

# **HIGHER SCHOOL CERTIFICATE**

## **Assessment Policy and Assessment Schedules**

**2009**



Dulwich High School  
of Visual Arts & Design

## **A. SCHOOL-BASED ASSESSMENT**

### **What is the Purpose of School-based Assessment?**

The purpose of school-based assessment is to provide an indication of each student's achievement in a wider range of syllabus objectives other than those measured by the HSC examination and/or by HSC Assessors. The assessment allows due weight to be given during a course to a student's achievements which, although evident to the class teacher, may not be adequately assessed in an external examination alone. Therefore, assessment covers both examination and non-examination objectives.

### **How is the HSC Assessed?**

The HSC is studied over two distinct courses: Preliminary and HSC. The Preliminary course was undertaken in Terms 1,2 and 3 in 2008 and the HSC course spans Term 4 2008 and Terms 1, 2 and 3 in 2009.

To be eligible for the award of an HSC, a students must satisfactorily complete 12 units of the Preliminary course and at least 10 units of the HSC course: a minimum total of 22 units.

The assessment criteria for the two courses is completely separate. The Preliminary course is a necessary pre-requisite for the HSC course, but the assessment rules are not connected. The assessment marks achieved in the Preliminary course do not count towards the HSC. They are, however, an important component of the Preliminary half-yearly and yearly reports and assist the school in deciding whether students have successfully achieved the outcomes of the Preliminary course and therefore, their eligibility to begin the HSC course.

The HSC will show two marks: the examination mark and the assessment mark. The moderated assessment mark and the examination mark each comprise 50% of the total HSC result. Therefore, the school assessment is worth 50% of the final result.

### **How Will I Know What is to be Assessed?**

Assessment task schedules are prepared for each course and advise students of:

- the assessment components and their weights (importance) as specified by the Board of Studies
- the assessment calendar, indicating the timing of each assessment task
- the mark value of each task in relation to the total number of marks for the course
- the nature of each assessment task ( assignment, test, class presentation, etc.)

Included in this booklet are the assessment schedule and details for each course. When the assessment task is returned to the student, teachers will provide the mark awarded and written comments as appropriate.

At the end of the course, the marks for each course are aggregated, using appropriate weightings, to arrive at a final assessment mark for each student. These assessment marks are then submitted to the Board of Studies.

## **What do I have to do to Satisfactorily Complete an HSC Course?**

The satisfactory completion of a course requires the Principal to have sufficient evidence that a student has:

- Followed the course developed or endorsed by the Board of Studies
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all of the course outcomes

This means that students must complete both assessable and non-assessable tasks to be eligible for the Principal's certification and therefore the Preliminary or HSC course. To guide students and their parents/carers, warning letters will be issued if:

- progress is not adequate
- work is of a poor standard
- work in class or at home is not attempted
- students fail to complete work placement requirements in a VET course
- students are absent too often; the Board of Studies recommends minimum attendance of 85%.

The warning letter-an 'N Award' Warning Letter-is a reminder that education is the student's responsibility and provides a chance to resolve the problem before it is too late.

If students receive two or more N Award Warning Letters and do not address the issues concerned, they may not be regarded as having satisfactorily satisfied the course. The Principal will then give an N ( Non Completion) Determination for that course. This course will then not be included on the HSC Record of Achievement.

If a student receives an N Determination for a subject which he/she intends to discontinue into the HSC Year i.e. receives only 10 units in the Preliminary Year-another Preliminary subject must be studied in order that 12 units are achieved for the award of a Preliminary Certificate. 12 units **MUST** be achieved in order to gain a Preliminary Certificate.

## **Can I Appeal against an N Determination?**

A student may appeal to the Principal against the N Determination. It is the student's responsibility to prove to the Principal that the course outcomes have been met.

It is possible that some N Determinations can be overturned through negotiation with the Principal and class teacher. However, if the N Determination is imposed because of 'lack of diligence and sustained effort' or failing to meet course outcomes because of non-attendance, this cannot be overturned.

## **B. ASSESSMENT PROCEDURES**

### **How Will I Know about Assessment Tasks?**

Students will be given at least two weeks written notice of the Assessment Tasks and the outcomes to be assessed by the Task.

It is the student's responsibility to be alert to the notification of tasks. In case of absence from school, students will need to check with their teachers on the first day of their return regarding the issuing of tasks.

HSC Assessments will commence in Term 4 when HSC courses begin. The final assessment will include only marks from designated Assessment Tasks as set out in the accompanying schedule.

### **Do I Have to Complete All Assessment Tasks?**

1. The Board of Studies expects students to attempt all Assessment Tasks
2. Students must make a genuine attempt at Assessment Tasks which contribute to in excess of 50% of the available marks. If this requirement is not met, the course will not be deemed satisfactorily completed.

### **What Will Happen if a Task is not Completed or Submitted Late?**

When a Task has not been completed or is submitted late, the following procedures will be implemented in all courses in all subjects:

***Where there is no valid reason for non-completion of an Assessment Task/Examination, a zero will be recorded for that task and an N Award Warning Letter will be issued.***

The Principal and relevant Head Teacher will require the following in order to decide whether the student's reason is valid:

- **PRIOR NOTIFICATION** of absence from the task.  
Other than exceptional cases (e.g. accident on the way to school) the school/ class teacher must be contacted **BEFORE** the task takes place, in person, by phone, letter or email.

OR

- **AWRITTEN STATEMENT** from the student's parent/carer explaining the absence and  
**A DOCTOR'S CERTIFICATE** where illness is involved.

OR

- **A STATUTORY DECLARATION** from the parent/guardian in the case of misadventure. These forms can be purchased from a Newsagency and must be signed by a Justice of the Peace. (JP)

***NOTE: A Parental statement and a Doctor's Certificate/ Statutory Declaration must be received at school on the first day back after the missed task.***

This documentation will be handed to the Head Teacher of the course involved.

All cases will be considered on their merits.

Provided the Principal and Head Teacher considers that a student has a valid reason for non-completion of an Assessment Task, then the following may be considered:

- an extension of time; or
- the awarding of a mark based on completion of the original task or a substitute task;  
or
- where neither is feasible, the Principal may authorise the use of an estimate for that task

Any appeals against such a decision are to be made to the Principal who will form the Appeals Panel to consider the matter. The Panel comprises the Principal, the Deputy Principal and a Head Teacher (one not involved in the original decision)

## **What about Malpractice?**

Malpractice is dishonest behaviour by a student which provides an unfair advantage over others.

### **a. Examinations**

A zero mark will be recorded for malpractice in those examinations which are Assessment Tasks.

Malpractice is defined as failure to comply with examination requirements:

- failure to follow a supervisor's instructions
- communicating with other students during the examination
- disturbing the work of other students or the examination itself

- cheating by reference to other's work or to prepared work brought into the examination

No books, papers, notes, MP3 players, mobile phones or equipment other than that permitted by the Supervisor may be taken into the examination room. Approved electronic translators for specifically identified students will be allowed.

## **b. Assessment Tasks**

Examples of malpractice in Assessment Tasks are:

- Copying, buying, stealing or borrowing someone else's work in part or whole and presenting it as your own.
- Using materials from books, journals, CD's or the internet without acknowledging the source
- Submitting work that contains a large contribution from another person, such as a parent, a coach or subject expert, that is not acknowledged
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.

Students are referred to the relevant information in the Board of Studies course *All My Own Work* which is located on the Board's website:

<http://www.boardofstudies.nsw.edu.au/>

## **Are VET Subjects Assessed Differently?**

VET subjects are assessed in the same manner as all other subjects. However, as VET subjects are based on the achievement of competencies, students who attempt an assessment task and are deemed 'not yet competent' shall be allowed further opportunities at an agreed time as long as practical considerations permit.

Such considerations include:

- the availability of an assessor
- cost and availability of resources required
- OH&S requirements
- sufficient time

VET framework courses include a mandatory work placement component as required by the Board of Studies. Failure to complete this placement will result in an N Award Warning Letter and, if not completed, an N Determination for that course.

# **HSC ASSESSMENT SCHEDULES**

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# ANCIENT HISTORY

Outcomes Assessed	Component/ Unit	Research 15	Source Analysis 15	Source Analysis 10 Research 5	Oral 10 Research 5	Examination/ Test Items 40	Syllabus Weight
		Term 4, Wk10 2008	Term 1, Wk5 2009	Mid Term 2 Wk5 2009	Late Term 2, Wk10 2009	Early Term 3, Exam Period 2009	
H3.1, H3.3, H3.6, H4.2	Part I, Core: Cities of Vesuvius – Pompeii and Herculaneum	15%					15%
H3.1 H3.2 H3.3	Part II Ancient Societies		15%				15%
H1.1, H2.1, H3.1, H3.2, H3.3, H3.6	Part IV Historical Period			15%			15%
H1.1, H3.1, H3.3, H3.4, H4.2	Part III Personalities in Their Times				15%		15%
H1.1, H2.1, H3.1, H3.3, H3.4, H3.5, H4.1, H4.2	Part I Core: Cities of Vesuvius – Pompeii and Herculaneum (10) Part II Ancient Societies (10) Part III Personalities Their Times (10) Part IV Historical Periods (10)					40%	40%
<b>Total Task Weight</b>		15%	15%	15%	15%	40%	<b>100%</b>

- H1.1 Describes and assesses the significance of key people, groups, events, institutions, societies and sites within the historical context
- H2.1 Explain historical factors and assess their significance in contributing to change and continuity in the ancient world
- H3.1 I locate, select and organise relevant information from a variety of sources
- H3.2 Discuss relevant problems of sources for reconstructing the past
- H3.3 Analyse and evaluate sources for their usefulness and reliability
- H3.4 Explain and evaluate differing perspectives and interpretations of the past
- H3.5 Analyse issues relating to ownership and custodian of the past
- H3.6 Plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- H4.1 Use historical terms and concepts appropriately
- H4.2 Communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

# BIOLOGY

Outcomes Assessed	Component/ Unit	Oral Presentation	Mid course Exam	Practical Task	Open-ended Investigation	Trial HSC	Syllabus Weight
		Term 4 2008	Term 1 Wk10 2009	Term 2 2009	Term 3 2009	Term 3 2009	
H4, 5, 6, 11-16	9.2 Maintaining a Balance	11%	6%			8%	25%
H1, 4-16	9.3 Blueprint of Life		6%	11%		8%	25%
H1, 2, 4, 6, 8	9.4 Search for Better Health			14%		11%	25%
Outcomes issued on selection of options	Option				17%	8%	25%
<b>Total Task Weight</b>		<b>11%</b>	<b>12%</b>	<b>25%</b>	<b>17%</b>	<b>35%</b>	<b>100%</b>

- H1 Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.
- H2 Analyses the ways in which models, theories and laws in physics have been tested and validated.
- H3 Assess the impact of particular advances in biology on the development of technologies.
- H4 Assess the impacts and implications of biology on society and the environment.
- H5 Identifies possible future directions of biological research.
- H6 Explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism
- H7 Analyses the impact of natural and human processes on biodiversity
- H8 Evaluates the impact of human activity on the interactions of organisms and their environment
- H9 Describes the mechanisms of inheritance in molecular terms
- H10 Describes the mechanisms of evolution and assesses the impact of human activity on evolution
- H11 Justifies the appropriateness of a particular investigation plan.
- H12 Evaluates ways in which accuracy and reliability could be improved in investigations.
- H13 Uses terminology and reporting styles appropriately and successfully to communicate information and understanding.
- H14 Assesses the validity of conclusions from gathered data and information
- H15 Explains why an investigation is best undertaken individually or by a team
- H16 Justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science.

# BUSINESS STUDIES

Outcomes Assessed	Component/ Unit	Class Test	Stimulus	Case Study Marketing Plan	Research Task Newspaper file	Yearly Exam Trial HSC	Syllabus Weight
		Term 4 2008	Term 1, Wk7 2009	Term 2 Wk10 2009	Term 3 Wk4 2009	Term 3 Wk7 2009	
H2.1, H3.1, H3.2, H3.3, H4.1, H5.1, H5.3	Examines the nature & responsibilities of management within a changing business environment	15%					15%
H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H5.1, H5.2, H5.3, H5.4	Understanding the role of financial planning & management as well as the interpretation of financial information in a business		15%				15%
H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.3	Understanding the nature & role of marketing and the elements involved in successful marketing strategies			15%			15%
H2.1, H2.2, H3.2, H3.3, H5.1, H5.2, H5.3, H5.4	Understanding the nature of effective employment relations and their importance to business & society				15%		15%
H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H5.4	Understanding the implications of globalism on business structure, functions & management					40%	40%
<b>Total Task Weight</b>		<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>40%</b>	<b>100%</b>

- H1.1 explains the impact of the global business environment on business role and structure
- H1.2 critically analyses the role of business in Australia
- H2.1 describes and analyses business functions and operations and their impact on business success
- H2.2 evaluates processes and operations in global business
- H3.1 explains management theories and strategies and their impact on business
- H3.2 evaluates the effectiveness of management in the organization and operations of business and its responsiveness to change
- H3.3 analyses the impact of management decision-making on stakeholders
- H4.1 critically analyses the social and ethical responsibilities of management
- H4.2 evaluates management strategies in response to internal and external factors
- H5.1 selects, organises and evaluates information and sources for usefulness and reliability
- H5.2 Plans and conducts an investigation into business to present the findings in an appropriate business format
- H5.3 Communicates business information, ideas and issues, using relevant business terminology and concepts in appropriate forms
- H5.4 Applies mathematical concepts appropriately in business situations

# CHEMISTRY

Outcomes Assessed	Component/ Unit	Oral Presentation	Mid-course Exam	Practical Task	Open-ended Investigation	Trial HSC	Syllabus Weight
		Term 4 2008	Term 1, Wk 10 2009	Term 2 2009	Term 3 2009	Term 3 Wk4 2009	
H4 – 16	9.2 Identification and Production of Materials	11%	6%			8%	<b>25%</b>
H1, 2, 6, 7, 8, 9-16	9.3 The Acidic Environment		6%	11%		8%	<b>25%</b>
H2, 3, 6-16	9.4 Chemical Monitoring and Management			14%		11%	<b>25%</b>
Outcomes issued on selection of options	Option				17%	8%	<b>25%</b>
<b>Total Task Weight</b>		<b>11%</b>	<b>12%</b>	<b>25%</b>	<b>17%</b>	<b>35%</b>	<b>100%</b>

- H1 Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.
- H2 Analyses the ways in which models, theories and laws in chemistry have been tested and validated.
- H3 Assess the impact of particular advances in biology on the development of technologies.
- H4 Assess the impacts and implications of biology on society and the environment.
- H5 Identifies possible future directions of chemical research.
- H6 Explains reactions between elements and compounds in terms of atomic structures and periodicity.
- H7 Describes the chemical basis of energy transformations in chemical reactions.
- H8 Assess the range of factors which influence the type and rate of chemical reactions.
- H9 Describes and predicts reactions involving carbon compounds
- H10 Analyses stoichiometric relationships.
- H11 Justifies the appropriateness of a particular investigation plan.
- H12 Evaluates ways in which accuracy and reliability could be improved in investigations

## CONSTRUCTION: 240 HOURS

Component/ Unit	Communication & Planning Test	Levelling Assignment	First Aid Assignment	Examination	Computer Design Assignment	Calculations and Drawing Assignment	Examination	Syllabus Weight
	Term 4 Wk9 2008	Term 1 Wk5 2009	Term 1 Wk9 2009	Term 1 Wk10 2009	Term 2 Wk6 2009	Term 3 Wk3 2009	Term 3 Wk4 2009	
Work effectively in the General Construction Industry. Plan and organise work	30%							<b>30%</b>
Apply basic levelling procedures		10%						<b>10%</b>
Provide basic first aid			10%					<b>10%</b>
Half Yearly Examination				10%				<b>10%</b>
Undertake a basic computer design project					10%			<b>10%</b>
Undertake a basic estimation and costing Produce construction drawings						30%		<b>30%</b>
Trial HSC							10%	<b>10%</b>
	<b>30%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>30%</b>	<b>10%</b>	<b>100%</b>

# ECONOMICS

Outcomes Assessed	Component/ Unit	Research Assignment & Report written in class	Assessment Week Exam (20 multiple choice, 4 short answer questions, 1 Stimulus Response)	Assessment Week Exam (20 multiple choice, 4 short answer questions, 1 Stimulus Response)	Trial Exam (20 multiple choice, 4 short answer questions, 1 Stimulus Response, 1 Free Response)	Syllabus Weight
		<b>Term 4 Wk7 2008</b>	<b>Term 1 Wk10 2009</b>	<b>Term 2 Wk10 2009</b>	<b>Term 3 Wk5 2009</b>	
H1, H2, H3, H4, H5, H7, H8, H9, H10, H12	<i>Topic 1</i> The Global Economy	Research/case study 20%				<b>20%</b>
H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	<i>Topics 1&amp;2</i> Australia's place in the global economy		Test/Exams 20% Stimulus based skills 5%			<b>25%</b>
H1, H2, H4, H7, H9, H10, H11, H12	<i>Topics 3</i> Economic Issues			Test/Exams 20% Stimulus based skills 5%		<b>25%</b>
H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	<i>All topics</i> Economic Policies				Test/Exams 20% Stimulus based skills 10%	<b>30%</b>
<b>Total Task Weight</b>		<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100%</b>

- H1 Demonstrates understanding of economic terms, concepts and relationships
- H2 Analyses the economic role of individuals firms, institutions and governments
- H3 Explains the role of markets within the global economy
- H4 Analyses the impact of global markets on the Australian and global economies
- H5 Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6 Analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7 Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8 Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9 Selects and organises information from a variety of sources for relevance and reliability
- H10 Communicates economic information, ideas and issues in appropriate forms
- H11 Applies mathematical concepts in economic contexts
- H12 Works independently and in groups to achieve appropriate goals in set timelines

# ENGLISH ADVANCED

Outcomes Assessed	Component/ Unit	Area of Study	Area of Study	Module A	Module B	Module C	Trial HSC	Syllabus Weight
		Term 4 Wk5 2008	Term 4, Wk10 2008	Term 1 Wk7 2009	Term 2 Wk5 2009	Term 3 Wk2 2009	Term 3 Wks 4-5	
2 7 9 11 12a 13	Area of Study: Belonging (Poetry: Skrzynecki, Peter "Immigrant Chronicles")	Speaking 10% Representation 5%						15%
2 7 9 11 12a 13	Area of Study: Belonging Personal/Critical Response Essay		Reading 5% Writing 5%					10%
4 10 11	Module A: Comparative Study of Texts and Contexts Elective 2: Texts in time <i>Frankenstein &amp; Blade Runner</i> Oral presentation/ reading/ Viewing			Speaking 5% Reading 5% Viewing 5%				15%
4 10 11	Module B: Critical Study of Texts Drama: Hamlet Viewing/representation/analysis				Listening 5% Writing 5% Representation 5%			15%
5 8 11 12 12a	Module C: Representation and Text Elective 2: History and Memory Multimedia Text: Smithsonian September 11 website <i>Listening to aural items – written response</i>					Listening 10% Writing 5%		15%
	Trial HSC Area of Study, Module A, Module B and Module C						Reading 15% Writing 15%	30%
<b>Total Task Weight</b>		<b>15%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>30%</b>	<b>100%</b>

- 1 A student explains and evaluates the effects of different contexts of responders and composers on texts.
- 2 A student explains relationships among texts.
- 2A A student recognizes different ways in which particular texts are valued.
- 3 A student develops language relevant to the study of English.
- 4 A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
- 5 A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
- 6 A student engages with the details of text in order to respond critically and personally.
- 7 A student adapts and synthesizes a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
- 8 A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
- 9 A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organization of information and ideas.
- 10 A student analyses and synthesizes information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
- 11 A student draws upon the imagination to transform experience and ideas into texts demonstrating control of language.
- 12 A student reflects on own processes of responding and composing
- 12A A student explains and evaluates different ways of responding to and composing texts
- 13 A student reflects on own processes of learning.

# ENGLISH STANDARD

Outcomes Assessed	Component/ Unit	Area of Study	Area of Study	Module A	Module B	Module C	Trial HSC	Syllabus Weight
		Term 4 Wk6 2008	Term 1 Wk2 2009	Term 1 Wk8 2009	Term 2 Wk6 2009	Term 3 Wk2 2009	Term 3 Wk4-5 2009	
2 7 9 11 12a 13	Area of Study: Belonging Poetry: Simple Gift <i>Speech &amp; visual representation</i>	Speaking 10% Representing 5%						15%
1 2 7	Area of Study: Belonging <i>Personal/critical response essay</i>		Reading 5% Writing 5%					10%
5 8 11 12 12a	Module A: Experience through language: Elective 2: Distinctively Visual (Prose: Henry Lawson)			Speaking 5% Representing 10%				15%
4 10 11	Module B: Close Study of Text Film: 'Witness' <i>Speech</i>				Listening 10% Writing 5%			15%
4 10 11	Module C: Text and Society Elective: Into the World (Drama: Educating Rita) <i>Listening/Written Response</i>					Listening 5% Reading 5% Writing 5%		15%
8 10 11 7	Trial HSC Area of Study and Module A, Module B, Module C						Reading 15% Writing 15%	30%
<b>Total Task Weight</b>		<b>15%</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>30%</b>	<b>100%</b>

- 1 A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
- 2 A student demonstrates understanding of the relationships among texts.
- 3 A student develops language relevant to the study of English.
- 4 A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
- 5 A student analyses the effect of technology and medium on meaning.
- 6 A student engages with the details of text in order to respond critically and personally.
- 7 A student adapts and synthesizes a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
- 8 A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
- 9 A student assesses the appropriateness of a range of processes and technologies in the investigation and organization of information and ideas.
- 10 A student analyses and synthesizes information and ideas into sustained and logical argument for a range of purposes and audiences.
- 11 A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
- 12 A student reflects on own processes of responding and composing.
- 13 A student reflects on own processes of learning.

# ENGLISH ESL

Outcomes Assessed	Component/ Unit	Text 1	Text 2	Half Yrly Exam	Module A	Module B	HS Trial Exam	Syllabus Weight
		Term 4 Wk8 2008	Term 1 Wk7 2008	Term 1 Wk9-10 2008	Term 2 Wk4 2009	Term 3 Wk1 2009	Term 3 Wk4-5 2009	
1 3 4 6 9	Language study within an Area of Study: Belonging Text 1 – Stephen Daldry, <i>Billy Elliot</i> (Film)	Listening 5% Representing 5%						10%
1 2 3 6 9	Language study within an Area of Study: Belonging Text 2 Poetry – Peter Skrzynecki, <i>Immigrant Chronicle</i> (Poetry)		Speaking 10% Reading 10%					20%
2 3 4 6 9 11	Language study within an Area of Study: Belonging Half Yearly Examination			Reading 5% Writing 5%				10%
1 2 3 5 9	Module A: Experience through Language Elective 1: Australian Voices Carmel Bird (ed.)/ Human Rights Commission, <i>The Stolen Children – Their Stories</i> (Non-fiction)				Listening 10% Writing 10%			20%
1 4 5 8	Module B: Text and Society Elective 1: Living & Working in the Community					Speaking 10% Representing 10%		20%
2 4 5 11	HSC Trial Examination						Listening 5% Reading 5% Writing 10%	20%
<b>Total Task Weight</b>		<b>10%</b>	<b>20%</b>	<b>10%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

- 1 A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
- 2 A student describes and explains different relationships among texts.
- 3 A student demonstrates understanding of cultural reference in texts.
- 4 A student uses language relevant to the study of English.
- 5 A student demonstrates understanding of how audience and purpose affect the language and structure of texts.
- 6 A student interprets text using key language patterns and structural features.
- 7 A student analyses the effect of technology on meaning.
- 8 A student adapts a variety of textual forms to different purposes, audiences and contexts in all modes.
- 9 A student engages with the details of text in order to develop a considered and informed personal response.
- 10 A student assesses the appropriateness of a range of processes and technologies in the investigation and organization of information and ideas.
- 11 A student analyses and synthesizes information and ideas into sustained and logical argument for a range of purposes and audiences.
- 12 A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language.
- 13 A student reflects on own processes of responding and composing.
- 14 A student reflects on own processes of learning, especially on the effects of their expanding knowledge and skills in English.

# ENGLISH EXTENSION 1

Outcomes Assessed	Component/ Unit					Syllabus Weight
		Term 4 Wk8 2008	Term 1 Wk8 2009	Term 2 Wk9 2009	Term 3	
4	Crime Writing: Research and oral presentation	Listening 5% Speaking 5% Representing 10%				20%
1 2 3	Extended critical response essay		Reading 5% Writing 5%			10%
3	Extended imaginative response essay			Reading 5% Writing 5%		10%
HSC Trial Exam					Reading 5% Writing 5%	10%
<b>Total Task Weight</b>		<b>20%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>50%</b>

- 1 Students learn to distinguish and evaluate the values expressed through texts by:
  - 1.1 identifying aspects of texts that reflect and shape values
  - 1.2 considering the ways that values identified in and through texts can vary
  - 1.3 evaluating the effects of changes in perceived values.
- 2 Students learn how different texts are valued by:
  - 2.1 identifying aspects of texts that are valued in different contexts
  - 2.2 explaining why and how different aspects of texts are valued in different contexts
  - 2.3 speculating about different ways in which texts might be valued
  - 2.4 generalising about the nature of the process of valuing texts.
- 3 Students will learn to compose extended texts by:
  - 3.1 engaging with the complexity of a range of texts
  - 3.2 refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expression
  - 3.3 using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes
  - 3.4 using stylistic devices appropriate to purpose, audience and context.
- 4 Students learn to develop sophisticated presentations by:
  - 4.1 engaging in extended independent investigation
  - 4.2 reflecting on their findings
  - 4.3 presenting the results to a specific audience and for a specific purpose
  - 4.4 reflecting on the effectiveness of the presentation.

## ENGLISH EXTENSION 2

Outcomes Assessed	Component/ Unit						Syllabus Weight
		Term 4 2008	Term 1, 2009	Term 3 2009	Term 1 2009	Term 3 2009	
1 2	Proposal: Presentation of proposal for Major work	10%					10%
1 2	Viva Voce: Initial Interview and discussion/ exploration of Major Work		10%				10%
1 2	Viva Voce: Ongoing Interview and discussion/ exploration of Major Work			10%			10%
1 2	Report: Initial (Term 1) Independent investigation				10%		10%
1 2	Report: Ongoing (Term 3) Independent investigation					10%	10%
<b>Total Task Weight</b>		<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>50%</b>

- 1 Students learn to develop and use skills in extensive independent investigation by:
  - 1.1 autonomous, thorough and extensive investigation in a specialised field
  - 1.2 monitoring, reflecting on and documenting their interpretation, analysis and composition in a journal
  - 2.3 presenting aspects of investigation to specific audiences, in a range of modes.
- 2 Students learn to reflect on and document their processes of composition by:
  - 2.1 developing texts drawn from personal, affective, cognitive and other experiences, understanding and ideas
  - 2.2 monitoring, reflecting on and documenting their process of inquiry in a journal
  - 2.3 presenting aspects of composition to specific audiences, in a range of modes.

# FOOD TECHNOLOGY

Outcomes Assessed	Component/ Unit	Task 1	Task 2	Task 3	Task 4	Task 5	Syllabus Weight
		Term 4 Wk1 2008	Term 1 Wk5 2009	Term 2 Wk7 2009	Term 3 Wk4 2009	Term 3, Wk6 2009	
H1.2, H3.1	Australian Food Industry: Depth study of an organisation of the Food Industry	10%					10%
H3.2, H4.1, H5.1	Option Strand Nutrition: Depth study of nutrition needs for special group of people: specific meal preparation, menu design and evaluation of nutritional requirements. Strategy to promote optimum health for special groups					20%	20%
H2.1, H1.4, H4.2	Food Manufacturing: Preservation experiments as research and experimentation towards written report on Food Manufacturing processes and technologies		25%				25%
H1.1, H1.2, H1.3, H1.4, H2.1, H4.2	HXC Trial Examination				20%		20%
H1.3, H4.1, H3.2, H5.1	Product Development: An oral and written report on designing and developing a food product			25%			25%
<b>Total Task Weight</b>		<b>10%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>100%</b>

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.2 examines the nature and extent of the Australian food industry
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 evaluates the impact of food manufacture on the individual, society and environment
- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 investigates operations of one organisation within the Australian food industry
- H3.2 independently investigates contemporary food issues
- H4.1 develops, prepares and presents food using product development processes
- H4.2 applies principles of food preservation to extend the life of food and maintain safety
- H5.1 develops, realises and evaluates solutions to a range of food situations

# HOSPITALITY

Outcomes Assessed	Component/ Unit	Practical & Quiz	Practical and Written Test	Practical and Theory Quiz	Written Assignment	Trial HSC Exam	Syllabus Weight
		Term 4 Wk9 2008	Term 1 Wk8 2009	Term 2 Wk8 2009	Term 3 Wk6 2009	Term 3 Wk4 2009	
THHBCC02B THHBCC02B THHBCC02B	<ul style="list-style-type: none"> <li>• Prepare salads and appetizers</li> <li>• Use basic methods of cookery</li> <li>• Present food</li> </ul>	20%					20%
THHBCC00B THHBCC01B	<ul style="list-style-type: none"> <li>• Prepare sandwiches</li> <li>• Use basic methods of cookery</li> </ul>		20%				20%
THHBCC04B	<ul style="list-style-type: none"> <li>• Prepare vegetables, eggs and farinaceous dishes</li> </ul>			20%			20%
THHBCC11B	<ul style="list-style-type: none"> <li>• Implement food safety procedures</li> </ul>				20%		20%
THHBCC04B THHBXCC01B THHBCC00B THHBCC02B THHBKA02B THHBCC11B THHBFB12B	<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> </ul>					20%	20%
<b>Total Task Weight</b>		<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

THHBCC02B	Use basic methods of cookery
THHBCC02B	Prepare appetisers and salads
THHBCC02B	Prepare sandwiches
THHBKA02B	Present food
THHBCC04B	Prepare vegetables, eggs and farinaceous dishes
THHBCC11B	Implement food safety procedures
THHBFB12B	Prepare and serve espresso coffee

# INFORMATION TECHNOLOGY

Outcomes Assessed	Component/ Unit	Unit 5 & 6: Task 11	Unit 5 & 6: Task 12	Unit 6: Task 13	Unit 6: Task 13	HSC Mid Year Exam	Unit 7: Task 16 & 17	Unit 8: Task 18 & demonstrate website	HSC Trial Exam	Syllabus Weight
		Term 4 2008	Term 4, 2008	Term 1 2009	Term 1 2009	Term 1 2009	Term 2 2009	Term 2 2009	Term 3 2009	
ICAD3218A	Create User Documentation (P57)	--								Assessed on HSC
ICAS3234A	Care for Computer Hardware (P88)		--							Assessed on HSC
ICA13020A	Install and Optimise O/S Software (P67)			--						Assessed on HSC
ICAT3025A	Run Standard Diagnostic Tests (P98)				--					Assessed on HSC
<b>All of above</b>						50%				<b>50%</b> of Internal HSC Mark
ICAS3031A	<b>Provide Advice to Clients</b>						--			Assessed on HSC
ICAB4169A	<b>Build a Basic Website (P118)</b>							--		Not Assessed on HSC
<b>All of above</b>									50%	<b>50%</b> of Internal HSC Mark
<b>Total Task Weight</b>						<b>50%</b>			<b>50%</b>	<b>100%</b>

\*\*Recommended assessment tasks which should be completed concurrently with the units they are listed alongside are highlighted. Tasks are multifaceted projects. VET assessment tasks may be supplemented with additional tasks by teacher to meet individual student needs. Tasks may be completed at any time prior to end of Term 3 Work Placement: IT 240 hours (Year 12) minimum of 35 hours completed by Term 4 of Year 11.

# JAPANESE BEGINNERS

Outcomes Assessed	Component/ Unit	Speaking Skills	Half Yearly Exam	Assessment	Trial HSC	Syllabus Weight
		Term 4 Wk9&10 2008	Term 2 Wk 2009	Term 1 Wk 10/11 2009	Term 3 Wk 4/5 2009 Approx	
P1.1, 1.2, 1.5 P2.1, 2.2, 2.4, 2.6, 2.7, 2.8 P4.1, 4.2, 4.3	<i>Speaking Skills –</i> • Report and conversation • Role play	5%	5%	5%	5%	20%
P3.1, 3.2, 3.3 P4.1, 4.2, 4.3 P1.3	<i>Processing spoken information –</i> • Responding to spoken passages		10%	5%	15%	30%
P1.3, 1.4 P3.1, 3.2, 3.3 P4.1, 4.2, 4.3	<i>Processing written information –</i> • Extracting information from written texts • Responding to written texts		10%	5%	15%	30%
P2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8 P4.1, 4.2, 4.3	<i>Writing Skills –</i> • Writing in Japanese	5%	5%		10%	20%
<b>Total Task Weight</b>		<b>10%</b>	<b>30%</b>	<b>15%</b>	<b>45%</b>	<b>100%</b>

- H1.1 uses the generally accepted conventions of Japanese relevant to conversation and correspondence
- H1.2 asks for and gives information
- H1.3 responds appropriately to requests for assistance
- H1.4 responds to informal letters, notes and messages
- H1.5 participates in and sustains a conversation or interview
- H2.1 H2.1 demonstrates knowledge and control of an appropriate range of language structures
- H2.2 uses plan and polite forms of address appropriately
- H2.3 uses different tenses to describe, narrate and recount
- H2.4 uses appropriate pronunciation and intonation
- H2.5 uses appropriate script, spelling and punctuation

- H2.6 uses appropriate language in familiar contexts and responds appropriately in unfamiliar contexts
- H2.7 produces spoken and written texts appropriate to a particular audience, purpose and context
- H2.8 structures, sequences and links ideas
- H3.1 understands and conveys gist, main points and detailed items of information in Japanese texts
- H3.2 infers meaning from contexts
- H3.3 responds appropriately in English and/or in Japanese to spoken and written texts in Japanese
- H4.1 recognizes language appropriate to different social contexts
- H4.2 demonstrates an awareness of values, attitudes and beliefs of cultural significance
- H4.3 selects and makes use of relevant cultural and linguistic resources

# JAPANESE CONTINUERS

Outcomes Assessed	Component/ Unit	Assessment	Half Yearly Exam	Trial HSC Exam	Syllabus Weight
		Term 4 Wk9 2008	Term 1 wk 10/11 2009	Term 3 Wk 4/5 2009	
P1.1, 1.2, 1.3, 1.4, P4.1	Speaking Skills	10%	10%	5%	25%
P3.1, 3.2	Listening & Responding		10%	15%	20%
P1.2, 1.3, 1.4, P3.1, 3.2	Reading & Responding		15%	25%	35%
P2.1, 2.2, 2.3 P4.1, 4.2, 4.3	Writing in Japanese		10%	10%	20%
<b>Total Task Weight</b>		<b>10%</b>	<b>45%</b>	<b>45%</b>	<b>100%</b>

- 1.1 I.1 uses a range of strategies to maintain communication
- 1.2 I.2 conveys information appropriate to context, purpose and audience
- 1.3 I.3 exchanges and justifies opinions and ideas on known topics
- 1.4 I.4 reflects on aspects of past, present and future experience
- 2.1 2.1 applies knowledge of language structures to create original text#
- 2.2 2.2 describes, narrates and reflects on real or imaginary experience in the past, present or future
- 2.3 2.3 structures and sequences ideas and information.

- 3.1 3.1 identifies and conveys the gist
- 3.2 3.2 summarises
- 4.1 4.1 recognises and employs language appropriate to different social contexts
- 4.2 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 4.3 reflects upon significant aspects of language and culture

## MATHEMATICS 2 UNIT

Outcomes Assessed	Component/ Unit	Task 1	Task 2	Task 3	Task 4	Syllabus Weight
		Term 4 2008	Term 1, 2009	Term 2 2009	Term 3 2009	
H1-7, 9	Analysis of polynomial curves	10%				80% knowledge and skills 20% reasoning, interpretation and communication
H1-9	Half Yearly		30%			80% knowledge and skills 20% reasoning, interpretation and communication
H1-9	Areas & Values			10%		80% knowledge and skills 20% reasoning, interpretation and communication
H1-9	HSC Trial Exam				50%	80% knowledge and skills 20% reasoning, interpretation and communication
<b>Total Task Weight</b>		<b>10%</b>	<b>20%</b>	<b>10%</b>	<b>50%</b>	

- H1 Seeks to apply mathematical techniques to problems in a wide range of practical contexts
- H2 Constructs arguments to prove and justify result
- H3 Manipulates algebraic expressions involving logarithmic and exponential function
- H4 Expresses practical problems in mathematical terms based on simple given models
- H5 Applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
- H6 Uses the derivative to determine the features of the graph of a function
- H7 Uses the features of a graph to deduce information about the derivative
- H8 Uses techniques of integration to calculate areas and volumes
- H9 Communicates using mathematical language, notation, diagrams and graphs

# MATHEMATICS EXTENSION 1

Outcomes Assessed	Component/ Unit					Syllabus Weight
		Term 4 2008	Term 1, 2009	Term 2 2009	Term 3 2009	
H1-7	Locus, integration	10%				70% knowledge and skills 30% reasoning & interpretation
H1, 2, 3, 5, 6, 7	Half Yearly Exam		30%			70% knowledge and skills 30% reasoning & interpretation
H1, 2, 3, 5, 6, 7	Trigonometric Functions			10%		70% knowledge and skills 30% reasoning & interpretation
H1-7	HSC Trial Exam				50%	70% knowledge and skills 30% reasoning & interpretation
<b>Total Task Weight</b>		<b>10%</b>	<b>30%</b>	<b>10%</b>	<b>50%</b>	

- H1 Appreciates interrelationships between ideas drawn from different areas of mathematics
- H2 Uses inductive reasoning in the construction of proofs
- H3 Uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay
- H4 Uses the relationship between functions, inverse functions and their derivatives
- H5 Applies the chain rule to problems including those involving velocity and acceleration as functions of displacement
- H6 Determines integrals by reduction to a standard form through a given substitution
- H7 Evaluates mathematical solutions to problems and communicates them in an appropriate form

## MATHEMATICS EXTENSION 2

Outcomes Assessed	Component/ Unit	Class Test	Half Yearly Exam	Class Test	HSC Trial Exam	Syllabus Weight
		Term 4 2008	Term 1, 2009	Term 2 2009	Term 3 2009	
E1, 2, 3, 9	Complex Numbers	10%				60% knowledge and skills 40% reasoning & interpretation
E4, 6, 9	Half Yearly Exam		30%			60% knowledge and skills 40% reasoning & interpretation
E1-6, 8, 9	Polynomials and Graphs			10%		60% knowledge and skills 40% reasoning & interpretation
E1-9	Trial HSC				50%	60% knowledge and skills 40% reasoning & interpretation
<b>Total Task Weight</b>		<b>10%</b>	<b>30%</b>	<b>10%</b>	<b>50%</b>	

- E1 Appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems
- E2 Chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings
- E3 Uses the relationship between algebraic and geometric representations of complex numbers and of conic sections
- E4 Uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials
- E5 Uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion
- E6 Combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions
- E8 Applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems
- E9 Communicates abstract ideas and relationship using appropriate notation and logical argument

# MATHEMATICS GENERAL

Outcomes Assessed	Component/ Unit					Syllabus Weight
		Term 4 2008	Term 1, 2009	Term 2 2009	Term 3 2009	
H1, 2, 3, 7, 9 11	Statistics	10%				40% knowledge and skills 60% application
H1, 2, 3, 5, 6, 7, 8	Half Yearly Exam		30%			40% knowledge and skills 60% application
H1, 2, 3, 8, 11	Credit & Borrowing			10%		40% knowledge and skills 60% application
H1-11	HSC				50%	40% knowledge and skills 60% application
<b>Total Task Weight</b>		<b>10%</b>	<b>30%</b>	<b>10%</b>	<b>50%</b>	

- E1 Appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems
- E2 Chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings
- E3 Uses the relationship between algebraic and geometric representations of complex numbers and of conic sections
- E4 Uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials
- E5 Uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion
- E6 Combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions
- E8 Applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems
- E9 Communicates abstract ideas and relationship using appropriate notation and logical argument

# MODERN HISTORY

Outcomes Assessed	Component/ Unit	Task 1	Task 2	Task 3	Task 4	Syllabus Weight
		Term 4 Wk9-10 2008	Term 1 2009	Term 2 2009	Term 3 2009	
H1.1, H1.2, H2.1, H5.1, H6.1.	World War I & its Aftermath	Source analysis 10% Oral 5%			Trial 10%	25%
H1.2, H2.1 H3.1, H4.1, H5.2, H6.1	National Study: South Africa 1960-1994		Research 10% Oral 5%		Trial 10%	25%
H5.2, H1.2, H2.1, H3.1, H6.1, H6.2	Personality in time			Research 15%	Trial 10%	25%
H1.2, H2.1, H4.2, H5.1, H6.1	The Arab-Israeli Conflict (International Study Peace & conflict)				Source analysis 15% Trial 10%	25%
<b>Total Task Weight</b>		<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>55%</b>	<b>100%</b>

- H1.1 describes and analyses the key features of specific periods of twentieth century national and international history
- H1.2 evaluates the role of key individuals, groups, events and ideas during specific periods of twentieth century national and international history
- H2.1 explains the forces that contributed to change and continuity during specific periods of twentieth century national and international history and evaluates their relative significance
- H3.1 uses historical terms and concepts appropriately within the contexts of twentieth century national and international historical investigations
- H4.1 evaluates sources for their usefulness and reliability in relation to specific historical investigations
- H4.2 describes and evaluates different perspectives and interpretations of the past
- H5.1 selects and organises relevant historical information from a variety of sources
- H5.2 plans a historical investigation, analyses and synthesises historical information from a variety of perspectives and presents the findings of the investigation
- H6.1 communicates through well-structured texts to explain, argue, discuss, analyse and evaluate complex historical information, ideas and issues using appropriate written and oral forms
- H6.2 uses planning and review strategies to manage effectively the competing demands of complex tasks, making appropriate use of time and resources in order to complete historical investigations.

# MUSIC

Outcomes Assessed	Component/ Unit	Composition Core	Performance	Viva Voce Musicology	Elective Topics	Aural	Syllabus Weight
		Term 4 2008	Term 1 2009	Term 1 2009	Term 3 Wk7 2009	Term 3 Wk4 2009	
H1, 3 & 8	Composition based on the topic "Jazz"	10%					10%
H1, 9, 10 & 11	Music of the 20 <sup>th</sup> and 21 <sup>st</sup> Century		10%				10%
H2, 4, 5, 6, 7 & 8	Popular/ Rock			10%			10%
H1, 2, 3, 5, 7, 8, 9, 10 & 11	Performance, composition and musicology electives				45%		45%
H4 & 6	Listening Exam (Yearly)					25%	25%
<b>Total Task Weight</b>		<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>45%</b>	<b>25%</b>	<b>100%</b>

- H1 performs, stylistically, music that is characteristic of topics studied
- H2 reads, discusses, interprets and analyses simple musical scores that are characteristic of the topics studied
- H3 improves and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H9 identifies, recognises, experiments with and discusses the use and effects of technology in music
- H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 demonstrates a willingness to accept and use constructive criticism.

# PDHPE

Outcomes Assessed	Component/ Unit	Oral presentation and Report	Poster/Power Point Presentation	Half- Yearly Exam	Research Report	Design a training program	Trial HSC	Syllabus Weight
		Term 4 2008	Term 1 2009	Term 1 Wk 10 2009	Term 1 2009	Term 2 2009	Term 3 Wk4 2009	
H1, 2, 3, 4, 5, 14, 15, 16	Core 1: Health Priorities in Australia	15%		10%			40%	15%
H7, 8, 9, 10, 11, 16, 17	Core 2: Factors Affecting Performance		15%					15%
H 1, 2, 3 ,4,,5, 6, 7, 8, 9, 10, 11, 16, 17	Option 2: Sports Medicine				10%			10%
H12, 16	Option 4: Improving Performance					10%		10%
H7, 8, 9, 10, 11, 16, 17								40%
H 1, 2, 3 ,4,,5, 6, 7, 8, 9, 10, 11, 16, 17								10%
<b>Total Task Weight</b>		<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>40%</b>	<b>100%</b>

- H1 Describes the nature and justifies the choice of Australia’s health priorities
- H2 Analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 Analyses the determinants of health and health inequalities
- H4 Argues the case for new public health approach to health promotion
- H5 Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities
- H6 Demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 Explains the relationship between physiology and movement potential
- H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 Explains how movement skill is acquired and appraised
- H10 Designs and implements training plans to improve performance
- H11 Designs physiological strategies and nutritional plans in response to individual performance needs
- H12 Analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport
- H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (option 3)
- H14 Argues the benefits of health-promoting actions and choices that promote social justice
- H15 Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

## PHOTOGRAPHY & DIGITAL MEDIA

Outcomes Assessed	Component/ Unit							Syllabus Weight
		Term 4 2008	Term 1 2009	Term 2 2009	Term 3 2009	Term 3 2009	Term	
M1-6	Photo project evaluation	10%						10%
Ch2-5	Photography assignment		10%					10%
M1-6	Completed photo/digital project			25%				25%
CH1-5	Half Yearly Exam				15%			15%
CH2-5	Video assignment					15%		15%
M1-6	<b>Completed video project</b>						25%	25%
<b>Total Task Weight</b>		<b>10%</b>	<b>10%</b>	<b>25%</b>	<b>15%</b>	<b>15%</b>	<b>25%</b>	<b>100%</b>

### Photo. Video and Digital Imaging Outcomes

#### Making:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works

#### Critical and Historical Studies

- CH1 takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

# PHYSICS

Outcomes Assessed	Component/ Unit	Oral presentation	Mid – course Exam	Practical Task	Open-ended Investigation	Trail HSC	Syllabus Weight
		Term 4 2008	Term 1, 2009	Term 2 2009	Term 3 2009	Term 3 2009	
H4 ,5, 6, 11-16	9.2 Space	15	5			5	25
H1, 4-16	9. 3 Motors and Generators		15			10	25
H 1, 2 ,4, 6,8	9.4 Ideas to implementation			20		5	25
Outcomes issued on selection of options	Option				15	10	25
<b>Total Task Weight</b>		<b>15</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>30</b>	<b>100%</b>

## Physics: Outcomes

- H1: Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.
- H2: Analyses the ways in which models, theories and laws in chemistry have been tested and validated.
- H3: Assess the impact of particular advances in biology on the development of technologies.
- H4: Assess the impacts and implications of physics on society and the environment.
- H5: Identifies possible future directions of physics research.
- H6: Explains events in terms of Newton’s Laws, Laws of Conservation of Momentum and relativity.
- H7: Explains the effects of energy transfer and transformation.
- H8: Analyses wave interactions and explains the effects of these interactions.
- H9: Explains the effects of electric, magnetic and gravitational fields
- H10: Describes the nature of electromagnetic radiation and matter in terms of the particles and forces involved.
- H11: Justifies the appropriateness of a particular investigation plan.
- H12: Evaluates ways in which accuracy and reliability could be improved in investigations.
- H13: Uses terminology and reporting styles appropriately and successfully to communicate information and understanding.
- H14: Assess the validity of conclusions from gathered data and information.
- H15: Explains why an investigation is best undertaken individually or by a team.
- H16: Justifies their positive values about and attitude towards both living and non- living components of the environment, ethical behaviour and desire for critical evaluation of the consequences of the applications of science

## RETAIL

Outcomes Assessed	Component/ Unit	Cash Handling Procedure Assignment	Theft Minimisation Procedures	Merchandising Assignment	Half Yearly Exam & Steps in Sale Assessment	Product & Service Knowledge Assignment	Cash & non cash Handling Procedure Assignment	Trial Exam & Balance POS Assessment	Syllabus Weight
		Term 4 Wk5 2008	Term 4 Wk7 2009	Term 1 Wk5 2009	Term 1 Wk9 2009	Term 2 Wk5 2009	Term 2 Wk10 2009	Term 3 Wk4 2009	
SIRXCC001A	Apply point of sale handling procedures	10%							10%
AIEZEAC001A	Minimise theft		10%						10%
SIRXMER001A	Merchandise products			10%					10%
SIRXSLS001A	Sell Products & Services				20%				20%
SIRXSLS002A	Advise on Products and Services					10%			10%
SIRFIN002A	<b>Perform retail finance duties</b>						10%		10%
SIRFIN001A	<b>Balance point of sale terminal</b>							30%	30%
<b>Total Task Weight</b>		<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>20%</b>	<b>10%</b>	<b>10%</b>	<b>30%</b>	<b>100%</b>

SIRXCC001A	Apply point of sale handling procedures
SIRXRSV001A	Minimise theft
SIRXMER001A	Merchandise Products
SIRXSLS001A	Sell Products & Services
SIRXSLS002A	Perform retail finance duties
SIRFIN002A	Advise on Products and Services
SIRFIN001A	Balance point of sale terminal

## SPORT, LIFESTYLE & RECREATION

Outcomes Assessed	Component/ Unit						Syllabus Weight
		Term 4 Wk9 2008	Term 1 Wk8 2009	Term 2 Wk1 2009	Term 2 Wk10 2009	Term 3 Wk5 2009	
1.1, 4.2, 4.1	Outdoor Recreation Exam	10%					<b>10%</b>
1.2, 1.3, 2.2, 3.2, 3.3, 4.1	Fitness analysis report		15%				<b>15%</b>
1.1, 1.3, 1.6, 3.2, 4.2, 4.5	Sports Administration Athletics School Carnival Organisation			25%			<b>25%</b>
1.3, 2.1, 2.2, 3.2, 3.3, 4.3	Resistance Training Program				25%		<b>25%</b>
1.3, 2.1, 2.2, 3.2, 3.3, 4.3	Games and Sports Applications II					25%	<b>25%</b>
<b>Total Task Weight</b>		<b>10%</b>	<b>15%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 demonstrates ways to enhance safety in physical activity
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 3.2 analyses the fitness requirements of specific activities
- 3.3 measures and evaluates physical performance capacity
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

## VISUAL ARTS

Outcomes Assessed	Component/ Unit	Term 4	Term 1	Term 1	Term 2	Term 3	Term 3	Syllabus Weight
		Wk9 2008	Wk6 2009	Wk10 2009	Wk8 2009	Wk4 2009		
H1-6	Evaluation of VAPD/ research/ progress on B.O.W. including statement of intent, identification chosen subject & form.	15%						15%
H7-10	Structured essay based on 2 case studies		15%					15%
H1-6	B.O.W. and V.A.P.D. progress based on 40% completion			15%				15%
H7-10	Structured essay based on 2 case studies				15%			15%
H1-6	B.O.W. and V.A.P.D. progress based on 100% completion					20%		20%
H7-10	<b>Trial HSC written exam</b>						20%	20%
<b>Total Task Weight</b>		<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

### Visual Arts: Outcomes

#### Art-making including conceptual framework and frames

- H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3 demonstrates an understanding of the frames when working independently in the making of art
- H4 selects and develops subject matter and forms in particular ways as representations in art-making
- H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

#### Art-criticism/ art history including conceptual framework and frames

- H7 applies their understanding of practice in art criticism and art history
- H8 applies their understanding of the relationships among the artist, artwork, world and audience
- H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

# VISUAL DESIGN

Outcomes Assessed	Component/ Unit	Module	Module	Exam	Module	Module	Syllabus Weight
		Term 4 Wk9 2008	Term 1 Wk8 2009	Term 1 2009	Term 2 Wk9 2009	Term 3 Wk8 2009	
DM 1-6	Product design/Packaging design	15%					15%
DM 1-6 CH1-4	Wearable Design/ Clothing and Image Critical evaluation of designer		25%				25%
CH1-4	Half Yearly Exam			15%			15%
DM1-6	Interior/ exterior: Interiors				20%		20%
DM1-6	Individual/ Collaborative design project					25%	25%
<b>Total Task Weight</b>		<b>15%</b>	<b>25%</b>	<b>15%</b>	<b>20%</b>	<b>25%</b>	<b>100%</b>

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of occupational health and safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Note:   DM–   Designing and Making CH–   Critical and Historical Studies
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# A Glossary of Key Words (HSC)

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 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 judgement 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
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
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 and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

## My Assessment Schedule

<b>Subject</b>	<b>English</b>					
October						
November						
December						
February						
March						
April						
May						
June						
July						
August						
September						
October						