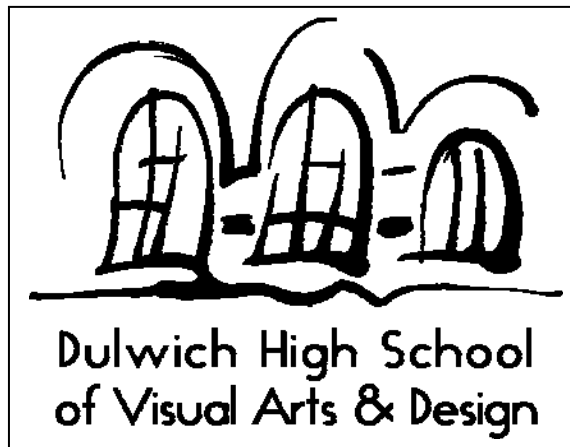


Stage 6 Preliminary Year

Assessment Policy and Assessment Schedules

2009



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STAGE 6 ASSESSMENT POLICY

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 2007 and the HSC course spans Term 4 2007 and Terms 1, 2 and 3 in 2008.

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 students 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.

Where there is no valid reason for late submission of an Assessment Task, students will receive a zero. The task, however, is still to be completed.

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

- A WRITTEN 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.

PRELIMINARY ASSESSMENT SCHEDULES

ANCIENT HISTORY

Outcomes Assessed	Component/ Unit	Written Report	Research Essay	Powerpoint & Oral presentation	Preliminary Examination	Syllabus Weight
		Term 1 Wk 8	Term 2 Wk 3	Term 3 Wk5	Term 3 Wk 10	
P3.1, 3.2,3.3, 3.5	Source analysis Part 1 :	15	10			25
P1.1, 2.1. 3.1. 3.2 3.3, 3.6, 4.2	Research Part 1, Part 11		10	15		25
P1.1, 3.1. 3.5, 3.6, 4.2	Oral Part II			10		10
P1.1, 2.1, 3.1,3.3, 3.4, 4.1, 4.2	Exams & test items Part 1, II, III:				40	40
Total Task Weight		15	20	25	40	100

ANCIENT HISTORY OUTCOMES

- P1.1** Describe and explain the contribution key people, groups, events, institutions, societies and sites and sites within the historical context
- P2.1** Identify historical factors and explain their significance in contributing to change and continuity in the ancient world.
- P2.2** Describe the significance of factors affecting change and continuity.
- P3.1** Locate, select and organise relevant information from a variety of sources.
- P3.2** Identify relevant problems of sources in reconstructing the past.
- P3.3** Comprehend sources and analyse them for their usefulness and reliability.
- P3.4** Identify and account for differing perspectives and interpretations of the past.
- P3.5** Discuss issues relating to ownership and custodianship of the past.
- P3.6** Plan and present the findings of historical investigations, analysing and synthesizing information from a range of sources.
- P4.1** Use historical terms and concepts appropriately.
- P4.2** Communicate knowledge and understanding of historical features and issues using appropriate oral and written forms.

BIOLOGY

Component	Outcomes Assessed	Syllabus Weight	Practical Task	Half Yearly Examination	Oral Task	Research/ Practical Investigation	Fieldwork Report	Preliminary Exam
			Term 1, Week 8	Term 1, Week 10	Term 2, Week 10	Term 3, Week 6	Term 3, Week 7	Term 3, Week 8
Patterns in Nature	P1, P3, P6, P9, P11-16	30%	15%	15%				
Life on Earth	P2, P5, P6-8, P10-16	25%			15%			10%
Evolution of Australian Biota	P3-9					15%		10%
A Local Ecosystem	P2, P4, P6, P7, P8, P11-16	20%					10%	10%
Total Task Weight		100%	15%	20%	10%	15%	10%	30%
Outcomes Assessed			P2, 12,13,14	P1-6, P13, P14	P13	P7,9,11,12,14,15	P7, P8	P1-4, P7-10, P13, P14

BIOLOGY OUTCOMES

P1	outlines the historical development of major biological principles, concepts and ideas
P2	applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology
P3	assesses the impact of particular technological advances on understanding in biology
P4	describes applications of biology which affect society or the environment
P5	describes the scientific principles employed in particular areas of biological research
P6	explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
P7	describes the range of organisms in terms of specialisation for a habitat
P8	analyses the interrelationships of organisms within the ecosystem
P9	explains how processes of reproduction ensure continuity of species
P10	identifies and describes the evidence for evolution
P11	identifies and implements improvements to investigation plans
P12	discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
P13	identifies appropriate terminology and reporting styles to communicate information and understanding in biology
P14	draws valid conclusions from gathered data and information
P15	implements strategies to work effectively as an individual or as a team member
P16	demonstrates 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	Test	Stimulus Case Study	Business Plan	Yearly Exam	Syllabus Weight
		Term 1 Week 7	Term 2 Week1	Term 3 Week6	Term 3 Week 9	
P1.1, P1.2, P3.1,P3.2, P4.1, P5.3, P5.5	Test	10%				10
P2.1, P2.2, P3.2, P4.1, P5.1, P5.3P5.5, P5.6	Stimulus		20%			20
P2.1, P2.3, P3.1, P3.2 P4.2 P5.1, P5.3, P5.4, P5.5, P5.6	Research & Oral			30% 10%		40
All outcomes except P5.2 & P5.5	Exam				30%	30
Total Task Weight		10%	20%	40%	30%	100

BUSINESS STUDIES OUTCOMES

- P1.1 describes the nature of business and its role in society
- P1.2 analyses types of business structures
- P2.1 assesses the role, importance and interdependence of key business functions in the operation of a business
- P2.2 discusses the relationship between business planning and business operations
- P2.3 assesses business planning processes
- P3.1 explains the business life cycle and analyses the challenges that each stage presents for management
- P3.2 explains the responsibilities of business to internal and external stakeholders
- P4.1 explains the interrelationship between the internal and external factors on business
- P4.2 describes the internal and external factors contributing to the success or failure of business
- P5.1 selects, organises and evaluates information and sources for usefulness and reliability
- P5 plans and conducts an investigation into business to present the findings in an appropriate business format
- P5.3 communicates business information, ideas and issues, using relevant business terminology and concepts in appropriate forms
- P5.4 uses planning and review strategies effectively to manage complex tasks and techniques appropriately in business contexts
- P5.5 works independently and in groups to achieve appropriate goals in set timeframes
- P5.6 applies mathematical concepts appropriately in business situations

DESIGN & TECHNOLOGY 2 UNIT

The following procedure will be followed in arriving at candidates PRELIMINARY Assessment for the 2009 HSC.

Assessment Tools	Weighting
1. Design Projects	50%
2. Presentation of Research	25%
3.Exams	25%
Total	100%

Component	1	2	3	Total		
Weighting	50%	25%	25%	100%		
Assessment tasks					Week	Outcomes
Practical Project	20			20	T1 Wk7	1.1, 3.1, 4.1, 4.2, 4.3, 5.2, 6.2
Half Yearly			10	10	T1Wk11	1.1, 3.1, 4.3, 5.2
Research		20		20	T2 Wk1	1.1, 2.2, 3.1, 4.2, 4.3, 5.1, 5.3, 6.2
Practical Project	30	5		35	T3 Wk6	1.1, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2
Yearly			15	15	T3 Wk9	1.1, 2.1, 2.2, 3.1, 4.3.6.2

Task Outline:

- Task 1: Practical Project –Mouse trap powered car project & folio
- Task 2: Half Yearly Examination
- Task 3: Presentation of Research
- Task 4: Practical Project – Architectural Design
- Task 5: Yearly Examination

ENGLISH: ESL

Examination tasks limited to 30%

Course Content

Language Modes

Outcomes	Task	Weighting	Area of Study	Elective 1	Elective 2		Weighting	Listening	Speaking	Reading	Writing	Viewing/Representing
			60	20	20			20	20	20	25	15
1 2 3 4 5 6 7 8 9 10 11 12	Area of Study: CHANGE Poetry – various <i>Representation & Speech</i> <i>Reading & Writing</i> Assessment Task due -Term 1 Week 9	25	25				25		10	5	5	5
1 2 3 4 5 6 7 11	Half Yearly Exam Term 1 Weeks 10-11	15	15				15			10	5	
1 3 4 5 6 7 9	Area of Study: CHANGE Film: <i>Radiance</i> <i>Viewing/Listening/Writing</i> Assessment Task due -Term 2 Week 6	20	20				20	5			5	10
1 4 5 6 7 8 12 13 14	Elective 1 Dialogue <i>Norm & Ahmed</i> Assessment Task due -Term 3 Week 2	15		15			15	5	10			
1 3 4 5 6 7 8 13	Elective 2 Analysis of text Various Assessment Task due–Term 3 Week 7	10			10		10			5	5	
1 2 3 4 5 6 11	Yearly Exam Listening Term 3 Weeks 9-10	15		5	10		15	10			5	
Total		100	60	20	20		100	20	20	20	25	15

PRELIMINARY ENGLISH (ESL) COURSE OBJECTIVES, OUTCOMES AND CONTENT

The table below sets out the content of the Preliminary English (ESL) course and illustrates the relationship between the objectives, the outcomes and the content. Students will work to achieve the outcomes by responding to and composing increasingly complex texts in a variety of modes and media.

English (ESL) Objectives	Preliminary English (ESL) Outcomes
Students will develop knowledge and understanding of the relationships between texts and contexts.	1. A student demonstrates an understanding of the relationships between composer, responder, text and context.
Students will develop knowledge and understanding of cultural reference in text.	2. A student identifies and describes relationships among texts.
	3. A student demonstrates understanding of cultural reference in texts.
Students will develop knowledge and understanding of the relationships between purposes and structures of texts.	4. A student develops language relevant to the study of English.
	5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.
Students will develop knowledge and understanding of language forms and features of texts.	6. A student interprets texts using key language patterns and structural features.
	7. A student describes the ways different technologies and media of production affect the language and structure of particular texts.
Students will develop skills in responding to and composing a range of texts.	8. A student uses a variety of textual forms appropriately for different purposes, audiences and contexts in all modes.
Students will develop skills in effective written, spoken and visual communication for a variety of purposes and audiences.	9. A student engages with a wide range of texts to develop a considered and informed personal response.
Students will develop skills in flexible and critical thinking.	10. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
Students will develop skills in individual and collaborative learning.	11. A student analyses and synthesises information and ideas from a range of texts in a range of modes and media.
	12. A student draws upon the imagination to transform experience into text.
Students will develop skills in reflecting on and critically evaluating the purposes and effects of language.	13. A student reflects on own processes of responding and composing.
	14. A student reflects on own processes of learning of English.

ENGLISH: ADVANCED

Examination tasks limited to 30%		Course Content					Language Modes					
Outcomes	Task	Weighting	Area of Study	Elective 1	Elective 2	Elective 3	Weighting	Listening	Speaking	Reading	Writing	Viewing/Representing
			40	20	20	20		15	15	25	30	15
1 2 3 6 7 9 11 12a 13	Area of Study: Journey Shakespeare: <i>The Tempest & related texts</i> <i>Speech and visual presentation</i> <i>Assessment Task Week 9</i>	15	15				15		10			5
	Area of Study: Journey <i>Personal Response Essay</i>	10	10				10			5	5	
	Half Yearly Exam Area of Study : Section 1, 2, 3	15		15						10	5	
4 11 12a 13 3	Module A: Comparative Study of Texts and Context. Transformations <i>Emma & Clueless</i> <i>Oral presentation/ reading/ viewing</i>	15		15			15		5			10
4 10 11	Module B Critical Study of Text Poetry : Bruce Dawe <i>Listening/reading/analysis</i>	15			15		15	5		5	5	
5 8 11 12 12a	Module C: Representation and Text. Elective 1: Telling the Truth Frontline	15				15	15	10			5	
	Yearly Exam Area of Study and Module A, Module B, Module C	15	15	5	5	5	15			5	10	
Total		100	40	20	20	20	100	15	15	25	30	15

ENGLISH (ADVANCED) COURSE OBJECTIVES, OUTCOMES AND CONTENT

The table below sets out the content of the Preliminary English (Advanced) course and illustrates the relationship between the objectives, the outcomes and the content. Students will work to achieve the outcomes by responding to and composing increasingly complex texts in a variety of modes and media.

English (Advanced) Objectives	Preliminary
Students will develop knowledge and understanding of the purposes and effects of a range of textual forms in their personal, social, historical, cultural and workplace contexts.	A student describes and explains the relationships between composer, responder, text and context in particular texts.
	A student describes and explains relationships among texts.
Students will develop knowledge and understanding of the ways in which language forms and features, and structures of texts shape meaning in a variety of textual forms.	A student develops language relevant to the study of English.
	A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.
	A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.
Students will develop skills in responding to and composing a range of complex texts. Students will develop skills in effective communication at different levels of complexity.	A student engages with a wide range of texts to develop a considered and informed personal response.
	A student selects appropriate language forms and features, and structures to explore and express ideas and values.
	A student articulates and represents own ideas in critical, interpretive and imaginative texts.
Students will develop skills in imaginative, critical and reflective thinking about meaning. Students will develop skills in reflection as a way to evaluate their processes of composing, responding and learning.	A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
	A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
	A student draws upon the imagination to transform experience into text.
	A student reflects on own processes of responding and composing.
	A. Advanced only A student demonstrates a capacity to understand and use different ways of responding to and composing particular texts.
	A student reflects on own processes of learning.

ENGLISH: STANDARD												
Examination tasks limited to 30%		Course Content					Language Modes					
Outcomes	Task	Weighting	Area of Study	Elective 1	Elective 2	Elective 3		Listening	Speaking	Reading	Writing	Viewing/ Representing
			40	20	20	20		15	15	25	30	15
1 2 3 4 6 8 9 10	Area of Study: Journey Representation and Speech <i>Term 1, Week 5</i>	15	15						10			5
	Area of Study: Prescribed texts <i>Things Fall Apart or Looking for Alibrandi</i> Interview <i>Term 1, Week 9</i>	10	10							5	5	
	Half Yearly Exam Area of Study : Section 1, 2, 3	15	15							10	5	
1 2 3 4 7 8 10 12	Module A: Poetry and the World Consumerism Bruce Dawe's poetry Essay <i>Term 2, Week 6</i>	15		15				5		5	5	
1 2 3 5 7 13	Module B: Understanding the Film <i>Village of the Damned (1960) and (1995) - Comparative Essay</i> OR <i>The Truman Show - Essay</i> <i>Term 2, Week 11</i>	15			15			5			5	5
1 3 4 5 7	Module C: The Script is the World Australian Drama Study Speech <i>Term 3, Week 6</i>	15				15		5	5			5
	Yearly Exam Module A, B and C <i>Term 3, Week 8</i>	15		5	5	5				5	10	
Total		100	40	20	20	20		15	15	25	30	15

ENGLISH STANDARD OUTCOMES

1. A student demonstrates understanding of the relationships between composer, responder, text and context.
2. A student identifies and describes relationships among texts.
3. A student develops language relevant to the study of English.
4. A student identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses.
5. A student describes the ways different technologies and media of production affect the language and structure of particular texts.
6. A student engages with a wide range of texts to develop a considered and informed personal response.
7. A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
11. A student draws upon the imagination to transform experience into text.
12. A student reflects on own processes of responding and composing.
13. A student reflects on own processes of learning.

FOOD TECHNOLOGY

The following assessment policy is written in accordance with the Food Technology Preliminary and Higher School Certificate Documents compiled by the Board of Studies.

The following procedure will be followed in arriving at candidates PRELIMINARY Assessment for the 2009.

Assessment	Weighting
<ul style="list-style-type: none"> • Knowledge and understanding about food availability and selection, food quality and nutrition 	20%
<ul style="list-style-type: none"> • Research, analysis and communication in oral and written form 	30%
<ul style="list-style-type: none"> • Experimentation and preparation 	30%
<ul style="list-style-type: none"> • Design, implementation and evaluation 	20%
Total	100%

Component	% Weightings		Due	Outcomes
Assessment				
Cultural Study: Food Availability & Selection	20	- Research, analysis, written & oral communication - Experimentation & preparation	Tm1 Wk8	P2.1, 1.2, 3.2, 4.2
Half Yearly	10	- Knowledge & understanding	Tm1 Wk10	P1.1, 1.2
Research Project: research booklet & Food Photography	35	- Research, analysis & communication - Experimentation & preparation - Design, implementation and evaluation	Tm 2 Wk8	P2.2, 3.2, 4.1, 4.2
Project: Nutrition Vegetarian Diets	25	- Research, analysis & communication - Experimentation & preparation - Design, implementation and evaluation	Tm3 Wk7	P2.1, 3.2, 4.1, 4.4
Yearly	10	- Knowledge & understanding	Tm 3 Wk8	P1.1, 1.2, 2.1, 2.2, 3.1, 3.2
Total	100			

Task Outline:

- Task 1: Written report & presentation
- Task 2: Half Yearly Examination
- Task 3: Research Project
- Task 4: Research Project
- Task 5: Yearly Examination

FOOD TECHNOLOGY OUTCOMES

1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
2.1	explains the role of food nutrients in human nutrition
2.2	identifies and explains the sensory characteristics and functional properties of food
3.1	assesses the nutrient value of meals/diets for particular individuals and groups
3.2	presents ideas in written, graphic and oral form using computer software where appropriate
4.1	selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
4.2	plans, prepares and presents foods which reflect a range of the influences on food selection
4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
4.4	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products

HOSPITALITY 2 UNIT

Students in hospitality do not receive a mark to be recorded on the HSC record of achievement, unless they are sitting an examination to qualify for a UAI. Instead students complete the outcomes in their individual units of competency.

Students are assessed progressively throughout the course in the learning outcomes for each module. Students have to demonstrate to their teacher or workplace supervisor that they have achieved the competency outcomes outlined in the syllabus.

In Hospitality, students can demonstrate the outcome by:

- producing notes or material demonstrating an understanding
- project or assignment work
- examinations
- workplace assessment materials

Some marks are allocated to assignments to assess the student's general school performance.

Assessment Tasks		Competencies	% Weighting	Due
1	Written assignment	<ul style="list-style-type: none">• Follow workplace Hygiene procedures SITXOHS002A	20	T1 Wk8
2	Practical Test	<ul style="list-style-type: none">• Organise and prepare food SITHCCC001A• Present food SITHCCC002A	20	T2Wk3
3	Written Test	<ul style="list-style-type: none">• Follow health, safety and security procedures SITXOHS001A• Work in a socially diverse environment SITXCOM002A• Work with customers and colleagues SITXCOM001A	30	T2 Wk8

4	Portfolio	<ul style="list-style-type: none"> Updating Hospitality Industry knowledge SITHIND001A 	10	T3 Wk8
5	Yearly Exam	<ul style="list-style-type: none"> Knowledge and understanding SITXOHS002A SITHCCC001A SITHCCC002A SITXOHS001A SITXCOM002A SITXCOM001A SITHIND001A 	20	T3 Wk9
Total			100	

Successful completion of work placement is a compulsory part of the course.

INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS & FURNITURE TECHNOLOGIES

2 UNIT

The following procedure will be followed in arriving at candidates PRELIMINARY Assessment for the 2009 HSC.

Assessment	Weighting
1. Industry Study	15%
2. Design	10%
3. Management and Communication	20%
4. Production	40%
5. Industry Related Manufacturing Technology	15%
Total	100%

Component	1	2	3	4	5	Total	Week	Outcomes ¹
Weighting	15%	10%	20%	40%	15%	100%		
Assessment							Week	Outcomes ¹
Practical Project			5	10		15	T1 Wk9	2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2
Half Yearly					5	5	T1Wk11	5.1, 6.1, 6.2
Industry Study	10					10	T2 Wk5	1.1, 1.2, 6.1, 6.2, 7.1, 7.2
Practical Project		10	10	30	5	55	T3 Wk7	2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2
Yearly	5		5		5	15	T3 Wk8/9	1.2, 2.1, 5.1, 6.1, 6.2, 7.1, 7.2

Task Outline:

- Task 1: Practical Project
 Task 2: Half Yearly Examination
 Task 3: Industry Study
 Task 4: Practical Project
 Task 5: Yearly Examination

1. Preliminary outcomes can be found @ http://www.boardofstudies.nsw.edu.au/syllabus_hsc/industrial-technology.html

Bold denotes focus outcomes

INFORMATION TECHNOLOGY 2 UNIT

The following procedure will be followed in arriving at candidates PRELIMINARY Assessment for 2009. It is based upon the *Information Technology Curriculum Framework (approved April 2006)* from the Board of studies site - http://www.boardofstudies.nsw.edu.au/syllabus_hsc/syllabus2000_listi.html#indonesianbs

Students are assessed progressively throughout the course in the learning outcomes for each module. Students have to demonstrate to their teacher or workplace assessor that they have achieved the competency outline in the log book.

Assessment Components		
1. Producing notes or materials demonstrating an understanding		
2. Integrated Projects/assignment work		
3. Class tests - both practical and written		
4. Workplace assessment		
5. Yearly and Half-yearly examinations		

Assessment Tasks	% Weighting	Due
1. Integrated tasks - assessing Operate a personal computer, Apply occupational health and safety procedures and Follow workplace safety procedures	5	Tm1 Wk5
2. Assignment - OH&S	10	Tm1 Wk6
3. Integrated tasks – relating to Operate computer hardware, Use computing operating system, and Care for computer hardware	5	Tm1 Wk 9
4. Half-yearly examination	15	Tm1 Wk10
5. Project – Create a Workplace folio & completed on work placement	15	Tm2 Wk9
6. Project – IT resource audit	10	Tm2 Wk9
7. Integrated tasks - Simulated Online helpdesk, Hardware and software support case study and Cultural diversity	10	Tm2 Wk9
8. Project – integrated to cover Operate Computing Packages, Design Organisational Documents, Integrate Commercial Computing Packages	15	Tm3 Wk8
9. Yearly examination	15	Tm3 Wk10
Total	100	

Task Description:

1. A series of 3 integrated tasks that provide the opportunity for students to develop knowledge and skills required to apply occupational health and safety requirements to daily workplace operations in an information technology environment.
2. Assignment - assessing the Occupational Health and Safety issues of a workstation.
3. A series of 3 integrated tasks that help students to develop the knowledge and skills required to configure, use and optimise computer operating systems, as well as correctly operate and manage the selection, and maintenance of computer hardware
4. Half Yearly Exam.
5. Project – Students are to prepare a work placement folio describing policies, procedures and personnel involved in an ICT work environment using appropriate application software and to be completed during work placement assessing Work effectively in an Information Technology Environment.
6. Project - IT resource audit - Students complete a software/hardware audit of the IT classroom(s) as partial assessment of Work effectively in an Information Technology Environment.
7. Three integrated tasks to assess Communicate in the Workplace and Provide Advice to Clients.
NOTE: Items 5, 6 & 7 will be done concurrently in term 2 with work placement during this period.
8. Project to show the student's ability to manipulate, convert and integrate data evidence between commercial application software, and use a range of features of software applications to successfully produce a workplace document utilising a minimum of three different computing packages.
9. Yearly Exam.

JAPANESE BEGINNERS

Outcomes		Task 1 Week 10,Term1	Task 2 Weeks 7&8, Term 2	Task 3 Week 9, Term 3	Value
	Components	Half Yearly Exam		Yearly Exam	
P1.1, 1.2, 1.3, 1.4	Interacting: Conversation in Japanese	5	5 (Week 7)	10	20
P 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Understanding texts: Processing spoken information	5	5 (Week 7)	20	30
P 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Processing written information: Extracting information from written texts Responding to written texts	5	5 (Week 8)	20	30
P3.1, 3.2, 3.3, 3.4	Producing texts: Writing in Japanese	5	5 (Week 8)	10	20
TOTAL		20	20	60	100

JAPANESE BEGINNERS OUTCOMES	
A student:	
1.1	establishes and maintains communication in Japanese
1.2	manipulates linguistic structures to express ideas effectively in Japanese
1.3	sequences ideas and information
1.4	applies knowledge of the culture of Japanese-speaking communities to interact appropriately
2.1	understands and interprets information in texts using a range of strategies
2.2	conveys the gist of and identifies specific information in texts
2.3	summarises the main points of a text
2.4	draws conclusions from or justifies an opinion about a text
2.5	identifies the purpose, context and audience of a text
2.6	identifies and explains aspects of the culture of Japanese-speaking communities in texts
3.1	produces texts appropriate to audience, purpose and context
3.2	structures and sequences ideas and information
3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
3.4	applies knowledge of the culture of Japanese-speaking communities to the production of texts.

JAPANESE CONTINUERS

Outcomes		Task 1 Week 10, Term 1	Task 2 Weeks 7&8, Term 2	Task 3 Week 9, Term 3	Value
	Components	Half Yearly Exam		Yearly Exam	
P1.1, 2, 3, 4, 4.1	Speaking Skills	5	5 (Week 7)	10	20
P 3.1, 2	Listening and Responding	10	5 (Week 8)	10	25
P 1.2, 3, 4, 3.1,	Reading and Responding	10	5 (Week 8)	20	35
P2.1, 2, 3, 4	Writing in Japanese	5	5	10	20
TOTAL		30	20	50	100

JAPANESE CONTINUERS OUTCOMES	
A student:	
1.1	establishes and maintains communication in Japanese
1.2	manipulates linguistic structures to express ideas effectively in Japanese
1.3	sequences ideas and information
1.4	applies knowledge of the culture of Japanese-speaking communities to interact appropriately
2.1	understands and interprets information in texts using a range of strategies
2.2	conveys the gist of and identifies specific information in texts
2.3	summarises the main points of a text
2.4	draws conclusions from or justifies an opinion about a text
2.5	identifies the purpose, context and audience of a text
2.6	identifies and explains aspects of the culture of Japanese-speaking communities in texts
3.1	produces texts appropriate to audience, purpose and context
3.2	structures and sequences ideas and information
3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
3.4	applies knowledge of the culture of Japanese-speaking communities to the production of texts.

MATHEMATICS 2 UNIT

	Week 10, Term 1	Week 8, Term 2	Week 9, Term 3
Assessment Tasks	Task 1	Task 2	Task 3
Task Outline	Arithmetic, Algebra, Equations, Inequalities, Functions Half Yearly Exam	Trigonometry Class Test	All Preliminary topics Yearly Exam
Weighting	30%	20%	50%
Outcomes	P1, P2, P3, P5	P1, P2, P3, P4	P1, P2, P3, P4, P5, P6, P7, P8

MATHEMATICS 2 UNIT OUTCOMES

- P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems
- P2 provides reasoning to support conclusions which are appropriate to the context
- P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
- P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
- P5 understands the concept of a function and the relationship between a function and its graph
- P6 relates the derivative of a function to the slope of its graph
- P7 determines the derivative of a function through routine application of the rules of differentiation
- P8 understands and uses the language and notation of calculus

MATHEMATICS GENERAL

	Week 10, Term 1	Week 8, Term 2	Week 9, Term 3
Assessment Tasks	Task 1	Task 2	Task 3
Task Outline	Numbers, Measurement Half Yearly Exam	Statistical Samples and Displays Class Test	All Preliminary topics Yearly Exam
Weighting	30%	20%	50%
Outcomes	P1, P2, P7	P1, P2, P4, P5	P1, P2, P3, P4, P5, P6, P7, P8,

MATHEMATICS GENERAL OUTCOMES

- P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems
- P2 provides reasoning to support conclusions which are appropriate to the context
- P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
- P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
- P5 understands the concept of a function and the relationship between a function and its graph
- P6 relates the derivative of a function to the slope of its graph
- P7 determines the derivative of a function through routine application of the rules of differentiation
- P8 understands and uses the language and notation of calculus

MATHEMATICS EXTENSION 1

	Week 10, Term 1	Week 9, Term 2	Week 9, Term 3
Assessment Tasks	Task 1	Task 2	Task 3
Task Outline	Basic Arithmetic, Algebra, Equations, Inequalities, Relations & Functions, Trig Ratios, Co-ordinate Geometry Half Yearly Exam	Sequence and Series Class Test	All Preliminary topics Yearly Exam
Weighting	30%	20%	50%
Outcomes	P1, P2, P3, P4, P5, HE1	P1, P2, P3, P4, HE1	P1, P2, P3, P4, P5, P6, P7, P8, HE1

MATHEMATICS EXTENSION 1 OUTCOMES

- P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems
- P2 provides reasoning to support conclusions which are appropriate to the context
- P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
- P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
- P5 understands the concept of a function and the relationship between a function and its graph
- P6 relates the derivative of a function to the slope of its graph
- P7 determines the derivative of a function through routine application of the rules of differentiation
- P8 understands and uses the language and notation of calculus
- HE1 appreciates interrelationships between ideas drawn from different areas of mathematics

MODERN HISTORY

Outcomes Assessed	Component/ Unit	Essay	Historical Investigation & Speech	Essay and Source Study	Source based Study	Preliminary Yearly Exam	Syllabus Weight
		Term 1 Week 9	Term 2 Week 1	Term 2 Week 3	Term 3 Week 7	Term 3 Week 10	
PP 1.1 1.2 4.1. 4.2	Cuban Revolution	15				10	25
P 3.1, 3.2, 3.3, 3.4, 3.5 4.2	Historical Investigation of Personality in C20th		20				20
P1.1, P2.1, P3.2 P3.3, P4.2	Civil Rights Movements in US			15		10	25
P 1.1 3.2 3.3 4.1 2.1	Core Study: World at The Beginning of C20th				20	10	30
Total Task Weight		15	20	15	20	30	100

Objectives A student develops knowledge and understanding about:	Preliminary Course Outcomes A student develops the skills to:
1 key features, issues, individuals and events from the eighteenth century to the present	P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present
2 change and continuity over time	P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present
3 the process of historical inquiry	P3.1 ask relevant historical questions P3.2 locate, select and organise relevant information from different types of sources P3.3 comprehend and analyse sources for their usefulness and reliability P3.4 identify and account for differing perspectives and interpretations of the past P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
4 communicating an understanding of history	P4.1 use historical terms and concepts appropriately P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

MUSIC

Task Outline	Viva Voce Students are to write and present a 2 minute talk on topic 1 Due: Term 2, week 1	Performance: Students will perform a piece from the topic “Instrument and its repertoire”	Musicology: Students will answer questions on the concepts of music covered in Terms 1 and 2	Composition: Composition based on Graphic Notation	Viva Voce and Performance: Presentation of portfolio of chosen topic material. Performance of one piece from this topic
Weighting	25%	25%	15%	10%	25%
Outcomes	P6, P7,P10	P4, P5, P6	P1, P7, P8, P9, P10, P11	P6, P7, P10	P1, P7, P9, P10

MUSIC OUTCOMES

	<i>Through activities in performance, composition, musicology and aural, a student:</i>
P1	performs music that is characteristic of the topics studied
P2	observes, reads, interprets and discusses simple musical scores characteristic of topics studied
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
	<i>Through activities in performance, composition, musicology and aural, a student:</i>
P5	comments on and constructively discusses performances and compositions
P6	observes and discusses concepts of music in works representative of the topics studied
	<i>Through activities in performance, composition, musicology and aural, a student:</i>
P7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P8	identifies, recognises, experiments with and discusses the use of technology in music
	<i>Through activities in performance, composition, musicology and aural, a student:</i>
P9	performs as a means of self-expression and communication
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities

PDHPE

Component	Outcomes Assessed	Essay	Report and Presentation	Report	Practical Performance	Research Report	Preliminary Exam	Syllabus Weight
		Term 1	Term 2	Term 2	Term 3	Term 3	Term 3	
Core 1: Meanings of Health and Physical Activity	P1, 3, 16	10						10
Core 2: Better Health for Individuals	P2, 3, 4, 5, 6, 10, 11, 15, 16		15				20	35
Core 3: The Body in Motion	P7, 8, 9, 10, 11, 16, 17			15			10	25
*Option 1: First Aid	P5, 12, 15, 16				10		5	15
*Option 3: Fitness Choices	P5, 6, 10, 15, 16, 17					10	5	15
Total Task Weight		10	15	15	10	10	40	100

*Subject to change after due consideration to student interest.

PDHPE OUTCOMES

P1	Identifies and examines the different meanings to health and physical activity
P2	Explains how nutrition, physical activity, drug use and relationships affect personal health
P3	Recognises that health is determined by sociocultural, economic and environmental factors
P4	Identifies aspects of health over which individuals can exert some control
P5	Plans for and can implement actions that can support the health of others
P6	Proposes actions that can improve and maintain personal health
P7	Explains how body structures influence the way the body moves
P8	Describes the components of physical fitness and explains how they are monitored
P9	Describes biomechanical factors that influence the efficiency of the body in motion
P10	Plans for participation in physical activity to satisfy a range of individual needs
P11	Assesses and monitors physical fitness levels and physical activity patterns
P12	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
P13	Develops, refines and performs movement compositions in order to achieve a specific purpose
P14	Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
P15	Forms opinions about health-promoting actions based on a critical examination of relevant information
P16	Utilises a range of sources to draw conclusions about health and physical activity concepts
P17	Analyses factors influencing movement and patterns of participation

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

THEMES AND OUTCOMES ASSESSED	SEQUENCE	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	TASK 8	VALUE
Image manipulation m1, m4, m5	Term 1 Week 5	Making								10%
Photography portfolio 1 m1,m2,4,m5,m6	Term 1 Week 9		Making							10%
History of photography Ch2,ch4,ch5	Term 1 Week 10			Research assign.						10%
Photography portfolio 2 M1, m2, m3, m4, m5, m6	Term 2 Week 7				Making					20%
History of film Ch2, ch3, ch4	Term 2 Week 9					Research assign.				10%
Video production, editing M1, m2, m3, m5	Term 3 Week 9						Making			15%
Video Production M1, m2, m3, m4, m5, m6	Term 4 Week 4							Making		15%
Film critical studies Ch1, ch2, ch3, ch4, ch5	Term 4 Week 6								Research assign.	10%
										100%

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING OUTCOMES

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
CH1	• generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
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

Component	Outcomes Assessed	Syllabus Weight	Mid Year Exam	Assignment	Practical	Assignment /Oral	Preliminary Exam
			Term 1, Week 10	Term 2, Week 4	Term 2, Week 8	Term 3, Week 5	Term 3, Week 8
8.2 The World Communicates	P2-5, P7, P8, P10, P11-15, P16	25%	20%				5%
8.3 Electrical Energy in the Home	P1-5, P9, P11-15, P16	25%		15%			10%
8.4 Moving About	P2-5, P6, P8, P10, P11-15, P16	25%			20%		5%
8.5 The Cosmic Engine	P1-5, P10, P11-15, P16	25%				15%	10%
Total Task Weight		100%	20%	15%	20%	15%	30%

PHYSICS OUTCOMES

P1. outlines the historical development of major principles, concepts and ideas in physics
P2. applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics
P3. assesses the impact of particular technological advances on understanding in physics
P4. describes applications of physics which affect society or the environment
P5. describes the scientific principles employed in particular areas of research in physics
P6. describes the forces acting on an object which causes changes in its motion
P7. describes the effects of energy transfers and energy transformations
P8. explains wave motions in terms of energy sources and the oscillations produced
P9. describes the relationship between force and potential energy in fields
P10. describes theories and models in relation to the origins of matter and relates these to the forces involved
P11. identifies and implements improvements to investigation plans
P12. discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
P13. identifies appropriate terminology and reporting styles to communicate information and understanding in physics
P14. draws valid conclusions from gathered data and information
P15. implements strategies to work effectively as an individual or as a member of a team
P16. demonstrates positive values about, and attitude 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

RETAIL

Competency Assessed	Component Unit	Practical Assignment	Research Assignment	Examination ICA	Research Assignment	Practical Assignment	Research Assignment	Examination ICA	Syllabus Weight
		Term 1	Term 1	Term 1	Term 2	Term 3	Term 3	Term 3	
SIRXCLM001A Organise & maintain work area	Housekeeping Schedule	Week 5							NA
SIRXC0M001A Communicate in the workplace	Retail Resume		Week 7						
SIRXIN001A Work effectively in a retail environment	Half Yearly Exam			Week 10,					
SIRXICT001A Operate retail technology	Retail Technology Assignment				Week 4				
SIROHS001A Apply Safe working practices	Hazard Identification Assignment					Week 2			
SIRXCCS002A Interact with customers	Customer Service Assignment						Week 8		
SIRXINV001A Perform stock control procedures	Yearly Examination							Week 10	
Total Task Weight		10%	10%	20%	10%	10%	10%	30%	

SPORT, LIFESTYLE AND RECREATION

Task Number	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1, Week 9	Term 1 2009	Term 2, Week 9	Term 3, 2009
Task	First Aid and Sports Injuries	Games and Sports Applications	Athletics	Coaching
Description	Resuscitation theory and practical exam	Practical application	Practical tests assessing technique, results and implement safety techniques	Written plan and coaching a sport to junior students
Total Task Weighting	20%	25%	25%	30%
Outcomes	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5

SPORT, LEISURE AND RECREATION OUTCOMES

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

VISUAL ARTS

Outcomes Assessed	Component/Unit	Approx Week 8 Term 1 2009	Approx Week 10 Term 1 2009	Approx Week 2 Term 2 2009	Approx Week 9 Term 2 2009	Approx Week 6 Term 3 2009	Approx Week 8 Term 3 2009	Syllabus Weight
P1, P2, P3, P4, P5, P6	I HEART SYDNEY	15 %						15%
P7, P8, P9, P10	Half Yearly Exam		15%					15%
P1, P2, P7	So you think you can Curate			10%				10%
P1, P2, P3, P4, P5, P6	Identity				15%			15%
P1, P2, P4, P6, P7, P8, P9,	Myths and Legends					25%		25%
P7, P8, P9, P10	Yearly Exam						20%	20%
Total Task Weight		15%	15%	10%	15%	25%	20%	100%

Content	Artmaking Outcomes	Critical/ Historical Outcomes
practice	P1: explores the conventions of practice in artmaking	P7: explores the conventions of practice in art criticism and art history
conceptual framework	P2: explores the roles and relationships between the concepts of artist, artwork, world and audience	P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
frames	P3: identifies the frames as the basis of understanding expressive representation through the making of art	P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
representation	P4: investigates subject matter and forms as representations in artmaking	P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed
Conceptual strength and meaning	P5: investigates ways of developing coherence and layers of meaning in the making of art	
resolution	P6: explores a range of material techniques in ways that support artistic intentions	

VISUAL DESIGN

Outcomes Assessed	Component/Unit	Designing and Making	Critical & Historical study	Designing and Making Critical & Historical study	Designing and Making	Designing and Making	Syllabus Weight
		Week 7 Term 1	Exam Period TBA	Week 5 Term 2	Week 2 Term 3	Week 8 Term 3	
DM 1-6	Module: Product design/Industrial design.	15					15
CH1-4	Half yearly exam		15				25
CH1-4 DM1-6	Module: Wearable Design/ Jewellery and accessories Critical evaluation of designer			25			15
DM1-6	Module:Graphic/ Illustration and Catooning				25		25
DM1-6	Module: Interior-Exterior/ Stage sets and Props					20	20
Total Task Weight		15	15	25	25	20	100

VISUAL DESIGN OUTCOMES

- 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

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 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 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

Subject	English					
February						
March						
April						
May						
June						
July						
August						
September						
October						



Dulwich High School
of Visual Arts & Design

Request for an Extension of Time for an Assessment Task

To Head Teacher: _____

I request an extension of time for the Assessment Task _____ (title of task) due on
_____ (date task is due)

The reasons for this extension
are _____

Attached is a:

Medical Certificate



Statutory Declaration



to support this request.

Student's Name

Student's Signature

Parent/Carer Signature
