				
MATHEMATICS EXTENSION 1				
MATHEMATICS EXTENSION 2				
COMMUNITY AND FAMILY STUDIES (CAFS)				
PERSONAL DEVELOPMENT, HEALTH, AND PHYSICAL EDUCATION (PDHPE)				
SPORT, LIFESTYLE AND RECREATION (SLR)				
BIOLOGY				
CHEMISTRY				
ENGINEERING STUDIES				
PHYSICS				
DESIGN AND TECHNOLOGY				
MUSIC 1				
VISUAL ARTS				
HOSPITALITY				

Please note blank planning spaces left for any students doing external non school based courses.