

# HIGHER SCHOOL CERTIFICATE 2023-2024



## ASSESSMENT HANDBOOK



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# 1. Higher School Certificate Course

## 1.1. NESA

- 1.1.1 NSW Education Standards Authority (NESA) is a statutory board which has the power to award students a Record of School Achievement (RoSA). To be eligible for this award, students must comply with the entry requirements, course restrictions and the rules and regulations set down by NESA.

## 1.2. Minimum Study Programs

- 1.2.1 For the purpose of the award of the Higher School Certificate, students must have satisfactorily completed all mandatory Year 11 course and adhere to a program of study involving:
- 1.2.1.1. Two units of a NESA Developed course in English
  - 1.2.1.2. Ten HSC units of which at least 6 units must be 'NESA Developed' courses
  - 1.2.1.3. At least four subjects
  - 1.2.1.4. Three courses which must be of two units value or greater
  - 1.2.1.5. No more than 6 units of Science.

## 1.3. Satisfactory completion of Higher School Certificate Course

- 1.3.1 It is required that students:
- 1.3.1.1. Demonstrate satisfactory participation in learning
  - 1.3.1.2. Apply themselves with diligence and sustained effort to set tasks and experiences provided
  - 1.3.1.3. Satisfactorily complete courses in a Year 11 pattern of study required by NESA
  - 1.3.1.4. Complete the requirements of each course including any necessary oral, practical or project work
  - 1.3.1.5. Perform the tasks required as part of the assessment program in each course
  - 1.3.1.6. Sit for any examination set as part of the course
  - 1.3.1.7. Satisfactorily completing the NESA's course on Ethical Scholarship – '*HSC: All my own work*'.
  - 1.3.1.8. Demonstrate a minimum standard of literacy and numeracy by sitting for online tests in reading, writing and numeracy
  - 1.3.1.9. Sit for and make a serious attempt at the required HSC exams.

## 1.4. Non-Completion of Course Requirements

- 1.4.1 '*Non-completion of course requirements warning letters*' are issued by the school when students are at risk of receiving a determination of non-completion of course requirements. This most commonly occurs when students:
- 1.4.1.1 Are not completing significant portions of classwork and / or missing significant portions of class instruction
  - 1.4.1.2 Fail to demonstrate achievement of course outcomes that is below '*limited*' as described by NESA
  - 1.4.1.3 Receive zero on an assessment due to non-compliance with assessment procedures
- 1.4.2 Students who have received a minimum of two official '*Non-completion of course requirements warning letters*' in a single course and have not completed the requirements detailed on the letter may receive an 'N Determination' for that course.
- 1.4.3 Students who have not satisfactorily attempted assessments to the value of 50% of course assessment in a single course will receive an 'N Determination' for that course.

## 1.5. Australian Tertiary Admission Rank (ATAR)

- 1.5.1 Entry into tertiary courses in NSW and the ACT may depend on your Australian Tertiary Admission Rank (ATAR). Universities calculate the ATAR for every student who completes the necessary pattern of study and makes an application for an ATAR.
- 1.5.2 The ATAR is reported on a scale of 0 to 99.5 with increments of 0.05
- 1.5.3 To be eligible for the ATAR, a student must study:
  - 1.5.3.1 At least 10 units of NESA Developed courses including at least two units of English
  - 1.5.3.2 NESA Developed courses that include at least three courses of two units or greater
  - 1.5.3.3 At least four subjects
  
- 1.5.4 No more than two units of Category B courses may be used in determining an ATAR.

## 1.6. NESA Course Syllabuses

- 1.6.1 NESA course syllabuses may be accessed on the NESA website at:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## 1.7. NESA Students Online

- 1.7.1 '*NESA Students Online*' is a website which students can access using their student number and PIN that contains many supportive resources.  
<https://studentsonline.nesa.nsw.edu.au/>

## 2. Assessment Procedures

### 2.1 General Procedures

- 2.1.1 The NSW Education Standards Authority establishes the '*Principles of Assessment*' and '*Assessment in Stage 6*' policies for schools to use to develop a formal Assessment Program in each course.
- 2.1.2 Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.
- 2.1.3 School-based assessment programs provide opportunities for teachers to gather evidence about student achievement of syllabus outcomes and assists teachers to report on student achievement at a point in time.
- 2.1.4 Assessment Programs in any course will differ from school to school in terms of how the assessment is being carried out but are the same in every school in terms of the areas of the syllabus that are being assessed and the weight placed on each component.
- 2.1.5 Teachers are free to choose whichever tasks they feel are the best for assessing the various components and for discriminating between students.
- 2.1.6 Assessment Programs can include, but not limited to, formal examinations, assignments, tests, oral work, field work, laboratory work and projects.
- 2.1.7 The formal assessment program contributes to the school assessment marks submitted to NESA.
- 2.1.8 The school assessment mark is adjusted (moderated) by NESA after all HSC examinations are completed to provide the school assessment mark that appears in HSC results.
- 2.1.9 For each course, the final HSC mark is a 50:50 contribution of the HSC examination and moderated school based assessment mark.
- 2.1.10 It is the responsibility of students and parents to be familiar with and comply with all elements of this Assessment policy and procedural framework
- 2.1.11 As far as possible, assessment tasks are to be completed under teacher supervision. However, some syllabus requirements necessitate that work be completed out of class, for example, research activities.
- 2.1.12 Malpractice is unacceptable as it is contrary to ethical scholarship. An '*Assessment Task Cover Sheet*' containing a declaration of originality must be completed and attached to any assessment tasks completed outside of class.
- 2.1.13 Malpractice will result in a mark of zero and the issuing of a '*Non-completion of course requirements*' warning letter.
- 2.1.14 Students who have engaged in malpractice will still be required to resubmit / resit the task in order to meet the course outcome requirements, but the zero mark will remain.
- 2.1.15 If plagiarism is of another student's work, a decision will be made by the Appeals Committee, after investigation into the degree of complicity, as to whether the other student will also be penalised.
- 2.1.16 NESA requires schools to report students who have committed malpractice and these students' names are maintained on the NESA malpractice register.
- 2.1.17 Only approved calculators can be used for assessment tasks and examinations.

## 2.2 School Procedures

- 2.2.1 Students will be informed in writing of the assessment requirements including the nature and timing of assessment tasks for each course in the '*Higher School Certificate Assessment Handbook*'.
- 2.2.2 Students are advised to record assessment tasks in their Student Planner and to refer regularly to their '*Higher School Certificate Assessment Handbook*'.
- 2.2.3 An '*Assessment Task Notification*' will be provided a minimum of two weeks before the date of the assessment task and include:
  - 2.2.3.1 The nature of the task
  - 2.2.3.2 Syllabus outcomes assessed
  - 2.2.3.3 The weighting of the task
  - 2.2.3.4 The date of the task or, for a hand-in task, the due date and time.
- 2.2.4 All issues regarding assessment tasks must, in the first instance, be addressed with the class teacher by the student before the matter is referred to the relevant Head Teacher.
- 2.2.5 If a student is absent from class on the day the Assessment Task Notification is issued, it is the student's responsibility to see the teacher to receive the notification.
- 2.2.6 Students must attend every timetabled period on the school day prior to the scheduled date of any assessment task.
- 2.2.7 Students must attend every timetabled period on the scheduled date of any assessment task up to and including the conclusion of the assessment task.
- 2.2.8 Failure to comply with 2.2.6 or 2.2.7 will result in a zero mark awarded unless an '*Application for Assessment Consideration Due to Illness / Misadventure*' form is submitted and substantiated by the appeals committee.
- 2.2.9 A copy of the '*Application for Assessment Consideration Due to Illness / Misadventure*' form available from the school website or from a Deputy Principal.
- 2.2.10 In the event of a situation arising that has not been foreseen in these procedures, a decision shall be made by the appeals committee. The appeals committee may consult on such matters as it sees fit prior to any determination.
- 2.2.11 Decisions made by the appeals committee are final.

## 2.3 In-School Assessment Tasks & Examinations

- 2.3.1 Assessment Tasks and Examinations must be completed at the scheduled time.
- 2.3.2 If a student misses an in-school assessment or examination task through absence from school:
  - 2.3.2.1 The student must submit a Doctor's Certificate or Police Report for the absence together with a completed '*Application for Assessment Consideration Due to Illness / Misadventure*' form before 8:45am on the first school day not covered by the Doctor's Certificate or Police Report.
  - 2.3.2.2 The student must have visited the Doctor or Police on, or the day prior to, the date of the assessment task.
  - 2.3.2.3 A Doctor's Certificate / Police Report used must indicate the date(s) the student was unfit for school which must be inclusive of the date of the assessment task or examination.
- 2.3.3 The Head Teacher will determine the validity of the reason.
- 2.3.4 Unless validated by the Head Teacher, the student will receive a mark of zero and be issued a '*Non-completion of course requirements*' warning letter as it will be deemed the student is gaining an unfair advantage over other students.
- 2.3.5 If the '*Application for Assessment Consideration Due to Illness / Misadventure*' referred to at 2.3.2.1 is accepted:
  - 2.3.5.1 The Head Teacher will make arrangements for the student to complete the task.
  - 2.3.5.2 The student is to be ready to undertake that task on the first day of their return to school.
  - 2.3.5.3 The exact time and date will be determined by the Head Teacher and, if necessary, may well be in the student's own time. This includes days in the trial HSC period.
- 2.3.6 If a student is late to school on the day of an assessment task and / or the day prior to an assessment task:
  - 2.3.6.1 The student must submit a Doctor's Certificate or Police Report for the absence with a completed '*Application for Assessment Consideration Due to Illness / Misadventure*' form immediately on the students arrival at school.
  - 2.3.6.2 A Doctor's Certificate / Police Report used must indicate the date(s) the student was unfit for school which must be inclusive of the date of the assessment task or examination.
- 2.3.7 The Head Teacher will determine the validity of the reason.

- 2.3.8 Unless validated by the Head Teacher, the student will receive a mark of zero and be issued a '*Non-completion of course requirements*' warning letter as it will be deemed the student is gaining an unfair advantage over other students.

## 2.4 Submission Style Assessment Tasks

- 2.4.1 Submission style 'hand-in' tasks are to be completed and submitted before 8:45am on the due date.
- 2.4.2 A signed 'Assessment Task Cover Sheet' must be submitted at this time.
- 2.4.3 An assessment task must be submitted to a teacher.
- 2.4.4 No emailed tasks will be accepted other than in exceptional circumstances and only where this is pre-arranged with a Deputy Principal or Principal. Failure to adhere to this will result in a zero mark being awarded.
- 2.4.5 If a student does not submit an assessment task before 8:45am on the due date:
- 2.4.5.1 The student must submit a Doctor's Certificate or Police Report for the absence with a completed '*Application for Assessment Consideration Due to Illness / Misadventure*' form and the completed Assessment Task to the Head Teacher before 8:45am on the first school day not covered by the Doctor's certificate or Police Report.
  - 2.4.5.2 The student must have visited the Doctor or Police on, or the day prior to, the date of the assessment task.
  - 2.4.5.3 A Doctor's Certificate / Police Report used must indicate the date(s) the student was unfit for school which must be inclusive of the date of the assessment task.
  - 2.4.5.4 The Head Teacher will determine the validity of the reason.
- 2.4.6 Unless validated by the Head Teacher, the student will receive a mark of zero and be issued a '*Non-completion of course requirements*' warning letter as it will be deemed the student is gaining an unfair advantage over other students.
- 2.4.7 Problems with technology are not grounds for any assessment consideration.

## 2.5 If a student knows they will be away on the day of an assessment task

- 2.5.1 The student must advise the relevant Deputy Principal in writing prior to the day of the assessment task and provide supporting evidence. This includes any student who has been granted 'Extended Leave – Travel'. One of the following decisions will then be made:
- 2.5.1.1 The student may be permitted to do the task at the first opportunity when they return.
  - 2.5.1.2 If the task is a hand-in task, the student must submit the task / assessment before the due date or make arrangements for someone else to deliver it to the Head Teacher prior to 8:45am on the due date.
  - 2.5.1.3 The student may be given a substitute task
  - 2.5.1.4 The reason for absence may be deemed invalid and a mark or zero awarded. The student will still be required to complete the task to achieve outcomes.
  - 2.5.1.5 In exceptional circumstances only, the student may be given an estimate. Any use and calculation of an estimate will be in line with NESA expectations.
- 2.5.2 If a student is required to submit or complete an assessment task in class on a day which falls during a period when the student is on suspension, the Deputy Principal or Principal will make arrangements to enable the student to comply with the school's assessment requirements.



## 2.6 Conduct during Examinations, Tests or Assessment Tasks

- 2.6.1 Students must cease speaking or communicating in any way as they enter the assessment / examination venue and remain silent while in the assessment / examination venue except if talking with a teacher / supervisor.
- 2.6.2 Students must follow the teacher's / supervisor's instructions at all times
- 2.6.3 Students must behave in a manner that will not disturb the work of any other student nor disrupt the conduct of the assessment / examination.
- 2.6.4 Students must make a serious attempt at all questions in the assessment / examination. Answers must not contain frivolous or offensive material.
- 2.6.5 Students must not take food into the assessment / examination room other than for a known, verified medical condition already documented with the school.
- 2.6.6 Students must only take permitted equipment into the assessment / examination room. Books, notes, paper, mobile phones, watches, earbuds/airpods and electronic equipment of any kind are not to be taken into the assessment / examination venue.
- 2.6.7 Any mobile phone left in a bag in the area, not deemed to be the assessment / examination room, must be switched off.
- 2.6.8 Students must remain in the assessment / examination venue until the assessment / examination time has elapsed and they are dismissed by the teacher / supervisor.
- 2.6.9 Students must behave ethically. No attempt should be made to engage in malpractice (cheat or attempt to cheat).
- 2.6.10 Students must not take an examination paper or writing booklet from the examination venue.
- 2.6.11 Students are only permitted to use clear, fully transparent plastic bags or sleeves as a pencil case.
- 2.6.12 Students are only permitted to use clear, fully transparent drink bottles, without labels, that contains only water.

## 2.7 Failure to comply with School Policy and Assessment Procedures

- 2.7.1 Failure to comply with School Policy and Assessment Procedures will result in a zero mark which will be notified in writing through the issuing of a '*Non-completion of course requirements*' warning letter.

## 2.8 Malpractice

- 2.8.1 Malpractice is cheating and will result in the student receiving a zero mark for the examination or task.
- 2.8.2 Malpractice is any activity undertaken by a student with the intention of using it to unfairly advantage themselves. Malpractice includes, but is not limited to:
- 2.8.2.1 Taking non-approved notes, aids or equipment into an assessment or examination
  - 2.8.2.2 Copying from another student
  - 2.8.2.3 Communicating with another student during an assessment or examination
  - 2.8.2.4 Plagiarism (see 2.9)
  - 2.8.2.5 Building on the ideas of another person without reference
  - 2.8.2.6 Submitting work to which another person (such as parent, coach or subject expert) has contributed substantially
  - 2.8.2.7 Using words, ideas, designs or the work of others in practical and performance tasks without acknowledgment
  - 2.8.2.8 Changing an answer or mark after the paper has been returned
  - 2.8.2.9 Breaching the school '*Examination Rules*'
  - 2.8.2.10 Contriving false explanations to justify work not submitted by the due date and time
  - 2.8.2.11 Assisting another student engage in malpractice.

## 2.9 Plagiarism

- 2.9.1 Plagiarism occurs when a student copies another person's work, and then states or implies that it is their own work, without acknowledgement. This includes words and text from books or websites, drawings, maps, graphics and art as well as ideas and thoughts.
- 2.9.2 Plagiarism is cheating and will result in the student receiving a zero mark for the task.
- 2.9.3 A student's work may be cited for plagiarism in they, without acknowledgement of the source:
- 2.9.3.1 Copy someone else's work, in part or in whole, and presenting it as their own.
  - 2.9.3.2 Using material directly from books, journals, CDs, DVDs, or the internet without reference to the source.
  - 2.9.3.3 Submit work generated by artificial intelligence (Chat GPT, Bard and/or similar) as their own work.
  - 2.9.3.4 Makes a direct copy of one or more sentences and / or paragraphs from a source document
  - 2.9.3.5 Copies sentences and / or paragraphs, though they have changed their order
  - 2.9.3.6 Makes cosmetic changes to sentences and / or paragraphs. This may include changing the tense, placing in some synonyms, changing the order of adjectives and nouns or deliberately adding grammar and / or spelling mistakes.
  - 2.9.3.7 Deletes information that was in brackets or a list of examples from sentences and / or paragraphs in the source
  - 2.9.3.8 Changes the order of phrases in the sentence
  - 2.9.3.9 Uses information from a source that is not included in the bibliography.
- 2.9.4 Students need to be aware that summarising and paraphrasing can also be considered plagiarism. Acceptable paraphrasing means that the student expresses the ideas using original language and sentence structure. If the student keeps even short phrases from the original source, they must cite the source. Students must only use a limited amount of citing in their work.
- 2.9.5 This Assessment Handbook contains a section on writing a bibliography and referencing quotes.
- 2.9.6 Students who would like to learn more about acceptable paraphrasing and the use of quotes can access the following websites:
- [http://educationstandards.nsw.edu.au/wps/portal/nesa/Advanced%20Search?search\\_query=plagiarism](http://educationstandards.nsw.edu.au/wps/portal/nesa/Advanced%20Search?search_query=plagiarism)
  - <https://wts.indiana.edu/writing-guides/plagiarism.html>
  - <https://www.hamilton.edu/writing/style/plagiarism/plagiarism.html>

## 2.10 Appeals

- 2.10.1 Appeals may only be lodged in relation to decisions made by a Head Teacher or Deputy Principal relating to a student's non-compliance with the requirements of the *'Sefton High School Assessment Policy'*.
- 2.10.2 Students cannot appeal against a mark awarded, in keeping with NSW Education Standards Authority procedures.
- 2.10.3 Students must submit a completed *'Application to Appeal a Penalty in an Assessment Task'* form to the relevant Head Teacher, including all supportive documentation, stating the basis on which they are appealing.
- 2.10.4 An appeal against a *'Non-completion of course requirements'* warning letter must be submitted to the relevant Head Teacher
- 2.10.5 If appealing against the decision that the work submitted was generated by artificial intelligence, the onus is upon the student to prove that they have composed/created the work, evidence of which must be submitted to the Appeals Panel.
- 2.10.6 All written appeals must be submitted within ten days of the date on the written notification of completion.
- 2.10.7 Only appeals completed by the student, submitted using the *'Application to Appeal a Penalty in an Assessment Task'* form will be considered.
- 2.10.8 The *'Application to Appeal a Penalty in an Assessment Task'* form can be accessed from a Deputy Principal.

## 3. Additional Information

### 3.1 The Student HSC Credential

- 3.1.1 If a student completed the HSC program, including course and assessment requirements, he/she will receive the Higher School Certificate. Typically, each course report contains:
  - 3.1.1.1 an assessment mark derived after moderation from the mark and ranking submitted by the school and produced in accordance with NESA requirements for the school-based assessment program
  - 3.1.1.2 an examination mark derived from the HSC external examination
  - 3.1.1.3 an HSC mark, which is the average of the moderated assessment mark and the examination mark
  - 3.1.1.4 a performance band, determined by the HSC mark.

### 3.2 Advice on Successful Completion of the HSC

- 3.2.1 At times, students will find the demands of the HSC and staying on track challenging.
- 3.2.2 Students are strongly encouraged to build partnerships with staff and fellow students to support and guide this journey.
- 3.2.3 Each teacher has successfully completed the HSC and University themselves have extensive experiences teaching and guiding multiple HSC cohorts and their advice, based on experience, needs to be sought.
- 3.2.4 Students are encouraged to maintain a healthy, balanced lifestyle, build resilience and manage time effectively.
- 3.2.5 Resilience is an important personal attribute and skill that students will need throughout the HSC and future endeavours.
- 3.2.6 Students are expected to:
  - 3.2.6.1 know the syllabus – it is the only thing that can be assessed;
  - 3.2.6.2 plan ahead and work through assessments progressively;
  - 3.2.6.3 complete all tasks on time;
  - 3.2.6.4 ask for clarification about a task or the feedback he/she receives on a completed tasks and how he/she could improve your performance;
  - 3.2.6.5 maintain printed and electronic copies of tasks, including backing up work in progress;
  - 3.2.6.6 read the HSC: Rules and Procedures, published annually by NESA;
  - 3.2.6.7 seek assistance and advice from teachers and other support people when needed;
  - 3.2.6.8 complete study notes as the course progresses;
  - 3.2.6.9 ensure that they fully understand the directive verbs used in HSC questions. The list of these and their associated meanings are set out on page 39.

### 3.3 A Word of Warning

- 3.3.1 In the external HSC examination, NESA awards a zero mark to any script in which:
- only the:
    - multiple choice questions are completed, and / or
    - true and false questions are completed, and / or
    - matching questions have been completed
  - some or all the answers appear not to be genuine attempts to answer the question(s) asked. This may include copying or modifying some or all of the question(s) or leaving a number of blanks.
  - Frivolous or objectionable material has been included
- 3.3.2 In Year 12, this will result in a “Non-award” in that course and if the course counts towards the ten units required to be completed, the student will not receive a Higher School Certificate (HSC).
- 3.3.3 This will also result in the student not being awarded an ATAR if this course counts towards their 10 units.
- 3.3.4 Sefton High School will follow the same rule in all years for school assessment tasks including examinations. Any such scripts will be treated as a non-serious attempt and awarded a zero mark. The task will have to be redone in order to meet course outcomes requirements, however, the zero mark will remain.
- 3.3.5 Only black non-erasable pens are to be used in Assessment tasks, including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen or if correction fluid or tape has been used in that part of the task being queried.

## 4. Assessment Schedules

Specific assessment information will be found in the following pages for each course. Students should read these carefully and ensure they are familiar with all assessment responsibilities and due dates.

Specific examination period schedules will be published closer to these events. Students are responsible for ensuring they know their examination timetable and all permitted materials.

Students should ask the relevant classroom teacher, Head Teacher or Deputy Principal if they have any questions.

# Ancient History

Syllabus: [Ancient History](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 4 Week 10	Term 1 Week 9-10	Term 2 Week 7	Term 3 Week 3-5
<b>Nature of Task</b>		Source Analysis	Topic Test	Source Analysis	Trial HSC Examination
<b>Outcomes</b>		AH12-1, 12-3, 12-4, 12-15, 12-6, 12-7, 12-9, 12-10	AH12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-9	AH12-1, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9	AH12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-9, 12-10
<b>Components</b>	<b>A</b>		15%	10%	15%
	<b>B</b>	5%	5%		10%
	<b>C</b>	5%		15%	
	<b>D</b>	5%	10%		5%
<b>Total Weighting</b>		<b>15%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>

## Components

- A** 40% Knowledge and understanding of course content
- B** 20% Historical skills in the analysis and evaluation of sources and interpretations
- C** 20% Historical inquiry and research
- D** 20% Communication of historical understanding in appropriate forms

## Outcomes:

- AH12-1** accounts for the nature of continuity and change in the ancient world
- AH12-2** proposes ideas about the varying causes and effects of events and developments
- AH12-3** analyses the role of historical features, individuals and groups in shaping the past
- AH12-4** accounts for 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

# Biology

Syllabus: [Biology](#) | [NSW Education Standards](#)

	Task 1	Task 2	Task 3	Task 4	
<b>Timing</b>	Term 4 <b>Week 9</b>	Term 1 <b>Week 9-10</b>	Term 2 Week 5	Term 3 Week 3-5	
<b>Nature of Task</b>	Research and Open Book Test	Depth Study (Investigations & Activities)	Skills Task	Trial HSC Examination	
<b>Outcomes</b>	BIO12-2, 12-3, 12-4, 12-5, 12-7, 12-15	BIO12-1, 12-2, 12-3, 12-5, 12-6, 12-7, 12-13	BIO12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13	BIO12-1, 12-2, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15	
<b>Components</b>	<b>A</b>	10%	20%	10%	20%
	<b>B</b>	10%	10%	10%	10%
<b>Total Weighting</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	

## Components

- |          |     |  |
|----------|-----|--|
| <b>A</b> | 60% | Skills in working scientifically               |
| <b>B</b> | 40% | Knowledge and understanding of course outcomes |

## Outcomes:

- BIO12-1** develops and evaluates questions and hypotheses for scientific investigation
- BIO12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO12-5** analyses and evaluates primary and secondary data and information
- BIO12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

# Business Studies

Syllabus: [Business Studies](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 1 Week 8	Term 2 Week 8	Term 2 Week 8	Term 3 Week 3-5
<b>Nature of Task</b>		Knowledge and Communication	Inquiry and Research	Stimulus Based	Trial HSC Examination
<b>Outcomes</b>		H1- H9	H1 – H10	H1 – H10	H1 – H10
<b>Components</b>	<b>A</b>	10%	10%	10%	10%
	<b>B</b>	5%		10%	5%
	<b>C</b>		10%		10%
	<b>D</b>	5%	5%	5%	5%
<b>Total Weighting</b>		<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Components

- A** 40% Knowledge and understanding of course content
- B** 20% Stimulus-based skills
- C** 20% Inquiry and research
- D** 20% Communication of business information, ideas and issues in appropriate forms

## 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** discuss 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 business
- H6** evaluates the effectiveness of management in the performance of business
- 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 forms
- H10** applies mathematical concepts appropriately in business situations

# Chemistry

Syllabus: [Chemistry | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 4 Week 8	Term 1 Week 5-6	Term 2 Week 8	Term 3 Week 3-5
<b>Nature of Task</b>		Skills Task	Depth Study (Investigations & Activities)	Research Task Research & Open Test	Trial HSC Examination
<b>Outcomes</b>		CH12-2, 12-4, 12-5, 12-6, 12-7, 12-12	CH12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-13	CH12-3, 12-4, 12-5, 12-6, 12-7, 12-15	CH12-1, 12-2, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15
<b>Components</b>	<b>A</b>	10%	25%	15%	10%
	<b>B</b>	10%	5%	5%	20%
<b>Total Weighting</b>		<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## Components

- |          |     |  |
|----------|-----|--|
| <b>A</b> | 60% | Skills in working scientifically               |
| <b>B</b> | 40% | Knowledge and understanding of course outcomes |

## Outcomes:

- CH12-1** develops and evaluates questions and hypotheses for scientific investigation
- CH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- CH12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH12-5** analyses and evaluates primary and secondary data and information
- CH11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- 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



# Community and Family Studies

Syllabus: [Community and Family Studies | NSW Education Standards](#)

	Task 1	Task 2	Task 3	Task 4	
<b>Timing</b>	Term 4 Week 7	Term 1 Week 6	Term 2 Week 9	Term 3 Week 3-5	
<b>Nature of Task</b>	Parenting and Caring Analysis of a Case Study	Groups in Context Research and Written Response	Research Methodology IRP	Trial HSC Examination	
<b>Outcomes</b>	H1.1, H2.1, H2.2, H3.4, H5.2	H2.3, H3.1, H3.3, H5.1, H6.2	H4.1, H4.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	
<b>Components</b>	<b>A</b>	10%	10%	5%	15%
	<b>B</b>	15%	15%	15%	15%
<b>Total Weighting</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>	

## Components

- A** 40% Knowledge and understanding of course content
- B** 60% Skills in critical thinking, research methodology, analysing and communicating

## 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
- 7.1** appreciates differences among individuals, groups and families within communities and values their contribution to society
- 7.2** develops a sense of responsibility for the wellbeing of themselves and others
- 7.3** appreciates the value of resource management in response to change
- 7.4** values the place of management in coping with a variety of role expectations and analyses the effective resource management on the wellbeing of individuals, groups, families and communities

# Economics

Syllabus: [Economics](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3-5
<b>Nature of Task</b>		Stimulus Based Skills	Knowledge and Understanding	Inquiry and Research	Trial HSC Examination
<b>Outcomes</b>		H1, H2, H5, H7, H8	H2, H5, H6, H10, H11	H5, H6, H7, H9, H12	H1-12
<b>Components</b>	<b>A</b>		15%	10%	15%
	<b>B</b>	10%	5%		5%
	<b>C</b>	5%		10%	5%
	<b>D</b>	5%	5%	5%	5%
<b>Total Weighting</b>		<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Components

- A** 40% Knowledge and understanding of course content
- B** 20% Stimulus-based skills
- C** 20% Inquiry and research
- D** 20% Communication of economic information, ideas and issues in appropriate forms

## Outcomes:

- H1** demonstrates understanding of economic terms, concepts and relationships
- H2** explains the economic role of individuals, firms and government in an economy
- 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** identifies the nature and causes of economic problems and issues for individuals, firms and governments
- H8** applies appropriate terminology, concepts and theories in 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

# English Standard

Syllabus: [English Standard](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 1 Week 3	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3-5
<b>Nature of Task</b>		Common Module: Extended Response	Module A: Extended Response Module C: Imaginative Response	Modules B & C: Multimodal Response (Visual Representation and Persuasive Response)	Trial HSC Examination
<b>Outcomes</b>		EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9
<b>Components</b>	<b>A</b>	10%	10%	15%	15%
	<b>B</b>	10%	15%	10%	15%
<b>Total Weighting</b>		<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Components

<b>A</b>	50%	Knowledge and understanding of course content
<b>B</b>	50%	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

## 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 to become an independent learner

# English Advanced

Syllabus: [English Advanced](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 1 Week 3	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3-5
<b>Nature of Task</b>		Common Module: Extended Response	Module A: Extended Response Module C: Imaginative Response	Modules B & C: Multimodal Response (Visual Representation and Persuasive Response)	Trial HSC Examination
<b>Outcomes</b>		EA12-1, EA12-3, EA12-5, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-7, EA12-8	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9
<b>Components</b>	<b>A</b>	10%	10%	15%	15%
	<b>B</b>	10%	15%	10%	15%
<b>Total Weighting</b>		<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Components

- |          |     |  |
|----------|-----|--|
| <b>A</b> | 50% | Knowledge and understanding of course content  |
| <b>B</b> | 50% | Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes |

## Outcomes:

- EA12-1** independently responds to, composes and evaluates 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

# English Extension 1

Syllabus: [English Extension](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3
<b>Timing</b>		Term 1 Week 5	Term 2 Week 5	Term 3 Week 3-5
<b>Nature of Task</b>		Creative and Critical Response	Critical Response	Trial HSC Examination
<b>Outcomes</b>		EE12-1, EE12-2, EE12-5	EE12-1, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5
<b>Components</b>	<b>A</b>	15%	20%	15%
	<b>B</b>	20%	15%	15%
<b>Total Weighting</b>		<b>35%</b>	<b>35%</b>	<b>30%</b>

## Components

- A** 50% Knowledge and understanding of complex texts and of how and why they are valued
- B** 50% Skills in complex analysis, sustained composition and independent investigation

## 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, 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 text
- EE12-5** reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

# English Extension 2

Syllabus: [English Extension](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Major Work Submission
<b>Timing</b>		Term 1 Week 4	Term 2 Week 3	Term 2 Week 9	Term 3 Week 5
<b>Nature of Task</b>		Viva Voce	Literature Review	Critique of the Creative Process	Major Work, Reflection Statement and Journal – to be submitted to NESAs
<b>Outcomes</b>		EEX12-1, EX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-3, EEX12-5	N/A
<b>Components</b>	<b>A</b>	15%	20%	15%	N/A
	<b>B</b>	15%	20%	15%	N/A
<b>Total Weighting</b>		<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>N/A</b>

## Components

- A** 50% Skills in extensive independent research
- B** 50% Skills in sustained composition

## 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

# Geography

Syllabus: [Geography | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 4 Week 6	Term 1 Week 6	Term 2 Week 6	Term 3 Week 3-5
<b>Nature of Task</b>		Inquiry and Research	Knowledge, Skills and Understanding	Geographical Tools and Skills	Trial HSC Examination
<b>Outcomes</b>		H1-H12	H1-H12	H1-H13	H1-H13
<b>Components</b>	<b>A</b>	5%	10%	10%	15%
	<b>B</b>		5%	10%	5%
	<b>C</b>	10%	5%		5%
	<b>D</b>	5%	5%	5%	5%
<b>Total Weighting</b>		<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Components

- A** 40% Knowledge and understanding of course content
- B** 20% Geographical tools and skills
- C** 20% Geographical inquiry and research, including fieldwork
- D** 20% Communication of geographical information, ideas and issues in appropriate forms

## Outcomes:

- H1** explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2** explains the factors which place ecosystems at risk and the reasons for their protection
- H3** analyses contemporary urban dynamics and applies them in specific contexts
- H4** analyses the changing spatial and ecological dimensions of an economic activity
- H5** evaluates environmental management strategies in terms of ecological sustainability
- H6** evaluates the impacts of, and responses of people to, environmental change
- H7** justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8** plans geographical inquiries to analyse and synthesis information from a variety of sources
- H9** evaluates geographical information and sources for usefulness, validity and reliability
- H10** applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11** applies mathematical ideas and techniques to analyse geographical data
- H12** explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13** communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

# History Extension

Syllabus: [History Extension](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3
<b>Timing</b>		Term 1 Week 5	Term 2 Week 5	Term 3 Week 3-5
<b>Nature of Task</b>		Historical Process	History Project	Trial HSC Examination
<b>Outcomes</b>		HE12-1, HE12-2, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4
<b>Components</b>	<b>A</b>	10%	10%	20%
	<b>B</b>	20%	30%	10%
<b>Total Weighting</b>		<b>30%</b>	<b>40%</b>	<b>30%</b>

## Components

- A** 40% Knowledge and understanding of significant historical ideas and processes
- B** 60% Skills in designing, undertaking and communicating historical inquiry and analysis

## Outcomes:

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



# Information Processes and Technology (IPT)

Syllabus: [Information Processes and Technology | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 4 Week 10	Term 1 Week 10	Term 3 Week 1	Term 3 Week 3-5
<b>Nature of Task</b>		Project Management Database	Prepared Extended Responses	TPS Multimedia	Trial HSC Examination
<b>Outcomes</b>		H1.1, H2.1, H4.1, H5.1, H7.2	H1.2, H2.1, H3.1, H4.1, H5.1, H5.2	H1.1, H2.1, H2.2, H3.1, H3.2, H6.1, H6.2, H7.1	H1.1, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2
<b>Components</b>	<b>A</b>	10%	15%	15%	20%
	<b>B</b>	10%	10%	10%	10%
<b>Total Weighting</b>		<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Components

- A** 60% Knowledge and understanding of course content
- B** 40% Knowledge and skills in the design and development of information systems

## Outcomes:

- H1.1** applies an understanding of the nature and function of information technologies to a specific practical situation
- H1.2** explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1** analyses and describes a system in terms of the information processes involved
- H2.2** develops solutions for an identified need which address all of the information processes
- H3.1** evaluates the effect of information systems on the individual, society and the environment
- H3.2** demonstrates ethical practice in the use of information systems, technologies and processes
- H4.1** proposes ways in which information systems will meet emerging needs
- H5.1** justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2** assesses the ethical implications of selecting and using specific resources and tools
- H6.1** analyses situations, identifies a need and develops solutions
- H6.2** selects and applies a methodical approach to planning, designing or implementing a solution
- H7.1** implements and explains effective management techniques
- H7.2** uses methods to thoroughly document the development of individual and team projects

# Japanese Continuers

Syllabus: [Japanese Continuers](#) | [NSW Education Standards](#)

	Task 1	Task 2	Task 3	Task 4
<b>Timing</b>	Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	Term 3 Week 3-5
<b>Nature of Task</b>	Response to Multimodal Text (Written and Spoken Text)	Response in English and Japanese to a Range of Written Texts	Conversation Interview About the Personal World	Trial HSC Examination
<b>Outcomes</b>	2.2, 2.3, 3.1, 3.2, 3.4, 3.5, 4.2, 4.3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1
<b>Components</b>	<b>A</b>	15%		15%
	<b>B</b>	15%	10%	5%
	<b>C</b>			20%
	<b>D</b>		10%	10%
<b>Total Weighting</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

## Components

<b>A</b>	30%	Listening
<b>B</b>	30%	Reading
<b>C</b>	20%	Speaking
<b>D</b>	20%	Writing

## Outcomes:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to the production of create original text
- 2.2 composes information, descriptive, reflective, Japanese persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summaries the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

# Legal Studies

Syllabus: [Legal Studies](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 4 Week 7	Term 1 Week 6	Term 2 Week 7	Term 3 Week 3-5
<b>Nature of Task</b>		Knowledge and Communication	Analysis and Evaluation	Inquiry and Research	Trial HSC Examination
<b>Outcomes</b>		H1-H10	H1, H4-H10	H1, H4-H10	H1-H10
<b>Components</b>	<b>A</b>	10%	10%	10%	10%
	<b>B</b>	5%		10%	5%
	<b>C</b>		10%		10%
	<b>D</b>	5%	5%	5%	5%
<b>Total Weighting</b>		<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Components

- A** 40% Knowledge and understanding of course content
- B** 20% Analysis and evaluation
- C** 20% Inquiry and research
- D** 20% Communication of legal information, ideas and issues in appropriate forms

## Outcomes:

- H1** identifies and applies legal concepts and terminology
- H2** describes and explains the key features of 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

# Mathematics Standard 2

Syllabus: [Mathematics Standard](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3-5
<b>Nature of Task</b>		Test	Test	Assignment	Trial HSC Examination
<b>Outcomes</b>		MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1 to MS2-12-10	MS2-12-1 to MS2-12-10
<b>Components</b>	<b>A</b>	12%	13%	10%	15%
	<b>B</b>	13%	12%	10%	15%
<b>Total Weighting</b>		<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

### Components

- A**     50%     Understanding, fluency and communication
- B**     50%     Problem solving, reasoning and justification

### Outcomes:

- MS2-12-1** uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar texts
- MS2-12-2** analyses representation 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

# Mathematics Advanced

Syllabus: [Mathematics Advanced](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3-5
<b>Nature of Task</b>		Test	Test	Assignment	Trial HSC Examination
<b>Outcomes</b>		MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5 to 12-10	MA12-1 to MA12-10	MA12-1 to MA12-10
<b>Components</b>	<b>A</b>	12%	13%	10%	15%
	<b>B</b>	13%	12%	10%	15%
<b>Total Weighting</b>		<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## Components

- A** 50% Understanding, fluency and communication
- B** 50% Problem solving, reasoning and justification

## 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 situation 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

# Mathematics Extension 1

Syllabus: [Mathematics Extension 1 | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3-5
<b>Nature of Task</b>		Test	Test	Assignment	Trial HSC Examination
<b>Outcomes</b>		ME12-3, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-7	ME12-1 to ME12-7	ME12-1 to ME12-7
<b>Components</b>	<b>A</b>	12%	13%	10%	15%
	<b>B</b>	13%	12%	10%	15%
<b>Total Weighting</b>		<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## Components

- A** 50% Understanding, fluency and communication
- B** 50% Problem solving, reasoning and justification

## 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 process to present, analyse and interpret data
- ME12-6** chooses and uses appropriate technology to solve problems in a range of context
- ME12-7** evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

# Mathematics Extension 2

Syllabus: [Mathematics Extension 1 | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 4 Week 10	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3-5
<b>Nature of Task</b>		Test	Test	Assignment	Trial HSC Examination
<b>Outcomes</b>		MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-5, MEX12-7, MEX12-8	MEX12-1 to MEX12-8	MEX12-1 to MEX12-8
<b>Components</b>	<b>A</b>	12%	13%	10%	15%
	<b>B</b>	13%	12%	10%	15%
<b>Total Weighting</b>		<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## Components

- A** 50% Understanding, fluency and communication
- B** 50% Problem solving, reasoning and justification

## 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

# Modern History

Syllabus: [Modern History](#) | [NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Week 3-5
<b>Nature of Task</b>		Source Analysis	Topic Test	Essay	Trial HSC Examination
<b>Outcomes</b>		MH12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-9	MH12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-9	MH12-1, 12-2, 12-3, 12-4, 12-5, 12-7, 12-8, 12-9	MH12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-9
<b>Components</b>	<b>A</b>		15%	5%	20%
	<b>B</b>	5%	10%		5%
	<b>C</b>	10%		10%	
	<b>D</b>	5%	5%	5%	5%
<b>Total Weighting</b>		<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## Components

- A** 40% Knowledge and understanding of course content
- B** 20% Historical skills in the analysis and evaluation of sources and interpretations
- C** 20% Historical inquiry and research
- D** 20% Communication of historical understanding in appropriate forms

## Outcomes:

- MH12-1** accounts for the nature of continuity and change in the modern world
- MH12-2** proposes arguments about the varying causes of 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** discuss is 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 in terms, inappropriate and well-structured forms



# Personal Development, Health and Physical Education

Syllabus: [PDHPE | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 4 Week 8	Term 1 Week 6	Term 2 Week 7	Term 3 Week 3-5
<b>Nature of Task</b>		Core 2-Factors Affecting Performance Case Study Analysis	Core 1-Health Priorities in Australia Researched Based Extended Response	Option 1- Sports Medicine Written Response	Trial HSC Examination
<b>Outcomes</b>		H7, H8, H10, H17	H1, H2, H3, H15	H8, H13, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17
<b>Components</b>	<b>A</b>	15%	5%	5%	15%
	<b>B</b>	10%	20%	15%	15%
<b>Total Weighting</b>		<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## Components

<b>A</b>	40%	Knowledge and understanding of course content
<b>B</b>	60%	Skills in critical thinking, research, analysis and communicating

## Outcomes:

- H1** describe 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 detriments 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 (Option 1)
- H7** explains the relationship between physiology and movement potential
- 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** analyse 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 in the promotion of safety in sport and physical activity (Option 3)
- H14** 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 formulate strategies based on a critical analysis of the factors that affect performance and safe participation

# Physics

Syllabus: [Physics | NSW Education Standards](#)

	Task 1	Task 2	Task 3	Term 4	
<b>Timing</b>	Term 4 Week 7	Term 1 Week 7-8	Term 2 Week 7	Term 3 Week 3-5	
<b>Nature of Task</b>	Skills Task	Depth Study: Series of Investigations/Activities	Independent Research and Task	Trial HSC Examination	
<b>Outcomes</b>	PH12-2, 12-4, 12-5, 12-6, 12-7,	PH12-1, 12-2, 12-3, 12-4, 12-5, 12-7, 12-14	PH12-3, 12-4, 12-5, 12-6, 12-7, 12-15	PH12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15	
<b>Components</b>	<b>A</b>	15%	20%	10%	15%
	<b>B</b>	5%	10%	10%	15%
<b>Total Weighting</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	

## Components

- A** 60% Skills in working scientifically
- B** 40% Knowledge and understanding of course outcomes

## Outcomes:

- PH12-1** develops and evaluates questions and hypothesis for scientific investigation
- PH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4** select same process is appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5** analyses and evaluates primary and secondary data and information
- PH12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- 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

# Studies of Religion 1

Syllabus: [Studies of Religion I | NSW Education Standards](#)

		Task 1	Task 2	Task 3
<b>Timing</b>		Term 1 Week 3	Term 2 Week 5	Term 3 Week 3-5
<b>Nature of Task</b>		Research Task	Topic Test	Trial HSC Examination
<b>Outcomes</b>		H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H8, H9	H1, H2, H3, H4, H5, H8, H9
<b>Components</b>	<b>A</b>		15%	25%
	<b>B</b>	10%	10%	
	<b>C</b>	20%		
	<b>D</b>	5%	10%	5%
<b>Total Weighting</b>		<b>35%</b>	<b>35%</b>	<b>30%</b>

## Components

- A** 40% Knowledge and understanding of content
- B** 20% Source-based skills
- C** 20% Investigation and research
- D** 20% Communication of information, ideas and issues in appropriate forms

## Outcomes:

- H1** explains aspects of religion and belief systems
- H2** describes and analyses the influence of religion and belief systems on individuals and society
- H3** examines the influence and expression of religion and belief systems in Australia
- H4** describes and analyses how aspects of religious traditions are expressed by their adherents
- H5** evaluates the influence of religious traditions in their life of adherents
- H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7** conducts effective research about religion and evaluates the findings from the research
- H8** applies appropriate terminology and concepts related to religion and belief systems
- H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

# Visual Arts

Syllabus: [Visual Arts | NSW Education Standards](#)

		Task 1	Task 2	Task 3	Task 4
<b>Timing</b>		Term 4 Week 10	Term 1 Week 11	Term 2 Week 10	Term 3 Week 3-5
<b>Nature of Task</b>		Visual Arts Process Diary and Development of BOW and Case Study	Progress of BOW and Research and Extended Written Response	BOW	Trial HSC Examination
<b>Outcomes</b>		H1, H2, H4, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H6, H7, H8, H9, H10
<b>Components</b>	<b>A</b>	10%	10%	30%	
	<b>B</b>	10%	10%		30%
<b>Total Weighting</b>		<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## Components

<b>A</b>	50%	Artmaking
<b>B</b>	50%	Art criticism and art history

## Outcomes:

- H1** initiates and organises artmaking practise that is sustained, reflective and adapted to suit conditions
- H2** applies their understanding of the relationship 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 art making
- 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 practise in art criticism and art history
- H8** applies their understanding of the relationship 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

## 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 NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited 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) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. 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 are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

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

If a student has completed a unit of competency with another RTO 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).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and **ONLY ONE** can 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 after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses 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 mandatory or recommended industry specific work placement.

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 and the course is suitable for their individual needs, knowledge and skills.

PUBLIC SCHOOLS NSW ULTIMO RTO 90072 HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2023 - HSC 2024							NESA course code 2 U X 2 YR - 26511 HSC Exam: 26587 LMBR code 12SIT20416126511B
NSW Education QUALIFICATION: SIT20416 Certificate II in Kitchen Operations Training Package: SIT Tourism, Travel and Hospitality (Release 2)							
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>9 PRELIMINARY UOCs</b>		<b>Evidence will be collected during Preliminary and HSC Course for the unit of competency</b> <b>SITHCCC011 Use cookery skills effectively</b>				240 Indicative Hours over 2 years
	SITXFSA001	Use hygienic practices for food safety	C	M	10	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	40% Prelim Yearly Exam
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCC003	Participate in safe work practices Prepare and present sandwiches	E	E	20		
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work	35 hrs Work placement
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15		
	SITHCCC002	Participate in environmentally sustainable work practices Prepare and present simple dishes	E	E	20		
Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	<b>Cluster C: Maintain a Clean &amp; Safe Kitchen</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Terms 4 - 6	<b>5 HSC UOCs</b>						60% Trial HSC Exam
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40	<b>Cluster D: Quality Café Meals</b> Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	35 hrs Work placement 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.
	SITHCCC006	Prepare appetisers and salads	E	E	25		
	SITHCCC011	Use cookery skills effectively	C	E	20		
Terms 6 & 7	BSBWOR203	Work effectively with others	C	M	15	<b>Cluster E: Working in the Hospitality Industry</b> Written task and reflection	
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

## 5. Glossary of Key Words

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

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks. Remember these words need to be understood in the **context** of the subject.

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

## 6. Writing a Bibliography

### WHAT IS IT?

A bibliography is a list of all the resources you have used in writing a text. The text may be an assignment, a research project, a major work or any other piece or writing that you have composed using other resources.

A bibliography includes all the sources used in the preparation of a piece of work - not just those that have been cited in the text of the work. The bibliography is located at the end of the piece of work.

Your bibliography should identify an item (e.g. book, journal article, film, or internet site) in sufficient detail so that others may identify it and consult it.

Your bibliography should appear at the end of your essay/report with entries listed alphabetically.

### WHY DO YOU HAVE TO USE ONE?

As per the NESA 'All My Own Work' program, you should acknowledge sources to:

- demonstrate your academic integrity
- support your argument by showing the sources of the information from which you have formed your own ideas
- make it easy for readers to find the sources you have used, to check the information you have used and to use the sources for further information
- fulfil your moral and legal obligations to recognise and acknowledge the author(s) of the original ideas
- avoid plagiarism so that you are not falsely claiming someone else's work or ideas as your own.

Additionally, you should respect the moral rights of the person who created the texts you used. The creators of texts have the moral right to be named as the author, be protected against false attribution and to have their work treated with respect and not be misrepresented. To observe the moral rights of an author you should:

- attribute any quote, paraphrase, summary or copy of someone else's work or idea
- ensure that works are not falsely attributed to an author
- reference appropriately.

### SPECIAL NOTES

A list of references contains details only of those works cited in the text. A bibliography includes sources not cited in the text but which are relevant to the subject, listed alphabetically

There are many ways to create a bibliography. You will see one way below, but don't be surprised if at some later stage a teacher asks you for a different format or style.

Each type of resource is cited and referenced in a slightly different way. If you have used sources from the Internet, these should be listed in your bibliography as well.

There is no universal referencing style and you should ask your teachers which style you should follow. The four most common referencing styles are:

- Harvard (author-date)
- American Psychological Association (APA)
- Modern Language Association (MLA)
- Oxford (documentary-note or footnote referencing).

### CORRECT ORDER IN BIBLIOGRAPHIES

#### FOR A BOOK

The details required in order are:

1. Name/s of author/s, editor/s, compiler/s or the institution responsible
2. Year of publication
3. Title of publication and subtitle if any (all titles must be underlined or italicised)
4. Series title and individual volume if any
5. Edition, if other than first



6. Publisher
7. Place of publication
8. Page number(s) if applicable

#### **ONE AUTHOR**

- Example:
  - Berkman, RI 1994, *Find it fast: how to uncover expert information on any subject*, HarperPerennial, New York.

#### **TWO OR MORE AUTHORS**

- Examples:
  - Cengel, YA & Boles, MA 1994, *Thermodynamics: an engineering approach*, 2nd edn, McGraw Hill, London.
  - Cheek, J, Dorskatsch, I, Hill, P & Walsh, L 1995, *Finding out: information literacy for the 21st century*, MacMillan Education Australia, South Melbourne.

#### **EDITOR(S)**

- Examples:
  - Pike, ER & Sarkar, S (eds) 1986, *Frontiers in quantum optics*, Adam Hilger, Bristol.
  - Jackson, JA (ed.) 1997, *Glossary of geology*, 4th edn, American Geological Institute, Alexandria, Va.

#### **SPONSORED BY INSTITUTION, CORPORATION OR OTHER ORGANISATION**

- Example:
  - Institution of Engineers, Australia 1994, *Code of ethics*, Institution of Engineers, Australia, Barton, A.C.T.

#### **SERIES**

- Example:
  - Bhattacharjee, M 1998, *Notes of infinite permutation groups*, Lecture notes in mathematics no.1698, Springer, New York.

#### **EDITION**

- Example:
  - Zumdahl, SS 1997, *Chemistry*, 4th edn, Houghton Mifflin, Boston.

#### **CHAPTER OR PART OF A BOOK TO WHICH A NUMBER OF AUTHORS HAVE CONTRIBUTED**

- Example:
  - Bernstein, D 1995, 'Transportation planning', in WF Chen (ed.), *The civil engineering handbook*, CRC Press, Boca Raton.

#### **NO AUTHOR OR EDITOR**

- Example:
  - *Kempe's engineer's year-book* 1992, Morgan-Grampian, London.

#### **FOR AN ARTICLE**

- The details required, in order, are:
  1. Name/s of author/s of the article
  2. Year of publication
  3. Title of article, in single quotation marks
  4. Title of periodical (underlined or italicised)
  5. Volume number
  6. Issue (or part) number
  7. Page number(s)

#### **JOURNAL ARTICLE**

- Example:
  - Huffman, LM 1996, 'Processing whey protein for use as a food ingredient', *Food Technology*, vol. 50, no. 2, pp. 49-52.

## CONFERENCE PAPER (PUBLISHED)

- Example:
  - Bourassa, S 1999, 'Effects of child care on young children', *Proceedings of the third annual meeting of the International Society for Child Psychology*, International Society for Child Psychology, Atlanta, Georgia, pp. 44-6.

## NEWSPAPER ARTICLE

- Example:
  - Simpson, L 1997, 'Tasmania's railway goes private', *Australian Financial Review*, 13 October, p. 10.

## FOR A NON-BOOK

- The details required are the same as for a book, with the form of the item (eg videorecording, tape, computer file, etc.) indicated after the year.
  - Example:
    - *Get the facts (and get them organised)* 1990, video recording, Appleseed Productions, Williamstown, Vic.

## FOR WEB SITES AND OTHER ELECTRONIC SOURCES

- This could include sources from full text compact disk products, electronic journals or other sources from the Internet. The basic form of the citations follow the principles listed for print sources (see above)
  1. Name/s of author/s
  2. Date of publication Note: If you cannot establish the date of publication, use n.d. (no date).
  3. Title of publication (underlined or italicised)
  4. Edition, if other than first
  5. Type of medium, if necessary
  6. Date item viewed
  7. Name or site address on internet (if applicable)
  - Examples:
    - Weibel, S 1995, 'Metadata: the foundations of resource description', *D-lib Magazine*, viewed 7 January 1997, <<http://www.dlib.org/dlib/July95/07weibel.html>>.
    - ASTEC 1994, *The networked nation*, Australian Science, Technology and Engineering Council, Canberra, viewed 7 May 1997, <[http://astec.gov.au/astec/net\\_nation/contents.html](http://astec.gov.au/astec/net_nation/contents.html)>.
  - If no author is given, the title is used as the first element of a citation.
    - Example:
      - *Dr Brain thinking games* 1998, CD-ROM, Knowledge Adventure Inc., Torrance, California.

## FOR PERSONAL COMMUNICATIONS

- Information obtained by interview, telephone call, letter, email, etc. should be documented in the text.
  - Examples:
    - "Details of a personal communication do not need to be included in a reference list" i.e. You may not need to include personal communications in the list of references at the end of the essay.
    - When interviewed on 15 June 1995, Dr Peter Jones explained that ...
    - This was later verbally confirmed (P Jones 1995, pers. comm., 15 June).

## REFERENCES IN THE TEXT OF YOUR ESSAY

- In an author-date style, a textual citation generally requires only the name of the author(s) and the year of publication (and specific page(s) if necessary). This may appear at the end of a sentence, before the full stop.
  - Examples:
    - It is futile to maintain that the chemicals are interchangeable (Moir & Jessel 1991).
    - It is futile to maintain that the chemicals are interchangeable (Moir & Jessel 1991, p. 94).
  - Alternatively, the author's surname may be integrated into the text, followed by the year of publication in parentheses.
    - Examples:
      - Moir and Jessel (1991) have shown that it is futile to maintain that the chemicals are interchangeable.
      - Moir and Jessel (1991, pp. 93-4) have shown that it is futile to maintain that the chemicals are interchangeable.
  - If two or more works by different authors are cited at the same time, separate them with a semicolon.
    - Example:

- The implications for land degradation have been much debated (Malinowski, Miller & Gupta 1995; Thomson 1999).
- If two or more works by the same author are cited at the same time, do not repeat the author's name. Separate the years of publication by a comma.
  - Example:
    - Subsequent investigation confirmed these results (Watson & Clark 1996, 1998).
- If there are more than two works by the same author, published in the same year, add the letters 'a', 'b', etc. to the year to distinguish the works. Also add these letters to the year in the list of references at the end of the essay.
  - Example:
    - Public housing remains a neglected area (ACOSS 1997a, 1997b).
- If there are more than three authors, list only the first, followed by 'et al.'
  - Example:
    - Other researchers have questioned these findings (Larson et al. 1987).
- If you cannot establish the year of publication, use 'n.d.' (no date).
  - Example:
    - Recent advances have been made in this area (Bolton n.d.).
- If there is no author or authoring body, cite the work by title, in italics.
  - Example:
    - In military settings, leadership acquires a different significance (*Be, know, do: leadership the Army way*, 2004).

## Sample Bibliography

Burns, George. (1992). Writing for life. In: Morgan, J. (ed.) (1993). How to be a successful author. Ringwood: Penguin Books.

Dixon, J. (1993). How to be a successful student. Ringwood: Penguin Books.

Doery, K.E. et. al. (1998). Medical terminology. London: Thames & Hudson.

Encarta. [CD ROM]. 1994. Chicago: Funk & Wagnalls.

Fragile Earth. 5. South American wetland. (1982). London : BBC. 17th October, [video: VHS].

Green, C.M., Brown, P. and Smith, A. (1996). Life in Australia. Carlton, Vic.: Pitman.

Hawking, S.W. (1994). A brief history of time: an interactive adventure [CD ROM]. N.Y.; Crunch Media.

Holland, M. (1996). Harvard System [Internet]. Poole: Bournemouth University. Available from:  
[Accessed 6th May, 1998].

Manley, D. and Ree, P. (1998). Finding out. London: Pan Books.

Morgan, J. (ed.) (1993). How to be a successful author. Ringwood: Penguin Books.

Popham, B. (1997). Saving the future. Sydney Morning Herald. 7th February, p.10. Sydney Morning Herald on CD Rom, 1997.

Popham, B. (1997). Saving the future. Sydney Morning Herald. 7th February, p.10.

The Cambridge Encyclopaedia of Human Evolution. (1992). Cambridge: Cambridge University Press.

## Approved Calculators

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators/approved-calculators-2023-hsc>

ABACUS SX-II MATRIX a	JASTEK JasCS1
ABACUS SX-II MATRIX n	JASTEK JasCS EVO
CANON F717SGA	JASTEK JasCS2 EVO
CASIO fx-82AU	RSB FB 350MS
CASIO fx-82AU PLUS	Scholar SC-250MX
<b>CASIO fx-82AU PLUS II 1<sup>st</sup> or 2<sup>nd</sup> Edition (Recommended)</b>	SHARP EL-531TH
CASIO fx-85MS	SHARP EL-531VH
CASIO fx-100AU	SHARP EL-531WH
<b>CASIO fx-100 AU PLUS 1<sup>st</sup> or 2<sup>nd</sup> Edition (Recommended)</b>	SHARP EL-531X
CASIO fx-350 MS	SHARP EL-531XH
HEWLETT-PACKARD HP10S	SHARP EL-W531HA
HEWLETT-PACKARD HP10S+	SHARP EL-W532TH
HEWLETT-PACKARD HP300S+	SHARP EL-W532XH
	Texas instruments TI-30XB MultiView
	Texas Instruments TI-30X Plus MathPrint

- Instruction booklets or cards (e.g., reference cards) on the operation of calculators are NOT permitted in examinations or assessment tasks.
- Calculators must have been switched off for entry into examination or assessment tasks.
- Features that are not permitted include:
  - programmable (any calculator that can have a sequence of operations stored and then executed automatically is considered programmable and hence not allowed);

A NESA approved calculator may NOT:

- be programmable (A calculator is considered programmable if it can have a sequence of steps entered by the user, and then stored to be executed by the calculator)
- have graphing capability (A calculator with graphing capability is able to graph data or store, manipulate and graph functions)
- have computer algebraic system (CAS) functionality. This functionality includes:
  - differentiation and integration, and the solution of equations
  - symbolic manipulation such as addition of algebraic expressions and binomial expansion
- have inbuilt financial functions such as for the calculation of depreciation, annuities, simple and compound interest, and break-even point.

## Term 4 – 2023 Assessment Planner

<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					

## Term 1 - 2024 Assessment Planner

<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					
<b>11</b>					

## Term 2 - 2024 Assessment Planner

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

## Term 3 - 2024 Assessment Planner

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

