



**CAROLINE  
CHISHOLM  
COLLEGE**

*Faith, Courage, Tolerance*

# **Caroline Chisholm College**

**Higher School Certificate**

**Assessment Information  
Handbook**

**2011/2012**

Contents

**HSC ASSESSMENT BOOKLET 2009/2010 ..... 2**

**1. RATIONALE ..... 4**

**2. RESPONSIBILITIES OF SENIOR STUDENTS ..... 4**

**3. PURPOSE OF ASSESSMENT ..... 4**

**4. COMPLETING AN HSC COURSE ..... 5**

Requirements for the satisfactory completion of courses ..... 5

Application ..... 5

Attendance ..... 5

**5. ASSESSMENT POLICIES AND PROCEDURES ..... 5**

Notification of Assessment Tasks ..... 5

Submission of assessment tasks ..... 6

Non-submission or non-completion of tasks ..... 6

Students on Work-placement ..... 7

'N' Grade Award ..... 7

Prolonged Absence ..... 8

Students' Own Work ..... 8

Appeals ..... 8

Cancellation or Replacement of Tasks ..... 9

Transfer from school to school ..... 9

Review of Assessment Marks after the completion of course ..... 9

Dual-accredited courses ..... 10

**6. CAREERS ADVICE ..... 10**

**7. SPECIAL PROVISIONS ..... 10**

**8. REFERENCING SOURCES ..... 10**

**9. INDIVIDUAL SUBJECT ASSESSMENT SCHEDULES ..... 12**

STUDIES OF RELIGION I ..... 12

STUDIES OF RELIGION II ..... 13

RELIGION, CATHOLIC STUDIES ..... 14

ENGLISH STANDARD ..... 15

ENGLISH ADVANCED ..... 16

ENGLISH EXTENSION 1 ..... 17

ENGLISH EXTENSION 2 ..... 18

AGRICULTURE ..... 19

ANCIENT HISTORY ..... 20

BIOLOGY ..... 21

BUSINESS SERVICES ..... 22

BUSINESS STUDIES ..... 23

CHEMISTRY ..... 24

COMMUNITY AND FAMILY STUDIES ..... 25

DANCE ..... 26

DRAMA ..... 27

EXPLORING EARLY CHILDHOOD ..... 28

FOOD TECHNOLOGY ..... 29

HISTORY EXTENSION ..... 30

HOSPITALITY OPERATIONS ..... 31

INFORMATION PROCESSES & TECHNOLOGY ..... 32

LEGAL STUDIES ..... 33

MATHEMATICS GENERAL .....	34
MATHEMATICS 2 UNIT .....	35
MATHEMATICS EXTENSION 1 .....	36
MATHEMATICS EXTENSION 2 .....	37
MODERN HISTORY .....	38
MUSIC 1 .....	39
MUSIC 2 .....	40
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION .....	41
PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING .....	42
PHYSICS .....	43
SENIOR SCIENCE .....	44
SOCIETY AND CULTURE .....	45
TEXTILES AND DESIGN .....	46
VISUAL ARTS .....	47

## 1. RATIONALE

The College's assessment procedure reflects the principles of justice and accountability. Assessment should enhance the individual student's total development including the achievement of self-esteem, self-discipline and positive attitudes towards learning. All assessment procedures should contribute to, rather than detract from, the quality of learning and teaching.

## 2. RESPONSIBILITIES OF SENIOR STUDENTS

Each student has the responsibility to:

1. become fully aware of the Board's requirements, the school policy and the assessment program for each of her subject
2. note carefully the schedule of assessment tasks,
3. to complete set assessment tasks to the best of her ability, to present them on time and to conduct herself honestly
4. maintain a balance between time and effort devoted to formal (tasks whose marks are used to determine the final assessment mark) and informal assessment tasks
5. keep her parents informed about progress and problems
6. seek help and advice from teaching staff at times of difficulty
7. keep a file of marked assessment tasks and results
8. provide written evidence (e.g. Doctor's Certificate) of reasons for absence from or late submission of formal assessment tasks.
9. show satisfactory pattern of attendance
10. keep drafts, records, notes and evidence of process work as well as completed tasks
11. ask for a review of mark immediately on return of assessment task if the need arises
12. contact the school on the morning of the task if you are missing an assessment task because of illness.
13. apply in advance for leave or special consideration.

## 3. PURPOSE OF ASSESSMENT

The use of achievement measures at points during the course is seen as serving three purposes:

- a) It enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, e.g. practical skills.
- b) It caters for any "self contained" elements such as fieldwork, which occur as an isolated part of the course.
- c) It increases the accuracy of the final assessment of the students' achievement by utilising multiple measures.

The assessment is to encompass all syllabus objectives other than those relating to the affective domain (interests, attitudes). It will include that content and those objectives which are currently measured by the external examination. It should be stressed that the formal assessment will not take account of conduct.

## 4. COMPLETING AN HSC COURSE

The completion of an HSC course is not automatic. Students who do not meet the following requirements will be awarded an 'N' determination and will not be deemed to have completed the course. This will jeopardise their HSC if it leaves students short of the required 10 total units. It will also jeopardise their HSC if the 'N' is in English, as this is a mandatory course. A student must comply with the following requirements as laid down by the Board of Studies.

### ***Requirements for the satisfactory completion of courses***

In addition to meeting course requirements, students must have a satisfactory record of application and attendance unless an exemption from attendance or leave is granted.

Set out below are guidelines to assist principals in applying the application and attendance provisions of the Act.

### ***Application***

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by the student's level of involvement, the proportion of assignments, homework etc., completed, and level of achievement commensurate with ability.

### ***Attendance***

Students:

- a) whose absences are so frequent that they do not enable the student to reach a satisfactory outcome in a particular course or courses.
- b) who have a record and/or a pattern of attendance which in the principal's judgement warrants the awarding of an 'N' determination

will be required to justify the award of an HSC course to the Board's satisfaction following a review of their attendance undertaken by the school principal.

## 5. ASSESSMENT POLICIES AND PROCEDURES

### ***Notification of Assessment Tasks***

General notice of HSC assessment tasks (other than for formal examinations) is contained in this booklet. In most cases, the dates are not yet specific. KLA Leaders reserve the right, given adequate notice, to change details contained in this booklet. You will, however, be given a precise date in writing at least two weeks before the tasks is due. All formal examinations are part of

formal assessment programs in accordance with the subject information in this booklet, unless you are informed otherwise.

### *Submission of assessment tasks*

Research assessment tasks or assessment tasks completed out of school are to be handed to the teacher of that subject only, unless that teacher is away on the due date in which case the relieving teacher or KLA Leader will collect the class's assignments. Any students not in the class are to hand their assignment in to **the front office**, at the student desk, at the next available opportunity, either when they arrive at school (if arriving late) or at the start of the first day they return from an absence. (Note clearly that students **cannot** wait for the next time the lesson occurs to submit the task.) They are to sign the task in and have a member of the office staff counter-sign the delivery. They must also collect a "Non-completion, Non-submission or Extension of Deadline" form. This form must be picked up from the front office and returned to the **Leader of Learning and Teaching**. Assessment tasks will **not be accepted** from students unless they have been present for the entire school day on which the task is due. In other words, you cannot spend the day at home working on an assessment task and then bring it in later in the day. Assessment tasks are to be handed in at the start of the lesson of the subject for which the task was set, unless alternative arrangements are specified when the subject is not timetabled for the day the task is due. Students who truant lessons to complete a task will receive a mark of zero for the task. Students who submit work on the day it is due after the lesson, need to submit a "Non-completion, Non-submission or Extension of Deadline" form and have their reason for late arrival at school approved. Appointments known in advance will not be a sufficient reason unless prior arrangements have been made with the KLA Leader.

### *Non-submission or non-completion of tasks*

If a student is away from school when a task is due to be handed in or a task is done in class, she must submit a "Non-completion, Non-submission or Extension of Deadline" form immediately on her return to school. This form should be used in advance where a student knows beforehand and feels she has good reason for being away from school on the day a task is due. As stated above, this form is collected from the front office and returned to the Leader of Learning and Teaching. If a task is not completed and a form not submitted within three days of returning to school, the student will receive no marks for the assignment although she will still be required to complete the task or a substitute task. Her parents will be sent an 'N Warning' form notifying them that she did not complete the assessment task. The task is still to be completed, in order to avoid a final 'N Determination', even though the mark will not count

For those tasks requiring work to be completed by a due date, late submission will result in a zero. Where a student fails to complete an Assessment task a score of zero will be recorded. Students are warned that failure to complete assessment tasks totalling more than 50% of the final assessment mark will result in the Principal certifying that the course has not been studied satisfactorily. (See 'N' Grade award.)

Claims of lost tasks will not be given special consideration. Claims of stolen tasks will be subject to investigation. A copy of written tasks should be kept. In the case of tasks on media or digital devices, hard copies should be kept both during and at the end of the task preparation period. In addition, assessment tasks are expected to be submitted in hard copy form, unless other

arrangements have been approved by the KLA Leader. Consideration will not be given for faulty technology.

A form for non-submission should be filled in, whatever the reason. Please note:

- Missing an assessment task or not handing it in will only be justified if the reason is deemed sufficiently serious. This would generally **not** include forgetting to bring a task; nor would it include a known absence where an alternative arrangement was not made.
- **Handing in a non-submission form is not a guarantee that you will get your request approved.**
- Illness would have to be serious enough to affect your ability to do the assessment task. It would not be an acceptable excuse where the illness occurred briefly near the time of submitting an assessment task for which you had substantial time to complete the task but left it until the last minute.
- Illness will normally need to be substantiated by a doctor's certificate.
- The following cases are examples where absence from an assessment task would **not** generally be acceptable: dental/orthodontist appointments, holidays, driving tests or sporting events, unless there were extenuating circumstances and approval to miss the task was granted before the task took place.

The Leader of Learning and Teaching and KLA Leader will then determine if approval is granted. Incomplete assignments should be submitted at whatever stage they are up to.

If approval is granted, the next step will be up to the KLA Leader and will depend on the nature of the task. Some in-class tasks will be done on the day the student returns at a time and place to be arranged by the KLA Leader. For other tasks, where there may be a perceived advantage for a student to do the same task later, the student will get an estimate based on their performance in other tasks in the subject.

### *Students on Work-placement*

Assessment must take priority over work-placement and students must hand in assessment tasks on or before the due date whether on work-placement or not. Work-placement will not be accepted as a reason for non-submission of an assessment task.

### *'N' Grade Award*

As one of the criteria for gaining a Higher School Certificate is a student's application, it is expected that all assessment tasks for all subjects be completed on time and demonstrate a serious attempt. If students do not complete assessment tasks, their parents/carers will be notified. Continued non-submission of assessment tasks, and lack of application in class tasks will result in the student being warned that she is in danger of receiving an 'N' grade for that subject in the Higher School Certificate. An 'N' grade means the student is considered not to have completed the course. **She will not get a result for that subject. This may in turn jeopardise her HSC if it leaves the student short of the required units (10), or the course is English which is mandatory for the attainment of an HSC.**

## *Prolonged Absence*

In the event of a prolonged absence due to illness, students or their parents/carers are asked to contact the teacher who will liaise with the relevant KLA Leader and arrangements will be made. Contact should be made with the school as soon as possible, before the student returns to school. Arrangements for students in these situations will be at the discretion of the KLA Leader, the Leader of Learning and Teaching and the Principal. If the prolonged absence is due to other reasons, such as travel, alternative arrangements need to be made with the school well before the absence takes place. It should be noted that a Higher School Certificate cannot automatically be awarded where a student is unable to complete the course, even with a legitimate reason. A student still needs to demonstrate that she has reached the course outcomes.

## *Students' Own Work*

Before beginning any Preliminary or HSC course, the Board of Studies require that students demonstrate satisfactory completion of All My Own Work. This course is completed on-line on the Board of Studies website.

All work submitted by a student for an Assessment Mark must be completed by the student herself. Work not considered the student's own work includes work copied from other sources, purchased from other sources or produced by another person, whether voluntarily or for a fee. Furthermore, students cannot collude in the production of assessment tasks where individual products have to be submitted.

If doubt arises regarding the authenticity of work submitted for an Assessment Mark the matter will be considered by the KLA Leader, in consultation with the Leader of Learning and Teaching. Any work submitted for assessment which is significantly or wholly plagiarised will receive zero. Lesser examples of plagiarism will be penalised in the marking of the task. Any information taken from another source, including the internet, must be properly cited. Information regarding the citing of sources is available from the library and in the college diary.

In the case of submission of work which has been completed at home it is highly recommended that drafts/evidence and preparation be sighted throughout the process. It is strongly recommended that students keep drafts/records/notes/evidence of process work for submission if required by the teacher. Students found cheating in examinations may be awarded zero marks for that examination.

## *Appeals*

Students who believe that circumstances beyond their control have diminished their examination or assessment task performance can lodge an illness/misadventure appeal. If the appeal is upheld, the student will be awarded predicted marks based on assessments in the course.

Results of individual Assessment tasks can only be queried at the time the tasks are returned. Students may appeal against incorrect mathematical processing of tasks, but cannot appeal against the exercise of professional judgement by a teacher in the awarding of marks for a task. Appeals against marks must be made to the Leader of the relevant KLA.

## *Cancellation or Replacement of Tasks*

The policy of the Board of Studies is that assessment tasks must accurately measure the achievement of students and discriminate between different levels of achievement. If an assessment task does not adequately fulfil these requirements, the Principal reserves the right to amend the weighting of the task or order a new task to be set.

## *Transfer from school to school*

Students who transfer to the school after the commencement of HSC assessment will only have the tasks they do at this school counted. These marks will be used to provide estimates or averages for the tasks they missed.

## *Review of Assessment Marks after the completion of course*

Should a student wish to appeal for a review of her ORDER OF MERIT because her position in the ORDER OF MERIT differs significantly from expectations gained from feedback on performance in Assessment Task throughout the course, this appeal must be sought in the TWO WEEK PERIOD following the final HSC examination.

It is important to note:

- An Assessment Review will relate only to the student's position in Caroline Chisholm College's ORDER OF MERIT and must focus on the College's performance for determining the Final Assessment mark in that Order of Merit.
- A student is not entitled to seek a review of teachers' judgements of the worth of an individual performance in an Assessment Task. **This can only be done immediately, within 24 hours of the assessment tasks or examinations being returned.**
- When a review is requested, the Assessment Review Committee will check that the Assessment procedures as indicated by the Board guidelines and the School Policy were followed, and that no clerical or computational error has taken place. These are the only grounds for review of Assessments.
- The Assessment Review Committee will comprise the Principal, the Learning and Teaching Leader, the KLA Leader, the Class teacher and the Student nominee.
- Provided that the College is satisfied that all conditions have been met, no change will be made. The student will be informed in writing of the procedures undertaken and the final result of the review.
- Any student who has been given zero marks because of failure to complete assessment tasks worth 50% or more of the final course assessment marks will be advised of an 'N' assessment, its consequences and her right to a review, and subsequent appeal in Term 3.

- All students who require a review must lodge a written request with the Learning and Teaching Leader who will convene the review panel.

### *Dual-accredited courses*

Dual-accredited Vocational Education and Training (VET) courses taught at Caroline Chisholm College in 2010/2011 are Hospitality Operations and Business Services.

For each of these courses, ongoing assessment is carried out within both the classroom and the workplace. A record of student achievement of course outcomes is maintained in a Competency Record that is signed by the teacher or workplace assessor. An HSC Assessment mark for these courses is not provided by schools. Reference is made to the Competency Record on the HSC Record of Achievement. In Year 12, students may elect to do an HSC exam in any or all of these courses and have the best exam result count towards their ATAR. All students will do a Trial HSC exam and other designated tasks which will be used as an estimate for students who elect to do the exam but who, for a valid reason (such as serious illness), are unable to do it.

## 6. CAREERS ADVICE

If students have any queries or concerns over possible pathways, career and subject choices, then the Careers Advisor is the person to consult.

Our Careers Room (next to the Learning Centre) has a wide variety of materials relating to careers and tertiary institutions which students are encouraged to use. Appointments may be made with Careers Advisor for recess and lunch on most days.

## 7. SPECIAL PROVISIONS

Students entitled to special provisions (extra time, readers etc.) will be entitled to this in examinations and formal assessments, although in the latter case, this will generally be restricted to extra time. If you have queries in this area, see one of the Learning Support teachers. If you are entitled to special provision for an assessment task, you should draw this to the attention of the teacher concerned before the task is due.

## 8. REFERENCING SOURCES

Plagiarism, as mentioned in this handbook, may result in a mark of zero being awarded for an assignment. Plagiarism is presenting someone else's ideas as your own, without acknowledging where it originally came from. It is very important that all work presented in an assignment is your own work, or if it comes from information you have researched, that it is properly acknowledged. If the information is used in a general way, it should be acknowledged at the end of the assignment in the bibliography. If a specific idea or a direct quotation is used in the body of the assignment, it must be acknowledged at the time it is referred to or quoted. In addition, a direct

quotation should be put in quotation marks. If you use researched information from sources, the onus is on you in presenting the assignment to be able to locate, if challenged, where the information came from and show you have specifically acknowledged it in your text and bibliography. If you can't show this, it will be assumed the material was plagiarised. Plagiarism is a grave academic fault and is treated seriously by schools, universities and TAFEs, so you should learn to avoid it from the time you start presenting researched assignments. Plagiarism also includes using parts of other students' assignments, or presenting someone else's work as your own. This is the worst form of plagiarism as it is deliberate cheating. Being involved in this type of plagiarism by giving your assignment to someone else is just as serious because you are colluding in the plagiarism process.

Some students may, at times, choose to do research for a task in the company of other students, either at school, at home or at the local library. If each student does her own research, this can be an effective way for some students to work. The danger, however, can be that one student's research (and sometimes assignment) is shared with others. Discussing an assignment with friends or difficulties you are having can be quite constructive, but remember that all aspects of the final assignment must be the result of your own work. Don't forget that there is always a teacher to help you if you are having difficulties.

One important tip in compiling bibliographies is that you note all the information you need for a bibliography at the time you find the information out. Write the details down, even if you do not end up using it. It is much more difficult to go back and find the bibliographical information out at a later date.

The college diary has information about citing sources, based on the Harvard Style, the most commonly used system of citation.

## 9. INDIVIDUAL SUBJECT ASSESSMENT SCHEDULES

### STUDIES OF RELIGION I

#### HSC Course Outcomes

##### A student:

**H1** explains aspects of religion and belief systems

**H2** describes and analyses the influence of religion and belief systems on individuals and society

**H3** examines the influence and expression of religion and belief systems in Australia

**H4** describes and analyses how aspects of religious traditions are expressed by their adherents

**H5** evaluates the influence of religious traditions in the life of adherents

**H6** organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias

**H7** conducts effective research about religion and evaluates the findings from the research

**H8** applies appropriate terminology and concepts related to religion and belief systems

**H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Components	Component Weighting	Task 1 T4, Wk 8	Task 2 T2, Wk 2	Task 3 T3, Wk 3/4 Exam Week
		Analysis of stimulus material	Research and written response	Trial HSC Exam
		Outcomes H1,H2,H3, H6, H8, H9	Outcomes H1, H2, H4, H5, H7, H8, H9	Outcomes H1, H2, H3, H4, H5, H6, H8, H9
Content Focus		Religion and belief systems in Australia post 1945	Religious Traditions: Depth Study	All topics
Knowledge and understanding of course content	20	5	5	10
Source-based skills	10	5		5
Investigation and research	10	5	10	
Communication of information, ideas and issues in appropriate forms	10			5
Task Weighting	50	15	15	20

**HSC Course Outcomes**

**H1** explains aspects of religion and belief systems

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**H4** describes and analyses how aspects of religious traditions are expressed by their adherents

**H5** evaluates the influence of religious traditions in the life of adherents

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**H7** conducts effective research about religion and evaluates the findings from the research

**H8** applies appropriate terminology and concepts related to religion and belief systems

**H9** coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

<b>Course Components</b>	<b>Component Weightings</b>	<b>Task 1 T4, Wk 8 30/11/10</b>	<b>Task 2 T1, Wk 8</b>	<b>Task 3 T2, Wk 7</b>	<b>Task 4 T3 Exam Week</b>
<b>Type of Task</b>		Source based skills task	Presentation of research and investigation.	Research and in class written response utilizing a graphic organiser	Trial Examination
<b>Content focus</b>		Religion and Belief Systems in Australia Post 1945	Religious Traditions: Christianity and Islam	Judaism	All topics
<b>Outcomes Assessed</b>		H1, H2, H3 H6, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H4, H5, H6, H7 H8, H9	H1, H2, H3, H4, H5, H6 H8, H9
<b>Knowledge and understanding of course content</b>	40	5	5	10	20
<b>Source based skills</b>	20	10	5		5
<b>Investigation and research</b>	20		10	10	
<b>Communication of information, ideas and issues in appropriate forms</b>	20	5	5	5	5
<b>Task Weighting/ 100</b>		20	25	25	30

**(1 UNIT SHARING OUR STORY BOARD ENDORSED)**

**Course Outcomes**

- C6.3 evaluates the role, interpretation and application of sacred writings and ethics in Christian and other faith traditions
- C6.7 examines the influence and expression of prayer and spirituality in Catholic and other Christian Churches and traditions
- C6.9 gathers, analyses and synthesises information about religion, independently and in teams
- C6.10 communicates information, ideas and issues in appropriate forms to different audiences and in different context
- C6.11 applies appropriate and correct terminology and concepts related to religion and belief systems
- C6.12 names, reflects on, and integrates life experience within a response to the Christian story and vision

		<b>Task 1 T1, Wk 5</b>	<b>Task 2 T2, Wk6</b>	<b>Task 3 T3, Wk 2</b>
		Spiritual Pathways, research and liturgy task	Living Texts Task	Learning through Liturgy: Extended Response
	Component weighting;; Knowledge 50% Skills 50%	C6.7, C6.9, C6.10, C6.11, C6.12	C6.3, C6.9, C6.10, C6.11, C6.12	C6.7, C6.9, C6.10, C6.11, C6.12
Task Weighting	50 (100)	16 (32%)	17 (34%)	17 (34%)

## ENGLISH STANDARD

### HSC Course Outcomes

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 synthesises 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 organisation of information and ideas.
10. A student analyses and synthesises 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.

Components	Component Weighting	Task 1 T4, Wk 8 03/12/10	Task 2 T1, Wk 8/9	Task 3 T2, Wk 5	Task 4 T2, Wk 10	Task 5 T3, Wk 3/4 Exam Week
		Speaking Task	Prepared Essays	Viewing/ Representing Task	Film Study	Trial HSC Exams
		Outcomes H1, H2, H4, H5, H6, H9, H10, H12, H13	H 3, H6, H7, H8, H10,H11	H 1, H4, H5, H6	H1, H3, H6, H12, H13	H1,H2,H3,H4, H6,H7,H8, H10, H11
AREA OF STUDY: Growing Up: Skrzynecki	40%	15% (S: 15%)	10% (R: 10%)			15% (W: 10%, Read: 5%)
MODULE A: EXPERIENCE THROUGH LANGUAGE: <i>The Shoehorn Sonata</i>	20%			15% (V/Rep)		5% (W)
MODULE B: CLOSE STUDY OF TEXT: <i>Briar Rose</i>	20%		15% (R: 10% W: 5%)			5% (W)
MODULE C: TEXTS & SOCIETY: <i>Billy Elliot</i>	20%				15% (L: 15%)	5% (W)
TASK WEIGHTING	100%	15%	25%	15%	15%	30%

S: Speaking

L: Listening

Read: Reading

V: Viewing

Rep: Representing

## ENGLISH ADVANCED

### HSC Course Outcomes

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. Advanced only  
A student recognises 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 synthesises 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 organisation of information and ideas.
10. A student analyses and synthesises 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 text demonstrating control of language.
12. A student reflects on own processes of responding and composing.
- 12A. Advanced only  
A student explains and evaluates different ways of responding to and composing text.
13. A student reflects on own processes of learning.

Components	Component Weighting	Task 1 T4, Wk 8 03/12/10	Task 2 T1, Wk 8/9	Task 3 T2, Wk 5	Task 4 T2, Wk 10	Task 5 T3, Wk 3/4 Exam Week
		Speaking Task	Prepared essays	Visual/ Research Task	Comparative study Listening Task	Trial HSC Exams
		Outcomes H1,2,3,4,6,7, 10	H 1,2A,3,6, 8,10	H2A, 4,5,6, 9,12, 12A,13	H 1,2,3,5,7,9, 12,12A,13	H1,2,3,6,7, 8,10,11
AREA OF STUDY: Belonging: Skrzynecki	40%	15% (S: 15%)	10% (Read)			15% (W: 5%, R: 10%)
MODULE A Blade Runner & Frankenstein	20%				15% (L: 15%)	5% (W)
MODULE B Hamlet	20%		15% (Read: 5%, W: 10%)			5% (W)
MODULE C The Fiftieth Gate	20%			15% (V/Rep)		5% (W)
TASK WEIGHTING	100%	15%	25%	15%	15%	30%

S: Speaking

L: Listening

Read: Reading

V: Viewing

Rep: Representing

**HSC Course Outcomes**

A student

1. distinguishes and evaluates the values expressed through texts
2. explains different ways of valuing texts
3. composes extended texts
4. develops and delivers sophisticated presentations

Components	Component Weighting	Task 1 T2, Wk 1	Task 2 T2, Wk 9	Task 3 T3, Wk 3/4 Exam Week
		Seminar Presentation	Research Task	Trial HSC Exams
		Outcomes H1, H2, H4	H1, 2, 3	H1, 2, 3
Module B Elective 2 Romanticism		15 (30%) S/L: 15	20 (40%) R/W: 10 V/Rep: 10	15 (30%) R/W: 15
Task Weighting	50 (100%)	15 (30%)	20 (40%)	15 (30%)

S: Speaking  
 L: Listening  
 Read: Reading  
 V: Viewing  
 Rep: Representing

**HSC Course Outcomes**

A student

1. develops and presents an extended composition that demonstrates depth, insight, originality and skills in independent investigation
2. reflects on and documents own process of composition

Components	Component Weighting	Task 1 T1, Week 7	Task 2 T2, Wk 3	Task 3 T2, Wk 10
		<b>Vive Voce</b> Interview & discussion/ exploration of the work in progress and proposal	<b>Report</b> Impact of independent investigation on the development of the Major Work	<b>Draft version of major work</b> , including a reflection on progress
		Outcomes H1	H1, 2	H1, 2
Major work	50 (100%)	10 (20%)	15 (30%)	25 (50%)
Task Weighting	50 (100%)	10 (20%)	15 (30%)	25 (50%)

**HSC Course Outcomes**

A student:

- H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
- H2.1 describes the inputs, processes and interactions of plant production systems
- H2.2 describes the inputs, processes and interactions of animal production systems
- H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2 critically assesses the marketing of a plant OR animal product
- H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4 evaluates the management of the processes in agricultural systems
- H4.1 applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
- H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

Components	Component Weighting	Task 1 T4, Wk 7 24/11/2010	Task 2 T1, Wk 8/9 Exam Week	Task 3 T2, Wk 2	Task 4 T3, Wk 3/4 Exam Week
		Farm Product Study	Half Yearly Exams	Investigative Report	Trial HSC Exams
		H 1.1, H3.2 H 3.3 H2.1, H2.2 H 3.3	H1.1, H2.1, H2.2 H3.1, H3..2, H3.3, H3.4, H4.1, H5.1	H 3.3, H 4.1, H5.1	H 1.1,H2.1, H2.2 H3.1 H3.2, H3.3 H4.1 H5.1
Knowledge and understanding of the 6 factors that interact in agricultural production systems the impact of innovation, ethics and current issues on Australian agricultural systems	40 %	15%	10%	10%	5%
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing	40 %	10%	10%	5%	15%
Skills in effective research, experimentation and communication	20 %		5%	10%	5%
Task Weighting	100%	25 %	25 %	25%	25%

**HSC Course Outcomes**

A student:

- H 1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within their historical context
- H 2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world
- H 3.1 locate, select and organise relevant information from a variety of sources
- H 3.2 discuss relevant problems of sources for reconstructing the past
- H 3.3 analyse and evaluate sources for their usefulness and reliability
- H 3.4 explain and evaluate differing perspectives and interpretations of the past
- H 3.5 analyse issues relating to ownership and custodianship of the past
- H 3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- H 4.1 use historical terms and concepts appropriately
- H 4.2 communicate a knowledge and understanding of historical features and issues using appropriate oral and written forms

		<b>Task 1 T1, Wk 3</b>	<b>Task 2 T1, Wks 8/9 Exam Week</b>	<b>Task 3 T2, Wk 6</b>	<b>Task 4 T3, Wks 3/4 Exam Week</b>
		Oral presentation - Egypt	Half yearly Examination / Prepared response	Source Analysis - Pompeii	Trial Examination
<b>Component</b>	<b>Weighting</b>	H1.1, H2.1, H3.1, H3.4, H3.6, H4.2	H1.1, H2.1, H3.3, H4.2	H1.1, H3.1, H3.2, H3.3	H1.1, H2.1, H3.3, H4.1, H4.2
Knowledge and understanding of course content	40%	5	10	5	20
Source-based skills	20%			15	5
Historical inquiry and research	20%	10	10		
Communication of historical understanding in appropriate forms	20%	10		5	5
<b>Task Weighting</b>	100	25	20 (Exam 10 Prepared Response 10)	25	30

**HSC Course Outcomes**

A student:

- 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 biology have been tested and validated
- H3 assesses the impact of particular advances in biology on the development of technologies
- H4 assesses the impacts of applications 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

		<b>Task 1 T4, Wk 6 29/11/10</b>	<b>Task2 T1, Wk 4</b>	<b>Task 3 T1, Wk 8/9 Exam Week</b>	<b>Task 4 T3, Wk 3/4 Exam Week</b>
		Research Assignment	Practical assignment & presentation	Half Yearly Exams	Trial HSC Exams
<b>Components</b>	<b>Component Weighting</b>	H1, H2, H4, H5, H6, H7, H8, H9, H13, H16	Outcomes H9, H11, H12, H13, H14, H15, H16	H1, H2, H3, H4, H5, H6, H8	H1 – H16
Knowledge and Understanding of: (a) the history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and development in biology (b) cell ultrastructures and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution	40%	10%		10%	20%
Skills in: Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources.	30%	5%	15%	5%	5%
Skills in: Communicating information and understanding Developing scientific thinking and problem –solving techniques Working individually and in teams	30%	10%	10%	5%	5%
<b>Task Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, such as observation, practical work, questionnaires and research assignments, to determine the student’s competency against set standards. A student’s understanding of the underpinning knowledge and skills are tested in the mid-year and trial exams.

**UNITS OF COMPETENCY ASSESSED IN HSC**

<b>BSBCMM201A-Communicate in the workplace</b>
<b>BSBCUS201A – Deliver a service to customers</b>
<b>BSBIND201A-Work effectively in a business environment</b>
<b>BSBINM201A-Process and maintain workplace information</b>
<b>BSBOHS201A-Participate in OHS processes</b>
<b>BSBSUS201A-Participate in environmentally sustainable work practices</b>
<b>BSBWOR202A-Organise and complete daily work activities</b>
<b>BSBWOR203A-Work effectively with others</b>
BSBOR203A-Use business technology
BSBINM202A-Handle mail
BSBITU102A - Develop keyboard skills
BSBITU201A-Produce simple word processed documents
BSBITU202A-Create and use spreadsheets
BSBITU303A – Design and produce text documents

Students’ competencies are recorded in teacher assessment registers and the students’ Competency Records, which provide for regular and systematic feedback on their performance. Competencies successfully completed and performance in formal assessment tasks, will be reported in the Semester Reports.

In order to satisfactorily complete Board of Studies requirements, students must undertake a **minimum of 70 hours structured work placement** over the 240 hour (2 year) course

Students who meet specific benchmarks may apply for recognition of prior learning (RPL) to have their qualifications/current work used to demonstrate completion of some competencies and/or to meet the mandatory work placement hours requirements.

The VET guide issued to all VET students at the beginning of the Preliminary Year, outlines the process for application for RPL and provides further information on assessment and delivery of VET courses.

The external HSC exam is optional. In the event of misadventure in the HSC examination, an estimated mark will be used, based on exam performances. All students will do these tasks as they are used to measure achievement of competencies. In addition, they will leave students’ options for sitting the exam open as long as possible.

UNITS OF COMPETENCY ASSESSED	Task 1	Task 2	Task3
	T1, Wk 6 15%	T1, Wk 8-9 35%	T3, Wk 3-4 50%
	Essay	Half Yearly Exams	Trial Exams

HSC Course Outcomes

The student:

- 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 organisation 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.

		<b>Task 1 T4, Wk 9 10/12/10</b>	<b>Task 2 T1, Wks 8/9 Exam Week</b>	<b>Task 3 T2, Wk 4</b>	<b>Task 4 T3, Wks 3/4 Exam Week</b>
		Marketing Research/Business Report	Half yearly Examination	Research and Writing task	Trial Examination
<b>Component</b>	<b>Weighting</b>	H1.2,H2.1,H3.2, H3.3,H4.1,H5.1, H5.2,H5.3, H5.4	H1.2,H2.2,H2.1, H2.2,H5.1,H5.3, H4.2	H2.1, H3.2, H3.3, H4.1, H4.2, H5.1, H5.3	H1.2,H2.2,H2.1, H2.2,H5.1,H 5.3,H4.2
Knowledge and understanding of course content	<b>40%</b>	10	15		15
Stimulus based skills	<b>20%</b>			10	10
Inquiry and research	<b>20%</b>	10		10	
Communication of business information, ideas and issues in appropriate forms	<b>20%</b>	5	5	5	5
<b>Task Weighting</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>

# CHEMISTRY

## HSC Course Outcomes

A student:

- 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. assesses the impact of particular advances in chemistry on the development of technologies
- H4. assesses the impacts of applications of chemistry 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. assesses 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
- 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 attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science

Components	Component Weighting	Task 1 T 4 Wk 7 24/11/10	Task 2 T1, Wk 8/9 Exam Week	Task 3 T2, Wk 1	Task 4 T3, Wk 3/4 Exam Week
		Research Task	Half Yearly Exam	Practical Task	Trial HSC
		Outcomes ☐ H2, H5, H7, H8, H9, H10, H13, H16	H1, H2, H4, H5, H6, H7, H8, H9, H10	H6, H7, H8, H9, H11, H12, H13, H14, H15	H1 – H16
Knowledge and Understanding of: The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry. Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry.	40%	10%	10%		20%
Skills in: Planning and conducting first-hand investigations. Gathering and processing first-hand data. Gathering and processing relevant information from secondary sources.	30%	5%	5%	15%	5%
Skills in: Communicating information and understanding. Developing scientific thinking and problem-solving techniques. Working individually and in teams.	30%	10%	5%	10%	5%
<b>Task Weighting</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>

**HSC Course Outcomes**

A student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- H7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- H7.2 develops a sense of responsibility for the wellbeing of themselves and others
- H7.3 appreciates the value of resource management in response to change
- H7.4 values the place of management in coping with a variety of role expectations

Components	Component Weighting	Task 1 T4, Wk 10 14/12/2010	Task 2 T1, Wk 8/9 Exam Week	Task 3 T2, Wk 3	Task 4 T2, Wk 7	Task 5 T3, Wk 3/4 Exam Week
		Independent Research Project (IRP)	Half Yearly Exam	In Class Report	Investigation of a Community Group presentation	Trial HSC Exam
		Outcomes 4.1 4.2.	H2.2, 2.3, 3.3, 3.4, 5.2, 6.1, 6.2	H1.1, 2.1, 2.2, 5.1.	H1.1, H3.3, H2.2, H4.1, H3.1, H4.2, 5.1, 6.2	All
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>• resource management</li> <li>• positive relationships</li> <li>• range of societal factors</li> </ul>	40%		8%	7%	10%	15%
Skills in: <ul style="list-style-type: none"> <li>• applying management processes to meet the needs of individuals, groups, families and communities</li> <li>• planning to take responsible action to promote wellbeing</li> </ul>	25%		5%	10%	5%	5%
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	35%	22%	2%	3%	3%	5%
<b>Task Weighting</b>	<b>100%</b>	<b>22%</b>	<b>15%</b>	<b>21%</b>	<b>17%</b>	<b>25%</b>

## HSC Course Outcomes

A student:

H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form

H1.2 performs, composes and appreciates dance as an artform

H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances

H1.4 acknowledges and appreciates the relationship of dance and other media

H2.1 understands performance quality, interpretation and style relating to dance performance

H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices

H2.3 values the diversity of dance performance

H3.1 identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent

H3.2 demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent

H3.3 recognises and values the role of dance in achieving individual expression

H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent

H4.1 understands the concept of differing artistic, social and cultural contexts of dance

H4.2 recognises, analyses and evaluates the distinguishing features of major dance works

H4.3 utilises the skills of research and analysis to examine dance as an artform

H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance

H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

Components	Component Weighting	Task 1 T1, Wk 5	Task 2 T2, Wk 8	Task 3 T2, Wk 11	Task 4 T3, Wk 1	Task 5 T3, Wk 3/4 Exam Period
		Practical	Practical or Written task	Practical and journal	Practical or Written task	Trial HSC Exams
		Outcomes	H 1.2 – 1.3 H 2.1 – 2.3	H 1.2 – 1.3 H 2.1 – 3.4	H 1.1 –.4 H2.1 – 4.5	H 1.1 – 1.3 H 4.1 – 4.5
Major Study	40 %	Major Study - Perf/ Comp/ App			Major Study Perf/ Comp	Major Study Appreciation Trial Exam
Performance	20 %			Core Performance		
Composition	20%		Core Composition			
Appreciation	20%					Core Appreciation Trial Exam
Task Weighting	100%	20%	20%	20%	20%	20% (Major study appreciation)

**HSC Course Outcomes**

A student:

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

Components	Component weighting	Task1 T1 Wk 3	Task 2 T1 Wk 9 Exam Week	Task 3 T2 Wk 3	Task 4 Term 2 Wk 10	Task 5 T3 Wk 3-5 Exam Week
		Australian Theatre Director’s workshop	Half Yearly a.Written exam b.Tragedy Tutorial	Development of I.P.and submission of log bk	Development of GDP and submission of log bk	Trial Examination a. Written b. Public performance of GDP & IP
		Outcomes H1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	Outcomes H1.3, 1.5, 1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	Outcomes H1.2, 1.3, 1.5, 1.7, 1.9, 2.1, 2.4, 2.5, 3.2, 3.3, 3.5	Outcomes H1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4,2.5, 3.2, 3.3, 3.5	Outcomes H1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5
Making	40%	5%		15%	15%	5%
Performing	30%			10%	10%	10%
Critically Studying	30%	5%	10%			15%
<b>Task Weighting</b>	<b>100%</b>	<b>10%</b>	<b>10%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

**HSC Course Outcomes**

A student:

- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood-infant, toddler, pre school and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

		<b>Task 1 T1, Wk 2 1/2/2010</b>	<b>Task 2 T1, Wk 8/9 Exam Week</b>	<b>Task 3 T2, Wk 6</b>	<b>Task 4 T3, Wk 3/4 Exam Week</b>
		Toy construction and Educational analysis	Half Yearly Exam	Practical and In-class essay	Yearly Exam
<b>Components</b>	<b>Component Weighting</b>	Outcomes 1.3, 1.4, 1.5, 6.1,	1.2, 1.3, 1.4, 1.5, 2.2, 2.4, 2.5, 4.1, 4.2, 4.3, 5.1, 6.1, 6.2	2.4, 2.5	1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 4.3, 5.1, 6.1, 6.2
Knowledge/ Understanding	50%	5%	15%	5%	25%
Skills	50%	15%	5%	15%	15%
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>

**HSC Course Outcomes**

A student:

- 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 Evaluate the relationship between food, it's 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.

Components	Component Weighting	Task 1 T4, Wk 8 30/11/10	Task 2 T1, Wk 8/9 Exam Week	Task 3 T2, Wk 9	Task 4 T3, Wk 3/4 Exam Week
		The Australian Food Industry	AFI & Food Manufacture	Food Product Development	ALL UNITS
		Investigation into the AFI	Half Yearly Exams	Product Design and Marketing Report	Trial HSC Exams
		Outcomes H3.1, 1.2, 1.4 4.1 4.2	H1.2 1.3 1.4 2.1	H1.2 2.1 4.1 4.2 5.1	H1. 1.3 1.4 2.1 3.1 5.1
Knowledge & Understanding	20%		10%		10%
Research & Analysis	30%	10%	5%	10%	5%
Experimentation & Preparation	30%	15%	10%	5%	
Design, Implementation & Evaluation	20%			10%	10%
<b>Task Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

**HSC Course Outcomes**

A student:

- E1.1 analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
- E2.1 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- E2.2 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- E2.3 constructs a historical position about an area of historical inquiry and discusses and challenges other positions

		<b>Task 1 T1, Wk 6</b>	<b>Task 2 T2, Wk 10</b>	<b>Task 3 T3, Wks 3/4 Exam Week</b>
		Project Outline	Project Final	Trial Examination
<b>Component</b>	<b>Weighting</b>			
Knowledge and understanding of significant historical ideas and processes	<b>10</b>		5	5
Skills in designing, undertaking and communicating historical inquiry – the History Project	<b>40</b>	5	30	5
<b>Task Weighting</b>	<b>50</b>	5	35	10

Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, such as observation, practical work, questionnaires and research assignments, to determine the student's competency against set standards. A student's understanding of the underpinning knowledge and skills are tested in the mid-year and trial exams.

### UNITS OF COMPETENCY ASSESSED IN HSC

UNITS OF COMPETENCY
Work with Colleagues and customers
Work in a socially diverse environment
Develop and update hospitality industry knowledge
Receive and store stock
Prepare sandwiches
Prepare appetisers and salads
Prepare stocks and sauces & soups
Prepare vegetables, Eggs & Farinaceous Dishes
Use basic methods of cookery

Students' competencies are recorded in teacher assessment registers and the students' Competency Records, which provide for regular and systematic feedback on their performance. Competencies successfully completed and performance in formal assessment tasks, will be reported in the Semester Reports.

In order to satisfactorily complete Board of Studies requirements, students must undertake a **minimum of 70 hours structured work placement** over the 240 hour (2 year) course

Students who meet specific benchmarks may apply for recognition of prior learning (RPL) to have their qualifications/current work used to demonstrate completion of some competencies and/or to meet the mandatory work placement hours requirements.

The VET guide issued to all VET students at the beginning of the Preliminary year, outlines the process for application for RPL and provides further information on assessment and delivery of VET courses.

The external HSC exam is optional. In the event of misadventure in the HSC examination, an estimated mark will be used, based on exam performances. All students will do these tasks as they are used to measure achievement of competencies. In addition, they will leave students' options for sitting the exam open as long as possible.

UNITS OF COMPETENCY ASSESSED	<b>Task 1</b>	<b>Task 2</b>
	<b>T1, Wk 8/9</b>	<b>T3, Wk 3/4</b>
	Half Yearly Exam	Trial Exam

**HSC Course Outcomes**

A student:

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

Assessment Task Number: Assessment Due Date:		<b>Task 1 T4, Wk 9 7/12/2010</b>	<b>Task 2 T1, Wk 8/9 Exam Week</b>	<b>Task 3 T2, Wk 9</b>	<b>Task 4 T3, Wk 3/4 Exam Week</b>
Assessment Task Description:		Information systems: Portfolio and skills demonstration	Half Yearly Exams	Multimedia systems: Electronic product and oral presentation	Trial HSC Exams
Outcomes To Be Assessed:		Outcomes	Outcomes	Outcomes	Outcomes
		H1.1, 2.2, 3.2, 7.1	H1.1, 1.2, 2.1, 2.2, 3.1, 5.2	H2.2, 3.1, 3.2, 4.1, 5.2	H1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.2, 4.1, 5.1 5.2, 6.1, 6.2, 7.1, 7.2
Components	Component Weighting	Assessment Weighing	Assessment Weighing	Assessment Weighing	Assessment Weighing
CT2 – Information systems & database	20%	15%			5%
CT3 –Communication systems	20%		15%		5%
OP1, OP2 Multimedia systems	40%			25%	15%
CT1 – Project work	20%	10%	5%		5%
Total Weighting	100%	25%	20%	25%	30%

**HSC Course Outcomes**

A student:

H1 identifies and applies legal concepts and terminology

H2 describes and explains key features of and the relationship between Australian and international law

H3 analyses the operation of domestic and international legal systems

H4 evaluates the effectiveness of the legal system in addressing issues

H5 explains the role of the law in encouraging co-operation, resolving conflict as well as initiating and responding to change

H6 assesses the nature of the interrelationship between the legal system and society

H7 evaluates the effectiveness of the law in achieving justice

H8 locates, selects, organizes, synthesizes and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

H9 communicates legal information using well-structured and logical arguments

H10 analyses differing perspectives and interpretations of legal information and issues.

Component	Weighting	Task 1 Crime Research Wk 9 Dec 6th	Task 2 Half Yearly Examination	Task 3 Human Rights Research	Task 4 Trial examination
Knowledge	60%	10	20	5	25
Research	20%	5	5	5	5
Communication	20%	5	5	5	5
		20	30	15	35

**HSC Course Outcomes**

A student:

- H1 appreciates the importance of mathematics in her/his own life and its usefulness in contributing to society
- H2 integrates mathematical knowledge and skills from different content areas in exploring new situations
- H3 develops and tests a general mathematical relationship from observed patterns
- H4 analyses representations of data in order to make inferences, predictions and conclusions
- H5 makes predictions about the behaviour of situations based on simple models
- H6 analyses two-dimensional and three-dimensional models to solve practical and mathematical problems
- H7 interprets the results of measurements and calculations and makes judgements about reasonableness
- H8 makes informed decisions about financial situations
- H9 develops and carries out statistical processes to answer questions which she/he and others have posed
- H10 solves problems involving uncertainty using basic principles of probability
- H11 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating his/her position clearly to others

**Note:** Assessment for the HSC in this course may include content and outcomes from the preliminary course.  
 Up to 30% of assessment may be based on the preliminary course. For task 4 students will be provided with a list of questions two weeks before the exam. A selection of these with different numbers will make up approximately 50% of the examination.

Components	Component Weighting	Task 1 T4 , Wk 9 08/12/2010	Task 2 T1, Wk 6	Task 3 T1, Wk 9/10 Exam Week	Task 4 T2, Wk 9	Task 5 T3, Wk 3/4 Exam Week
		<i>In-class test:</i> Similarity, Financial Mathematics,	<i>Semi-Prepared Exam:</i> Depreciation Annuities	<b>Half Yearly Exams</b>	<i>Semi-prepared exam:</i> Data	<b>Trial HSC</b>
		Outcomes H2, H3, H5, H6, H7, H8, H11	H2, H5, H8, H11	H2, H3, H5, H6, H7, H8, H11	H2, H4, H5, H9, H11	H2, H3, H4, H5, H6, H7, H8, H9, H10, H11
A) Knowledge and Skills	40%	5%	5%	10%	5%	15%
B) Applications	60%	10%	5%	15%	10%	20%
<b>Task Weighting</b>	<b>100%</b>	<b>15%</b>	<b>10%</b>	<b>25%</b>	<b>15%</b>	<b>35%</b>

**HSC Course Outcomes**

A student:

- H1 seeks to apply mathematical techniques to problems in a wide range of practical contexts
- H2 constructs arguments to prove and justify results
- H3 manipulates algebraic expressions involving logarithmic and exponential functions
- 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

**Note:** Assessment for the HSC in this course may include content and outcomes from the preliminary course. Up to 20% of assessment may be based on the preliminary course. For task 2 students will be provided with a list of questions two weeks before the exam. A selection of these with different numbers will make up the examination. For task 3 students will be provided with a list of questions two weeks before the exam. A selection of these with different numbers will make up approximately 50% of the examination.

**Description of Assessment Components:**

Components	Component Weighting	Task 1 T4, Wk 9 08/12/2011	Task 2 T1, Wk6	Task 3 T1, Wk 9/10 Exam Week	Task 4 T2, Wk 9	Task 5 T3, Wk 3/4 Exam Week
		<i>In class test:</i> Geometrical applications of the Derivative	<i>Semi-Prepared Exam:</i> Series	<b>Half Yearly Exams</b>	<i>Semi- Prepared Exam:</i> Exponential and Trigonometric functions	<b>Trial HSC Exams</b>
		Outcomes H1, H4, H5, H6, H7	H1, H4, H5, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H3, H5, H6, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9
A	80%	15%	10%	20%	10%	25%
B	20%	-	5%	5%	5%	5%
<b>Task Weighting</b>	<b>100%</b>	<b>15%</b>	<b>15%</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>

## MATHEMATICS EXTENSION 1

### Outcomes for Mathematics Extension 1:

#### Preliminary Outcomes:

A student:

- PE1 appreciates the role of mathematics in the solution of practical problems
- PE2 uses multi-step deductive reasoning in a variety of contexts
- PE3 solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric
- PE4 uses the parametric representation together with differentiation to identify geometric properties of parabolas
- PE5 determines derivatives which require the application of more than one rule of differentiation
- PE6 makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations

#### HSC Outcomes:

A student:

- HE1 appreciates interrelationships between ideas drawn from different areas of mathematics
- HE2 uses inductive reasoning in the construction of proofs
- HE3 uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay
- HE4 uses the relationship between functions, inverse functions and their derivatives
- HE5 applies the chain rule to problems including those involving velocity and acceleration as functions of displacement
- HE6 determines integrals by reduction to a standard form through a given substitution
- HE7 evaluates mathematical solutions to problems and communicates them in an appropriate form

#### **Description of Assessment Components:**

Component A and Component B are as described for the Mathematics (2 Unit) course.

**Note:** Assessment for the HSC in this course may include content and outcomes from the preliminary course. For task 2 students will be provided with a list of questions two weeks before the exam. A selection of these with different numbers will make up approximately 50% of the examination.

Components	Component Weighting	Task 1 T1, Wk 9/10	Task 2 T2, Wk7	Task 3 T3, Wk 3/4
		Half Yearly Exams	Semi-prepared examination	Trial HSC Exams
		Outcomes PE2, PE3, PE4, PE5, PE6, HE2, HE7	HE2, HE3, HE5, HE6, HE7,	PE2, PE3, PE4, PE5, PE6, HE2, HE3, HE4, HE5, HE6, HE7,
A	70% (35/50)	21%	21%	28%
B	30% (15/50)	9%	9%	12%
Task Weighting	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

**Outcomes for Mathematics Extension 2:**

A student:

- 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 forms
- E3 uses the relationship between algebraic and geometric representations of complex numbers and conic sections
- E4 uses efficient 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 ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions
- E7 uses the techniques of slicing and cylindrical shells to determine volumes
- E8 applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems
- E9 communicates abstract ideas and relationships using appropriate notation and logical argument

**Description of Assessment Components:**

Component A and Component B are as described for the Mathematics (2 Unit) course.

**Note:** All tasks other than the Half Yearly examination and the Trial HSC examination will take the form of an in-class test held during normal lessons.

		<b>Task 1 T1, Wk5</b>	<b>Task 2 T1, Wk 8/9</b>	<b>Task 3 T2, Wk9</b>	<b>Task 4 T3, Wk 3/4</b>
<b>Components</b>	<b>Component Weighting</b>	<i>In class test: Complex Numbers, Conics, Polynomials</i>	<b>Half Yearly Exams</b>	<i>In class test Graphs Volumes by Slicing, Integration Mechanics</i>	<b>Trial HSC Exams</b>
		Outcomes E2, E3, E4	E2, E3, E4, E6	E4, E6, E7, E8	E2, E3, E4, E5, E6, E7, E8
A	60%	9%	15%	12%	24%
B	40%	6%	10%	8%	16%
<b>Task Weighting</b>	<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>20%</b>	<b>40%</b>

**HSC Course Outcomes**

**A student**

- H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
- H3.1 ask relevant historical questions
- H3.2 locate, select and organise relevant information from different types of sources
- 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 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
- H4.1 use historical terms and concepts appropriately
- H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

		<b>Task 1 T4, Wk 9</b>	<b>Task 2 T1, Wks 8/9 Exam Week</b>	<b>Task 3 T2, Wk 9 30/6/2010</b>	<b>Task 4 T3, Wks ¼ Exam Week</b>
		Essay & Source Study	Half yearly Examination	Extended Response	Trial Examination
<b>Component</b>	<b>Weighting</b>		H1.1, H1.2, H2.1, H3.1, H4.1, H4.2		H1.1, H1.2, H3.1, H4.1, H4.2
Knowledge and understanding of course content	<b>40</b>	5	10	5	20
Source based skills: analysis, synthesis and evaluation of historical information from a variety of sources	<b>20</b>	5		10	5
Historical inquiry and research	<b>20</b>	10	5	5	
Communication of historical understanding in appropriate forms	<b>20</b>	5	5	5	5
<b>Task Weighting</b>	<b>100</b>	<b>25</b>	Exam 10 Prepared response 10	<b>25</b>	<b>30</b>

## HSC Course Outcomes

A student:

H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

H3 improvises 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

H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music

H9 performs as a means of self-expression and communication

H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11 demonstrates a willingness to accept and use constructive criticism

Components	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		(a) Core Composition, Week 9 (b) Elective 1, Week 9	Examination: (a) Aural paper. Term 1, Examination Period (b) Elective 2- Term 1, Week 10	(a) Core Viva Voce, Term 2, Week 8. (b) Elective 3, Term 2, Week 9	(a) Core Performance Term 3, Week 6 (b) Aural Exam, Examination Period- Term 3, Week 4
		H4, H7, H8 H1-H11	H1, H3, H9, H2, H4, H11. H1-H11	H4, H5, H6, H7. H1-H11	H2, H4, H5.
Performance	10%				10%
Composition	10%	10%			
Musicology	10%			10%	
Aural	25%		10%		15%
Elective 1	15%	15%			
Elective 2	15%		15%		
Elective 3	15%			15%	
Task Weighting	100%	25%	25%	25%	25%

**HSC Course Outcomes**

A student:

- H1 performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
- H2 demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
- H3 composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4 stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- H5 analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6 discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
- H7 critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8 understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9 identifies, recognises, experiments with, and discusses the uses and effects of technology in music
- H10 performs as a means of self-expression and communication
- H11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H12 demonstrates a willingness to accept and use constructive criticism

Components	Component Weighting	Task 1 T4, Wk 9 10/12/10	Task 2 T1 Wk 8 & 9	Task 3 T2, Wk 4	Task 4 T2, Week 10	Task 5 T3, Wk 8/9 Exam Week
		Core Musicology,	(a) Aural; Examination period- Week 8. (b) Core Composition, Week 9.	Core Performance	Elective Composition	Written Exam, Trial examination period.
		H1, H5, H7, H8, H9, H10, H11, H12	H1-H12	H3, H4, H5, H7, H8, H9, H10, H11, H12	H1-H12	H1-H12.
Performance	20%			20%		
Composition	20%		20%			
Musicology	20%	20%				
Aural	20%		10%			10%
Elective	20%				20%	
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>10%</b>

**HSC Course Outcomes**

A student:

- 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 inequities
- H4 argues the case for the 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 psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport  
(Option 2)
- H13 selects and applies strategies for the management of injuries 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

Components	Component Weighting	Task 1 T1, Wk 2	Task 2 T1, Wk 8/9 Exam Week	Task 3 T2, Wk 10	Task 4 T3, Wk 3/4 Exam Week
		Health Research Task	Half Yearly Exam	Performance & Sports Med Research Task	Trial HSC Exams
		Outcomes H2, H3, H5, H14, H15, H16	H1, H2, H4, H5, H6, H14, H15, H16	H8, H9, H10, H16, H17	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17
Knowledge and understanding of <ul style="list-style-type: none"> <li>• factors that affect health</li> <li>• the way the body moves</li> </ul>	40%	10%	10%	10%	10%
Skills in: <ul style="list-style-type: none"> <li>• influencing personal and community health</li> <li>• taking action to improve participation and performance in physical activity</li> </ul>	30%	3%	7%	10%	10%
Skills in critical thinking, research and analysis	30.00%	3%	2%	15%	10%
<b>Task Weighting</b>	<b>100%</b>	<b>16%</b>	<b>19%</b>	<b>35%</b>	<b>30%</b>

**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**

- 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

Components	Component Weighting	Task 1 T1, Wk 8/9 Exam Week	Task 2 T1, Wk 10	Task 3 T2, Wk 6	Task 4 T2, Wk 11	Task 5 T3, Wk 3/4 Exam Week
		Half Yearly Exams	Submission of Practical Work	Research Assignment	Submission of Practical Work	Trial HSC Exams
		M5, M6 CH1-CH5	Outcomes M1 – M6	CH1-CH5	M1 – M6	CH1-CH5
Making	70 %		Portfolio of Prints and Photographic Journal		Portfolio of Prints and Photographic Journal	
Critical and Historical Study	30 %	Half Yearly Examination		Research Assignment		Trial Examination
Task Weighting	100%	10 %	30 %	10 %	40 %	10 %

**HSC Course Outcomes**

A student:

- 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 assesses the impact of particular advances in physics on the development of technologies
- H4 assesses the impact of applications of physics on society and the environment
- H5 identifies possible future directions of physics research
- H6 explains events in terms of Newton’s Laws, Law of Conservation of Momentum and relativity
- H7 explains the effect of energy transfers and transformation
- H8 analyses wave interactions and explains the effects of those 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
- 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 drawn 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 critical evaluation of the consequences of the applications of science

Components	Component Weighting	Task 1 T4, Wk 8 30/11/10	Task 2 T1, Wk 8/9 Exam Week	Task 3 T2, Wk 7	Task 4 T3, Wk 3/4 Exam Week
		Practical Test	Half Yearly Exam	Research and Essay	Trial HSC Exam
		Outcomes H6, H7, H9, H11, H12, H13, H14	H1, H2, H3, H4, H6, H7, H8, H9, H10, H13	H1, H2, H3, H4, H5, H7, H9, H13, H14, H15	H1 – H16
Knowledge and Understanding of: The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics. Kinematics and dynamics, energy, waves, fields and matter.	40%		10%	10%	20%
Skills in: Planning and conducting first-hand investigations. Gathering and processing first-hand data. Gathering and processing relevant information from secondary sources.	30%	15%	5%	5%	5%
Skills in: Communicating information and understanding. Developing scientific thinking and problem-solving techniques. Working individually and in teams.	30%	10%	5%	10%	5%
<b>Task Weighting</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>

**HSC Course Outcomes**

A student:

- H1 discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking
- H2 applies the processes that are used to test and validate models, theories and laws, to investigations
- H3 assesses the contribution of scientific advances on the development of technologies
- H4 assesses the impacts of applications of science on society and the environment
- H5 describes possible future directions of scientific research
- H6 describes uses of the Earth's resources
- H7 identifies effects of internal and external environmental changes on the human body
- H8 relates the properties of chemicals to their use
- H9 relates the structure of body organs and systems to their function
- H10 discusses ways in which different forms of energy and energy transfers and transformations are used
- 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

Components	Component Weighting	Task 1 T4 Wk 7 26/11/10	Task 2 T1 Wk 8/9	Task 3 T2 Wk 8	Task 4 T3 Wk 3/4
		Practical Investigation	Half Yearly Exam	Research Task	Trial HSC Exam
		H2, H4, H8, H11, H12, H13, H14, H15, H16	H1 – H9 H14, H16	H1, H3, H4, H5, H6, H7, H9, H13, H14, H16	H1 to H16
Knowledge and Understanding of The history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and development in science. The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy	40%		15%	10%	15%
Skills in: Planning and conducting first-hand investigations. Gathering and processing first-hand data. Gathering and processing relevant information from secondary sources.	30%	10%	5%	10%	5%
Skills in: Communicating information and understanding. Developing scientific thinking and problem-solving techniques. Working individually and in teams.	30%	10%	5%	10%	5%
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>

**HSC Course Outcomes**

A student:

- H1 explains the interaction between persons, societies, cultures and environments across time
- H2 analyses relationships within and between social and cultural groups
- H3 accounts for cultural diversity and commonality within societies and cultures
- H4 evaluates continuity and change, and assesses social futures and strategies for change and the implications for societies and cultures
- H5 evaluates the influence of power, authority, gender and technology on decision-making and participation in society
- H6 applies and evaluates the methodologies of social and cultural research
- H7 applies appropriate language and concepts associated with society and culture
- H8 selects, organises and evaluates information and sources for usefulness, validity and bias
- H9 plans an investigation, analyses and synthesises information from a variety of perspectives and sources
- H10 communicates information, ideas and issues using appropriate written, oral and graphic forms
- H11 uses planning and review strategies to manage complex tasks, making effective use of time and resources

Component	Weighting	Task 1 T4, Wk 9	Task 2 T1, Wk 8/9	Task 3 T2 Wk 8	Task 4 T3, Wk 3/4
		Test Core – Continuity & Change	Half yearly Examination	Essay Depth Study	Trial Examination
		H4, H6, H7, H10	H1, H2, H6,H7,H10	H2, H3, H7, H10	H1, H2, H3, H4,H5,H6,H7, H10
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Application and evaluation of social and cultural research methodologies	30%	10%	5%	5%	10%
Communication of information, ideas and issues in appropriate forms	20%		5%	10%	5%
Total Marks	100%	20%	20%	30%	30%

**HSC Course Outcomes**

A student:

- H 1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
- H 2.1 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
- H 1.3 identifies the principles of colouration for specific end-uses
- H 2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences
- H 2.2 demonstrates proficiency in the manufacture of a textile item/s
- H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion
- H3.1 explains the interrelationship between fabric, yarn and fibre properties
- H3.2 develops knowledge and awareness of emerging textile technologies
- H 4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
- H 4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use
- H 5.1 investigates and describes aspects of marketing in the textile industry
- H 5.2 analyses and discusses the impact of current issues on the Australian textiles industry
- H 6.1 analyses the influence of historical, cultural and contemporary developments on textiles

		<b>Task 1 T1, Wk 8/9 Exam Week</b>	<b>Task 2 T2, Wk 2</b>	<b>Task 3 T3, Wk 1</b>	<b>Task 4 T3, Wk 3/4 Exam Week</b>
Components	Component Weighting	Half Yearly Theory examination	Textiles Innovation and experimentation Project	Major Textiles Project & Folio	Trial HSC
		H1.1, H1.2 H1.3, H 2.1, H3.1 H 4.1	H3.1, H3.2, H4.1, H6.1	H1.1, H1.2, H2.1, H2.2, H2.3,H4.1 H4.2, H6.1	H 1.3, H 2.1, H 3.1, H 3.2, H5.2, H 6.1
Knowledge and understanding of textiles and the textile industry	50 %	25%	5%		20%
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	50 %		10%	40%	
	100	25%	15%	40%	20%

**HSC Course Outcomes**

A student:

- 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
- 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

Components	Component Weighting	Task 1 T4, Wk 8 10/12/2009	Task 2 T1, Wk 8 7/6/2010	Task 3 T2, Wk 1 Week 1	Task 4 T3, Wk 3/4	Task 4 T3, Wk 5
		Practical Submission	Research Task /Written Examination		Written Examination	Practical Submission
		Outcomes ☐ H1 - 6	H7 -10	H 1- 6	H7 -10	H 1- 6
Artmaking	50%	Development of Artmaking practice VAPD and studies		Development of the Body of Work		Resolution of the Body of Work
Art Critical & Art Historical Study	50%		Half Yearly Examination incorporating research task		Trial Examination	
Task Weighting	100%	10 %	25%	10%	25%	30 %