



# **HSC ASSESSMENT MANUAL**

**2024**

# 2024 HSC ASSESSMENT MANUAL

## INTRODUCTION

This booklet outlines the assessment schedule for the cohort of students at Caringbah High School undertaking the Higher School Certificate. Dates included are correct at the time of printing, but unforeseen circumstances may result in some changes over the year. If this is the case, students will be informed with an assessment notification with the correct information.

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 has taken place in one or more subjects. The HSC will only be awarded when 10 units of HSC courses have been completed.

Students should make sure that they keep this document and ask about anything of which they are not sure concerning HSC Assessment. Please discuss this document with parents or guardians and invite them to contact the school with any queries.

## 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.

**HSC Record of Achievement:** The HSC Record of Achievement is issued to students who satisfactorily complete the requirements for the Higher School Certificate. The Higher School Certificate Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

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

## SCHOOL ASSESSMENTS

Students are required to complete school-based assessment tasks for the HSC courses they study. These assessments count for 50% of the overall mark in each course and is reported on Higher School Certificate Record of Achievements. 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 and projects. The assessment requirements for each NESA Developed Course are set out in this booklet.

## **THE SCHOOL'S RESPONSIBILITIES**

The school develops an assessment program for each course. This means Caringbah High School will:

- Set tasks that will be used to measure student performance in each component of a course
- Specify the relative value of each of these tasks
- Inform students 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.)
  - The administrative details associated with each task
- Provide adequate notice of the precise timing of each assessment task
- Keep records of student performance in each task
- Provide information on student progress
- Notify parents in writing of any missed assessment task or non-serious attempt and issue standard NESA N Award Warning letters when course performance is in question.

## **STUDENT RESPONSIBILITIES**

It is the responsibility of the student to ensure that:

- They meet all course requirements, including attendance at classes. NESA requires that students whose attendance is deemed to be unsatisfactory and affects the fulfilment of course requirements will not receive a Higher School Certificate, Record of Achievement or Result Notice (Unsatisfactory attendance can include fractional truancy)
- All submitted tasks are his/her own work. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own) will lead to the student receiving zero marks and being referred to the NESA Register of Malpractice in HSC Assessment Tasks
- All tasks are completed/submitted on time
- All set tasks are completed with due diligence, not only those set for assessment
- They make a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an "N Determination" for that course
- All work is submitted in an appropriate form and according to an acceptable standard, as required by the task notification
- Their conduct in learning does not interfere with the learning progress of other students (e.g. in group work, or in the use of resources)
- They know which tasks are to be assessed, and the due date for each. If a student is absent on the day of notification of a task, the responsibility is on the student to find out about the task on their first day back at school.

## 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 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 and will give an overview of when these tasks occur. Students are expected to complete all the tasks that are part of the assessment program for each course.

- Assessment tasks will take different forms, assess different outcomes and will contribute to final school-based assessment results
- Students will be given at least two weeks' notice of each assessment task
- It is student's responsibility to be present for, or to hand in, assessment tasks at the required time. Unless there is proven illness or misadventure, late submission will incur a mark of zero and an N Award Warning Letter
- Students need to be aware that if they do not complete work to the value of 50% of the total work required for the course assessment, no school assessment can be given for that course
- Students will receive a rank for each assessment task
- School assessment ranking for each course will be shown progressively on reports
- During assessment periods students may be required to complete multiple assessment tasks/ examinations on any one day. It is the responsibility of the student to manage their study schedule and time in order to attend/complete all exams and submit all hand in tasks on the due date
- Computer, internet, technology 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

### Examinations

When preparing for examinations at Caringbah High School, these are the required conditions:

- Students must wear school uniform
- Arrive at least 15 minutes before the scheduled start of the examination and be ready to assemble outside the exam venue
- Mobile phones, smart watches and any electronic devices must be turned off and left in student bags before entry to the exam venue
- Students must not have any items in their pockets while in the exam room
- Pens, pencils and other equipment must be carried into the hall in a clear plastic pencil case or folder
- The only drink to be consumed is water from a clear plastic bottle

# ILLNESS AND MISADVENTURE APPLICATIONS

Students should always try to complete all examinations and assessment tasks – student performance is rarely affected by minor illnesses like colds. However, circumstances may arise that prevent students from completing an assessment task.

Illness and misadventure provisions exist to support students when their performance in a Year 10, 11 or 12 assessment task is affected by circumstances beyond their control. As assessment tasks are intended to be a measure of a student's **actual** task performance, applications must relate to illness or misadventure suffered immediately before or during the task that has affected the student's performance in the task.

Applications may be in respect of:

- **Illness or injury**, that is, illness or physical injuries suffered directly by the student which affects the student's performance in the task, on the day of the task
- **Misadventure**, that is, any other event beyond the student's control which affects the student's ability to sit/complete the task (for example the recent death of a family member, or an exceptional circumstance)

Holidays, routine medical or dental appointments, driving tests, part-time work commitments, cultural events and sporting commitments are examples of grounds likely to be unsuccessful when applying for illness and misadventure.

## **Illness/misadventure does not cover:**

- difficulties in preparation or loss of preparation time; for example as a result of an earlier illness or absences in the week(s) prior to an exam/assessment task
- loss of study time or facilities prior to an exam/assessment task
- alleged deficiencies in tuition
- family celebrations/commitments/holidays
- the same grounds for which a student received disability provisions, unless they experience additional difficulties during an examination
- misreading the examination timetable
- misreading of examination instructions
- long-term illness such as glandular fever, asthma and epilepsy unless there is evidence of a sudden reoccurrence during the examination period
- other commitments, such as participation in entertainment, work, cultural events, sporting events, attendance at examinations conducted by other education organisations, etc

Caringbah High School's illness and misadventure procedures aim to replicate NESA Higher School Certificate processes. NESA and the school will not uphold an illness and misadventure application if the reason for absence is not considered to be sufficiently serious.

All applications must be submitted on a Caringbah High School *Illness and Misadventure Application Form*, available from the Deputy Principal. When completing an *Illness and Misadventure Application Form*, students should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of applications. The paperwork must be submitted to the Deputy Principal within seven days from the task.

It is very important to provide evidence of illness or misadventure with any application. If possible, this should be from an independent source, that is, the person providing the evidence is not related to the student in any way. Students should seek evidence on the same day, either immediately before or after each assessment task for which they are applying. The documentation provided must be current, specific to the date and time of the assessment task and submitted with the application form.

The school does not expect students to attend school to complete an assessment task against specific medical advice. If a student cannot attend school because of illness or misadventure, they must follow the school's illness and misadventure procedures and be prepared to complete an alternate task on the first day they return to school.

A medical certificate is always required to support an illness and misadventure application due to illness. The medical certificate must be completed by a registered medical practitioner and include:

- diagnosis of medical condition
- date of onset of illness
- date(s) and time(s) of consultations / meetings relating to this illness
- description of how the condition / symptoms could affect assessment task performance

**A medical certificate that merely states a student was unfit for work and study is unacceptable. If a student is absent on the day of an assessment task, the doctor must certify that they are medically unfit to sit for the assessment task or attend school. Medical certificates obtained after the event will not be accepted.**

#### **Procedures to Follow**

- 1. If a student is unable to attend on the day of an exam or in-class task, they should:**
  - Inform the school by phone – 9524 3859
  - Students are required to obtain a medical certificate for the period of absence. Please note: backdated medical certificates will not be accepted
  - For misadventure, obtain a statement from an appropriate witness outlining the situation (for example, court documents, police incident report number)
  - Report to the Deputy Principal upon return to school to negotiate a replacement task or alternate solution.
  - Students should be prepared to complete the task on the day they return to school
  - Complete an *Illness and Misadventure Application Form* and submit to the Deputy Principal
  - Please note: if a student is well enough to be at school, they are considered well enough to complete the task
- 2. If a student is unable to attend on the day a 'hand-in' task is due they should:**
  - If possible, have the task delivered to school by another means
  - Submit the assessment task at whatever stage the task is up to, at the due date and time, even if it is not considered completed
  - Inform the Deputy Principal and the subject's Head Teacher
  - Students are required to obtain a medical certificate for the period of absence. Please note: backdated medical certificates will not be accepted
  - For misadventure, obtain a statement from an appropriate witness outlining the situation
  - Complete an *Illness and Misadventure Application Form* and submit to the Deputy Principal
- 3. If a student falls ill during an examination they should inform the person running the exam so they can be monitored during the task. Immediately upon return to school, the student should:**
  - Bring a medical certificate or other evidence of the misadventure to school and report to the Deputy Principal to complete an *Illness and Misadventure Application Form*. Please note: backdated medical certificates will not be accepted

**Any Illness/Misadventure application must be submitted within ONE WEEK from the due date of the task**

Students will need to ensure all relevant sections of the *Illness and Misadventure Application Form* are completed and submit to the Deputy Principal who will arrange a meeting of the Appeals Committee. The Appeals Committee is made up of the Deputy Principal and Head Teachers Welfare and Teaching and Learning.

**Students will be required to complete an alternate task immediately upon their return to school. Only in extreme circumstances will an estimate mark be awarded.**

## **DISABILITY PROVISIONS**

Disability provisions may be available for students with a medical condition which is an ongoing disability that will, in a normal examination situation, prevent them from reading and interpreting the examination question and/or communicating knowledge or understanding to an examiner as effectively as a student without that disability. Students should see the Deputy Principal to apply for Disability Provisions. The school follows the disability provisions recommended by NESAs for school-based assessment tasks.

## **UNFAIR ADVANTAGE**

Proven dishonesty/malpractice will result in a zero award for the assessment task. 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 explain your absence. Failure to provide this documentation may result in a zero being given for the task
- 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
- plagiarism
- copying other students' work
- giving other students their work
- not acknowledging sources
- building on someone else's ideas without stating their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without mentioning their source
- paying someone to write or prepare material and presenting it as their own
- not acknowledging any work completed by others for submitted work or performance
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice

In accordance with NESAs policy, the school will refer the incident to the NESAs Register of Malpractice in HSC Assessment Tasks.

## **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 and an alternate task will be set and appropriate notice and information will be given. This type of decision is made by the Principal.

## **REVIEW OF ASSESSMENTS**

Students can request an assessment review if they believe that the school did not follow procedures similar to those indicated in the assessment programs for that subject, did not allocate marks according to NESAs specification for each component, where clerical errors in the determination of the assessment mark have occurred or if the final school assessment ranking position assigned by the school differs significantly from student expectation, based on the information provided during the course.

Disputes regarding assessments should be resolved as soon as possible and must be notified to the Head Teacher within one week of the assessment result being announced. The Principal, Deputy Principal and Head Teacher will make a determination on each review request.





## CHS SENIOR EXAMINATION RULES

- Students should arrive at least 15 minutes before the advertised start time of each exam
- All students must wear full school uniform when sitting for an examination. Students not in school uniform will have to borrow uniform items from the school before starting the exam
- Students should not talk once they enter the examination room and follow all instructions
- All mobile phones and electronic devices must be switched off and left in bags in the designated area
- Smartphones and other electronic devices are not permitted in the examination room. Students who are in possession of these items during an exam will receive a zero for the task
- According to the NESA guidelines, students must remove wristwatches at the start of an examination and leave the watch on their desk in full view of the examination supervisors
- Upon entering the examination room, all equipment required for the examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them or access them during the exam
- No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor
- Students are not permitted to have writing on their hands or body during an exam
- Students must complete examinations in black or blue pen only, unless exam directions indicate otherwise. Pencil cases must remain in student bags and no white out is allowed to be brought into the exam room
- Students are permitted to bring a clear bottle containing water into the exam room
- If a student needs to use the toilet, they must raise their hand and obtain permission from the examination supervisors before leaving their seat. They will be required to remove everything from their pockets before entering the bathroom.
- Students are not permitted to leave the examination room until the end of the exam
- Students are not permitted to take anything from the examination room, including blank booklets
- If students feel unwell during an exam, they should inform the exam supervisor who will record the incident and monitor for the rest of the exam. This documentation might be needed for an illness/misadventure application
- If a student cannot attend an examination due to illness or misadventure, that student needs to obtain appropriate documentation such as a medical certificate, a subpoena from a court etc. This documentation and a CHS Illness/Misadventure application must be submitted to the Deputy Principal within a week of the task missed
- Please Note: Family holidays, sporting events, driving tests and other non-emergencies are not justifiable reasons for being absent from an examination and will result in a zero mark being recorded along with an 'Official Warning – Non-Completion' letter
- Please refer to Assessment Booklets for further details about Illness/Misadventure applications and assessment protocols



## ANCIENT HISTORY

<p><b>Course Description</b> This course provides students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from a variety of sources. Students investigate in-depth archaeological and written sources that provide evidence for an ancient society, historical period and ancient personality.</p>	
<p><b>Main Topics Covered</b> Part 1      Core study Cities of Vesuvius, Pompeii &amp; Herculaneum. Part 2      Ancient societies Part 3      Personalities in their time Part 4      Historical period</p>	
<b>Assessment</b>	
<p><b>External Assessment:</b> A 3-hour written examination in four parts</p>	<p><b>Internal Assessment:</b> The four parts of the course are assessed through a range of tasks including:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Historical skills in the analysis and evaluation of sources and interpretations</li> <li>• Historical inquiry and research</li> <li>• Communication of historical understanding in appropriate forms</li> </ul>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4	Term 1	Term 2	Term 3
		Core Study In-class source task	Personality Historical Analysis	Historical Period Essay	Trial HSC Exam
		AH12-1, AH12-2, AH12-3, AH12-9	AH12-3, AH12-5, AH12-6, AH12-8 AH12-9	AH12.1,AH12.3, AH12.5, AH12.6, AH12.9	AH12-2, AH12-3, AH12-4, AH12-6, AH12-7, AH12-8, AH12-9
Knowledge and understanding of course content	<b>40</b>	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	<b>20</b>	5	5		10
Historical inquiry and research	<b>20</b>	5	5	10	
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	5	5
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## BIOLOGY

### Course Description

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

Students are provided with 15 hours of course time for Depth Studies. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the course and must occupy a minimum of 35 hours of course time.

### Main Topics Covered

Module 5 Heredity

Module 6 Genetic Change

Module 7 Infectious Disease

Module 8 Non-infectious Disease and Disorders

### Assessment

External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.		Skills in working scientifically	60
		Knowledge and understanding of course content	40
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Module Test Test	Depth Study Investigation	Working Scientifically Skills Task	Trial HSC Exam
		BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO12-12	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14	BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15
Skills in applying the processes of Working Scientifically	<b>60</b>	3	25	25	7
Knowledge and understanding of content	<b>40</b>	7	5	5	23
<b>Total</b>	<b>100</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>

## BUSINESS STUDIES

<b>Course Description</b>			
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			
<ul style="list-style-type: none"> <li>▪ Marketing</li> <li>▪ Operations</li> <li>▪ Finance</li> <li>▪ Human Resources</li> </ul>			
<b>Assessment</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A written examination of 3 hours plus 5 minutes reading time -		Knowledge and understanding of course content	40
• Objective response questions	20	Stimulus based skills	20
• Short answer questions	40	Inquiry and research	20
• Business report extended response question	20	Communication of business information, ideas and issues in appropriate forms	20
• Extended response question	20		
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Research Task Operations	Marketing Task	Stimulus Based Skills Finance	Trial HSC
		H3, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H8, H9, H10	H1 - H10
Inquiry and Research	20	20			
Knowledge and understanding of course content	40		15	5	20
Stimulus based skills	20		5	10	5
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>

# CHEMISTRY

## Course Description

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

Students are provided with 15 hours of course time for Depth Studies. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the course and must occupy a minimum of 35 hours of course time.

## Main Topics Covered

Module 5 Equilibrium and Acid Reactions

Module 6 Acid/base Reactions

Module 7 Organic Chemistry

Module 8 Applying Chemical Ideas

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination. There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.		Skills in working scientifically	60
		Knowledge and understanding of course content	40
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Module Test	Depth Study	Working Scientifically Skills task	Trial HSC
		Test	Investigation		Exam
		CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH12-12	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15
Skills in applying the processes of Working Scientifically	60	3	25	25	7
Knowledge and understanding of content	40	7	5	5	23
<b>Total</b>	<b>100</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>

## DESIGN & TECHNOLOGY

### Course Description/Rationale:

Design and Technology Stage 6 is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production. The course has a unique focus on creativity, innovation and the successful implementation of innovative ideas. Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills.

### Main Topics Covered:

Designing and Producing including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques. Innovation and emerging technologies including analysis of where they may be used in the production of their Major Design Projects.

### Particular Course Requirements:

Students must participate in hands-on practical Design Projects. In the HSC course, the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a major design project and the presentation of a case study involving the critical analysis of an Australian Innovation.

### Assessment

External Assessment	Weighting	Internal Assessment	Weighting
HSC Written exam (90 minutes) - 10 multiple choice questions - 15 marks short answer questions - One 15 mark extended response	<b>40</b>	Knowledge and understanding of course content	<b>40</b>
HSC Major Design Project (MDP) - A new design for a product, system or environment. - A comprehensive design folio documenting the design process undertaken (80 pages max.)	<b>60</b>	Knowledge and skills in designing, managing, producing and evaluating a major design project	<b>60</b>
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4	Term 1	Term 2	Term 3
		MDP Proposal	Project Development and Realisation	Innovation Case Study	Trial HSC Exam
		H1.1, H4.1, H4.2, H5.2	H3.1, H3.2, H4.2, H5.1, H6.1	H2.1, H2.2, H3.1, H3.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2,
Knowledge and understanding of course content	<b>40</b>		10	10	20
Knowledge & skills in designing, managing, producing and evaluating a major design project	<b>60</b>	20	20	10	10
<b>Total</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>

## DRAMA

<p><b>Course Description</b> Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</p> <p><b>HSC Course content</b> <b>Australian Drama and Theatre</b> and <b>Studies in Drama and Theatre</b> involves both a theoretical and experiential exploration of issues and concerns, performance styles, conventions and traditions in the text set for study.</p> <p>The <b>Group Performance</b> of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides an opportunity for each student to demonstrate his or her performance skills.</p> <p><b>For the Individual Project</b> students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Scriptwriting <b>or</b> Video Drama.</p>			
<p><b>Main Topics Covered</b></p> <ul style="list-style-type: none"> <li>• Australian Drama and Theatre (Core content)</li> <li>• Studies in Drama and Theatre</li> <li>• Group Performance (Core content)</li> <li>• Individual Project</li> </ul>			
<p><b>Particular Course Requirements</b> The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p>			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	Australian Drama and Theatre Studies in Drama and Theatre	30
Individual Project	30		50
A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre (Core) Studies in Drama and Theatre	40	Development of Group Performance	20
		Development of Individual Project	
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1	Task 2	Task 3	Task 4		
		Term 4	Term 1	Term 2	Term 3		
		Individual Project or Presentation of Individual Project: Performance Hand-in/present work in progress	CAT and Studies in Drama and Theatre Topic Extended essay response	Group Performance and hand in/diary Presentation of Group Performance in progress and hand in/diary	Trial HSC Examination Written Examination Group Performance	H1.2, H1.3, H1.5	H1.1, H1.3, H1.5, H3.1, H3.3
Making	40	10	10	10	10		
Performing	30			20	10		
Critically Studying	30	10	10		10		
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>		

# ECONOMICS

<b>Course Description</b>			
Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.			
<b>Main Topics Covered</b>			
<ul style="list-style-type: none"> <li>• The Global Economy</li> <li>• Australia's Place in the Global Economy</li> <li>• Economic Issues</li> <li>• Economic Policies and Management</li> </ul>			
<b>Assessment</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A written examination of 3 hours plus 5 minutes reading time		Knowledge and understanding of course content	40
• Objective response Questions	20	Stimulus based skills	20
• Short answer questions	40	Inquiry and research	20
• Stimulus-based extended response	20	Communication of economic information, ideas and issues in appropriate forms	20
• Extended response	20		
	<b>100</b>		<b>100</b>

## ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4	Term 1	Term 2	Term 3
		Topic 1 Research Task	Topic 2 Task	Topic 3 Task	Trial HSC Exam
		H1, H3, H4, H5, H9, H10	H1, H2, H4, H6, H7, H8, H10, H11	H1, H5, H7, H8, H10, H11	H1, H2, H4, H6, H7, H8, H10, H11
Inquiry and research	20	20			
Knowledge & understanding of course content	40		15	5	20
Stimulus Based Skills	20		5	10	5
Communication of economic information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Total</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>



## ENGINEERING STUDIES

### Course Description

The HSC course offers students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.

Students study engineering by investigating a range of applications and fields of engineering.

### Main Topics Covered

Students undertake the study of 4 compulsory modules:

- Application modules relating to Civil Structures and Personal and Public Transport.
- Focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

### Particular Course Requirements

Students produce one engineering report from either of the two engineering application modules of Civil structures or Personal and Public Transport, and one from either of the two engineering focus modules of Aeronautical engineering or Telecommunications engineering.

**HSC Examination Specifications:** A three hour written examination.

Section I - 20 marks. There will be multiple choice response questions to the value of 20 marks.

Section II – 80 marks. There will be approximately seven short-answer questions.

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

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Engineering Report 1	Topic Test	Engineering Report 2	Trial HSC
		H3.2, H3.3, H4.2, H5.2, H6.2	H1.1, H1.2, H2.1, H2.2 H3.1, H3.3	H3.2, H4.1, H4.3, H5.1, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3
Knowledge and understanding of course content	60		20	10	30
Knowledge and skills in research, problem solving and communication related to engineering practice	40	20		20	
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

## ENGLISH ADVANCED

<p><b>Course Description</b>            In the <b>HSC English Advanced Course</b> students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.</p>			
<p><b>Main Topics Covered</b>            The course has two sections:</p> <ul style="list-style-type: none"> <li>The HSC Common Module <i>Texts and Human Experiences</i> is common to the HSC Standard, Advanced and English Studies Courses where students deepen their understanding of how texts represent experiences. In this section students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape representations of human qualities and emotions, in a range of texts.</li> <li>Modules emphasise particular aspects of shaping meaning and understanding, including questions of value, significance and textual integrity. Students study three modules: Module A <i>Textual Conversations</i>, Module B <i>Critical Study of Literature</i> and Module C <i>The Craft of Writing</i>.</li> </ul>			
<p><b>Particular Course Requirements</b>  <b>HSC English Advanced Course</b> requires:</p> <ul style="list-style-type: none"> <li>The close study of FOUR types of prescribed text, one drawn from each of the following categories: Shakespearean Drama; prose fiction; poetry or drama; non-fiction, film or media OR one of the categories above.</li> <li>At least two short print texts for Module C <i>The Craft of Writing</i></li> <li>A range of other texts, including ONE related text for the Common Module <i>Texts and Human Experiences</i></li> </ul>			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of <b>Paper 1 (1.5 hours + 10 minutes reading time)</b> Common Module	40	Knowledge and understanding of course content	50
<b>Paper 2 (2 Hours + 5 minutes reading time)</b> Modules A, B and C	60	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		In class response: Texts and Human Experiences	In class response: Textual Conversations	In class response: Critical Study of Literature and The Craft of Writing	Trial HSC: All Modules
		EA12-1, EA12-3, EA12-5, EA12-6	EA12-1, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9
Knowledge and understanding of course content	50	10	10	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</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 1 Course (c) Extension 1 Course is prerequisite for Extension 2 Course			
<b>Exclusions:</b> English Standard Course; English Studies; EAL/D			
<b>Course Description</b>			
<ul style="list-style-type: none"> <li>• In the HSC English Extension 1 Course students refine their understanding and appreciation of the cultural roles and the significance of texts, engaging with increasingly complex concepts through a range of literature, from a range of contexts.</li> <li>• This course is designed for students with an interest in literature and a desire to pursue specialised study of English.</li> </ul>			
<b>Main Topics Covered</b>			
<b>HSC English Extension 1 Course</b> requires students to study ONE elective from the Module <i>Literary Worlds</i> . Students will explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of the individual and collective lives in literary worlds.			
<b>Course Requirements</b>			
<b>The HSC English Extension 1 Course</b> requires:			
<ul style="list-style-type: none"> <li>• <b>HSC English Extension 1 Course</b> requires students to study THREE prescribed texts, with at least two being extended print texts, AND at least TWO related texts.</li> </ul>			
<b>Assessment: HSC Extension 1 Course</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Common Module	50	Knowledge and understanding of complex texts and of how and why they are valued	50
Elective	50	Skills in complex analysis, sustained composition and independent investigation	50
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Responding and Creative Writing: Literary Worlds	Critical Response: Elective	Trial HSC
		EE12- 2, 3, 5	EE12- 1, 2, 3, 4	EE12- 1, 2, 3, 4, 5
Knowledge and understanding of texts and why they are valued	50	15	15	20
Skills in complex analysis, composition and investigation	50	15	15	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## ENGLISH EXTENSION 2

1 unit of study for each extension course			
<b>Prerequisites:</b> (a) English Advanced Course (b) Preliminary English Extension 1 Course is prerequisite for Extension 1 Course (c) Extension 1 Course is prerequisite for Extension Course 2			
<b>Exclusions:</b> English Standard Course; English Studies; EAL/D			
<b>Course Description</b>			
<ul style="list-style-type: none"> <li>• In the HSC English Extension 2 Course, students develop a sustained composition and documents on this process.</li> <li>• This course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.</li> </ul>			
<b>Main Topics Covered</b>			
<b>HSC English Extension 2 Course</b> requires students to master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout the Stage 6 English courses, including extensive independent investigation.			
<b>Course Requirements</b>			
<b>The HSC English Extension 2 Course</b> requires:			
<ul style="list-style-type: none"> <li>• The completion of a Major Work</li> <li>• A statement of reflection evaluating the process undertaken throughout the course of study</li> </ul>			
<b>Assessment: HSC Extension 2 Course</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Reflection Statement	20	Skills in independent research	50
Major Work	80	Skills in sustained composition	50
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 2	Task 3 Term 3
		Viva Voce	Literature Review	Critique of the creative process
		EEX 12-1, EEX 12-4, EEX 12-5	EEX 12-1, EEX 12-2, EEX 12-3, EEX 12-4	EEX 12-2, EEX 12-3, EEX 12-5
Skills in extensive independent research	50	15	20	15
Skills in sustained composition	50	15	20	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## FOOD TECHNOLOGY

<p><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.</p>
<p><b>HSC Course</b></p> <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>
<p><b>Particular Course Requirements:</b> There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. 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.</p>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term1	Task 3 Term 2	Task 4 Term 3
		Research Task Australian Food Industry	Case study food manufacture	Food product development, product design	Trial HSC Exam
		H1.1, H1.2, H1.3 H1.4, H2.1, H3.1 H3.2, H4.1, H4.2	H2.1, H3.1, H3.2, H4.1, H4.2	H1.1, H1.2, H1.3 H1.4, H2.1, H3.1 H3.2, H4.1, H4.2	H1.1, H1.2, H1.3 H1.4, H2.1, H3.1 H3.2
Knowledge & understanding of course content	40	10		10	20
Knowledge and skills in designing, researching, analysing and evaluating	30	5	5	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	5	15	10	
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

## FRENCH CONTINUERS

### Course Description

The Preliminary and HSC courses have as their organisational focus themes and associated topics. The student's skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. The student will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

### Main Topics Covered

Themes:

- The individual
- The French-speaking communities
- The changing world

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of different written material
- Writing for a variety of purposes
- Studying French culture through texts

### Assessment

External Assessment	Weighting	Internal Assessment	Weighting
A ten minute oral examination - conversation	20	Oral examinations – conversation	20
A three hour written examination: Listening and responding Reading and responding	25	Listening and Responding Reading and Responding	30 30
• Part A	25	Writing	20
• Part B	15		
Writing in French	15		
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Listening and Speaking	Reading and Writing	Oral Conversation	Trial HSC
		1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1	2.1, 2.2, 2.3, 3.1, 3.2, 4.1	1.2, 1.3, 1.4, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1
Speaking	20	10		10	
Listening & responding	30	20			10
Reading & responding	30		20		10
Writing	20		10		10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>10</b>	<b>30</b>

## GEOGRAPHY

<p><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.</p>
<p><b>Main Topics Covered/Studied:</b></p> <ul style="list-style-type: none"> <li>Ecosystems at Risk</li> <li>Urban Places</li> <li>People and Economic Activity</li> </ul> <p><b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.</p>
<p><b>Particular Course Requirements</b></p> <p>Students must undertake hours of fieldwork in the HSC courses.</p>

### ASSESSMENT: HSC Course only

External Assessment		Internal Assessment	
A three-hour written examination comprising:		Knowledge and understanding of content	40
* multiple choice	20	Geographical tools and skills	20
* 3-6 stimulus and structured responses	40	Geographical inquiry including fieldwork	20
* two extended responses.	40	Communication of geographical information	20
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Fieldwork and Associated Research	Skills and Knowledge	Research task	Trial HSC
		H2, H5, H6, H8, H10	H1, H2, H3, H10, H12	H4, H5, H8, H9, H10, H13	H1 – H13
Knowledge and understanding of course content	40		20		20
Geographical tools and skills	20	5	10		5
Geographical inquiry including fieldwork	20	10		10	
Communication of geographical information	20	5		10	5
<b>Total</b>	<b>100</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>



## HISTORY EXTENSION

<p><b>Course Description:</b> The course 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.</p>
<p><b>Main Topics Covered/Studied:</b></p> <p><b>Constructing History – Key Questions</b> Four key questions provide a framework for investigating the construction of history with the focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:</p> <ul style="list-style-type: none"> <li>• Who are the historians?</li> <li>• What are the purposes of history?</li> <li>• How has history been constructed, recorded and presented over time?</li> <li>• Why have approaches to history changed over time?</li> </ul> <p><b>Constructing History – Case Studies</b> Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.</p> <p><b>History Project</b> Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.</p>

Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
A two hour written paper in two parts	<b>50</b>	Knowledge and understanding of significant historical ideas and processes	<b>40</b>
		Skills in designing, undertaking and communicating historical inquiry and analysis.	<b>60</b>
<b>Total</b>	<b>50</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Project Proposal	Project Essay	Trial HSC
		HE1, 2, 4	HE1, 2, 3, 4	HE1, 3, 4
Knowledge and understanding of significant historiographical ideas and processes	40	10	<b>10</b>	20
Skills in designing, undertaking and communicating historical inquiry and analysis.	60	20	30	10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## INVESTIGATING SCIENCE

<b>Course Description</b>			
The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world. Students are provided with 30 hours of course time for Depth Studies. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules. Practical investigations are an essential part of the course and must occupy a minimum of 35 hours of course time.			
<b>Main Topics Covered/Studied:</b>			
<b>Module 5: Scientific Investigations</b>			
<b>Module 6: Technologies</b>			
<b>Module 7: Fact or Fallacy</b>			
<b>Module 8: Science and Society</b>			
<b>Assessment</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination. There will be approximately equal weighting given to all modules. Questions relating to Working Scientifically Skills will be integrated throughout the examination.	<b>100</b>	Working Scientifically	<b>60</b>
		Knowledge and understanding of course content	<b>40</b>
<b>Total</b>	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 3 Term 4
		Working Scientifically Task	Scientific Report	Depth Study Investigation	Trial HSC Exam
		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12	INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-13	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-14	INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15
Skills in applying the processes of Working Scientifically	60	25	3	25	7
Knowledge and understanding of content	40	5	7	5	23
<b>Total</b>	<b>100</b>	<b>30</b>	<b>10</b>	<b>30</b>	<b>30</b>

## LATIN CONTINUERS

<b>Course Description:</b> Latin: Students study a range of extracts of texts in the original Latin. They develop skills of translation, literary analysis and analysis of language features.	
<b>Topics:</b> <ul style="list-style-type: none"> <li>• literary features</li> <li>• context</li> <li>• historical, religious and cultural references</li> <li>• ideas, beliefs, arguments and practices</li> <li>• language and linguistic features of these texts</li> </ul>	
<b>Internal Assessment:</b> Internal assessment is by tests and homework exercises which model parts of the HSC examination: <ul style="list-style-type: none"> <li>• Seen translations of set texts</li> <li>• Short answer questions on set texts: linguistic, grammatical, contextual and stylistic</li> <li>• Essay length questions on/comparing texts on broader cultural and stylistic measures</li> <li>• Unseen passage translations and analyses</li> </ul>	
<b>Assessment Component</b>	<b>Weighting</b>
Skills in Translating	30%
Skills in Grammar Analysis	10%
Understanding prescribed texts	30%
Understanding and translating unseen texts	30%
<b>Total</b>	<b>100%</b>

### ASSESSMENT TASK SCHEDULE

Components		Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Translation and Comment	Seen Texts	Focus on Translation	Trial HSC
		1.1, 1.2, 1.3, 2.2, 2.4, 2.5, 3.1	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3
Translating	30	5	5	10	10
Grammar	10		5		5
Understanding	30	5	15		10
Unseen	30	10		15	5
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## 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

Crime	30%	Global Environment	25%
Human Rights	20%	Family	25%

### Assessment

External Assessment	Weighting	Internal Assessment	Weighting
Section I: Core Crime and Human Rights – Objective response questions	20	Knowledge and understanding of course content	40
Section II: Core Part A – Human Rights: Short answer questions	15	Analysis and evaluation	
Part B – Crime: One longer response question	15	Inquiry and research	20
Section III: Options Two extended response questions each from a different option	50	Communication of legal information, issues and ideas in appropriate forms.	20
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Crime Research task	Human Rights Task	Global Environments Research Task	Trial HSC
		H1, 4, 7, 8, 9, 10	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10	H1, 2, 4, 5, 6, 7, 8, 9, 10	H1, 2, 3, 4, 5, 6, 7, 9, 10
Knowledge and understanding of course content	40	10	5	5	20
Analysis and evaluation	20	5	5	5	5
Inquiry and research	20	5	5	10	
Communication	20	5	5	5	5
<b>Total</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

## MATHEMATICS STANDARD 2

<p><b>Course Description</b>                  Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational employment aspirations, including continuing their studies at a tertiary level.</p> <p>The study of Mathematics Standard 2 in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner.</p>		
<p><b>Main Topics Covered</b>                  Algebra                  Measurement</p>	Financial Mathematics Statistical Analysis Networks	
<p><b>Assessment:</b> The Mathematics Standard Year 11 course will be assumed knowledge for this course and may be included in HSC assessments.</p>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A single HSC examination of 2 ½ hours' duration, comprising of 15 marks from objective-response questions and 85 marks from short-answer questions. In addition to basic examination equipment, a NESA approved calculator, a pair of compasses, set squares, a protractor and approved calculators may be used.	Understanding, fluency and communication	<b>50%</b>
	Problem solving, reasoning and justification	<b>50%</b>

### ASSESSMENT TASK SCHEDULE

<b>Syllabus Topics</b>	<b>Weighting</b>	<b>Task 1 Term 4</b>	<b>Task 2 Term 1</b>	<b>Task 3 Term 2</b>	<b>Task 4 Term 3</b>
		<b>Class Test 1</b>	<b>Class Test 2</b>	<b>Class Test 3</b>	<b>Trial HSC</b>
		MS11-5, MS2-12-1, 12-3, 12-4, 12-10	MS2-12-1, 12-2, 12-7, 12-8, 12-9, 12-10	MS2-12-2, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10	MS2-12-1 to 12-10
Budgeting Rates and ratios Non-right-angled trigonometry	20	20			
Investments and loans Simultaneous linear equations Bivariate data analysis Networks concepts	25		25		
Investments and loans Annuities Bivariate data analysis The normal distribution Network Concepts	25			25	
Whole of course	30				30
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## MATHEMATICS ADVANCED

<p><b>Course Description</b>          The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</p> <p>The study of Mathematics Advanced in Stage 6 enables students to enhance their knowledge and understanding of what it means to work mathematically, develop their understanding of the relationship between 'real-world' problems and mathematical models and extend their skills of concise and systematic communication.</p>		
<p><b>Main Topics Covered</b></p> Functions Trigonometric Functions		Calculus Financial Mathematics Statistical Analysis
<p><b>Assessment:</b> The Mathematics Advanced Year 11 course will be assumed knowledge for this course and may be included in HSC assessments.</p>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A single HSC examination of 3 hours' duration, comprising of 10 marks from objective-response questions and 90 marks from short-answer questions. The reference sheet for Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 will be provided. In addition to basic examination equipment, a NES A approved calculator, a pair of compasses, set squares and a protractor may be used.	Understanding, fluency and communication	<b>50%</b>
	Problem solving, reasoning and justification	<b>50%</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Topics	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Class Test 1	Class Test 2	Class Test 3	Trial HSC
		MA 11-7, 12-1, 12-3, 12-6, 12-10	MA12-1, 12-3, 12-5, 12-6, 12-7, 12-10	MA12-3, 12-4, 12-8, 12-9, 12-10	MA12-1, to 12-10
Probability Functions Calculus	20	20			
Calculus Statistical Analysis Trigonometric Functions	25		25		
Financial Mathematics Statistical Analysis Trigonometric Functions Calculus	25			25	
Whole of course	30				30
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

# MATHEMATICS EXTENSION 1

<p><b>Course Description</b>          Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.</p> <p>The study of Mathematics Extension 1 in Stage 6 enables students to extend their knowledge and understanding of what it means to work mathematically, develop their skills to reason logically, generalise and make connections, and enhance their understanding of how to communicate in a concise and systematic manner.</p>		
<p><b>Main Topics Covered</b></p> Proof Vectors		Trigonometric Functions Calculus Statistical Analysis
<p><b>Assessment:</b> The Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course will be assumed knowledge for this course and may be included in HSC assessments.</p>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A single HSC examination of 3 hours' duration, comprising of 10 marks from objective-response questions and 90 marks from short-answer questions. The reference sheet for Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 will be provided. In addition to basic examination equipment, a NESAs approved calculator, a pair of compasses, set squares and a protractor may be used.	Understanding, fluency and communication	<b>50%</b>
	Problem solving, reasoning and justification	<b>50%</b>

## ASSESSMENT TASK SCHEDULE

Syllabus Topics	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4	Term 1	Term 2	Term 3
		Class Test 1	Class Test 2	Class Test 3	Trial HSC
		ME 11-4, 11-5, 12-1, 12-4, 12-7	ME12-1, 12-2, 12-3, 12-4, 12-7	ME12-1, 12-3, 12-4, 12-5, 12-6, 12-7	ME12-1 to 12-7
Calculus Functions Rates of Change	20	20			
Calculus Trigonometric Functions Vectors	25		25		
Calculus Statistical Modelling Proof	25			25	
Whole of Course	30				30
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>



## MATHEMATICS EXTENSION 2

### Course Description

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 study of Mathematics Extension 2 in Stage 6 enables students to extend their knowledge and understanding of working mathematically, enhance their skills to tackle difficult, unstructured problems, generalise, make connections and become fluent at communicating in a concise and systematic manner.

### Main Topics Covered

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Proof</li> <li>• Vectors</li> </ul> | <ul style="list-style-type: none"> <li>• Complex Numbers</li> <li>• Calculus</li> <li>• Mechanics</li> </ul> |
|--|--|

**Assessment:** The Mathematics Extension 1 course and the Mathematics Advanced course will be assumed knowledge for the HSC examination.

External Assessment	Internal Assessment	
A single HSC examination of 3 hours' duration, comprising of 10 marks from objective-response questions and 90 marks from short-answer questions. The reference sheet for Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 will be provided. In addition to basic examination equipment, a NESAs approved calculator, a pair of compasses, set squares and a protractor may be used.	Understanding, fluency and communication	<b>50%</b>
	Problem solving, reasoning and justification	<b>50%</b>

### ASSESSMENT TASK SCHEDULE

Syllabus Topics	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Class Test 1	Class Test 2	Class Test 2	Trial HSC
		MEX12-1, 12-2, 12-4, 12-7, 12-8	MEX12-1, 12-2, 12-3, 12-4, 12-7	MEX12-1, 12-3, 12-5, 12-7, 12-8	MEX12-1 to 12-8
Complex Numbers Proofs	20	20			
Complex Numbers Vectors Proofs	25		25		
Proofs Vectors Calculus	25			25	
Whole of Course	30				30
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

## MODERN HISTORY

<b>Course Description:</b> Students with the opportunities to develop and apply their understanding of methods and issues involved in the investigation of Modern History. Students study a range of people, ideas, movements, events and developments that have shaped the modern world.		
<b>Main Topics Covered/Studied:</b> <b>Part I: Core Study 25%</b> Power and Authority in the Modern World 1919 – 1946 <b>Part II: National Studies 25%</b> <b>Part III: Peace and Conflict 25%</b> <b>Part IV: Change in the Modern World 25%</b>		
<b>Assessment</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	
A three-hour written examination in four parts	Knowledge and understanding of content Historical skills in the analysis and evaluation of sources and interpretations Historical inquiry and research Communication of historical understanding in appropriate forms	40 20 20 20
<b>100</b>	<b>100</b>	

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Power and Authority in the Modern World 1919 – 1946	National Studies USA	Peace and Conflict in the Pacific	Trial HSC
		Source task	Essay	Historical Analysis	Examination
		MH12-3, MH12-4 MH12-6, MH12-7 MH12-9	MH12-3, MH12-4 MH12-5, MH12-8, MH12-9	MH12-2, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-1, MH12-3, MH12-4, MH12-5, MH 12-6, MH12-7, MH12-9
Knowledge and understanding of course content	40	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20	5		5	10
Historical inquiry and research	20	5	10	5	
Communication of historical understanding in appropriate forms	20	5	5	5	5
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>

# MUSIC 1

<b>Course Description</b> In the HSC course, students will study: The concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
<b>Main Topics Covered</b> Concepts of music, learning experiences including performance, composition, musicology and aural and a range of styles, periods and genres.			
<b>Particular Course Requirements</b> Choose THREE topics from a list of different styles, periods and genres. Choose THREE electives from performance, composition and musicology			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance	*20	Performance Core	10
Aural Examination	30	Composition Core	10
Electives	*60	Musicology Core	10
*Core Performance & Electives are converted to a mark out of 70%		Aural	25
		Core Elective x 3	45
	100		100

## ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		<b>Composition &amp; Musicological Analysis</b>  Submission of composition or arrangement, with analysis of composition with reference to concepts of music relevant to topic 1.	<b>Presentation of Musicology viva voce on core repertoire</b>  In-class viva voce based on performance repertoire demonstrating an understanding of topic 1.	<b>Presentation or Submission of Electives 1 &amp; 2</b>  Presentation of performance and/or composition portfolio and/or musicology viva voce based on topics 1 & 2.	<b>Trial HSC Examination</b>  Core Performance & Aural Skills Examination, & presentation of elective performance OR elective composition portfolio OR elective musicology viva voce based on Topic 3.
		H3, H5, H10-11	H4, H6, H10-11	H1 - 9*, H1011 *depending on elective	H1 - 9*, H1011 *depending on elective
Performance	10				10
Composition	10	10			
Musicology	10	5	5		
Aural	25		15		10
Elective 1	15			15	
Elective 2	15			15	
Elective 3	15				15
<b>Total</b>	<b>100</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>35</b>

## MUSIC 2

<p><b>Course Description</b>                  In the HSC course, students will study:                  The concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p>
<p><b>Main Topics Covered</b>                  The HSC course mandatory topic is Music of the Last 25 Years (Australian focus).                  The HSC additional topic will be <b>ONE</b> selected from the following: Music of culture, medieval music, renaissance music, baroque music, classical music, music of the 19<sup>th</sup> century, music from 1900 to 1945 and music from 1945 to 25 years ago. (This must be different from the additional topic studied in the Preliminary course).</p>
<p><b>Particular Course Requirements</b>                  In addition to core studies in performance, composition, musicology and aural, students nominate ONE elective study in either Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.  <b>All students will be required to develop a composition portfolio for the core composition.</b></p>

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		<b>Composition draft with Portfolio submission, &amp; Core Sight-singing</b>  <i>Mandatory Topic: Music of the last 25 years (Australian Focus)</i>  Submission of 2-minute core composition draft, with portfolio showing proof of compositional processes, and 5-minute core sight-singing exam.	<b>Musicology Response &amp; Composition Portfolio in progress check</b>  <i>Mandatory Topic: Music of the last 25 years (Australian Focus)</i>  30-minute in-class written response to an unseen question, relating to set works studied in class & Portfolio progress check.	<b>Elective Performance or Submission</b>  <i>Additional Topic</i>  Presentation or submission of either: - Two performances in 10 minutes. - Full 3-minute Composition draft & portfolio. - 1,500-word Musicology essay draft & portfolio.	<b>Trial HSC Examination</b>  1.5-hour Musicology and Aural Skills Examination, & 5-minute Core Performance.  Exam includes melodic/rhythmic dictation exercise and short responses to aural excerpts and unseen scores, as well as one extended response with reference to mandatory and additional topics.
		H1, H3, H4, H11-12	H5, H7, H8, H11-12	H1-10*, H11-12 *depending on elective	H2, H6, H10, H11-12
Performance	20	5			15
Composition	20	15	5		
Musicology	20		10		10
Aural	20		10		10
Elective	20			20	
<b>Total</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>

## MUSIC EXTENSION

1 unit / 60-hour course			
<b>Prerequisites:</b> Music 2		<b>Exclusions:</b> Music 1	
<b>Course Description</b> The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced skill in either performance, composition, or musicology. Students will specialise in performance, composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.			
<b>Particular Course Requirements</b> Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work to demonstrate the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work and will be used for the entire internal assessment at two different stages. Students selecting Performance will be required to present one ensemble item as part of their program.			
Assessment			
External Assessment	Weighting	Internal Assessment	Weighting
<b>Performance (50)</b> Three contrasting pieces: Ensemble Solo 1 Solo 2           OR	 20 15 15	<b>Performance (50)</b> Task 1 Task 2 Task 3 OR <b>Composition (50)</b> Task 1 Task 2 Task 3 OR <b>Musicology (50)</b> Task 1 Task 2 Task 3	 15 15 20  15 15 20  15 15 20
<b>Composition (50)</b> Two original compositions – score + recording (submitted to NESAs) Piece 1 Piece 2           OR	 25 25		
<b>Musicology (50)</b> One extended essay – 3000 words (submitted to NESAs)	50		
	50		50

### ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 2 Term 3
		<b>Performance</b> of solo piece #1 in a 15 to 20-minute Lecture Demonstration, with supporting portfolio. OR Submission of two <b>composition</b> portfolios in progress. OR Submission of <b>musicology</b> portfolio in progress.	<b>Perform</b> solo items 1 & 2 in a 15 to 20-minute recital OR Prepare and present a 15 to 20-minute seminar on one of your two <b>compositions</b> to date OR Prepare/present a 15 to 20-minute seminar on your 3000-word <b>musicology</b> essay to date	Trial HSC <b>Performance</b> of complete program (including 2 solo items and 1 ensemble item). OR Submission of final <b>Composition #1 &amp; #2</b> with corresponding portfolios. OR Submission of final 3000-word <b>Musicology</b> essay with portfolio.
		H1 - 6* *depending on elective	H1 - 6* *depending on elective	H1 - 6* *depending on elective
Performance or Composition or Musicology	50	15	20	15
<b>Total</b>	<b>50</b>	<b>15</b>	<b>20</b>	<b>15</b>

## PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

<p><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.</p>
<p><b>Main Topics Covered</b></p> <p><b>Core Topics (60%)</b>                  Core 1: Health Priorities in Australia                  Core 2: Factors Affecting Performance</p> <p><b>Optional Component (40%)</b>                  Option 3: Sports Medicine                  Option 4: Improving Performance</p>
<p><b>Particular Course Requirements</b>                  In addition to core studies students select two options in the Preliminary and the HSC courses</p>

### ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Factors affecting performance task	Improving performance	Health Priorities in Australia	Trial HSC Exam
		H7 - H11, H16, H17	H7 - H10, H16, H17	H1- H5 H14 - H16	H1 - 17
Knowledge & understanding of course content	40	5%	5%	5%	25%
Skills in critical thinking, research, analysis and communicating	60	20%	15%	20%	5%
<b>Total</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

## PHYSICS

### Course Description

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

Students are provided with 15 hours of course time for Depth Studies. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the course and must occupy a minimum of 35 hours of course time.

### Main Topics Covered

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination		Skills in working scientifically	60
There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.		Knowledge and understanding of course content	40
	100		100

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Module Test Test	Depth Study Investigation	Working Scientifically Skills Task	Trial HSC Exam
		PH11/12-4 PH11/12-5 PH11/12-6 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15	
Skills in applying the processes of Working Scientifically	60	3	25	25	7
Knowledge and understanding of content	40	7	5	5	23
<b>Total</b>	<b>100</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>30</b>



## SCIENCE EXTENSION

1 unit Year 12 course Board Developed Course Prerequisite: at least one of Biology Chemistry or Physics Corequisite: at least one of Biology Chemistry or Physics	Exclusions: Nil
<p><b>Course Description:</b>          Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.</p> <p>The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.</p> <p>All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.</p>	
<p><b>Main Topics Covered:</b>  <b>Module 1</b> The Foundations of Scientific Thinking  <b>Module 2</b> The Scientific Research Proposal  <b>Module 3</b> The Data, Evidence and Decisions  <b>Module 4</b> The Scientific Research Report</p>	

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Research and Communication Task	Statistical Case Study	Scientific Research Report
		SE-2, SE-3, SE-5, SE-7	SE-4, SE-5, SE-7	SE-1 - SE-7
Communicating Scientifically	30	15	5	10
Gathering, recording, analysing and evaluating data	30	5	20	10
Application of scientific research skills	40	10	5	20
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>



## SOFTWARE DESIGN AND DEVELOPMENT

### Course Description

The **HSC course** builds on the students understanding of the concepts of software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

### Main Topics Covered

The HSC course covers the core components:

- Development and Impact of Software Solutions
- Software Development Cycle
- Developing a Solution
- Option topic: Programming Paradigms

### Software Design and Development HSC Examination Specifications

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

The paper will consist of three sections.

#### Section I – Core (20 marks)

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

#### Section II – Core (60 marks)

- Questions may consist of short-answer parts.
- There will be approximately 18 items in total.
- At least three items will be worth from 4 to 6 marks.

#### Section III – Options (20 marks)

- There will be two questions, one for each of the options.
- Candidates will be required to answer the question on the option they have studied.
- Each question will consist of approximately six short-answer parts.

### ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
		Workshops	Topic Test	Major Project	Trial HSC Exam
		H4.1, H4.3, H5.2, H5.3, H6.3	H1.1, H1.2, H2.1, H3.1	H3.2, H4.2, H4.3, H5.1, H6.2, H6.4	H1.3, H2.2, H3.1, H5.2, H6.1
Knowledge and understanding of course content	<b>50</b>		10	10	30
Knowledge and skills in the design and development of solutions	<b>50</b>	20		30	
<b>Total %</b>	<b>100</b>	<b>20</b>	<b>10</b>	<b>40</b>	<b>30</b>

## STUDIES OF RELIGION 1

<b>Course Description:</b> Studies of Religion 1 investigates the significance of the role of religion in society, both globally and within the Australian context. Students develop an understanding of religion (traditions, beliefs and practices), its influence on human behaviour and interaction within culture.			
<b>Main Topics Covered/Studied:</b> <b>Part I: Religion and Belief Systems in Australia post 1945</b>  <b>Part II: Religious Traditions Depth Studies</b> Students will study TWO of the following: <ul style="list-style-type: none"> <li>• Buddhism</li> <li>• Christianity</li> <li>• Hinduism</li> <li>• Islam</li> <li>• Judaism</li> </ul>			
External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written examination in three parts:		Knowledge and understanding of content	40
I Religion and Belief Systems in Australia post 1945 (multiple choice and short answers)	15	Source-based skills	20
II Religious Traditions Depth Studies (short answers)	15	Investigation and research	20
III Religious Traditions Depth Studies (extended response)	20	Communication of information, ideas and issues in appropriate forms	20

### ASSESSMENT TASK SCHEDULE

Components	Weighting	Task 1 Term 1	Task 2 Term2	Task 3 Term 3
		Religion and Belief Systems in Australia post 1945 In class source task	Religious Traditions In class Research essay	Trial HSC
		H1, H2, H3, H4, H5, H8	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8,
Knowledge and understanding of content	40	10	10	20
Source-based skills	20	10		10
Investigation and research	20		20	
Communication of information, ideas and issues in appropriate forms	20	10		10
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## VISUAL ARTS

### Course Description

During the HSC year students will focus on making a body of work in one or more expressive forms that demonstrates their ability to resolve a conceptually and technically strong work that will be externally examined. The Visual Arts Process Diary supports the development of artworks establishing meaning and connections to the art world

In the HSC year students will continue to focus on art criticism and art history, learning how knowledge and judgement contribute to well-reasoned accounts

### Main Topics Covered

#### HSC Course learning opportunities focus on:

- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the artworld
- How students may further develop meaning and focus in their work.

#### Assessment:

External Assessment	Weighting	Internal Assessment	Weighting
A written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	<b>100</b>		<b>100</b>

### ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 4	Task 2 Term 1	Task 3 Term 3	Task 4 Term 3
		Extended Written Response	Artmaking	Body of Work and VAPD	Trial HSC Examination
		H7, 8, 9	H4, 5, 6,	H2, 3, 6	H7, 8, 9, 10
Artmaking	50		20	30	
Art History and Art Criticism	50	20			30
<b>Total</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>

## NESA GLOSSARY OF KEY WORDS

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

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