

# Beverly Hills Girls High School



## Higher School Certificate Assessment Policy 2022/2023



# Beverly Hills Girls High School

Providing quality education for young women

## Contents

Introduction .....	2
Definitions.....	2
School Assessments .....	2
The School's Responsibilities .....	2
Assessment Programs .....	3
Assessment Tasks .....	3
Record of Progress.....	3
Disability Provisions .....	3
Your Responsibilities - Illness and Misadventure on Assessment Task .....	3
Assessment – General Responsibilities.....	5
Record of Progress .....	6
Invalid or Unreliable tasks .....	6
Appeals and Review of Assessments .....	6
Late Entry to a Course .....	7
Unfair Advantage .....	7
Assessment Marks .....	7
Higher School Certificate Results .....	7
Guidelines for Acceleration, Life Skills and Absence or Leave.....	8
Flow chart of process for N-Determinations .....	9
Assessment Schedules for Individual HSC Courses.....	10 - 45

# Higher School Certificate – Assessment Policy 2023

## **Introduction**

This booklet explains the requirements for your HSC Courses. Each student who completes the HSC must have satisfactorily completed 12 units of the Preliminary Courses in previous years. Individual subjects may be completed in the Preliminary year if acceleration is taking place in one or more subjects. The HSC will only be awarded when 10 units of HSC courses have been completed.

## **Definitions**

**Board Developed Courses:** NESA develops syllabuses and sets HSC examinations.

**Board Endorsed Courses:** Developed by the school and approved by NESA. The school sets the examinations.

**Australian Tertiary Admission Rank (ATAR):** Entry into University level courses depends on a student's Australian Tertiary Admission Rank. The ATAR is reported on a scale of 0 to 99.95 with intervals of 0.05. This index enables students to know the percentage of HSC students above and below their own position.

**Record of Achievement:** Students will receive a Record of Achievement from NESA for each calendar year of study. The Record of Achievement will list all courses, Preliminary and HSC, successfully completed in the calendar year.

**Recognition of Prior Learning:** You may be granted credit transfer towards the HSC for courses completed at approved institutions such as TAFE, University etc. You may also be granted advanced standing (exemption) for later Tertiary study if you have included University Link courses in your pattern of study.

**NESA:** (New South Wales Education Standards Authority) An independent statutory authority reporting to the NSW Minister for Education and responsible for the establishment and monitoring of quality teaching, learning, assessment and school standards.

## **School Assessments**

You are required to complete school-based assessment tasks for the HSC courses you study. This assessment counts for 50% of your overall mark in each course and is reported on your Higher School Certificate Record of Achievement. School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork, depth studies and projects. The assessment requirements for each Board Developed Course are set out in this booklet.

## **The School's Responsibilities**

Your school develops an assessment program for each course. This means your school is required to:

- Set tasks that will be used to measure your performance in each component of a course.
- Specify the relative value of each of these tasks.
- Inform you at least two weeks in writing of:
  - The components and their weightings for each course
  - When assessment tasks will take place
  - The mark value of each task in relation to the total number of marks for the course
  - The nature of each assessment task (e.g. assignment, test, project, etc)
- Provide adequate notice of the precise timing of each assessment task.
- Keep records of your performance in each task.
- Provide you with information on your progress.
- Notify parents in writing of any missed assessment task or non-serious attempt.
- Issue standard NESA HSC N-Determination Warning letters when course performance is in question (see flowchart of process of N-Determinations).

## **Assessment Programs**

Each subject has developed its own Assessment Program for each course offered. The programs involve the assessment of the HSC courses that commence at the beginning of Term 4, 2022 and conclude in Term 3, 2023. Each Assessment Program, summaries of which follow, has been developed in strict accordance with NESA guidelines, and specifies the relative weightings to be given to each component of the course.

## **Assessment Tasks**

Each Assessment Program consists of Assessment Tasks to be completed by the students. Each Assessment Program will give an overview of when these tasks occur.

- Assessment Tasks will take different forms and assess different outcomes.
- Each Assessment Task will contribute to your final assessment.
- You will be given at least two weeks' notice of each Assessment Task.
- Students may be required to do multiple Assessment Tasks or examinations on any one day. As well, students may be required to hand in more than one prepared HSC Assessment Task on any one day.

## **Record of Progress**

At the time an assessment task is returned, after marking, you will receive a rank for your performance on that task. Your HSC School Assessment ranking for each course will be shown progressively on your Year 12 Semester 1 Report and Year 12 Final Report.

## **Disability Provisions**

If you have a medical condition which is an ongoing disability that will, in a normal examination situation, prevent you from:

- Reading and interpreting the examination question and/or
- Communicating knowledge or understanding to an examiner as effectively as a student without that disability and/or
- Suffer personal or family situations that prevent you from a normal preparation for an exam.

You must see the Head Teacher Wellbeing to obtain an application form for Disability Provisions early in Term 4, 2022. If this condition occurs later in the year, it must be registered with the Head Teacher Wellbeing or Deputy Principal immediately.

## **Your Responsibilities – Examinations**

When preparing for examinations at this school, these are the required conditions:

- Arrive at least 10 minutes before the scheduled start of the examination and be ready to assemble outside the exam venue.
- If you bring a mobile phone or smart watch with you, you must check that it is turned off and left in your bag before you enter the exam venue.
- Pens, pencils and other NESA approved equipment must be carried into the exam venue in a clear plastic pencil case, folder or bag.
- The only drink to be consumed is water from a clear plastic bottle.
- Go to the toilet before the exam so that you don't waste time or distract your peers.
- Calculators MUST be NESA approved.

- Be familiar with the assessment policies set out in this book and in the booklet: NESA Rules and Procedures for HSC Candidates <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/2023-rules-and-procedures-guide>
- You are responsible for your conduct during any school based examination/assessment task (as drawn from NESA Rules and Procedures Booklet).

### Illness or Misadventure on Assessment Tasks

Students should always try to complete all assessment tasks – student performance is rarely affected by minor illnesses like colds. Circumstances may, however, arise that prevent you from completing an assessment task. These may include personal illness, family tragedy or bereavement, transport problems etc. These circumstances may prevent you from attending on the day of a task, reduce your performance on the day of a task, or prevent you from completing a hand-in task on time.

Each incident will be considered by the Deputy Principal in charge of the year cohort. Students wishing to appeal on the grounds of Illness or Misadventure should follow the procedure outlined below.

Illness/Misadventure applications must be **submitted within one week of the due date of the task**. Failure to follow these procedures may result in a zero mark being awarded for the task.

### Procedures to Follow

If you are unable to attend on the day of an **exam or in-class task** you should:

- On the day, inform the school by phone – 9150 4280 and ask to speak to the Deputy Principal and/or Head Teacher responsible for the subject.
- If you are sick, get a medical certificate for the period of absence. **Backdated medical certificates will not be accepted.**
- For misadventure, obtain a statement, from an appropriate witness, outlining the situation.
- On return to school, complete an Illness/Misadventure form and attach your documentation. Give to the Deputy Principal or subject's Head Teacher.
- Report to the Head Teacher responsible for the Assessment Task missed to negotiate an alternate task or alternate solution such as estimate. Be prepared to complete the alternate task on the day of your return to school.

If you are unable to attend on the day a **'hand-in' task** is due you should:

- On the day, if possible, have the task delivered to school by other means e.g. email.
- Inform the Deputy Principal and the subject's Head Teacher.
- If you are sick, get a medical certificate for the period of absence. **Backdated medical certificates will not be accepted.**
- For misadventure, obtain a statement, from an appropriate witness, outlining the situation.
- On return to school, complete an Illness/Misadventure form and attach your documentation. Give to the Deputy Principal or subject's Head Teacher.

If you **fall ill during an examination**, inform the person running the exam and, if you are unable to continue, move to the office so your health needs can be addressed. Immediately on your return to school:

- Bring your medical certificate or other evidence of the misadventure with you.
- Report to the Deputy Principal who will ask you to complete an Assessment Task Illness/Misadventure form.

If you are **absent on the day before** an assessment task or on the **morning of an afternoon task**, you must supply the Deputy Principal or Head Teacher of that subject with a medical certificate explaining your absence.

The Deputy Principal will determine if the documentation is accepted according to the following guidelines:

- Medical certificates/other documentation **MUST** be issued by a qualified medical practitioner, preferably your family doctor or specialist.
- The certificate/document should clearly state the nature of the condition/circumstance.
- The certificate/document should also cover the **ENTIRE PERIOD OF YOUR ABSENCE**. For example, if you are absent on the day of the task, the day before and the day after as well, your certificate/document must cover all three days.
- The school reserves the right to check all certificates/documentation submitted and will on occasions make contact with the doctor/s concerned.

### **Assessments**

You are expected to complete all the tasks that are part of the assessment program for each course.

- It is your responsibility to be present for, or to hand in, Assessment Tasks at the required time. If you fail to do so and unless there is proven illness or misadventure, zero marks will be awarded.
- You need to be aware that if you do not present work to the value of over 50% of the total work required for the course assessment, no School Assessment can be given for that course. This can jeopardise your HSC.
- Computer or printer breakdown is not an acceptable reason for failing to submit a task on time. It is the student's responsibility to use sensible work practices including making and retaining draft prints and saving files both to hard drive, cloud and to USB.
- You must make a genuine attempt at assessment tasks which contribute over 50 percent of the available marks. If your attempt at a particular task scores zero, it is a matter of the teacher's professional judgement whether the attempt is a genuine one.
- It is emphasised that completion of tasks worth exactly 50 percent is not sufficient: tasks worth more than 50 percent must be completed for each course. If this is not the case, the Principal will be required to inform NESA and the course concerned may not appear on your HSC Record of Achievement – you may also not receive your HSC if you do not satisfactorily complete enough courses.

### **General Responsibilities**

Approval for an alternate assessment arrangement to cover unscheduled activities (holidays, representative sporting teams etc) will be given at the discretion of the Deputy Principal, prior to the assessment task. It is your responsibility to arrange for this approval.

Where proven incidents of cheating and/or malpractice have occurred, the penalty is a zero mark and a record is made of the dishonesty.

Note that in some subjects, it is not only written work that is taken into account. Factors such as participation in class discussion, practical work etc. can contribute towards the assessment. 'Conduct' and 'attitude' are not measured as part of the assessment but poor conduct or attitude, like non-attendance, will inevitably affect your progress

NESA requires that students whose attendance is deemed to be unsatisfactory and affects fulfilment of course requirements will not receive a Higher School Certificate Record of Achievement or Result Notice (unsatisfactory attendance can include fractional truancy).

You should make sure that you keep this document, and that you ask about anything of which you are not sure concerning HSC Assessment.

Please discuss this document with your parents or guardians and invite them to contact the school with any queries.

### **Other Factors**

When alternative tasks are set or an estimate awarded, the resulting mark will be a measure of what you have actually achieved in the relevant aspect of the course. When calculating an estimate mark, performance in other similar tasks will be used to calculate the mark.

NESA does not compensate you for difficulties in performing or completing assessment tasks, even when they are caused by factors outside your control (see *Illness/ Misadventure*).

Some HSC courses have prescribed texts, topics, projects and works that must be considered or studied for the Higher School Certificate. You should ensure that you are aware of the requirements for your courses. NESA publications on prescribed texts, topics, projects and works for all courses in each examination year are available at your school and on the NESA Internet site (<https://www.educationstandards.nsw.edu.au>).

### **Invalid or Unreliable Tasks**

Where a task is deemed not to have allowed all students equal opportunity to display their knowledge and skills, the school will take measures to address this. These measures may involve the adjustment of some marks.

The results of assessment tasks that have been completed by students generally cannot be discarded but there will be occasions when the results of a task are invalid or unreliable. Under these circumstances:

- Each student will be informed, in writing, of the situation.
- An alternate task will be set and appropriate notice and information will be given.

This type of decision is made by the Principal.

### **Appeals and Review of Assessments**

It is possible to have an assessment reviewed if the student believes the school did not follow procedures similar to those indicated in the published Assessment Program for that subject, or where clerical errors in the determination of the Assessment Mark have occurred.

Reviews will not involve consideration of any teacher's assessment of the value of a student's work in any of the tasks on which the assessment has been based.

Disputes regarding assessments should be resolved as soon as possible and must be notified to the Head Teacher of that subject or Deputy Principal within one (1) week of the assessment result being announced. If necessary, the process for resolution, in order, should be:

- The class teacher
- The Head Teacher
- The Deputy Principal.

### Late Entry to a Course

Students transferring from another school will begin their assessments upon arriving at this school. Where a student transfers from another school during the assessment process, the following procedure will be used to calculate the student's assessment:

1. Total the marks for all tasks completed by the student using the weightings in the course Assessment Schedules.
2. Find the new student's rank from this total.
3. Total the marks for the whole assessment program excluding the new student. Rank the rest of the students on this total using the weightings as documented.
4. Assign the student a mark based on the rank calculated in Step 2.

### Unfair Advantage

Students are not permitted to gain unfair advantage over other students.

Each proven incident of unfair advantage will be considered by a panel consisting of the Principal and Deputy Principal and may lead to a mark penalty being applied. The following are examples of causes of unfair advantage:

- *Absence on the day before an assessment task* – a medical certificate (or other evidence) is required if a student is absent the day before an assessment task. Failure to provide this documentation may result in a zero mark being given for the task scheduled the next school day.
- *Late arrival and/or not attending all classes on the day of an assessment task* – school records must show that a student attended a full day of school and attended all lessons and followed normal school routines on the day of an assessment task. This is to ensure that using school time to work on an assessment task advantages no student. Failure to attend all classes may result in a zero being given for the task.

Proven dishonesty/malpractice will result in a zero award for the assessment task. This includes aspects such as *plagiarism, copying other students' work, giving other students your work, not acknowledging sources, cheating and copyright*. In accordance with NESA policy, the school will refer the incident to the NESA Register of Malpractice in HSC Assessment Tasks.

### Assessment Marks

The school submits your final assessment marks to NESA calculated from your results on each formal assessment task you undertake as part of your HSC course.

If the final HSC School Assessment ranking position assigned by the school differs significantly from your expectation, based on the information provided during the course, you may seek a review in that subject. It is also possible to have an Assessment reviewed if you believe that the school did not follow procedures similar to those indicated in the Assessment Schedules for that subject, did not allocate marks according to NESA specification for each component or where clerical errors in the determination of the Assessment mark have occurred.

A review will not involve reconsideration of any teacher's assessment of the value of a student's work in any of the tasks on which the Assessment has been based. In most cases, the assessment mark for a satisfactorily completed course can be used in HSC Illness/ Misadventure appeals.

### Higher School Certificate Results

Results of the HSC courses satisfactorily completed appear on the Higher School Certificate Record of Achievement and on a Course Report. Results of Board Developed Courses are recorded under the following headings on the Record of Achievement:

- The **Assessment Mark** is the moderated mark awarded for your assessment tasks at school.
- The **Examination Mark** is the mark awarded for the external examination.
- The **HSC Mark** is the average of the Examination Mark and the Assessment Mark.
- The **Performance Band** shows your level of achievement in that course.



This information will also be contained in a Course Report which will be issued for each course completed. The Course Report will include descriptors for each Performance Band which provides a summary of what students know and are able to do.

At the end of the Higher School Certificate examinations, you may ask for your position in the rank order in each course you have studied, based on school assessments. If you feel that your rank in any course is not correct, you may apply to the Deputy Principal for a review.

### **Putting the assessment program into perspective**

School is about educational, social and personal growth and the development of specific skills. Examinations and Assessment programs are attempts to measure that development.

HSC Syllabuses in all subjects are carefully designed to foster students' educational development over a period of two years. Each part of the syllabus, and each task, is important, whether or not it is part of the Assessment program. Those students who complete all work in all subjects will receive the maximum benefit from their two years in senior high school. As an added bonus, those who practise, in their non-assessable work, the skills that are tested in the assessment program and the Higher School Certificate examination, will maximise the marks that finally appear on their Higher School Certificate.

### **Acceleration**

All accelerating students who are sitting exams may receive at least half-day prior to each exam for preparation. Students using this opportunity may choose to prepare in the school library or at home. Students sitting for the HSC exam may choose to use one day prior to the examination. After completing exams, students either return to class or may go home with parental permission. Students leaving school early must collect an early leave pass from the office.

### **Life skills**

Students following a Life Skills pattern of study are required to complete all assigned work. They are not required to sit for exams in the subjects they are studying as Life Skills. Note that N-determinations can be made in Life Skills courses where a student does not satisfactorily follow the course and achieve some or all of the Life Skills outcomes.

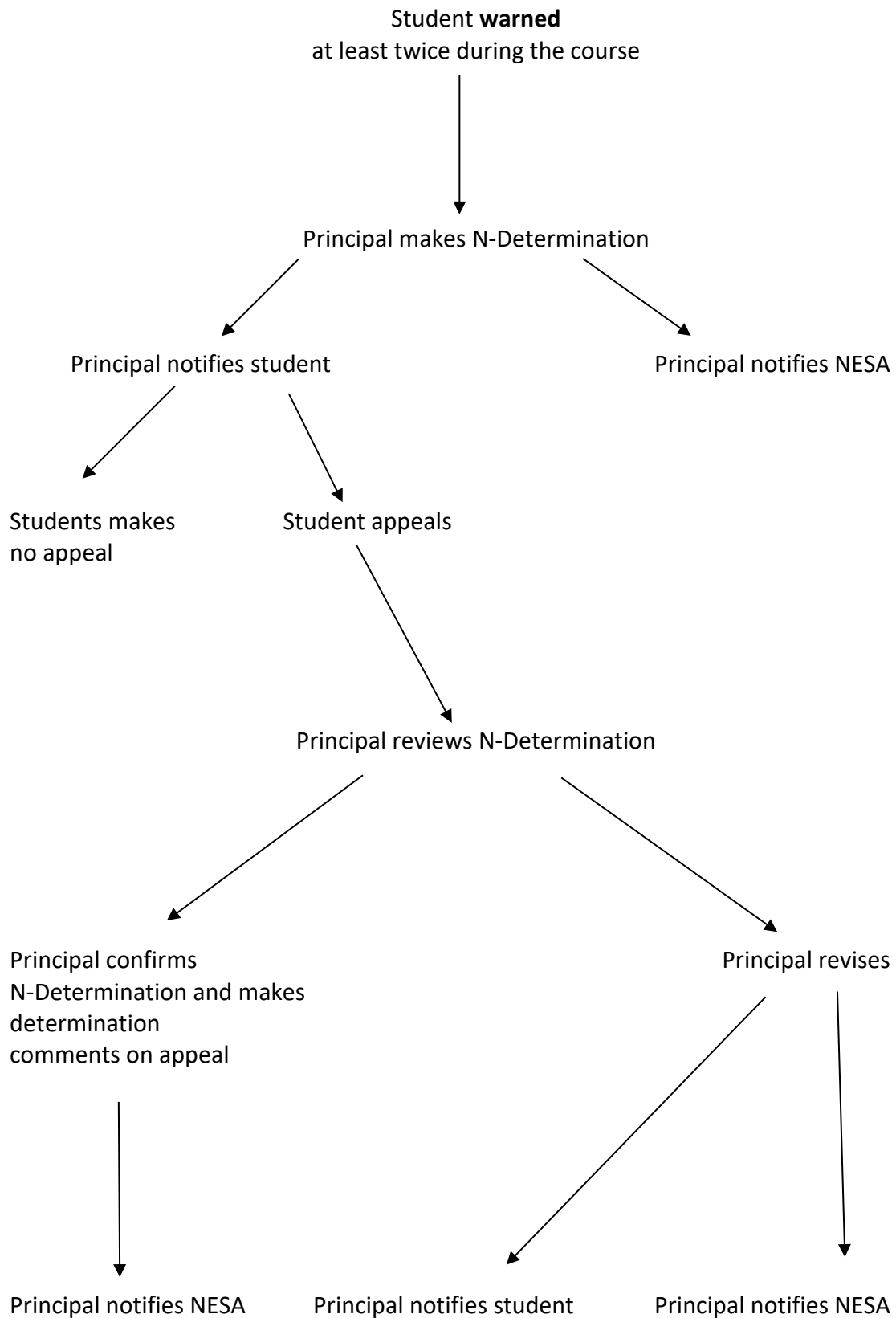
### **Absences and leave**

Some prolonged absences, e.g. a holiday overseas, cannot be taken into account and could lead to you not meeting outcomes in that subject. Absences through illness and/or injury may be allowed by the Principal, if in their judgement the absence is legitimate. In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence. In many instances, school work may be undertaken while at home or in hospital. In this way, the Principal may be satisfied that there is sufficient evidence for deeming that you have met course requirements and achieved some outcomes of the course. In cases of prolonged absence (in excess of **four** weeks) and where work is not possible during the period of absence, the Principal may judge that catching up is not possible and determine that attendance is unsatisfactory.

Granting of leave is a matter for the individual school principal to determine. The principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved.

The Head Teacher of each course will communicate the date by which any missed assessment tasks must be completed.

## FLOW CHART OF PROCESS FOR N-DETERMINATIONS



## ANCIENT HISTORY

<b>Course Description</b> Ancient History provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through archaeological and written sources, students study of a range of features, people, places, events and developments of the ancient world.			
<b>Main Topics Covered</b> Core Study: Cities of Vesuvius – Pompeii and Herculaneum 25% Ancient Societies: Spartan society to the Battle of Leuctra 371 BC 25% Personalities in their Times: Agrippina 25% Historical periods: The Julio Claudians AD 14 - 69 25%			
<b>Assessment</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 3 hour written examination plus 5 minutes reading time		<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> <li>Source –based skills</li> <li>Historical inquiry and research</li> <li>Communication of historical understanding in appropriate forms</li> </ul>	
Section I: Core: Cities of Vesuvius	25		40
Section II: Ancient Societies	25		20
Section III: Personalities in their Times	25		20
Section IV: Historical Periods	25		20
	<b>100</b>		<b>100</b>

## ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	Research Task	Source Analysis	Historical Analysis	Trial Exam	
	Spartan Society	Core: Cities of Vesuvius	The Julio-Claudians		
	Term 4, week 8	Term 1, week 9	Term 2, week 9	Term 3, weeks 3/4	
Syllabus Outcomes Assessed	AH12-1, AH12-3, AH12-4, AH12-8, AH12-9	AH12-5, AH12-6, AH12-8, AH12-9, AH12-10	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-7, AH12-8, AH12-9	AH12-1, AH12-3, AH12-4, AH12-5, AH12-9, AH12-10	
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Historical Skills / Analysis of sources	5	5	5	5	<b>20</b>
Historical inquiry and research	5	5	10		<b>20</b>
Communication of historical understanding in	5	5	5	5	<b>20</b>
<b>Total Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## ARABIC CONTINUERS

<b>Course Description</b> The Preliminary and HSC Arabic Continuers courses have, as their organisational focus the study of themes and associated topics. Students' skills in, and knowledge and understanding of, Arabic will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Arabic-speaking communities through the study of a range of texts.			
<b>Main Topics Covered</b> <b>Themes:</b> <ul style="list-style-type: none"> <li>The individual</li> <li>The Arabic-speaking communities</li> <li>The changing world.</li> </ul> <b>Student's language skills are developed through tasks such as:</b> <i>Speaking:</i> Conversation <i>Listening:</i> Responding to an Aural stimulus <i>Reading:</i> Responding to a variety of written stimulus <i>Writing:</i> Writing for a variety of purposes <i>Culture:</i> Studying The Arabic culture through a variety of texts.			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hours written examination plus 10 minutes reading time			
Section I: Listening & Responding	25	• Speaking	20
Section II: Reading & Responding	25	• Listening	30
Part A	15	• Reading	30
Part B	15	• Writing	20
Section III: Writing			
A 10 minutes oral examination/conversation	20		
	<b>100</b>		<b>100</b>

## ASSESSMENT TASK SCHEDULE

Syllabus Outcomes Assessed H1 - H4	Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
		In-class task	In-class task	In-class task	Trial Exam	
		Term 4, week 9	Term 1, week 9	Term 2, week 9	Term 3, weeks 3/4	
1.1, 1.2, 1.3, 1.4, 4.1	Speaking		5	15		20
3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Listening		20		10	30
3.2, 3.3, 3.4, 3.5, 3.6, 2.1, 2.2, 2.3, 4.1	Reading	20			10	30
2.1, 2.2, 2.3, 4.1	Writing			10	10	20
<b>Total Marks</b>		<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## ARABIC EXTENSION

<b>Course Description</b> The Arabic Extension HSC course has as its organisational focuses, themes and associated topics. The student's skills in, and knowledge of a range of issues will be developed through the study of prescribed short stories and related contemporary texts. Students will extend their ability to use and appreciate Arabic as a medium for communication, and creative thought and expression. Students engage with the issues through the study of prescribed short stories and related texts.			
<b>Main Topics Covered</b> <b>Themes:</b> <ul style="list-style-type: none"> <li>The individual and contemporary society</li> </ul> <b>Prescribed Texts:</b> Short stories <ul style="list-style-type: none"> <li>Text 1: Hidden Fire</li> <li>Text 2: The Woman in 17 stories</li> </ul> <b>Main Issues Covered</b> <ul style="list-style-type: none"> <li>Transformation</li> <li>Relationships</li> <li>Tolerance of difference</li> </ul>			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A 2 hours written examination plus 10 minutes reading time			
Section I: Response to prescribed text	15	<ul style="list-style-type: none"> <li>Speaking</li> <li>Text analysis</li> <li>Writing</li> </ul>	10
<ul style="list-style-type: none"> <li>Part A</li> <li>Part B</li> </ul>	10		20
Section II: Writing	15		20
A 3 minutes oral examination/ monologue plus 7 minutes preparation time	10		
	<b>50</b>		<b>50</b>

## ASSESSMENT TASK SCHEDULE

Syllabus Outcomes Assessed H1 – H2	Syllabus Components	Task 1	Task 2	Task 3	Syllabus Weighting %
		In-class task	In-class task	Trial Exam	
		Term 1, week 10	Term 2, week 10	Term 3, weeks 3/4	
1.1, 1.2	Speaking	5		5	10
2.1, 2.2, 2.3	Text Analysis		15	5	20
1.1, 1.2	Writing	10	5	5	20
<b>Total Marks</b>		<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>

## BIOLOGY

<b>Course Description</b> The HSC course consists of four modules comprising 120 indicative hours. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time. Students are provided with 15 hours of course time for depth studies in Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.			
<b>Main Topics Covered</b> The HSC course builds upon the Preliminary course. The Preliminary course content is a prerequisite for the HSC course. The HSC course incorporates the study of four modules: <ul style="list-style-type: none"> <li>• Module 5 Heredity</li> <li>• Module 6 Genetic Change</li> <li>• Module 7 Infectious Disease</li> <li>• Module 8 Non-Infectious Disease</li> </ul>			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination plus 5 minutes reading time		<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Working scientifically skills</li> </ul>	40
Section I	20		60
Section II	80		
	100		100

### ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	Processing and analysing data and information	Theory test	Depth Study: Open ended investigation & Formal Report	Trial Exam	
	Term 4, week 9	Term 1, week 9	Term 2, week 9	Term 3, weeks 3/4	
<b>Syllabus Outcomes Assessed</b>	BIO12-4, BIO12-5	BIO12-2, BIO12-4, BIO12-5, BIO12-14, BIO12-15	BIO12-1, BIO12-3, BIO12-4, BIO12-5, BIO12-7, BIO12-12	BIO12-6, BIO12-12, BIO12-14, BIO12-15	
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Skills in working scientifically	10	10	30	10	<b>60</b>
<b>Total Marks</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>30</b>	<b>100</b>

## BUSINESS STUDIES

### Course Description

Business Studies investigates the role, operation and management of businesses within our society. Factors in the operation and management of business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

### Main topics Covered

- Operations
- Finance
- Human Resources
- Marketing

### Assessment

External Assessment	Weighting	Internal Assessment	Weighting
A of 3 hours written examination plus 5 minutes reading time		<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Stimulus based skills</li> <li>• Inquiry and research</li> <li>• Communication of business information, ideas and issues in appropriate forms</li> </ul>	40
Section I	20		20
Section II	40		20
Section III	20		20
Section IV	20		20
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus weighting %
	Extended Response Operations	Case Study- Short answer test with stimulus information Finance	Business Report Human Resources	Trial Exam	
	Term 4, week 8	Term 1, week 9	Term 2, week 7	Term 3, weeks 3/4	
Syllabus Outcomes Assessed	H1, H2, H5, H7	H4, H6, H7, H8, H9, H10	H3, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H9, H10	
Knowledge and understanding of course content	5	15	10	10	<b>40</b>
Stimulus-based skills		10		10	<b>20</b>
Inquiry and research	10		10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5		5	10	<b>20</b>
<b>Total Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## CHEMISTRY

### Course Description

The HSC course consists of four modules comprising 120 indicative hours. Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time. Students are provided with 15 hours of course time for depth studies in Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

### Main Topics Covered

The HSC course builds upon the Preliminary course. The Preliminary course content is a prerequisite for the HSC course. The HSC course incorporates the study of four modules:

- Module 5 Equilibrium and Acid Reactions
- Module 6 Acid/Base Reactions
- Module 7 Organic Chemistry
- Module 8 Applying Chemical Ideas

### Assessment

External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination plus 5 minutes reading time		<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Working scientifically skills</li> </ul>	40 60
Section I Section II	20 80		
	100		100

### ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	Research & In Class Task	Theory Test	Depth Study	Trial Exam	
	Term 4, week 8	Term 1, week 8	Term 2, week 8	Term 3, weeks 3/4	
<b>Syllabus Outcomes Assessed</b>	CH12-4, CH12-5, CH12-6, CH12-7, CH12-14	CH12-6, CH12-7, CH12-12	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-7, CH12-13	CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15	
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Skills in working scientifically	15	10	25	10	<b>60</b>
<b>Total Marks</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



## COMMUNITY AND FAMILY STUDIES

<b>Course Description</b> In the HSC course, students will examine how the wellbeing of individuals, families and communities is affected by broader societal influences including sociocultural, economic and political factors. Students complete 3 core modules that will: <ul style="list-style-type: none"> <li>• Focuses on the processes of inquiry and research</li> <li>• Explore FOUR specific groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services.</li> <li>• Develop their understanding of the types of parents and carers and how to best prepare for the role of a parent or carer in order to optimise the wellbeing of a dependent.</li> </ul> Students will also undertake an optional study where they will consider the potential benefit of technological developments while investigating the inequities of access experienced by some groups and the positive and negative impact of technological developments on families and in communities and the workplace.			
<b>Main Topics Covered</b> <b>Core Topics (75%)</b> <ul style="list-style-type: none"> <li>• Research Methodology 25%</li> <li>• Parenting and Caring 25%</li> <li>• Groups in Context 25%</li> </ul> <b>Optional Component (25%)</b> <ul style="list-style-type: none"> <li>• Social Impact of Technology 25%</li> </ul>			
<b>Particular Course Requirements</b> <ul style="list-style-type: none"> <li>• In addition to core studies students select one options in the HSC course to study.</li> <li>• Students are required to complete an Independent Research Project and diary in the context of the HSC core module — Research Methodology.</li> </ul>			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination plus 5 minutes reading time			
Section I: Core	20	• Core	75
• Part A	55	• Options	25
• Part B	25		
Section II: Options			
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	Independent Research Project	Research Task	Technology Case Study	Trial Exam	
	Core Topic: Research Methodology	Core Topic: Parenting and Caring	Option Topic: Social Impact of Technology	All Core 1,2,3 Option 1	
	Term 4, week 10	Term 1, week 8	Term 2, week 8	Term 3, weeks 3/4	
<b>Syllabus Outcomes Assessed</b>	H4.1, H4.2	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2	H1.1, H2.3, H3.1, H3.3, H6.2	H1.1, H2.1, H2.3, H3.1, H3.4, H4.1, H4.2, H5.2, H5.2, H6.1, H6.2	
Knowledge & understanding of course content	5	10	10	15	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	<b>60</b>
<b>Total Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## ENGLISH ADVANCED

<b>Course Description</b> In the <b>HSC English Advanced Course</b> students critically analyse and evaluate texts and the ways they are valued in their contexts. They compose a wide range of analytical, affective and imaginative texts			
<b>Main Topics Covered</b> The course has two sections: <ul style="list-style-type: none"> <li>• The HSC Common Module: Texts and Human Experiences</li> <li>• Module A: Textual Conversations</li> <li>• Module B: Critical Study of Literature</li> <li>• Module C: Craft of Writing.</li> </ul>			
<b>Particular Course Requirements</b> <b>HSC English (Advanced) Course</b> requires: <ul style="list-style-type: none"> <li>• The close study of <b>four</b> prescribed texts, one drawn from <b>each</b> of the following categories: Shakespearean drama; prose fiction; poetry or drama.</li> <li>• The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.</li> </ul>			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of			
Paper 1 – Common Module (1 hours and 30 minutes plus 10 minutes reading time)	40	<ul style="list-style-type: none"> <li>• Common Module</li> </ul>	30
Paper 2 - Modules A, B & C (2 hours plus 5 minutes reading time)	60	<ul style="list-style-type: none"> <li>• Module A</li> <li>• Module B</li> <li>• Module C</li> </ul>	20 25 25
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weightings %
	<b>Multimodal presentation</b> <i>(Prescribed and Related texts)</i> Common Module: Texts and Human Experiences	<b>Extended Response</b> Mod A: Textual Conversations (15%) Craft of Writing (10%)	<b>Critical and Imaginative Response</b> Mod B: Critical Study of Literature (20%) Craft of Writing (10%)	<b>Trial Exam</b> Common Module I Common Module II Module A Module B Craft of Writing (5%)	
	<b>Term 4, week 10</b>	<b>Term 1, week 9</b>	<b>Term 2, week 8</b>	<b>Term 3 weeks 3/4</b>	
<b>Syllabus Outcomes Assessed</b>	EA12-2, EA12-3, EA12-6	EA12-1 EA12-3 EA12-7 EA12-8	EA12-1, EA12-3 EA12-4 EA12-7	EA12-1 EA12-3 EA12-4, EA12-5 EA12-6 EA12-7 EA12-9	
Knowledge and understanding of course content	10	10	15	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	<b>50</b>
<b>Total Marks</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## ENGLISH EAL/D

<b>Course Description</b> The <b>HSC English EAL/D Course</b> address the needs of students of a specific group of students and offers the opportunity to become proficient in English and analyse, appreciate and compose a wide range of texts.			
<b>Main Topics Covered</b> The course has two sections: <ul style="list-style-type: none"> <li>Module A: Texts and Human Experiences</li> <li>Module B: Language, Identity and Culture</li> <li>Module B: Close Study of Text</li> <li>Focus on Writing</li> </ul>			
<b>Particular Course Requirements</b> <b>HSC English EAL/D Course</b> requires: <ul style="list-style-type: none"> <li>The close study of <b>three types of</b> prescribed texts, one drawn from prose fiction; one from poetry or drama and one from film, media or nonfiction</li> </ul>			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of			
Paper 1 - Module A and Focus on Writing (1 hours and 30 minutes plus 10 minutes reading time)	45	<ul style="list-style-type: none"> <li>Module A</li> <li>Module B</li> </ul>	25
Paper 2 - Modules B & C (1 hour plus 5 minutes reading time)	40	<ul style="list-style-type: none"> <li>Module C</li> <li>Focus on Writing</li> </ul>	25
Listening Test (30 minutes)	15		25
	<b>100</b>		<b>100</b>

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	<b>Multimodal Presentation - Speaking and Listening</b> (Prescribed and related texts) Module A: Texts and Human Experiences	<b>Reading and Writing</b> (Unseen material and prescribed text) Module B: Language, Identity and Culture	<b>Imaginative Writing with Written Annotations</b> Focus on Writing	<b>Trial Exam</b> Modules A, B and C	
	Term 4, Week 9	Term 1, week 9	Term 2, week 9	Term 3, weeks 3/4	
Syllabus Outcomes Assessed	EAL12-1A, EAL12-3, EAL12-7	EAL12-3, EAL12-5	EAL12-4, EAL12-5	EAL12-1A, EAL12-3, EAL12-5	
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	<b>50</b>
<b>Total Marks</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## ENGLISH EXTENSION 1

1 unit of study for each extension course			
<b>Prerequisites:</b> (a) English (Advanced) Course (b) Preliminary English Extension Course is prerequisite for Extension Course 1 (c) Extension Course 1 is prerequisite for Extension Course 2.			
<b>Exclusions:</b> English (Standard) Course; Fundamentals of English; EAL/D			
<b>Course Description</b> In the HSC English (Extension) Course 1 students explore ideas of value and consider how cultural values and systems of valuation arise.			
<b>Main Topics Covered</b> Common module: Literary Worlds and ONE elective option, Worlds of Upheaval			
<b>Particular Course Requirements</b> <ul style="list-style-type: none"> <li>Students must study at least THREE texts from the prescribed list, including TWO extended print texts.</li> <li>Student must study at LEAST TWO related texts.</li> </ul>			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper of 2 hours plus 10 minutes reading time		<ul style="list-style-type: none"> <li>Knowledge and understanding of complex texts and of how and why they are valued</li> </ul>	25
Section I: Common Module Section II: Elective	25 25	<ul style="list-style-type: none"> <li>Skills in: complex analysis, sustained composition and independent investigation</li> </ul>	25
	<b>50</b>		<b>50</b>

## ASSESSMENT SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Syllabus Weighting %
	Imaginative Response and Reflection	Critical Response with Related Text	Trial Exam	
	Term 1, week 4	Term 2, week 9	Term 3, weeks 3/4	
<b>Syllabus Outcomes Assessed</b>	EE12-2, EE12-3, EE12-5	EE12-1, EE12-2, EE12-4, EE12-5	EE-12-1, EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of complex texts and how and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis, sustained composition and independent investigation	15	20	15	<b>50</b>
<b>Total Mark</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## ENGLISH EXTENSION 2

1 unit of study for each extension course			
<b>Prerequisites:</b> (a) English (Advanced) Course (d) Preliminary English Extension Course is prerequisite for Extension Course 1 (e) Extension Course 1 is prerequisite for Extension Course 2.			
<b>Exclusions:</b> English (Standard) Course; Fundamentals of English; EAL/D			
<b>Course Description</b> In the HSC English (Extension) Course 2 students master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed through the State 6 English Courses			
<b>Main Topics Covered</b> The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.			
<b>Particular Course Requirements</b> Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A Major Work	40	<ul style="list-style-type: none"> <li>Skills in independent research</li> </ul>	25
A Reflection Statement	10	<ul style="list-style-type: none"> <li>Skills in sustained composition</li> </ul>	25
	<b>50</b>		<b>50</b>

## ASSESSMENT SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Syllabus Weighting %
	Viva Voce (including written proposal)	Literature Review	Critique of the creative process	
	Term 1, week 4	Term 2, week 3	Term 3, week 1	
<b>Syllabus Outcomes Assessed</b>	EE12-2, EE12-3, EE12-5	EE12-1, EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of complex texts and how and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis, sustained composition and independent investigation	15	20	15	<b>50</b>
<b>Total Mark</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## ENGLISH STANDARD

<b>Course Description</b> In the <b>HSC English Standard Course</b> students analyse, appreciate and compose a wide range of texts.			
<b>Main Topics Covered</b> The course has two sections: <ul style="list-style-type: none"> <li>• The HSC Common Module: Texts and Human Experiences</li> <li>• Module A: Language, Identity and Culture</li> <li>• Module B: Close Study of Literature</li> <li>• Module C: Craft of Writing</li> </ul>			
<b>Particular Course Requirements</b> <b>HSC English Standard Course</b> requires: <ul style="list-style-type: none"> <li>• The close study of <b>three types of</b> prescribed texts, one drawn from prose fiction; one from poetry or drama and one from film, media or nonfiction</li> </ul>			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of			
Paper 1 – Common Module (1 hours and 30 minutes plus 10 minutes reading time)	40	<ul style="list-style-type: none"> <li>• Common Module</li> </ul>	30
Paper 2 - Modules A, B & C (2 hours plus 5 minutes reading time)	60	<ul style="list-style-type: none"> <li>• Module A</li> <li>• Module B</li> <li>• Module C</li> </ul>	20 25 25
	<b>100</b>		<b>100</b>

## ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	<b>Multimodal presentation</b> (Prescribed and Related texts)  Common Module: Texts and Human Experiences	<b>Creative and Reflective Response</b>  Mod A: Craft of Writing (20%) Core Text (5%)	<b>Extended Response</b>  Mod B: Close Study of Literature	<b>Trial Exam</b>  Common Module I Common Module II Module A Module B Craft of Writing (5%)	
	<b>Term 4, week 10</b>	<b>Term 1, week 9</b>	<b>Term 2, week 8</b>	<b>Term 3, weeks 3/4</b>	
Syllabus Outcomes Assessed	EN12 -2, EN12-6, EN12-7	EN 12-1, EN12-3, EN12-9	EN12-1, EN12-3, EN12-7	EN12-3, EN12-4, EN12-5, EN 12-8, EN12-9	
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	<b>50</b>
<b>Total Marks</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## ENGLISH STUDIES

### Course Description

The **HSC English Studies Course** is distinctive in its focus on the development of student's language, literacy and literary skills. Students refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

### Main Topics Covered

Mandatory Module:

- Common Module: Texts and Human Experiences
- Module F: MiTunes and Text - English and the language of song
- Module L: Who do I think I am? – English and the self

### Particular Course Requirements

- This course is a Category B course. The HSC examination is optional and if the student chooses to sit the HSC examination, 100% of the examination mark will be used to determine their HSC mark. The internal assessment mark will only be used in the event that an estimate is required.
- Note: only one Category B course can be used in the determination of an ATAR.

### Assessment

External Assessment	Weighting	Internal Assessment	Weighting
An <u>optional</u> written examination of 2 hours and 30 minutes plus 10 minutes reading time	100	Common Module – Texts and Human Experiences	40
Section I: Common Module – Texts and Human Experiences (20 marks)		Module L	30
Section II: Common Module – Texts and Human Experiences (20 marks)		Module F	30
Section III: Elective modules (15 marks)			
Section IV: Writing Skills (15 marks)			
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weightings %
	Extended Response	Digital Story	Collection of Classwork	Trial Exam	
	Mandatory Module: Texts and Human Experiences	Elective Module L: Who do you think I am?		Mandatory module and Elective Module F– MiTunes and text	
	Term 4, week 9	Term 1, week 7	Term 3, week 7	Term 3, weeks 3/4	
Syllabus Outcomes Assessed	ES12-1, ES12-8, ES12-9	ES12-2, ES12-6	ES12-4, ES12-7, ES12-10	ES12-3, ES12-5, ES12-9	
Knowledge and understanding of course content	15	10	15	10	<b>50</b>
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	15	15	10	<b>50</b>
<b>Total Marks</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

## FOOD TECHNOLOGY

<b>Course Description/Rationale:</b> Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.			
<b>Main Topics Covered</b> <ul style="list-style-type: none"> <li>The Australian Food Industry 25%</li> <li>Food Manufacture 25%</li> <li>Food Product Development 25%</li> <li>Contemporary Food Issues in Nutrition 25%</li> </ul>			
<b>Particular Course Requirements:</b> In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hours written examination plus 5 minutes reading time		<ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Skills in designing, researching, analysing and evaluating</li> <li>Skills in experimenting</li> </ul>	40
Section I	20		30
Section II	50		
Section III	15		30
Section IV	15		
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	Practical & Theory Task  Australian Food Industry	Research & Practical Task  Food Manufacture	Food Product Design & Evaluation  FPD CNI	Trial Exam	
	Term 4, week 8	Term 1, week 8	Term 2, week 8	Term 3, weeks 3/4	
Outcomes Assessed	H1.2, H1.4, H3.1, H5.1	H1.1, H4.2, H5.1	H1.3, H2.1, H3.2, H4.1	H1.1, H1.3, H1.4, H2.1, H4.2	
Knowledge & understanding of course content	10		10	20	40
Knowledge and skills in designing, researching, analysing and evaluating		10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10		30
<b>Total Mark</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



## FRENCH BEGINNERS

<b>Course Description</b> The Preliminary and HSC French Beginners courses have outcomes and topics as their organisational focus. Topics provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.			
<b>Main Topics Covered</b> The prescribed topics should be studied from two interdependent perspectives: <ul style="list-style-type: none"> <li>• The personal world</li> <li>• The French-speaking communities.</li> </ul> <b>Student's language skills are developed through tasks such as:</b> <i>Speaking:</i> Conversation <i>Listening:</i> Responding to an Aural stimulus <i>Reading:</i> Responding to a variety of written stimulus <i>Writing:</i> Writing for a variety of purposes <i>Culture:</i> Studying The French culture through a variety of texts.			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A 2 hours and 30 minutes written examination plus 10 minutes reading time.			
Section 1: Listening & Responding	30	• Speaking	20
Section 2: Reading & Responding	30	• Listening	30
Section 3: Writing	10	• Reading	30
• Part A	10	• Writing	20
• Part B			
A 5 minutes <b>oral examination</b> / conversation	20		
	<b>100</b>		<b>100</b>

## ASSESSMENT TASK SCHEDULE

Syllabus Outcomes H1 - H4	Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
		In-class Task	In-class Task	In-class Task	Trial Exam	
		Term 4, week 9	Term 1, week 9	Term 2, week 9	Term 3, weeks 3/4	
1.1, 1.2, 1.3, 1.4, 4.1	Speaking			20		20
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Listening		20		10	30
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Reading	20			10	30
3.1, 3.2, 3.3, 3.4	Writing		10		10	20
<b>Total Marks</b>		<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## FRENCH CONTINUERS

<b>Course Description</b> The Preliminary and HSC French Continuers courses have, as their organisational focus the study of themes and associated topics. Students' skills in, and knowledge and understanding of, French will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of texts.			
<b>Main Topics Covered</b> Themes: <ul style="list-style-type: none"> <li>• The individual</li> <li>• The French-speaking communities</li> <li>• The changing world.</li> </ul> <b>Student's language skills are developed through tasks such as:</b> <i>Speaking:</i> Conversation <i>Listening:</i> Responding to an Aural stimulus <i>Reading:</i> Responding to a variety of written stimulus <i>Writing:</i> Writing for a variety of purposes <i>Culture:</i> Studying The French culture through a variety of texts.			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hours written examination plus 10 min reading time.			
Section I: Listening & Responding	25	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>	20
Section II: Reading & Responding			
• Part A	25		30
• Part B	15		30
Section III: Writing	15		20
A 10 minutes <b>oral examination</b> /conversation	20		
	<b>100</b>		<b>100</b>

## ASSESSMENT TASK SCHEDULE

Syllabus Outcomes H1 - H4	Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
		In-class task	In-class task	In-class task	Trial Exam	
		Term 4, week 9	Term 1, week 9	Term 2, week 9	Term 3, weeks 3/4	
1.1, 1.2, 1.3, 1.4, 4.1	Speaking		5	15		<b>20</b>
3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Listening		20		10	<b>30</b>
3.2, 3.3, 3.4, 3.5, 3.6, 2.1, 2.2, 2.3, 4.1	Reading	20			10	<b>30</b>
2.1, 2.2, 2.3, 4.1	Writing			10	10	<b>20</b>
<b>Total Marks</b>		<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## GEOGRAPHY

<b>Course Description</b> The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combines with an assessment of the geographers' contribution to understanding our environment, and demonstrates the relevance of geographical study.			
<b>Main Topics Covered</b> Ecosystems at Risk Urban Places People and Resource Use <b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.			
<b>Particular Course Requirements</b> <ul style="list-style-type: none"> <li>Students must undertake 10 hours of fieldwork in the HSC courses.</li> <li>Students will be required to submit both oral and written geographic reports.</li> </ul>			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination plus 5 minutes reading time		<ul style="list-style-type: none"> <li>Fieldwork</li> <li>Geographical research</li> <li>Interpretation and synthesis of geographical stimulus</li> <li>Geographical explanations, discussion, expositions and reports</li> </ul>	10
Section I	20		20
Section II	40		30
Section III	40		40
	<b>100</b>		<b>100</b>

## ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	Skills & short answer (In-class) Ecosystems at Risk	Extended Response (In-class) Urban Places	Short Answer Response People and Economic Activity	Trial Exam	
	Term 1, week 4	Term 2, week 4	Term 3, week 1	Term 3, weeks 3/4	
Syllabus Outcomes Assessed	H2, H5, H6, H8, H10, H13	H1, H3, H12, H13	H1, H4, H6, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10, H11, H12, H13	
Knowledge and understanding of course content	5	5	10	20	40
Geographical tools and skills	5	5	5	5	20
Geographical inquiry and research, including fieldwork	10	10			20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Total Marks</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## HISTORY EXTENSION

<b>Course Description:</b> History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.			
<b>Main topics covered:</b> Section I: Constructing History – Key Questions Section II: Constructing History Case Study: Witch Hunt and Witch Trials History Project			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A 2 hour examination plus 5 minutes reading time		<ul style="list-style-type: none"> <li>Knowledge and understanding of significant historical ideas and processes</li> </ul>	40
Section I Section II	25 25	<ul style="list-style-type: none"> <li>Skills in designing, undertaking and communicating historical inquiry – the History Project</li> </ul>	60
	<b>50</b>		<b>100</b>

## ASSESSMENT TASK SCHEDULE

Syllabus Component	Task 1	Task 2	Task 3	Syllabus Weighting %
	History Process	History Project	Trial Exam	
	Proposal, Process Log, Annotated Sources	Essay		
	Term 1, week 5	Term 3, week 5	Term 3, weeks 3/4	
Syllabus Outcomes Assessed	HE12.1, HE12.2, HE12.3, HE12.4	HE12.1,HE12.2, HE12.3, HE12.4	HE12.1, HE12.3, HE12.4	
Knowledge and understanding of significant historical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry – the History Project	20	30	10	60
Total Marks	30	40	30	100

## INFORMATION PROCESSES AND TECHNOLOGY

### Course Description:

The HSC course is organised around three core topics: Project Work, Information Systems and Databases, and Communication Systems, together with two optional strands. The course, teaches students about information-based systems. All topics and their related projects are based on the information processes and skills of collecting, organising, analysing, storing and retrieving, processing, transmitting/receiving and displaying, as well as social and ethical implementations. With this background, students will be well placed to adapt to new technologies as they emerge.

### Main topics covered:

- |  |     |
|--|-----|
| • Project Management   | 20% |
| • Information Systems and Data Bases                           | 20% |
| • Communication Systems  | 20% |
| • Option Strands: Decision Support Systems, Multimedia Systems | 40% |

### Assessment

External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination plus 5 min reading time		<ul style="list-style-type: none"> <li>• Project Management</li> <li>• Information Systems &amp; Databases</li> <li>• Communication Systems</li> <li>• Option Topics</li> </ul>	
Section I	20		20
Section II	40		20
Section III	40		40
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	Core Topics Task	Core Topics Task	Options Task	Trial Exam	
	Term 4, week 8	Term 1, week 9	Term 2, week 9	Term 3, weeks 3/4	
<b>Syllabus Outcomes Assessed</b>	H1.1, H1.2, H2.1, H2.2, H3.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2	
Knowledge and understanding of course content	20	10	10	20	<b>60</b>
Knowledge and skills in the design and development of information systems	10	10	10	10	<b>40</b>
<b>Total Marks</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## JAPANESE BEGINNERS

### Course Description

The Preliminary and HSC Japanese Beginners courses have outcomes and topics as their organisational focus. Topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

### Main Topics Covered

The prescribed topics should be studied from two interdependent perspectives:

- The personal world
- The Japanese-speaking communities.

### Student's language skills are developed through tasks such as:

*Speaking:* Conversation

*Listening:* Responding to an Aural stimulus

*Reading:* Responding to a variety of written stimulus

*Writing:* Writing for a variety of purposes

*Culture:* Studying the Japanese culture through a variety of texts.

Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A 2 hours and 30 minutes written examination plus 10 minutes reading time.			
Section 1: Listening & Responding	30	• Speaking	20
Section 2: Reading & Responding	30	• Listening	30
Section 3: Writing	10	• Reading	30
• Part A	10	• Writing	20
• Part B			
A 5 minutes <b>oral examination</b> / conversation	20		
	<b>100</b>		<b>100</b>

## ASSESSMENT TASK SCHEDULE

Syllabus Outcomes H1 - H4	Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
		In-class Task	In-class Task	In-class Task	Trial Exam	
		Term 4, week 9	Term 1, week 9	Term 2, week 9	Term 3, weeks 3/4	
1.1, 1.2, 1.3, 1.4, 4.1	Speaking			20		20
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Listening		20		10	30
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Reading	20			10	30
3.1, 3.2, 3.3, 3.4	Writing		10		10	20
Total Marks		20	30	20	30	100

## LEGAL STUDIES

### Course Description:

Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues. Including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies Stage 6 will develop an understanding of legal concepts and the way the law functions in our society.

The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.

### Main Topics Covered:

- Core: Human Rights
- Core: Crime
- Indigenous People
- World Order

### Assessment

External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination plus 5 minutes reading time			
Section I: Core	20	• Knowledge and Understanding	40
Section II: Core	15	• Analysis / Evaluation	20
• Part A - Crime	15	• Research	20
• Part B – Human Rights	50	• Communication	20
Section III: Options			
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %.
	Short answer & multiple choice (In-class task)	Unseen short extended response	Consumer Law	Trial Exam	
	Core: Human Rights	Core: Crime	Research & seen question extended response		
	Term 4, Week 7	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 3/4	
Syllabus Outcomes Assessed	H1, H2, H4, H9	H5, H6, H7, H8	H6, H8, H9, H10	H3, H6, H9, H10	
Knowledge and understanding of course content	10	10	10	10	40
Analysis and evaluation	10			10	20
Inquiry and research		10	10		20
Communication		5	5	10	20
Total Marks	20	25	25	30	100

## MATHEMATICS ADVANCED

<b>Course Description</b> The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. All students studying the Mathematics Advanced course will sit for an HSC examination.			
<b>Exclusions:</b> Students may not study any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics Standard 2 course.			
<b>Main Topics Covered</b> <b>Topic:</b> Functions <ul style="list-style-type: none"><li>Graphing Techniques</li></ul> <b>Topic:</b> Trigonometric Functions <ul style="list-style-type: none"><li>Trigonometric Functions and Graphs</li></ul> <b>Topic:</b> Calculus <ul style="list-style-type: none"><li>Differential Calculus</li><li>The Second Derivative</li><li>Integral Calculus</li></ul>		<b>Topic:</b> Financial Mathematics <ul style="list-style-type: none"><li>Modelling Financial Situations</li></ul> <b>Topic:</b> Statistical Analysis <ul style="list-style-type: none"><li>Descriptive Statistics and Bivariate Data Analysis</li><li>Random Variables</li></ul>	
<b>Assessment</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 3 hour written examination plus 10 minutes reading time.  The paper will consist of two sections  Section I: objective-response questions Section II: short response answers  A reference sheet will be provided. Students may bring NESA-approved calculators for use during the examination.	10 90	The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. <ul style="list-style-type: none"><li>Component A is primarily concerned with the student's knowledge, understanding and skills developed</li><li>Component B is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities</li></ul>	50 50
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	<b>Ch 1&amp;9</b> <b>In-class test</b> Topics MA-M1	<b>Ch 2,3,4</b> <b>In-class test</b> Topics MA-T1,T2,T3,C2,C3,F2	<b>Assignment/ Investigation</b> Topics MA-S1, S2	<b>Trial Exam</b> Topics MA-F1,F2,T1,T2,T3,C1,C2,C3,C4 M1,E1,S1,S2,S3	
	Term 4, week 8	Term 1, week 8	Term 2, week 8	Term 3, weeks 3/4	
<b>Outcomes assessed</b>	MA-12-2 MA-12-4 MA-12-9 MA-12-10	MA-12-1 MA-12-5 MA-12-9 MA-12-10	MA-12-1 MA-12-8 MA-12-9 MA-12-10	MA-12-1 to MA-12-10	
Understanding, Fluency and Communication	15	10	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	15	10	15	<b>50</b>
<b>Total Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## MATHEMATICS EXTENSION 1

## Course Description

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

### Main Topics Covered:

**Topic:** Proof

- Proof by Mathematical Induction

**Topic:** Vectors

- Introduction to Vectors

**Topic:** Trigonometric Functions

- Trigonometric Equations

**Topic:** Calculus

- Further Calculus Skills
- Applications of Calculus

**Topic:** Statistical Analysis

- The Binomial Distribution

## Assessment

External Assessment	Weighting	Internal assessment	Weighting
<p>Candidates will also be required to complete either Mathematics Advanced or Mathematics Extension 2 in addition to the Mathematics Extension 1 paper.</p> <p>A 2 hour written examination plus 10 minutes reading time</p> <p>Section I: objective-response      10 marks Section II: short response            60 marks</p> <p>A reference sheet will be provided. Students may bring NESA-approved calculators for use during the examination. The paper will consist of two sections.</p>	100	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes.</p> <ul style="list-style-type: none"> <li>• Component A is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus</li> <li>• Component B is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities</li> </ul> <p>A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainments in both Components.</p>	<p>50</p> <p>50</p>
	100		100

## ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	In-class test  Topics ME-F1, ME-F2, ME-P1	In-class test  Topics ME-T1, ME-T2, ME-T3	Assignment/ Investigation  Topics ME-V1	Trial Exam  Topics ME-F1,F2,F3, V1, P1, T1,T2,T3, C1,C2,C3,S1	
	Term 4, week 9	Term 1, week 9	Term 2, week 9	Term 3, weeks 3/4	
	Syllabus Outcomes Assessed	ME-12-1 ME-12-6 ME-12-7	ME-12-3 ME-12-6 ME-12-7	ME-12-1 ME-12-2 ME-12-6 ME-12-7	
Understanding, Fluency and Communication	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Total Marks	20	25	25	30	100

## MATHEMATICS EXTENSION 2

<b>Course Description</b> Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum. All students studying the Mathematics Extension 2 course will sit for an HSC examination.			
<b>Main Topics Covered:</b>			
<b>Topic:</b> Proof <ul style="list-style-type: none"><li>• The Nature of Proof</li><li>• Further Proof by Mathematical Induction</li></ul>		<b>Topic:</b> Complex Numbers <ul style="list-style-type: none"><li>• Introduction to Complex Numbers</li><li>• Using Complex Numbers</li></ul>	
<b>Topic:</b> Vectors <ul style="list-style-type: none"><li>• Further Work with Vectors</li></ul>		<b>Topic:</b> Calculus <ul style="list-style-type: none"><li>• Further Integration</li></ul> <b>Topic:</b> Mechanics <ul style="list-style-type: none"><li>• Applications of Calculus to Mechanics</li></ul>	
<b>Assessment</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal assessment</b>	<b>Weighting</b>
Candidates will also be required to complete the Mathematics Extension 1 paper in addition to the Mathematics Extension 2 paper.  A 3 hour written examination plus 10 minutes reading time.  The paper will consist of two sections Section I: objective-response questions and Section II: short response answers  A reference sheet will be provided. Students may bring NESA-approved calculators for use during the examination.	10  90	The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. <ul style="list-style-type: none"><li>• Component A is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus.</li><li>• Component B is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities.</li></ul>	50  50
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	In-class test	In-class test	Assignment/ Investigation	Trial Exam Topics	
	Topics P1,P2	Topics N1.1, N1.2, N1.3, N2.1, N2.2	Topics V1.1, V1.2, V1.3	N1.1- N1.3, P1-P2, M1.1 – M1.4, C1, V1.1 –V1.3	
	Term 4, week 10	Term 1, week 10	Term 2, week 10	Term 3, weeks 3/4	
<b>Syllabus Outcomes Assessed</b>	MEX12-1 MEX12-2 MEX12-7 MEX12-8	MEX12-1, MEX12-4, MEX12-7, MEX12-8	MEX12-3, MEX12-7, MEX12-8	MEX12-1 to ME12-8	
Understanding, Fluency and Communication	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## MATHEMATICS STANDARD 2

### Course Description

Mathematics Standard 2 students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.

In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

### Exclusions:

Students may not study any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics Standard 2 course.

### Main Topics Covered

#### Topic: Algebra

- Types of Relationships

#### Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

#### Topic: Financial Mathematics

- Investments and Loans
- Annuities

#### Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

#### Topic: Networks

- Network Concepts
- Critical Path Analysis

### Assessment

External Assessment	Weighting	Internal Assessment	Weighting
A 2 hours and 30 minutes written examination plus 10 minutes reading time.			
The paper will consist of two sections.		<ul style="list-style-type: none"> <li>Understanding, Fluency and Communication</li> </ul>	50
Section I: objective-response questions Section II: short response answers.	15 85	<ul style="list-style-type: none"> <li>Problem Solving, Reasoning and Justification</li> </ul>	50
A reference sheet will be provided. Students may bring NESA-approved calculators for use during the examination.			
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	Assignment/ Investigation	In-class test	In-class test	Trial Exam	
	Topics M7, F4	Topics N2.1, N2.2, M6	Topics A4.1, S4, F5	Topics A4, M6, M7, F4, F5, S4, S5, N2	
	Term 4, week 8	Term 1, week 8	Term 2, week 8	Term 3, weeks 3/4	
Syllabus Outcomes Assessed	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-1 to MS2-12-10	
Understanding, Fluency and Communication	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## MODERN HISTORY

<b>Course Description:</b> Modern History provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Through various sources, students study a range of people, ideas, movements, events and developments that have shaped the modern world.			
<b>Main Topics Covered</b>  Section I: Core: Power and Authority in the Modern World 1919-1946 Section II: National Studies: Russia and the Soviet Union 1917 – 1941 Section III: Peace and Conflict: Conflict in Europe 1935 -1945 Section IV: Change in the Modern World: The Cultural Revolution to Tiananmen Square 1966-1989			
<b>Assessment</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 3 hour written examination plus 5 minutes reading time			
Section I	25	<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Source –based skills</li> <li>• Historical inquiry and research</li> <li>• Communication of historical understanding in appropriate forms</li> </ul>	40
Section II	25		
Section III	25		20
Section IV	25		20
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	Source analysis and research	In-class essay	Historical Analysis	Trial Exam	
	Power and Authority in the Modern World	Russia and the Soviet Union	Conflict in Europe		
	Term 4, week 8	Term 1, week 9	Term 2, week 6	Term 3, weeks 3/4	
Syllabus Outcomes Assessed	H1.1, H1.2, H3.3, H3.4, H4.1	H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2	H1.2, H2.1, H3.1, H3.2, H3.5, H4.2	H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2	
Knowledge and understanding of content	10	5	5	20	40
Source-based skills	5	5	5	5	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total Marks	25	25	20	30	100

## MUSIC 1

<b>Course Description</b> Students are provided with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant role in their lives.			
<b>Main Topics Covered</b> <ul style="list-style-type: none"><li>• Concepts of Music</li><li>• Learning experiences including performance, composition, musicology and aural</li></ul> A range of styles, periods and genres.			
<b>Particular Course Requirements</b> THREE electives from performance, composition and musicology			
<b>Assessment</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Aural examination – a 1 hour written examination plus 5 minutes reading time	30	<ul style="list-style-type: none"><li>• Performance Core</li><li>• Composition Core</li><li>• Musicology Core</li><li>• Aural Core</li><li>• Elective x 3</li></ul>	10
Core performance – 20 marks	70		10
Choice of three electives			25
(performance, composition, musicology) – 60 marks			45
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	Core Composition & Core musicology	Core Performance & Elective 1	Aural Skills Examination & Elective 2	Trial Exam Aural Skills Examination & Elective 3 Full program presented	
	Term 4, week 10	Term 1, week 10	Term 2, week 9	Term 3, weeks 3/4	
<b>Syllabus Outcomes Assessed</b>	H2, H3, H4, H5, H6, H7, H8	H1 – H12	H1–H12	H1–H12	
Performance		10			<b>10</b>
Composition	10				<b>10</b>
Musicology	10				<b>10</b>
Aural			10	15	<b>25</b>
Electives		15	15	15	<b>45</b>
<b>Total Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

<b>Course Description</b> In the HSC course students focus on major issues related to Australia's health status and current health priorities. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training and sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.			
<b>Main Topics Covered</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Core Topics (60%)</b>            Health Priorities in Australia            Factors Affecting Performance         </div> <div style="width: 45%;"> <b>Optional Component (40%)</b>            Students to select two options each from:            The Health of Young People            Sport and Physical Activity in Australian Society            Sports Medicine            Improving Performance            Equity and Health         </div> </div>			
<b>Assessment</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 3 hour written examination plus 5 minutes reading time		<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> <li>Skills in critical thinking, research, analysis and communicating</li> </ul>	40
Section I: Core Part A – 20 marks Part B – 40 marks	60		60
Section II: Options	40		
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	Research and Evaluation  Core 1 Health Priority Area	Analysis  Core 2 FAP	Presentation/ Case Study  Sports Medicine Demands of Specific Athletes	Trial Exam  Core 1,2 Option 1,2	
	Term 4, week 9	Term 1, week 8	Term 2, week 8	Term 3, weeks 3/4	
<b>Syllabus Outcomes Assessed</b>	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H11, H16, H17	H8, H13, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Knowledge & understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analysis and communicating	15	15	10	20	<b>60</b>
<b>Total Marks</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## PHYSICS

### Course Description

The HSC course consists of four modules comprising 120 indicative hours.

Practical investigations are an essential part of the Year 12 course and must occupy a minimum of 35 hours of course time. Students are provided with 15 hours of course time for depth studies in Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

### Main Topics Covered

The HSC course builds upon the Preliminary course. The Preliminary course content is a prerequisite for the HSC course. The HSC course incorporates the study of four modules:

- Module 5 Advanced Mechanics
- Module 6 Electromagnetism
- Module 7 The Nature of Light
- Module 8 From the Universe to the Atom

### Assessment

External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination plus 5 minutes reading time		<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Working scientifically skills</li> </ul>	40
Section I	20		60
Section II	80		
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	Research & In-Class Task	Theory Test	Depth study	Trial Exam	
	Term 4, week 9	Term 1, week 10	Term 2, week 10	Term 3, weeks 3/4	
<b>Syllabus Outcomes Assessed</b>	PH12-4, PH12-5, PH12-6, PH12-7, PH12-13	PH12-6, PH12-7, PH12-12, PH12-13	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-7, PH12-15	PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15	
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Skills in working scientifically	15	10	25	10	<b>60</b>
<b>Total Marks</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## SOCIETY AND CULTURE

### Course Description:

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social and cultural world. How the interaction of persons, society, culture, environment and time shape human behavior is a central theme of study. Students develop an understanding of social research methodologies and undertake research in an area of particular interest to them.

### Main Topics Covered/Studied: Section I:

#### Core Study

- Social and Cultural Continuity and Change 30%

### Sections II and III: Depth Studies - Students will study TWO of the following:

40%

Popular Culture

Belief Systems - Ideologies

Social Inclusion and Exclusion

Social Conformity & Nonconformity

### The Personal Interest Project (PIP)

30%

Society and Culture students must each undertake, on an individual basis, a Personal Interest Project. The Personal Interest Project requires students to select a suitable topic related to the course, develop and apply appropriate methodologies and submit a completed project containing the required components.

### Assessment

External Assessment	Weighting	Internal Assessment	Weighting
A 2 hour written examination plus 5 minutes reading time		<ul style="list-style-type: none"> <li>Knowledge and understanding of content</li> </ul>	50
Section I: Core – 20 marks		<ul style="list-style-type: none"> <li>Application and evaluation of social and cultural research methodologies</li> </ul>	30
Section II: Depth Studies – 40 marks	60	<ul style="list-style-type: none"> <li>Communication of information, ideas and issues in appropriate forms</li> </ul>	20
Personal Interest Project	40		
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Component	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
	Oral Task	Short Answer Response	Extended Response	Trial Exam	
	Personal Interest Project (PIP) Progress	Social & Cultural, Continuity & Change	Depth Study 1: Belief Systems and Ideologies		
Syllabus Outcomes Assessed	Term 4, week 9	Term 1, week 3	Term 2, week 8	Term 3, weeks 3/4	
Knowledge and understanding of course content	H1, H4, H6, H7, H8	H1, H2, H5, H9, H10	H2, H3, H7, H10	H1, H2, H3, H4, H5, H6, H7, H10	
Knowledge and understanding of course content	5	10	15	20	<b>50</b>
Application and evaluation of social and cultural research methodologies	15	10		5	<b>30</b>
Communication of information, ideas and issues in appropriate forms		5	10	5	<b>20</b>
<b>Total Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## TEXTILES AND DESIGN

<b>Course Description</b> Students will understand and appreciate the nature and significance of textiles and develop confidence and competence in the selection, design, manufacture and application of textile items.			
<b>Main Topics Covered:</b> <ul style="list-style-type: none"> <li>Design 20%</li> <li>Property and Performance of Textiles 20%</li> <li>Australian Textile, Clothing, Footwear and Allied Industries 10%</li> <li>Major Textiles Project 50%</li> </ul>			
<b>Particular Course Requirements:</b> Students will undertake a Major Textiles Project worth 50 percent of the HSC mark.			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A 1 hour and 30 minute written examination plus 5 minutes reading time		<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	50
Section I – 10 marks	50	<ul style="list-style-type: none"> <li>Skills and knowledge in the design, manufacture and management of a major textiles project</li> </ul>	50
Section II – 24 marks			
Section III – 16 marks	50		
Major Textiles Project			
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
Syllabus Components	Designing and Planning Presentation	Contemporary Designer Case Study	Project Development and Management Report	Trial Exam	
	Term 4, week 7	Term 1, week 5	Term 2, week 9	Term 3, weeks 3/4	
Syllabus Outcomes Assessed	H1.2, H1.1, H2.1	H3.1, H6.1	H1.1, H1.2, H2.2, H2.3, H4.2	H1.3, H3.1, H3.2, H4.1, H5.1, H5.2	
Knowledge and understanding of course content		20	5	25	<b>50</b>
Skills and knowledge in the design, manufacture and management of a major textiles project	20		30		<b>50</b>
<b>Total Marks</b>	<b>20</b>	<b>20</b>	<b>35</b>	<b>25</b>	<b>100</b>

## VISUAL ARTS

<b>Course description</b> Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop their own artworks, culminating in a 'body of work' in the HSC course.			
<b>Main Topics Covered</b> <b>HSC course learning opportunities focus on:</b> <ul style="list-style-type: none"> <li>How students may develop their practice in artmaking, art criticism and art history</li> <li>How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>How students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>How students may further develop meaning and focus in their work.</li> </ul>			
<b>Assessment</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 1 hour and 30 minutes written examination plus 5 minutes reading time		<ul style="list-style-type: none"> <li>Development of the body of work</li> </ul>	50
Section I – 25 marks Section II – 25 marks	50	<ul style="list-style-type: none"> <li>Art criticism and art history</li> </ul>	50
Submission of a body of work	50		
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Outcomes Assessed H1 - H10	Syllabus Components	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting %
		Development of BOW and Research Task	Artmaking and V.A.P.D.	Body of Work	Trial Exam	
		Term 1, week 1	Term 2, week 4	Term 3, week 6	Term 3, weeks 3/4	
1, 2, 3, 4, 5, 6	Artmaking	10	10	30		<b>50</b>
7, 8, 9, 10	Art criticism and art history	10	10		30	<b>50</b>
<b>Total Marks</b>		<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# VOCATIONAL EDUCATION AND TRAINING (VET)



**Education**

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

BUSINESS SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

QUALIFICATION: BSB30120 Certificate III in Business

Training Package: BSB Business Services (Version 7.2)

NESA Course Code:

2 U X 2 YR - 26111

2023 HSC Exam:

26199

LMBR UI Code:

BSB30120126111B

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs
	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10	<b>Cluster 1: Let's get tech savvy</b> Direct observation, produce based method, questioning	35 hrs Work placement
Terms 1- 2	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	<b>Cluster 2: Organise business safety</b> Direct observation, produce based method, questioning	30% Preliminary Exam
Terms 2- 3	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	<b>Cluster 3: Working in industry</b> Direct observation, produce based method, questioning	
Term 4	7 HSC UOCs						
	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	<b>Cluster 4: Wellbeing</b> Direct observation, produce based method, questioning	35 hrs Work placement 70% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 4-5	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	E E	M E	20 25	<b>Cluster 5: Mastering document design</b> Direct observation, produce based method, questioning	
Terms 5-6	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	<b>Cluster 6: Sharing is caring</b> Direct observation, produce based method, questioning	
Term 7	BSBCRT311	Apply critical thinking skills in a team environment	C	M	20	<b>Cluster 7: Thinking critically</b> Direct observation, produce based method, questioning	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 225			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

PUBLIC SCHOOLS NSW ULTIMO RTO 90072							NESA code
ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE							2 U X 2 YR - 26401
Preliminary Year 2022 - HSC 2023							2023 HSC Exam: 26499
QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services							LMBR UI Code: (11 OR 12)
Training Package: CUA Creative Arts and Culture (version 5.1)							CUA30420326401B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	E	M	10	Cluster 1 – White Card Credit transfer for this unit when delivered by another RTO.	
Term 1/2	CUAWHS312 CUASOU311	Apply work health and safety practices	E	M	15	Cluster 2 – Safe and Sound Written Questioning, Direct Observation, Product based methods, portfolio	35 hrs Work placement
		Undertake live audio operations	E	M	25		
Term 2/3	CUALGT301 CUASTA212	Operate basic lighting	E	M	25	Cluster 3 – Bump in the Light Written Questioning, Practical documentation, Direct Observation of Practical Work	30% Preliminary Exam
		Assist with bump in and bump out of shows	E	E	20		
Term 3	CUAIND311	Work effectively in the creative arts industry	C	M	20	Cluster 4 – Working in the Industry TBC	
Term 4/5	6 HSC UOCs						
	SITXCCS006 CUASOU306 CUAVSS312	Provide services to customers	E	M	20	Cluster 5 – To Project and Serve Direct observation of simulated project-based activity, Research and response, Quiz, Case studies, Direct observation of role play	35 hrs Work placement 70% Trial HSC Exam
		Operate sound reinforcement systems	E	E	20		
		Operate vision systems	E	M	25		
Term 6/7	CUASTA301 CUASMT301 CUAIND314	Assist with production operations for live performances	E	M	25	Cluster 6 – Showtime! Knowledge Questions, Product based methods, Portfolio of Evidence, Direct Observation, Career Research and Resume Writing	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.
		Work effectively backstage during performances	E	E	20		
		Plan a career in the creative arts industry	C	E	20		
OPTIONAL Unit delivered in Term X	HLTAID011 (optional)	Provide first aid (optional) (to be delivered by an external RTO) Please ensure school retains the Statement of Attainment from the external RTO for each student	E	E	20	Credit transfer for this unit when delivered by another RTO.	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 265		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

PUBLIC SCHOOLS NSW ULTIMO RTO 90072 ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE Preliminary Year 2022 or HSC 2023 QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture (version 5.1)							NESA code 1 U X 1 YR - 26403 LMBR UI Code: (11 OR 12) CUA30420226403B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term XX	3 HSC UOCs						<b>Students enrolled in the 60 hour specialisation course must also be enrolled in the 240 hour course.</b> The HSC examination is based on content from the 240 hour course  <i>No additional work placement is required.</i>
	CUALGT314	Install and operate follow spots	E	E	20	<b>Cluster 7: The Event</b>  Practical Observation, Son Et Lumière, Written Questioning, Evaluations and Portfolio	
	CUAPPR314	Participate in collaborative creative projects	C	E	20		
	BSBWOR301	Organise personal work priorities and development	C	E	20		
NESA requires students to study a minimum of 60 hours to meet HSC requirements.			Total Hours 60		No Units of Competency from the 60 hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240 hour course only.		



**Education**

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

QUALIFICATION: SIT20416 Certificate II in Kitchen Operations  
Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA course code  
2 U X 2 YR - 26511  
HSC Exam: 26587  
LMBR code  
(11 OR 12)  
SIT20416126511B

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	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011</i> <i>Use cookery skills effectively</i>	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	30% Prelim Yearly Exam
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCC003	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	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.	70% Trial HSC Exam
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Terms 4 - 6	5 HSC UOCs						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.
	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.	
	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.	



**WOMEN CAN DO ANYTHING**