



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.

# 2020 HSC ASSESSMENT BOOKLET

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## Satisfactory completion of the HSC

Students must follow NESA course requirements and show they have:

1. followed the course;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

(HSC booklet page 12 and the online NESA [ACE manual](#))

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

- a. Have gained the Record of School Achievement (RoSA) or equivalent.
- b. Have attended **85%** of the available school days.
- c. Have completed **HSC: All My Own Work** on the NESA website.
- d. Complete all the requirements of the course (including VET work placement) such as class work, homework, examinations and assessment tasks.
- e. Make a **serious** attempt at assessment tasks and examinations, which contribute to more than 50% of available school assessment marks.
- f. Complete a pattern of study requirement to be found on page **14**.

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## 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.

## 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.

## APCS Policies and Procedures

The policies and procedures at APCS follow those detailed in your 2018 Higher School Certificate Rules and Procedures booklet (HSC booklet).

### School based assessment tasks

- A. You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain:
  - a. the type of task (e.g. in-class, submitted, performance, practical)
  - b. the timing of the task or the time and date due
  - c. the weighting of the task (e.g. 20%)
  - d. the outcomes being assessed and
  - e. the assessment criteria
  - f. instructions for submission.
- B. In school examinations, you must follow the same procedures as for the Higher School Certificate (pages 16-19 of HSC booklet).

### 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 12 of this booklet) and give to the Head Teacher for that subject.

Please note the following:

- i. **Illness or injury** – means you are too sick to attend school.
- ii. **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
- 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:

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

**Refer to the flow chart on page 10 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 (pages 8-9 of the HSC booklet and the *All My Own Work* site). 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 NESA Register of Malpractice** for HSC assessment tasks and an official N-Warning letter will be issued (pages 8-10, 14 of HSC booklet).

## 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](mailto: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:**
  - a. completing a misadventure form (from the secondary Deputy Principal or Head Teacher of that course)
  - b. presenting it to the Head Teacher of that subject before school along with documentary evidence, such as a note from home
  - c. submitting any saved work on a USB drive and
  - d. submitting any hard copies of drafts, rough notes, USB.

## N Determination warning

If a student is not meeting the course requirements (1, 2 or 3 on p. 4 of this booklet) 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:

- a. any issues of concern or outstanding work and
- b. the date by which students should redeem the outcomes of the missed work.
- c. 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 NESA.

## 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:

- a. **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:

- b. **Warning 2** – A 'SECOND' formal warning letter will be issued, and an interview will be organised with the Head Teacher and your parent/guardian.

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

- c. **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 NESA's 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.

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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 [www.NESA.nsw.edu.au/manuals](http://www.NESA.nsw.edu.au/manuals)**

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## 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:

- i. a warning letter will be issued
- ii. a course of improvement will be developed and
- iii. an interview with your parents/carers will occur.

## HSC course completion criteria

You need to show evidence of:

1. following the course developed by NESA
2. applying yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school

- ✓ in each of your subjects
- ✓ the syllabus details
- ✓ the content or information of classwork
- ✓ completed all classwork and assessments

- ✓ diligence means hard work and applying yourself to all of your work all of the time
- ✓ sustained effort means keep working consistently
- ✓ set tasks = class work, activities and assessments
- ✓ experiences = excursions and all activities
- ✓ attending all classes

3. achieving the course outcomes.

### **ATTENDANCE of 85% or more**

- ✓ 85% or more attendance rate
- ✓ full day absences = expectation of a parent/carer note and/or doctor's certificate
- ✓ late to school = note from parent/carer with a valid reason

- ✓ following the teacher's guidance in what is required in the course
- ✓ succeed in completing classwork
- ✓ completing assessments, tests and examinations successfully
- ✓ work is handed in ON TIME!

Do you meet these requirements?

(HSC booklet page 12 and the online NESA ACE manual)



## N-Determination Flowchart

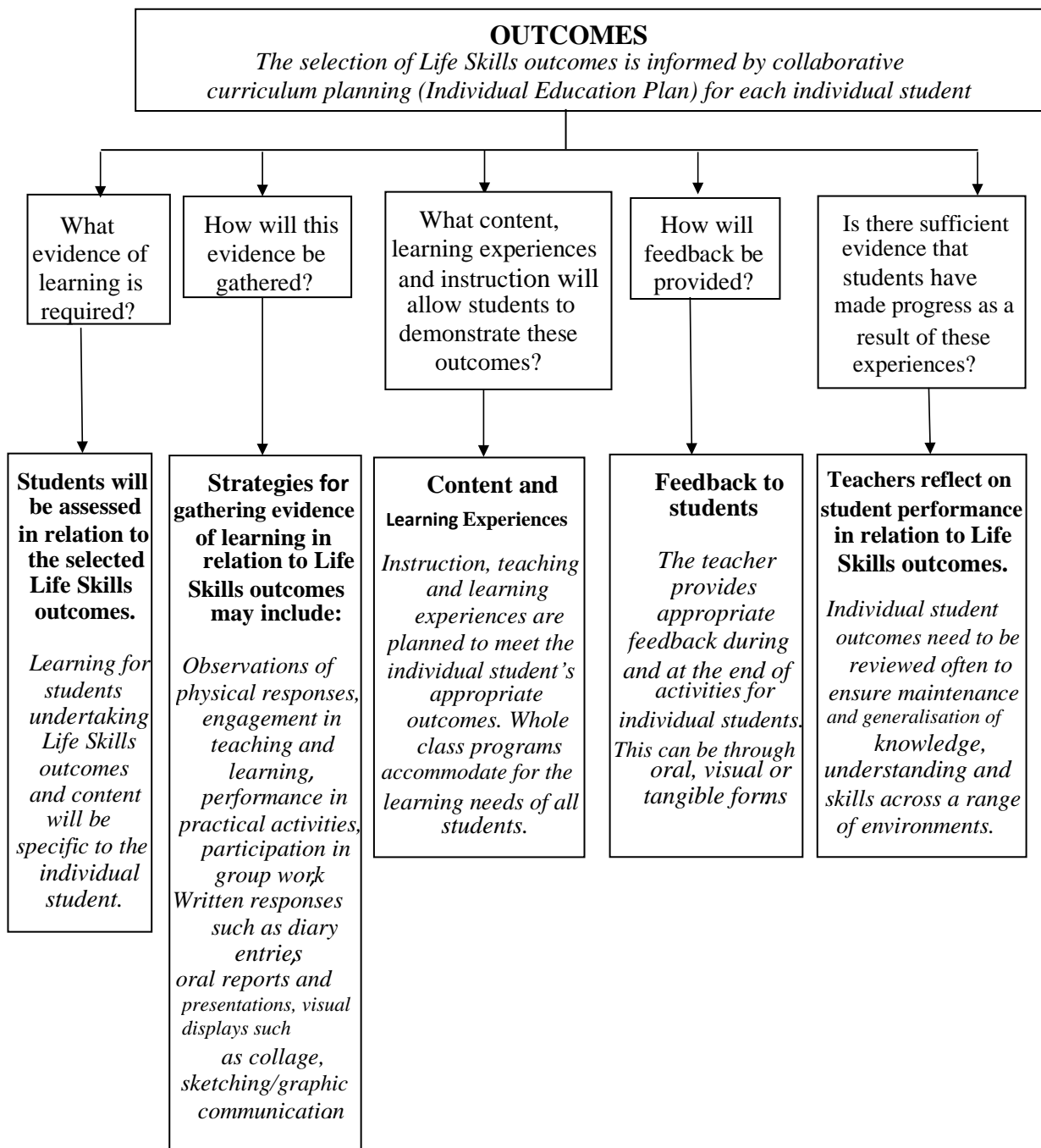
This process is to be followed for each course for the Higher School Certificate. This flowchart is designed to assist students and parents/carers to understand the process.

1 <sup>st</sup> event	Student concern	Intervention(s)	Support provided for student
	Classwork not completed	Parental contact may be appropriate before a 1 <sup>st</sup> N-warning letter through: <ul style="list-style-type: none"> <li>• letter of concern</li> <li>• telephone call</li> </ul> 1 <sup>st</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>• phone call home from teacher in consultation with HT</li> <li>• reissuing copies of tasks/classwork/textbook work</li> <li>• providing alternative tasks</li> </ul> and may also include: <ul style="list-style-type: none"> <li>• arranging time to work with students</li> <li>• review of student progress by HT</li> </ul>
	<b>OR</b>		
	Assessment task not complete/submitted on time	1 <sup>st</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>• attaching copy of assessment task</li> <li>• phone call home from teacher in consultation with HT</li> </ul> and may also include: <ul style="list-style-type: none"> <li>• providing direction on location of resources</li> <li>• discussing requirements of the task with student</li> <li>• seeking student acknowledgement of task expectations</li> <li>• accepting work submitted late (although zero penalty still applies)</li> <li>• review of student progress by HT</li> </ul>
	<b>OR</b>		
	Non serious attempt.	1 <sup>st</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>• reissuing assessment task or</li> <li>• providing alternative task</li> <li>• phone call home from teacher in consultation with HT</li> </ul> and may also include: <ul style="list-style-type: none"> <li>• discussing requirements of the task with student</li> <li>• seeking student acknowledgement of task expectations</li> <li>• organizing an alternative time to complete task</li> <li>• review of student progress by HT</li> </ul>
<b>Continual consultation to occur between teacher and HT</b>			

2 <sup>nd</sup> event	Student concern	Intervention(s)	Support provided for student
	Classwork not completed	2 <sup>nd</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>reissuing copies of tasks/classwork/textbook work or</li> <li>providing alternative tasks</li> <li>discussion with HT</li> <li>phone call home from HT</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>review of student progress by HT of year group</li> </ul>
	OR		
	Assessment task not complete/submitted on time.	2 <sup>nd</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task</li> <li>discussion with HT</li> <li>phone call home from HT</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of the task with student</li> <li>seeking student acknowledgement of task expectations</li> <li>review of student progress by HT of year group</li> </ul>
	OR		
	Non serious attempt	2 <sup>nd</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>reissuing assessment task or</li> <li>providing alternative task</li> <li>discussion with Head Teacher</li> <li>phone call home from HT</li> </ul> and may also include: <ul style="list-style-type: none"> <li>discussing requirements of the task with student</li> <li>seeking student acknowledgement of task expectations</li> <li>organizing an alternative time to complete task</li> <li>review of student progress by HT of year group</li> </ul>
	OR		
	1 <sup>st</sup> N-warning letter not actioned	2 <sup>nd</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task/classwork/textbook work</li> <li>issuing final date for submission of work</li> <li>discussion with Head Teacher</li> <li>phone call home from HT</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of the task with student</li> <li>seeking student acknowledgement of task expectations</li> <li>review of student progress by HT of year group</li> </ul>
Referral & consultation with Deputy Principal to initiate joint monitoring process			

3 <sup>rd</sup> and final event	Student concern	Intervention(s)	Support provided for student
	Classwork not completed	Immediate referral to DP and  3 <sup>rd</sup> and final warning letter	Will involve: <ul style="list-style-type: none"> <li>• phone call home from Head Teacher/Deputy Principal/Principal</li> <li>• discussion with Head Teacher/Deputy Principal/Principal</li> <li>• reissuing copies of tasks/classwork/textbook work</li> </ul> and may also include: <ul style="list-style-type: none"> <li>• arranging time to work with students</li> <li>• providing alternative tasks</li> </ul>
	OR		
	Assessment task not complete/submitted on time	Immediate referral to DP and  3 <sup>rd</sup> and final warning letter	Will involve: <ul style="list-style-type: none"> <li>• attaching copy of assessment task</li> <li>• phone call home from Head Teacher/Deputy Principal/Principal</li> <li>• discussion with Head Teacher/Deputy Principal/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>• providing direction on location of resources</li> <li>• discussing requirements of the task with student</li> <li>• seeking student acknowledgement of task expectations</li> </ul>
	OR		
	Non serious attempt	Immediate referral to DP and  3 <sup>rd</sup> and final warning letter	Will involve: <ul style="list-style-type: none"> <li>• reissuing assessment task</li> <li>• phone call home from Head Teacher/Deputy Principal/Principal</li> <li>• discussion with Head Teacher/Deputy Principal/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>• discussing requirements of the task with student</li> <li>• seeking student acknowledgement of task expectations</li> </ul>
	OR		
	Previous N-warning letter(s) not actioned	Immediate referral to DP and  3 <sup>rd</sup> and final warning letter	Will involve: <ul style="list-style-type: none"> <li>• reissuing assessment task</li> <li>• phone call home from Head Teacher/Deputy Principal/Principal</li> <li>• discussion with Head Teacher/Deputy Principal/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>• providing direction on location of resources</li> <li>• discussing requirements of the task with student</li> <li>• seeking student acknowledgement of task expectations</li> </ul>
<b>Parent interview with Principal and N-Determination may be issued</b>			

## Life Skills



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.

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 have to 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*

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Equipment List can be found at:  
<http://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 2020 HSC Rules and Procedures Guide by NESA. Students online is a site you should become familiar with:  
<https://educationstandards.nsw.edu.au/wps/wcm/connect/93317702-e7e8-4f9a-be83-d5c04078b0a2/2020-hsc-rules-and-procedures.pdf?MOD=AJPERES&CVID=>

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# Alexandria Park Community School

## Illness or Misadventure Application Form

Name: \_\_\_\_\_ Task Due Date: \_\_\_\_\_ Task number: \_\_\_\_\_  
KLA/Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_ Weighting \_\_\_\_\_ %

### Task Description:

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> Hand in task      | <input type="checkbox"/> Examination |
| <input type="checkbox"/> Oral Presentation | <input type="checkbox"/> Other _____ |

### Reason for Appeal:

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Illness      | <input type="checkbox"/> Process     |
| <input type="checkbox"/> Misadventure | <input type="checkbox"/> Other _____ |

Were Disability Provisions provided for this assessment task? Yes/ No

If yes, what were they? \_\_\_\_\_

Details for appeal: (Attach supporting documentation)

\_\_\_\_\_  
\_\_\_\_\_

- ☐ Confidential: Principal (or nominee) to contact. Please provide phone number. \_\_\_\_\_

Signatures: Student \_\_\_\_\_ Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

### Head Teacher Recommendation:

Upheld	Dismissed
<input type="checkbox"/> Estimate to be given, ranking to be maintained	<input type="checkbox"/> Zero marks to be awarded to completed task
<input type="checkbox"/> Alternative task to be set, rank to be maintained	<input type="checkbox"/> Marks to count
<input type="checkbox"/> Alternate task to be completed, rank can improve	<input type="checkbox"/> Marks to be deducted
<input type="checkbox"/> Task to be completed	<input type="checkbox"/> Task to be completed, ranking cannot improve
<input type="checkbox"/> Marks to be revisited	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	

**Comment:** \_\_\_\_\_

**HT Sign:** \_\_\_\_\_

Complete the form to this point and submit this form to the Deputy Principal: Date Received \_\_\_\_\_ Sign \_\_\_\_\_

### APPEALS COMMITTEE USE ONLY

<input type="checkbox"/> Upheld	<input type="checkbox"/> Dismissed
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Comment: \_\_\_\_\_

Signatures: DP \_\_\_\_\_ Date: \_\_\_\_\_

### Checklist:

- ☐ Medical certificate and/or supporting documentation is attached
- ☐ Submission is within timeframes outlined in the Assessment Guidelines
- ☐ Communication of appeal and outcomes of appeal to HTs /teaching staff via email
- ☐ Communication of outcomes of appeal to student and parent
- ☐ Details of appeal and outcomes of appeal recorded in Sentral
- ☐ Committee discussed the appeal with HT/s



# Alexandria Park Community School

## 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
<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgment about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain / determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes / categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make, build, put together items or arguments
<b>Critically (analyse/evaluate)</b>	Add a degree of level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and / or against
<b>Distinguish</b>	Recognise or note / indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgment based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationship between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and / or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	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
- 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)
- 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** for all courses for which you are entered – through your NESA Students Online account at

<https://studentsonline.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
- 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*)  
≈ 2019 – 2020 ≈  
for the 2020 HSC

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Some advertised dates for assessment tasks in this booklet may change during the course.

# English Standard

## 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 School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Common Module – Texts and Human Experiences	Module A: Language, Identity and Culture	Module B: Close Study of Literature & Craft of Writing (25%) + multimodal	Trial examination	
Components	Assessment component breakdowns				
A Knowledge and understanding of course content	5	20	10	15	50
B Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	25	5	50
<b>Task total %</b>	<b>15</b>	<b>30</b>	<b>35</b>	<b>20</b>	
<b>Date due – week beginning</b>	November 21	March 20	June 19	Weeks 4/5 Term 3	<b>100</b>

## English Advanced

### 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 Standard.	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 texts. 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 School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Common Module – Texts and Human Experiences	Module A: Textual Conversations	Module B: Critical Study of Literature & Craft of Writing (25%) + multimodal	Trial examination	
Components	Assessment component breakdowns				
A Knowledge and understanding of course content	5	20	10	15	50
B Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	25	5	50
<b>Task total %</b>	<b>15</b>	<b>30</b>	<b>35</b>	<b>20</b>	
<b>Date due – week beginning</b>	November 21	March 20	June 19	Weeks 4/5 Term 3	<b>100</b>

## English EAL/D

### 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
Paper 1: Module A and Focus on Writing 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 1 hour plus 5 minutes reading time. The paper will consist of two 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 four to six questions. Questions may require an objective or short-answer response. Listening material will relate to content explored in Module A and/or Module B. Questions will assess the ability of candidates to listen with understanding and to respond to a range of verbal cues.
This section consists of two parts. <b>Part A (15 marks)</b> There will be three or four questions based on stimulus and/or unseen texts related to Module A. Questions may contain parts. <b>Part B (15 marks)</b> 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 School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Module A: Texts and Human Experiences	Module B: Language, Identity and Culture multimodal presentation (including listening)	Module D: Focus on Writing Writing portfolio	Paper 1 (Modules A & D) Paper 2 (Modules B & C) + Listening Trial HSC 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	10	15	15	50
<b>Task total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	
<b>Date due – week beginning</b>	December 5, Thursday week 8	Term 1 Week 8	Term 2 Week 7	Weeks 4/5 Term 3	<b>100</b>

## English Studies (Category B course)

### 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 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 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 School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
<b>Nature of task</b>	Mandatory module: Texts and Human Experiences Writing piece and reflection	<b>Research task</b> Elective module: <b>Multimodal presentation based on group research</b>	<b>Collection of classwork</b> All modules Portfolio of class work	<b>Trial HSC Examination</b> Mandatory module and Elective/s <b>Trial HSC Examination</b>	
<b>Components</b>	<b>Assessment component breakdowns</b>				
A Knowledge and understanding of course content	15	10	15	10	50
B Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	10	15	15	10	50
<b>Task total %</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>
<b>Date due – week beginning</b>	November 21	Term 1 Week 8	Term 2 Week 7	Weeks 4/5 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

## 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	
<b>Section I – Common Module (25 marks)</b>	<b>Section II – Elective (25 marks)</b>
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.	There will be one question, which may include stimulus. The question will require a sustained critical response based on the candidate's prescribed texts and related texts.

## NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task component weighting %
Nature of task	Tutorial Presentation	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
<b>Task total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>
<b>Date due – week beginning</b>	November 28	June 1	Weeks 4/5 Term 3	

## English Extension 2

### NESA HSC syllabus outcomes

**EEX12-1** demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

**EEX12-2** strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

**EEX12-3** applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

**EEX12-4** undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

**EEX12-5** reflects on and evaluates the composition process and the effectiveness of their own published composition

There is no external examination for Extension 2 English, however, **the completed Major Work is submitted for external marking in August 2020.**

### NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task component weighting %
Nature of task	Viva Voce And Major Work Journal Panel Interview (20 minutes)	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	15	30	5	50
B Skills in sustained composition	15	10	25	50
Task total %	30	40	30	100
Date due - week beginning	December 5	April 3	June 29	



# Music 1

## NESA HSC syllabus outcomes

*Through activities in performance, composition, musicology and aural, a student:*

- 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 written paper worth 100 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. ♣ 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.
Performance dates: TBA – but in September 2020		

## NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
<b>Nature of task</b>	Composition and Viva Voce	Aural, Core Performance & Elective 1	Electives 2 & 3	Trial Aural Exam	
<b>Components</b>	<b>Assessment component breakdowns</b>				
A Performance	Choose an item.	5	Choose an item.	5	10
B Composition	10	Choose an item.	Choose an item.		10
C Musicology	10	Choose an item.	Choose an item.		10
D Aural	Choose an item.	15	Choose an item.	10	25
E Electives		10	20	15	45
<b>Task total %</b>	20	30	30	30	
<b>Date due – week beginning</b>	Term 4, week 8	Term 1, week 8	Term 2, week 8	Weeks 4/5 Term 3	100%

# Visual Arts

## 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 2 <sup>nd</sup> 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"> <li>♣ There will be three short-answer questions.</li> <li>♣ Questions may consist of parts.</li> <li>♣ One question/part will be worth from 10 to 15 marks.</li> </ul>	<ul style="list-style-type: none"> <li>♣ There will be six extended response questions, two questions on each of practice, the conceptual framework and frames.</li> <li>♣ Candidates will be required to answer one question.</li> <li>♣ The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).</li> </ul>
<b>Submission date: TBA but August/September 2020</b>		

## NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Historical/critical study Joint Case Study (teacher/student construction)	Historical/critical study: Case Study 2	Art practice Case Study 3: Body of Work	Historical/critical study: Case Study 4 Trial Examination	
Components	Assessment component breakdowns				
A Artmaking	10	10	25	5	50
B Art criticism and art history	10	10	15	15	50
Task total %	20	20	40	20	
Date due - week beginning	4/12/2019	6/04/2020	30/06/2020	Weeks 4/5 Term 3	100%

# Aboriginal Studies

## 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) ♣ 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> <p>Part C: Global Perspective and Comparative Study (15 marks) There will be one extended response question to the value of 15 marks. ♣ 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).</p>	<p>♣ 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>	<p>♣ For each of the options Aboriginality and the Land and Heritage and Identity there will be: ♣ 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.</p>

## NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
<b>Nature of task</b>	Media file and essay	Major project including logbook	In-class test including reflection	Trial examination	
<b>Components</b>	<b>Assessment component breakdowns</b>				
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.	10	10		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.		10	5		15
<b>Task total %</b>	15	40	15	30	
<b>Date due – week beginning</b>	Week 10 Term 4	Week 1 Term 2	Week 8 Term 2	Weeks 4/5 Term 3	100%

## Business studies

### 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. ♣ 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 School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Business Report	Essay	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
<b>Task total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100%</b>
<b>Date due - week beginning</b>	<b>Term 4 Week 8</b>	<b>Term 1, Week 6</b>	<b>Term 2, Week 8</b>	<b>Weeks 4/5 Term 3</b>	

## Economics

### 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. ♣ Questions may be in parts. ♣ There will be approximately 12 items in total.	♣ 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. ♣ 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 School-based Assessment requirements

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 Exam	
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 economic information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Task total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	
<b>Date due - week beginning</b>	<b>Week 8 Term 4 2019</b>	<b>Week 4 Term 1 2020</b>	<b>Week 5 term 2 2020</b>	<b>Weeks 4/5 Term 3</b>	<b>100%</b>

## History extension

### NESA HSC syllabus outcomes

**HE12-1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

**HE12-2** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

**HE12-3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

**HE12-4** constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

### 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.	
<b>Section I (25 marks)</b>	<b>Section II (25 marks)</b>
There will be one extended-response question. The question may include reference to one or two unseen passages as a stimulus for exploration of issues of historiography. The expected length of response will be around eight examination writing pages (approximately 1000 words).	There will be one extended-response question. The question will ask candidates to analyse an historiographical issue with specific reference to the case study. The expected length of response will be around eight examination writing pages (approximately 1000 words)

### NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task component weighting %
<b>Nature of task</b>	History Project Process Proposal Process Log Annotated Sources	History Project - Essay Print submission 2500 word essay with bibliography	Trial HSC Examination 2 Hours + 10 min Two Responses of 1000 words -Historiography & unseen stimulus -Historiography & Case Study	
Components	Assessment component breakdowns			
A Knowledge and understanding of significant historical ideas and processes	10	10	20	40
B Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
<b>Task total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	100
<b>Date due - week beginning</b>	Term 1 Week 10	Term 2 Week 10	Weeks 4/5 Term 3	

## Legal studies

### 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. ♣ 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. ♣ The questions may be in parts. ♣ There will be approximately four items in total.	♣ 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. ♣ Each question will be worth 25 marks. ♣ Each question will have two alternatives. ♣ 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 School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Media file	Extended response and multiple choice	Extended response and short answers	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	Week1 Term 1	Week 3 Term 1	Week 10 Term 2	Weeks 4/5 Term 3	



## Modern History

### 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.			
<b>Section I – Core: Power and Authority in the Modern World 1919–1946 (25 marks)</b>	<b>Section II – National Studies (25 marks)</b>	<b>Section III – Peace and Conflict (25 marks)</b>	<b>Section IV – Change in the Modern World (25 marks)</b>
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 School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Source based task	Extended response and source work	Essay and historical analysis	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
<b>Task total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100%</b>
<b>Date due - week beginning</b>	<b>Week 10 Term 4</b>	<b>Week 9 Term 1</b>	<b>Week 8 Term 2</b>	<b>Weeks 4/5 Term 3</b>	



## Work Studies

### NESA HSC syllabus outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

**There is NO external assessment and this subject is a non-ATAR course.**

One task may be used to assess several components. At least ONE assessment task must be derived from a formal examination

### NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	In-class report and presentation	Marketing report and pitch	In-class test – work place	Trial	
Components	Assessment component breakdowns				
A Knowledge and understanding	10	10	10	0	30
B Skills	20	10	20	20	70
<b>Task total %</b>	30	20	30	20	100%
<b>Date due – week beginning</b>	9/12/2019	30/03/2020	22/06/2020	Weeks 4/5 Term 3	

# Mathematics Standard 1 (Category B course)

## 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 5 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 School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Financial Mathematics project	House Plan Project	Statistics Project	Networking Project	
Components	Assessment component breakdowns				
A Understanding, fluency and communication	15	15	10	10	50
B Problem solving, reasoning and justification	10	10	15	15	50
Task total %	25	25	25	25	100%
Date due - week beginning	15/12/2019	30/03/2020	28/06/2020	30/08/2020	

## Mathematics Standard 2

### 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 School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	In class assessment	Project	In class assessment	Trial	
Components	Assessment component breakdowns				
A Understanding, fluency and communication	10	15	10	15	50
B Problem solving, reasoning and justification	10	10	15	15	50
Task total %	20	25	25	30	100%
Date due - week beginning	8/12/2019	15/03/2020	1/06/2020	Weeks 4/5 Term 3	

## Mathematics Advanced

### NESA HSC syllabus outcomes

<b>MA12-1</b>	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
<b>MA12-2</b>	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
<b>MA12-3</b>	applies calculus techniques to model and solve problems
<b>MA12-4</b>	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
<b>MA12-5</b>	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
<b>MA12-6</b>	applies appropriate differentiation methods to solve problems
<b>MA12-7</b>	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
<b>MA12-8</b>	solves problems using appropriate statistical processes
<b>MA12-9</b>	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
<b>MA12-10</b>	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 School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	In class assessment	Project	In class assessment	Trial	
Components	Assessment component breakdowns				
A Understanding, fluency and communication	10	15	10	15	50
B Problem-solving, reasoning and justification	10	10	15	15	50
<b>Task total %</b>	20	25	25	30	<b>100%</b>
<b>Date due – week beginning</b>	8/12/2019	15/03/2020	1/06/2020	Weeks 4/5 Term 3	

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

## Mathematics Extension 1

### NESA HSC syllabus outcomes

<b>ME12-1</b>	applies techniques involving proof or calculus to model and solve problems
<b>ME12-2</b>	applies concepts and techniques involving vectors and projectiles to solve problems
<b>ME12-3</b>	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
<b>ME12-4</b>	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
<b>ME12-5</b>	applies appropriate statistical processes to present, analyse and interpret data
<b>ME12-6</b>	chooses and uses appropriate technology to solve problems in a range of contexts
<b>ME12-7</b>	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.	
<b>Section I (10 marks)</b>	<b>Section II (60 marks)</b>
♣ There will be objective-response questions to the value of 10 marks.	Questions may contain parts. There will be 23 to 28 items. At least one item will be worth 4 or 5 marks.

### NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task component weighting %
<b>Nature of task</b>	In class assessment	Project	Trial	
<b>Components</b>	<b>Assessment component breakdowns</b>			
A Understanding, fluency and communication	15	20	15	50
B Problem-solving, reasoning and justification	15	20	15	50
<b>Task total %</b>	30	40	30	100%
<b>Date due – week beginning</b>	2/03/2020	14/06/2020	Weeks 4/5 Term 3	

## Mathematics Extension 2

### NESA HSC syllabus outcomes

<b>MEX12-1</b>	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
<b>MEX12-2</b>	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
<b>MEX12-3</b>	uses vectors to model and solve problems in two and three dimensions
<b>MEX12-4</b>	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
<b>MEX12-5</b>	applies techniques of integration to structured and unstructured problems
<b>MEX12-6</b>	uses mechanics to model and solve practical problems
<b>MEX12-7</b>	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
<b>MEX12-8</b>	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.	
<b>Section I (10 marks)</b>	<b>Section II (90 marks)</b>
♣ 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 School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	In class assessment	Project	In class assessment	Trial	
Components					
A Understanding, fluency and communication	10	15	10	15	50
B Problem-solving, reasoning and justification	10	10	15	15	50
<b>Task total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100%</b>
<b>Date due – week beginning</b>	8/12/2019	15/03/2020	1/06/2020	Weeks 4/5 Term 3	

# Community and Family Studies

## 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.		
<b>Section I – Core (75 marks)</b> This section will consist of two parts.		<b>Section II – Options (25 marks)</b>
Part A (20 marks) ♣ There will be objective response questions to the value of 20 marks.	Part B (55 marks) ♣ 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 8 marks.	♣ 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 School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Individual Research Project	Written Task	PowerPoint Presentation	Trial Exam	
Components	Assessment component breakdowns				Task component weighting %
A Knowledge and understanding of course content	10	10	5	15	
B Skills in critical thinking, research methodology, analysing and communicating	10	15	20	15	60
<b>Task total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	
<b>Date due – week beginning</b>	Part A –Week 9 Term 4 Part B & C- Week 2 Term 1	Week 9 Term 1	Week 8 Term 2	Weeks 4/5 Term 3	100%

## Personal Development, Health and Physical Education

### 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 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).
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.	

### NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Core 1: Health Priorities Presentation task	Core 2: Factors affecting performance task	Option 2: Sports Medicine task	Core 1 and 2, Option 1 and 2 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	
Date due – week beginning	Week 8, Term 4 2019	Week 5/6, Term 1 2020	Week 6, Term 2, 2020	Weeks 4/5 Term 3	100%



# Biology

## NESA HSC syllabus outcomes

**BI011/12-1** develops and evaluates questions and hypotheses for scientific investigation  
**BI011/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information  
**BI011/12-3** conducts investigations to collect valid and reliable primary and secondary data and information  
**BI011/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media  
**BI011/12-5** analyses and evaluates primary and secondary data and information  
**BI011/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes  
**BI011/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose  
**BI011-8** describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes  
**BI011-9** 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  
**BI011-10** describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species  
**BI011-11** analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem  
**BI012-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species  
**BI012-13** explains natural genetic change and the use of genetic technologies to induce genetic change  
**BI012-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system  
**BI012-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

**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. 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)	Section II (80 marks)
There will be objective-response questions to the value of 20 marks.	Questions may contain parts. There will be 20 to 25 items. At least two items will be worth 7 to 9 marks.

## NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
<b>Nature of task</b>	<b>Research Task</b> Research information to answer inquiry question	<b>Depth Study</b> Research and report on cutting edge reproductive and genetic technologies	<b>Practical Investigation</b> Design and conduct a practical investigation	<b>Trial HSC Examination</b>	
<b>Components</b>	<b>Assessment component breakdowns</b>				
A Skills in Working Scientifically	15	10	25	10	60
B Knowledge and Understanding	5	10	5	20	40
<b>Task total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	
<b>Date due - week beginning</b>	Term 4, Week 6	Term 1, Week 9	Term 2, Week 7	Weeks 4/5 Term 3	100%

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

## 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  
 CH11-12 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)	Section II (80 marks)
There will be objective-response questions to the value of 20 marks.	Questions may contain parts. There will be 20 to 25 items. At least two items will be worth 7 to 9 marks.

## NESA School-based Assessment requirements

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	20
Task total %	20	20	35	25	
Date due - week beginning	Term 4, Week 10	Term 1, Week 7	Term 2, Week 9	Weeks 4/5 Term 3	100%

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.

# Design and technology

## 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 processes 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 40 marks and a Major Design Project worth 60 marks.			
Major Design Project (60 marks)	Written Paper (40 marks) Time allowed: 1 hour and 30 minutes plus 5 minutes reading time. The paper will consist of three sections.		
	Section I (10 marks)	Section II (15 marks)	Section III (15 marks)
The Major Design Project consists of an individual product, system or environment, and a folio. The folio documents the proposal, the project management, the development and realisation, and the project evaluation.	There will be objective response questions to the value of 10 marks.	There will be short-answer questions to the value of 15 marks. <ul style="list-style-type: none"> <li>Questions may contain parts.</li> <li>There will be approximately four items in total.</li> <li>At least one item will be worth from 4 to 6 marks.</li> </ul>	There will be one extended response question.  The question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words) in total.
<b>Due date for Major Design Project will be in August 2020</b>			

## NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Project Proposal Presentation	Innovation and Emerging Technology Case Study*	Project Presentation and Evaluation	Trial HSC Examination	
Components	Assessment component breakdowns				Task component weighting %
A Knowledge and understanding of course content		20		20	
B Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
<b>Task total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100%</b>
<b>Date due - week beginning</b>	Term 4, Week 9	Term 1, Week 6	Term 2, Weeks 9-10	Weeks 4/5 Term 3	

# Physics

## 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

## 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)	Section II (80 marks)
There will be objective-response questions to the value of 20 marks.	Questions may contain parts. There will be 20 to 25 items. At least two items will be worth 7 to 9 marks.

## NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Processing/ Modelling Task Electromagnetism	Practical Task Advanced Mechanics	Depth Study Literature Review and Investigation Nature of Light	Trial HSC Examination	
Components	Assessment component breakdowns				
A Skills in Working Scientifically	15	20	15	10	60
B Knowledge and Understanding	5	5	10	20	20
<b>Task total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>25</b>	
<b>Date due - week beginning</b>	<b>Term 4, Week 9</b>	<b>Term 1, Week 9</b>	<b>Term 2, Week 8</b>	<b>Weeks 4/5 Term 3</b>	<b>100%</b>

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.

## 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 Australia 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) to deliver and assess VET qualifications to secondary students.

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 assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken.

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

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.



Education

**ULTIMO 90072**  
**HOSPITALITY- FOOD AND BEVERAGE ASSESSMENT SCHEDULE**  
**Preliminary Year 2019 - HSC 2020**  
 QUALIFICATION: SIT20316 Certificate II in Hospitality  
 Training Package: SIT Tourism, Travel and Hospitality V1.1

**NESA Course Code**  
 2 U X 2 YR  
 26511  
**LMBR UI Code**  
 11SIT20316126511B

Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b>  Scenario, written task, case study, observation of practical work	35 hrs Work placement  40% Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	<b>Cluster B: Introduction to Food Preparation</b>  Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	<b>Cluster C: Non-alcoholic beverages</b> Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							35 hrs Work placement
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	<b>Cluster D: Café Culture</b> 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.	60% HSC Trial Exam  The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection	
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 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.

## Assessment planner 2019-2020

Term Four 2019							
	4-8 Nov	11-15 Nov	18-22 Nov	25-29 Nov	2-6 Dec	9-13 Dec	16-18 Dec
	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Date							
Task							
Date							
Task							
Date							
Task							

Term 1 2020											
	27-31 Jan	3-7 Feb	10-14 Feb	17-21 Feb	24-28 Feb	2-6 March	9-13 March	16-20 March	23-27 March	30 March to April 3	6-10 April
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Date											
Task											
Date											
Task											
Date											
Task											

Term Two 2020										
	27April- 1 May	4-8 May	11-15 May	18-22 May	25-29 May	1-5 June	8-12 June	15-19 June	22-26 June	29 June -3 July
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Date										
Task										
Date										
Task										
Date										
Task										

Term Three 2020										
	20-24 July	27-31 July	3-7 Aug	10-14 Aug	17-21 August	24-28 August	31 August -4 Sept	7-11 Sept	14-18 Sept	21-25 Sept
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Date										
Task										
Date										
Task										
Date										
Task										



