

ALEXANDRIA PARK COMMUNITY SCHOOL



Year 12 assessment information HSC 2021

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

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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 **17**.
- g. **Satisfactorily complete the NESA minimum standards in numeracy, reading and writing at level 3 or 4.**

Assessment in Stage 6

In NSW there are [three types of assessment](#): Assessment for, Assessment as, Assessment of Learning

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

For the successful completion of the HSC students need to demonstrate that they complete all the course outcomes. Some outcomes are part of a summative assessment process and marked formally whereas other outcomes are demonstrated through formative assessment. Not all outcomes have to be summatively assessed but the student must demonstrate competency or achievement in all course outcomes and this is generally achieved through the successful completion of classwork.

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 NESA
- 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 NESA if they consider the processed of the review were not carried out properly (refer to the [ACE manual](#) on the NESA 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 9 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 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.

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

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 NESAs
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

- ✓ 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!

- ✓ 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

Do you meet these requirements?

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

N-Determination Flowchart

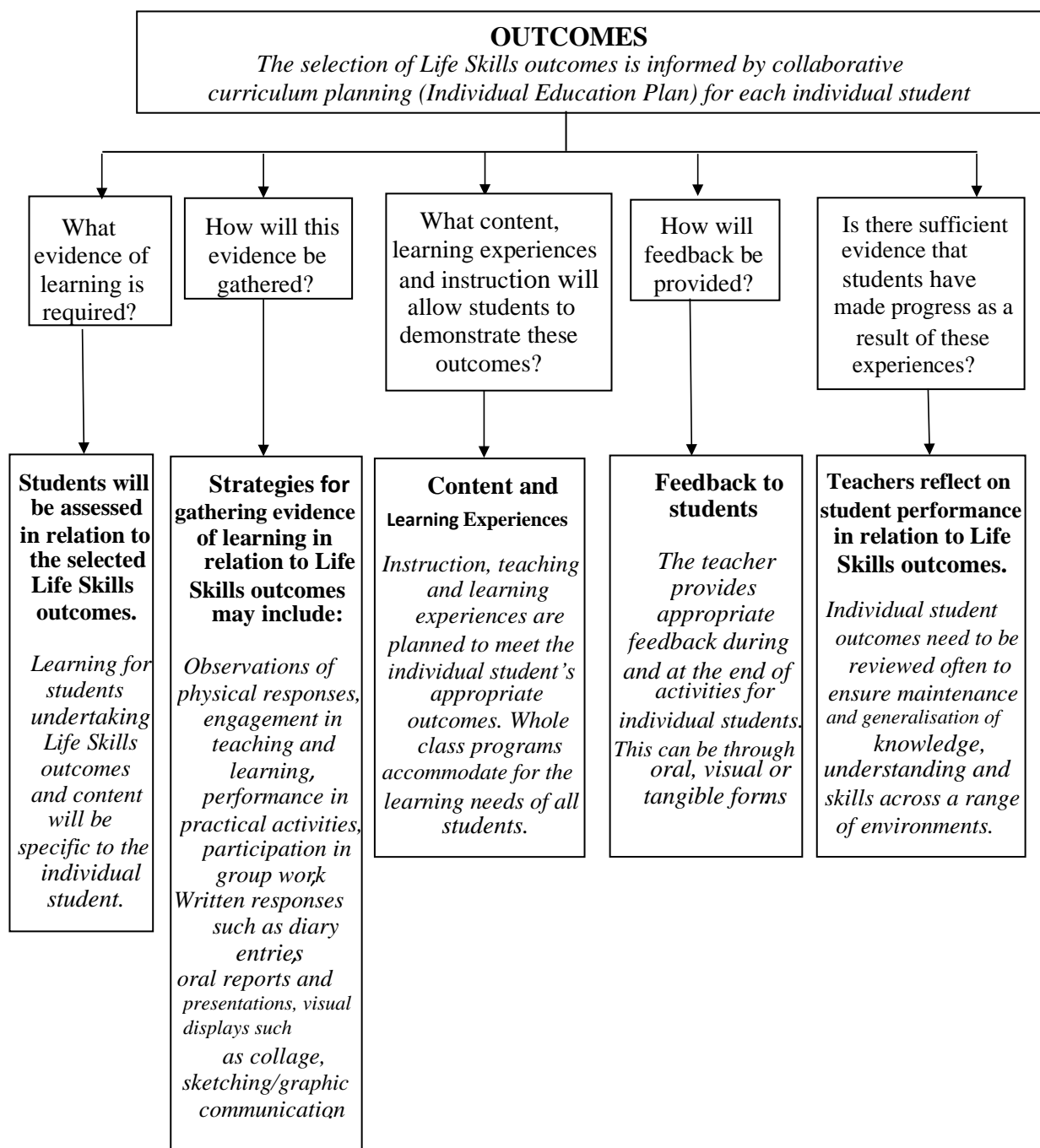
This process is to be followed for each course for the Higher School Certificate. This flowchart is designed to assist students and parents/carers to understand the process.

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

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

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

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

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 2021 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=>



Alexandria Park Community School

Illness or Misadventure Application Form

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

Task Description:

- ☐ Hand in task ☐ Examination
☐ Oral Presentation ☐ Other _____

Reason for Appeal:

- ☐ Illness ☐ Process
☐ Misadventure ☐ 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
---------------------------------	------------------------------------

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

Certain patterns of study and course requirements apply to your completing year 12

You must satisfactorily complete:

- a preliminary pattern of study that includes at least 12 units
- 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*)
≈ 2020 – 2021 ≈
for the 2021 HSC

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 Essay	Module A: Language, Identity and Culture multimodal	Module B: Close Study of Literature & Craft of Writing (25%) (imaginative + reflection)	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
Task total %	15	30	35	20	
Date due – week beginning	30/11/2020	22/03/2021	21/06/2021	Trial period Term 3	100

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 & Craft of Writing (25%) + multimodal	Module B: Critical Study of Literature	Trial examination	
Components	Assessment component breakdowns				
A Knowledge and understanding of course content	5	15	15	15	50
B Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	20	15	5	50
Task total %	15	35	30	20	
Date due – week beginning	30/11/2020	22/03/2021	21/06/2021	Trial period Term 3	100

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. Part A (15 marks) There will be three or four questions based on stimulus and/or unseen texts related to Module A. Questions may contain parts. Part B (15 marks) There will be one question based on the candidate's prescribed text. This question may include a stimulus.	Section II: Focus on Writing (15 marks) There will be one question which may contain parts. The question will require an imaginative, discursive, persuasive or informative response. This question may include a stimulus and/or an unseen text.	There will be one question. The question will require a sustained response based on the candidate's prescribed text. This question may include a stimulus.	There will be one question. The question will require a sustained response based on the candidate's prescribed text. This question may include a stimulus.	

NESA 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
Task total %	20	25	25	30	
Date due – week beginning	30/11/2020	22/03/2021	21/06/2021	Trial period Term 3	100

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 %
Nature of task	Mandatory module: Texts and Human Experiences Book review presentation	Research task Elective module: Multimodal presentation based on group research	Trial HSC Examination Mandatory module and Elective/s Trial HSC Examination	Collection of classwork All modules Portfolio of class work	
Components	Assessment component breakdowns				
A Knowledge and understanding of course content	10	15	10	15	50
B Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	15	10	15	50
Task total %	20	30	20	30	
Date due – week beginning	30/11/2020	22/03/2021	Trial period Term 3	23/08/2021	100

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	
Section I – Common Module (25 marks)	Section II – Elective (25 marks)
There will be one question in response to stimulus and/or unseen material. The question may require a critical or creative response, or both. It may be a single, sustained response, or it may be in two parts.	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	Creative task	Essay – Critical Response	Trial HSC Examination	
Components	Assessment component breakdowns			
A Knowledge and understanding of complex texts and of how and why they are valued	10	20	20	50
B Skills in complex analysis, sustained composition and independent investigation	20	20	10	50
Task total %	30	40	30	100%
Date due – week beginning	1/02/2021	7/06/2021	Trial period 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/ending	8/02/2021	18/06/2021	16/07/2021	

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 nd September 2019	Written Paper – Art Criticism and Art History (50 marks) Time allowed: 1 hour and 30 minutes plus 5 minutes reading time. The paper will consist of two sections.	
Body of Work (50 marks)	Section I (25 marks)	Section II (25 marks)
Candidates will submit a Body of Work which should demonstrate the understanding of artmaking as a practice and represent the candidate's ideas and interests through the interpretation of subject matter and use of expressive forms. See Requirements for the Visual Arts Body of Work.	<ul style="list-style-type: none"> ♣ There will be three short-answer questions. ♣ Questions may consist of parts. ♣ One question/part will be worth from 10 to 15 marks. 	<ul style="list-style-type: none"> ♣ There will be six extended response questions, two questions on each of practice, the conceptual framework and frames. ♣ Candidates will be required to answer one question. ♣ The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).
Submission date: TBA but August/September 2021		

NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Developing the Body of Work: Visual arts process diary (VAPD) and viva voce	Essay extended written response investigating areas of content and critical/historical practice	Body of work development – submission of VAPD and works under development	Trial Examination – art criticism and art history	
Components	Assessment component breakdowns				
A Artmaking	20		30		50
B Art criticism and art history		30		20	50
Task total %	20	30	30	20	
Date due – week beginning	7/12/2020	26/05/2021	30/06/2021	Trial period 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)
Part A: Global Perspective (25 marks) There will be objective response and short-answer questions, including from 5 to 10 objective response questions.	♣ 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.	♣ 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.
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.		
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).		

NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Heritage and Identity in class task	Major project including logbook	I Social Justice and Human Rights Reflection	Trial examination	
Components	Assessment component breakdowns				
A Knowledge and understanding of course content.	5	10	10	15	40
B Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives.	5	10	5	5	25
C Research and inquiry methods, including aspects of the Major Project.		10		10	20
D Communication of information, ideas and issues in appropriate forms.	5	10			15
Task total %	15	40	15	30	
Date due – week beginning/ending	14/12/2020	5/02/2021	31/05/2021	Trial period Term 3	100%

Ancient History

Ancient History

NESA HSC syllabus outcomes

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

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 four sections. All questions may refer to stimulus material.			
Section I – Core: Cities of Vesuvius – Pompeii and Herculaneum (25 marks)	Section II – Ancient Societies (25 marks)	Section III – Personalities in their Times (25 marks)	Section IV – Historical Periods (25 marks)
There will be three or four questions. This section will require candidates to analyse and interpret sources and apply their own knowledge. One question will be worth 10 to 15 marks. Candidates will be required to answer all questions.	There will be one question for each of the eight 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.	There will be one question for each of the ten topics. Questions will contain two or three parts. One part will be worth 10 to 15 marks. Candidates will be required to answer the question on the topic they have studied.	There will be one extended-response question for each of the ten 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).

NESA School-based Assessment requirements

Year 12 School Based Assessment Requirements					
Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Source Analysis	Historical Analysis	Research Task	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	10	10			20
C Historical inquiry and research .	5	5	10	5	20
D Communication of historical understanding in appropriate forms	5	5	5	5	20
Task total %	25	25	25	25	100%
Date due – week beginning	30/11/2020	15/03/2021	31/05/2021	Trial period Term 3	

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
Task total %	25	25	25	25	100%
Date due - week beginning	30/11/2020	29/03/2021	31/05/2021	Trial period Term 3	

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
Task total %	25	25	25	25	
Date due - week beginning	7/12/2020	22/02/2021	31/05/2021	Trial period Term 3	100%

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.	
Section I (25 marks)	Section II (25 marks)
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 %
Nature of task	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
Task total %	30	40	30	100
Date due - week beginning	29/03/2021	21/06/2021	Trial period 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/ending	29/01/2021	3/05/2021	21/06/2021	Trial period 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.			
Section I – Core: Power and Authority in the Modern World 1919–1946 (25 marks)	Section II – National Studies (25 marks)	Section III – Peace and Conflict (25 marks)	Section IV – Change in the Modern World (25 marks)
There will be three or four questions. This section will require candidates to analyse and interpret sources and apply their own knowledge. One question will be worth 10 to 15 marks. Candidates will be required to answer all questions.	There will be one extended-response question for each of the eight topics. Each question will have two alternatives. Candidates will be required to answer one alternative on the topic they have studied. The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).	There will be one extended-response question for each of the six topics. Each question will have two alternatives. Candidates will be required to answer one alternative on the topic they have studied. The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).	There will be one question for each of the six topics. Questions will contain three or four parts. One part will be worth 10 to 15 marks. Candidates will be required to answer the question on the topic they have studied.

NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Source based task and historical analysis	Extended response and source work	Extended response and research	Trial Examination	
Components	Assessment component breakdowns				
A Knowledge and understanding of course content	10	10	10	10	40
B Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
C Historical inquiry and research	5	5	5	5	20
D Communication of historical understanding in appropriate forms	5	5	5	5	20
Task total %	25	25	25	25	100%
Date due - week beginning	14/12/2020	22/02/2021	7/06/2021	Trial period Term 3	

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 – workplace	Trial	
Components	Assessment component breakdowns				Task component weighting %
A Knowledge and understanding	10	10	10	0	
B Skills	20	10	20	20	70
Task total %	30	20	30	20	100%
Date due – week beginning	30/11/2020	8/03/2021	14/06/2021	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	14/12/2020	29/03/2021	14/06/2021	16/08/2021	

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/ending	11/12/2020	19/03/2021	28/05/2021	9/08/2021	

Mathematics Advanced

NESA HSC syllabus outcomes

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

NESA HSC examination specifications

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

NESA 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				Task component weighting %
A Understanding, fluency and communication	10	15	10	15	
B Problem-solving, reasoning and justification	10	10	15	15	50
Task total %	20	25	25	30	100%
Date due - week ending	27/11/2020	19/03/2021	24/05/2021	9/08/2021	

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

Mathematics Extension 1

NESA HSC syllabus outcomes

ME12-1	applies techniques involving proof or calculus to model and solve problems
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5	applies appropriate statistical processes to present, analyse and interpret data
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

NESA HSC examination specifications

The examination will consist of a written examination paper of two hours duration (plus ten minutes reading time) with a total mark value of 70 marks.	
All questions in the examination are compulsory.	
Section I (10 marks)	Section II (60 marks)
♣ 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 %
Nature of task	In class assessment	Project	Trial	
Components	Assessment component breakdowns			
A Understanding, fluency and communication	15	20	15	50
B Problem-solving, reasoning and justification	15	20	15	50
Task total %	30	40	30	100%
Date due – week beginning/ending	12/03/2021	31/05/2021	Trial period Term 3	

Mathematics Extension 2

NESA HSC syllabus outcomes

MEX12-1	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
MEX12-2	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX12-3	uses vectors to model and solve problems in two and three dimensions
MEX12-4	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX12-5	applies techniques of integration to structured and unstructured problems
MEX12-6	uses mechanics to model and solve practical problems
MEX12-7	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
MEX12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

NESA HSC examination specifications

The examination will consist of a written examination paper of three hours duration (plus ten minutes reading time) containing two sections with a total mark value of 100 marks.	
All questions in the examination are compulsory.	
Section I (10 marks)	Section II (90 marks)
♣ There will be objective-response questions to the value of 10 marks.	Questions may contain parts. There will be 37 to 42 items. At least two items will be worth 4 or 5 marks.

NESA 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
Task total %	20	25	25	30	100%
Date due – week beginning/ending	11/12/2020	23/03/2021	11/06/2021	Trial period 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.		
Section I – Core (75 marks) This section will consist of two parts.		Section II – Options (25 marks)
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				
A Knowledge and understanding of course content	10	10	5	15	40
B Skills in critical thinking, research methodology, analysing and communicating	10	15	20	15	60
Task total %	20	25	25	30	
Date due – week beginning	14/12/2020	29/03/2021	7/06/2021	Trial period 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	100%
Date due – week beginning	7/12/2020	22/02/2021	24/05/2021	Trial period Term 3	

Sport, lifestyle and recreation

Content Endorsed Course Stage 6

Year 12 outcomes:

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support the health, safety and physical activity
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Module 8.11 Outdoor recreation Campaign	Module 8.9 Healthy lifestyle Portfolio	Module 8.14 Sports Administration Development plan	8.15 Sports coaching and training practical	
Components	Assessment component breakdowns				
A Knowledge and understanding of course content	10	10	10	20	50
B Skills outcomes and content	15	15	10	10	50
Task total %	25	25	20	30	
Date due - week beginning	16/11/2020	22/03/2021	31/05/2021	Trial period 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 %
Nature of task	Research Task Research information to answer inquiry question	Depth Study Research and report on cutting edge reproductive and genetic technologies	Practical Investigation Design and conduct a practical investigation	Trial HSC Examination	
Components	Assessment component breakdowns				
A Skills in Working Scientifically	15	10	25	10	60
B Knowledge and Understanding	5	10	5	20	40
Task total %	20	20	30	30	
Date due - week beginning	16/11/2020	22/03/2021	31/05/2021	Trial period 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
 CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems
 CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
 CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds
 CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

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

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.	
The time allowed is 3 hours plus 5 minutes reading time. A data sheet, formulae sheet and Periodic Table will be provided. NESA approved calculators may be used. There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination. The paper will consist of two sections.	
Section I (20 marks)	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	14/12/2020	8/03/2021	14/06/2021	Trial period 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"> Questions may contain parts. There will be approximately four items in total. At least one item will be worth from 4 to 6 marks. 	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.
Due date for Major Design Project will be in August 2021			

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
Task total %	20	20	30	30	100%
Date due - week beginning	7/12/2020	1/03/2021	14/06/2021	Trial period Term 3	

Engineering studies

NESA HSC syllabus outcomes

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

NESA HSC examination specifications

The examination will consist of a written paper worth 100 marks.	
<p>The time allowed is 3 hours plus 5 minutes reading time.</p> <p>A formulae sheet will be provided.</p> <p>The paper will consist of two sections.</p> <p>There will be approximately equal weighting of each of the four modules across the examination as a whole.</p> <p>Questions may require students to integrate knowledge, understanding and skills developed through studying the entire course, rather than focusing on a particular module.</p>	
Section I (20 marks)	Section II (80 marks)
There will be objective-response questions to the value of 20 marks.	<ul style="list-style-type: none"> ▪ There will be approximately seven short-answer questions. ▪ Questions will contain parts. ▪ There will be approximately 25 items in total. ▪ At least two items will be worth from 6 to 8 marks.

NESA School-based Assessment requirements

Task number	Task 1	Task 2	Task 3	Task 4	Task component weighting %
Nature of task	Engineering Report	Catalogue of materials	Engineering Report	Trial HSC Examination	
Components	Assessment component breakdowns				
A Knowledge and understanding of course content	15	15	10	20	60
B Knowledge and skills in research, problem solving and communication related to engineering practice	10	10	10	10	40
Task total %	25	25	20	30	
Date due - week beginning	16/11/2020	1/03/2021	19/07/2021	Trial period Term 3	100%

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				Task component weighting %
A Skills in Working Scientifically	15	20	15	10	
B Knowledge and Understanding	5	5	10	20	20
Task total %	20	25	25	25	100%
Date due - week beginning	7/12/2020	22/03/2021	7/06/2021	Trial period Term 3	

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

The depth study task must assess:

- ♣ the Working Scientifically skills outcomes:
- ♣ Questioning and Predicting
- ♣ Communicating
- ♣ a minimum of two additional Working Scientifically skills outcomes
- ♣ at least one Knowledge and Understanding outcome.

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 90072) to deliver and assess VET qualifications to secondary students.

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

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

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

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


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

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

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

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

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

 ULTIMO 90072 HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2020 - HSC 2021 QUALIFICATION: SIT20316 Certificate II in Hospitality Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)							NESA Course Code 2 U X 2 YR – 26511 2021 HSC Exam: 26589 LMBR UI Code (11 OR 12) SIT20316126511B
Term	Unit Code	Units Of Competency	AOQ CORE	HSC STATU S	HSC INDIC	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: SITHIND003 Use hospitality skills effectively	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	Cluster A: Getting Ready for Work (as a Sandwich Artist) 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	Cluster B: Introduction to Food Preparation 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	Cluster C: Non-alcoholic beverages Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							35 hrs Work placement 60% HSC Trial Exam
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	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry 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.		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total Hours 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.	

Student Responsibilities Checklist

☐

I am familiar with the NSW Education Standards Authority (NESA) requirements for the satisfactory completion of a course and for satisfactory attendance.

☐

I have successfully completed minimum standards in numeracy, reading and writing at level 3 or 4.

☐

I have a copy of the assessment schedule for EACH course I am studying and am aware of specific course requirements.

☐

I am aware of the assessment policies and procedures of Alexandria Park Community School as detailed in this manual and abide by them.

☐

I understand my class teacher will give me formal written notification two weeks before an assessment task, but it is my responsibility to check when tasks are due.

☐

I know it is the responsibility of students, including students on work placement or extended leave to check whether an assessment task has been issued in their absence.

☐

I do not interfere with the progress of other students.

☐

I will make a genuine attempt at all assessment tasks.

☐

I have recorded due dates for assessment tasks and class work in a diary.

Assessment planner 2020-2021

Term Four 2020							
	2-6 Nov	9-13 Nov	16-20 Nov	23-27 Nov	30 Nov-4 Dec	7-11 Dec	14-16 Dec
	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Date							
Task							
Date							
Task							
Date							
Task							

Term One 2021										
	25-29 Jan	1-5 Feb	8-12 Feb	15-19 Feb	22-26 Feb	1-5 March	8-12 March	15-19 March	22-26 March	29 – 31 March
	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 Two 2021										
	19- 23 April	26- 30 April	3-7 May	10-14 May	17-21 May	24-28 May	31 May to 4 June	7-11 June	14-18 June	21-25 June
	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 2021										
	12-16 July	19-23 July	26 - 30 July	2-6 Aug	9-13 August	16-20 August	23-27 August	30 August to 3 Sept	6-10 Sept	13-17 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										

