

**HIGHER SCHOOL CERTIFICATE  
COURSE**

**2016 – 2017**

**GUIDELINES AND  
ASSESSMENT SCHEDULES**

**CHATSWOOD HIGH SCHOOL**  
**HIGHER SCHOOL CERTIFICATE COURSE 2016-2017**  
**GUIDELINES AND ASSESSMENT SCHEDULES**

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## A MESSAGE TO ALL YEAR 11 AND YEAR 12 STUDENTS

Dear Students and Parents

The Higher School Certificate (HSC) school based assessment program and external examinations are opportunities for students to demonstrate what they have learnt and how they are able to apply that knowledge in a variety of different situations. This booklet provides outlines for the school based assessment procedures in every course delivered at Chatswood High School. The procedural guidelines that govern the running of the school based assessment program are also published in this booklet. This booklet does not address the external assessment program known as the HSC examinations although many of our procedures mirror the procedures used by the Board of Studies Teaching and Educational Standards (BOSTES).

The goal of school based assessment is to provide students with the opportunities to demonstrate how well they can address the course outcomes using a variety of assessment types. The assessment outlines published in this book indicate a term and week in which the assessment task will take place. The staff will provide a separate assessment notification at least two weeks prior to the assessment task.

Questions relating to specific courses should be directed in the first instance to the teacher of the course. Further clarification can be sought from the head teacher of the subject and for all matters relating to the procedures outlined in this booklet students should see the Deputy Principal responsible for Year 12.

It is imperative that every student and their parent/s/carer/s review the procedures published in this booklet as they make up the assessment rules every student is expected to follow. Students may be disadvantaged if these rules are not followed. Some students come into assessment tasks under prepared and look for an easy solution such as plagiarising other people's work. This is considered a breach of our rules and the school response is covered in this booklet.

The school publishes an assessment booklet to facilitate thorough preparation. One of the keys to success for students is forward planning and the appropriate allocation of time. The most successful students will map all of their commitments on a calendar and start their preparation for assessment tasks many weeks in advance. There are times when students begin to feel overwhelmed during their HSC year. Many students use the services of our school counsellor to help them deal with stress throughout the year. The teaching staff, head teachers and deputy principal are also very good resources to use throughout the year.

I wish you all the best in your pursuit of a HSC over the next four terms. At the completion of the HSC year, the students who have planned ahead, worked consistently to meet deadlines and strived to extend themselves by producing work of the highest quality will achieve results which they can be justly proud of.

I look forward to watching our students mature as young adults taking control of their destiny and pursuing their dreams.



David Osland

**Principal**

## REQUIREMENTS OF STUDENTS

### PATTERN OF STUDY

To qualify for the Higher School Certificate (HSC) students must satisfactorily complete a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both patterns must include:

- at least six units from Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses) and
- at least four subjects.

To satisfy pattern of study requirements for the HSC a student may count a maximum of six units from courses in Science in each study pattern.

### SATISFACTORY COMPLETION OF COURSES

According to the Board of Studies Teaching and Educational Standards NSW (BOSTES), 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:

1. followed the course developed or endorsed by the Board; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

To achieve the outcomes above, students must:

**a) satisfactorily complete classwork**

There is an expectation that all work set by teachers, regardless of whether it is related to an assessment task or not, must be completed.

**b) satisfactorily complete assessment tasks**

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where internal assessment marks are submitted. Students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

**c) attend school regularly.**

Regular attendance at school is essential to assist students to maximise their potential. Under the rules set by the Department of Education students must attend a minimum of 85% of lessons. If attendance is unsatisfactory a warning letter will be sent. The Department's document "Suspension and Expulsion of School Students – Procedures 2011" details the circumstances in which students of post-compulsory age [17+] **may be expelled from a school because of unsatisfactory participation in learning.** This will be evident in a documented pattern of any one (or combinations) of the following:

- non-satisfactory completion of work
- non-serious attempts to meet course objectives
- non-compliance with BOSTES requirements for the award of an HSC.

This will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.

If a student fails to complete tasks in a course to the value of more than 50% of that course's total assessment they will be deemed unsatisfactory in that course. This may mean that they are ineligible to receive the HSC.

Help for students who find themselves in difficulty is always available from their Year Advisor, the Careers Advisor, School Counsellor or Deputy Principal.

The publication from the Board of Studies Teaching and Educational Standards (BOSTES) "Rules and Procedures for Higher School Certificate Candidates" covers most of the things you need to know about the HSC.

## ASSESSMENT

Student performance, application and the achievement of course outcomes in the HSC course will be measured through an assessment program. Assessment seeks to give credit for the mastery of skills and for achievements which may not be adequately evaluated in a single examination.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course. BOSTES uses a standards-referenced approach to reporting student achievement in the HSC. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

## 2017 HSC ASSESSMENT

### How the HSC mark is achieved

With the exception of VET courses and non-ATAR (Australian Tertiary Admissions Rank) courses, the 2017 HSC will record two marks for each Board Developed course studied: an examination mark and a scaled, school-based assessment.

The examination marks will be determined from the individual student's performance in the HSC examinations, which include written papers and externally marked student 'Major Works' and/or performances. The written examinations are held in October/November of Year 12, 2017. 'Major Works' include performance and major projects in Design and Technology, Music, Languages, Drama, Society and Culture, English Extension 2 and Visual Arts, and are marked as early as August. Each course will be individually reported. In each course, overall performance, part of which is the School Assessment, will be reported in respect of Performance Bands detailing what a student is able to do.

In each VET course, students may choose to sit for a written HSC examination paper and marks can be shown on the student's HSC. Marks can also contribute to ATAR calculations provided only one category B course is included in the ten best units being studied for the HSC. No assessment mark is awarded in VET subjects as performance is based on competencies achieved. Schools are required to submit an estimated examination mark for all students entered for the examination. The Trial HSC Examination mark may be used to assist in determining this estimate.

Assessment marks will be derived from tasks set by the school between October of Term 4, 2016, and the end of Term 3 of Year 12, 2017.

If students apply for an ATAR, both the examination marks and the moderated school assessments are used to determine the rank. This is issued by the University Admissions Centre (UAC) in December.

Each tertiary institution sets its own entrance requirements. Virtually all of them will use the ATAR when choosing the students they will admit. For advice in regard to entrance levels and other requirements, students should consult the school's Careers Adviser, Ms Hunter. Note that the inclusion of 2 units of English is compulsory in the calculation of an ATAR.

## ASSESSMENT TASKS

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. Tasks may include tests such as the Mid-Course Examination and Trial HSC Examination, written assignments, practical activities, fieldwork and projects.

Final assessment marks will reflect a variety of components depending upon the requirements of each course. These assessment components are usually the skills and knowledge which students are expected to acquire. The student's success in mastering the components is measured by his/her performance in the assessment tasks set. An assessment task may be designed to test a single component or a combination of components.

The assessment components will not all necessarily have the same importance or weighting. Similarly, assessment tasks will have different marking schemes. The assessment mark allows for performance over a range of activities to be judged. The mark represents a measure of achievement against a pre-set standard (standards reference).

Each course has an individual assessment program. Assessment tasks may vary between and within subjects.

## NOTIFICATION OF ASSESSMENT

Students will be given prior notice of every assessment task. A minimum of two weeks advance warning will be given prior to the date of completion of each assessment task.

It is the student's responsibility if are absent on the day an assessment notification is handed out to obtain any material from the teacher issued during the absence.

## SUBMISSION OF WORK

For hand-in assessment tasks, students are to submit their work to their class teacher (or if the class teacher is absent, to the Head Teacher) during the normal period for that subject on the day the work is due, unless they are told otherwise.

## HONESTY IN ASSESSMENT

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with BOSTES subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. BOSTES treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, BOSTES will report matters to the Independent Commission Against Corruption.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Students may be asked to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Malpractice will be penalised as follows:

- cheating or attempting to cheat = 0 marks awarded for the task.
- copying or using the works of other students = 0 marks awarded for the task.

In all cases of malpractice, parents/caregivers will be notified and 'N' warning letters issued. NSW schools are required to maintain a register of all instances where a student is found to have engaged in malpractice in a school-based assessment task, including information about the subject concerned, the nature of the offence and the penalty applied. This information must then be reported to BOSTES.

#### USE OF ELECTRONIC DICTIONARIES, CALCULATORS AND OTHER ELECTRONIC LANGUAGE DEVICES

Only BOSTES-approved calculators may be used in examinations. BOSTES provides a list of approved calculators that may be used in the HSC. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.

If students are found to have used such a device in an assessment task or examination, the task or examination will be cancelled, a mark of zero awarded and an 'N' warning letter sent.

#### NON-SERIOUS ATTEMPTS/NON ATTEMPTS

HSC students who do not make a serious attempt at the examination may not receive an award in the course concerned. This may render some students ineligible for the award of the HSC. Non-serious attempts include frivolous or objectionable material. Non-attempts include those where only multiple-choice questions are attempted.

Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

Any student identified as making a non-serious attempt or a non-attempt in an HSC examination will be asked by BOSTES to justify why they should receive a result in the course concerned. BOSTES will advise the student and the school Principal of its decision at the time of the release of HSC results.

In school assessment, a non-serious attempt at an assessment task may lead to being awarded a zero mark. The Head Teacher, in consultation with the teachers involved, shall determine whether the attempt is non-serious.

#### LATE SUBMISSION OF TASKS

Responsibility for submitting required work by the due date rests with students. Submission / completion of tasks after the date due without a legitimate reason will result in a student being awarded zero in that task, and receiving an 'N' warning.

For research tasks and / or projects which are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement for its collection or express posting it to arrive at the school by the due date.

A computer / printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated.

#### ILLNESS/MISADVENTURE

Students may lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their examination performance.

The right to submit an Illness/Misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

If a student is unable to attend school on the day of an assessment task or the day a hand-in assessment task is due because of illness they must:

1. ring the school and leave a message for the teacher or Head Teacher on the day of the task explaining why they are not attending or unable to hand in their task.
2. go to the doctor's and get a medical certificate that specifically states what they are suffering from, eg influenza. Certificates simply stating 'unfit for school' do not meet BOSTES requirements and will not be accepted.
3. download the school's Illness/Misadventure form from this document (or ask their Deputy Principal for one the morning of their return to school) and complete it attaching the medical certificate.

4. hand the **completed** Illness/Misadventure form with the medical certificate to the relevant Deputy Principal the **morning** of the first day they return to school after their illness. All paperwork must be handed to the Deputy Principal **within two days of their return to school**. If the paperwork is not handed in on time a zero mark will be recorded for the task and an 'N' warning letter will be sent.

When their sickness has been verified by a medical certificate, the Head Teacher will arrange for them to sit an alternative task.

If the Head Teacher decides that the student should do the original or a substitute task, the student can be required to sit for the task IMMEDIATELY. For example, if they are sick on Friday when an assessment task is due and they return to school on Monday, they must submit or attempt the task as soon as practicable on the Monday.

Illness/Misadventure at school does not cover:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- misreading of the timetable
- misreading of examination instructions
- failure to enter for the examination in the correct course
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- conditions for which they have been granted disability provisions, unless they experience further difficulties
- courses that are undertaken as a self-tuition student.

A panel will be convened to decide on the outcome of an appeal. The panel will consist of the relevant Deputy Principal and two Head Teachers. Once the decision is made, students have the right of final appeal to the Principal.

The Illness/Misadventure form, as well as the flowchart of the Illness/Misadventure Process, is in the back of this booklet. [Appendix A](#)

## THE 'N' WARNING PROCESS

The 'N' warning process is designed to identify students 'at risk' of not satisfactorily completing course requirements and to provide solutions in the form of school support. An 'N' warning letter may be issued to students if they are 'at risk' for the following reasons:

- non-completion of classwork and/or homework,
- not applying themselves with diligence and sustained effort to tasks,
- attendance issues; and/or
- non/unsatisfactory completion of assessment tasks.

The 'N' warning letter will advise the student of the tasks or actions to be undertaken in time for the problem to be corrected. Students will typically be given two weeks to complete the work listed in the letter. If the work is completed and handed in to the teacher by the specified time, the issue will be considered 'resolved'. However, if they do not complete the work, a second 'N' warning letter will be issued.

If students receive two 'N' warnings in any one course they may be declared unsatisfactory for the HSC. The Principal can make an 'N' determination which could mean they may not be eligible for the HSC in that course.

Note that the 'N' warning letters indicate:

- the course
- whether it's the first or second warning for that course

- the task that was not completed
- the date when the task was initially due
- what the student must now do
- when the task is to be done (if that is applicable they may also be told if a zero mark has been awarded)

There is a section which should be signed by parents/carers and returned to the Head Teacher.

## [Appendix B](#)

### ZERO AWARDS

If students fail to hand in an assessment task on the due date, or fail to complete a task on the due date, and don't complete an Illness/Misadventure form with a valid medical certificate attached, they will be awarded a zero mark and an 'N' warning letter will be sent to parents/carers. They will be given two weeks to complete the task. However, the zero mark will remain.

### ASSESSMENT APPEALS

Marks awarded in assessment tasks are not subject to review. If students feel that the **process** of marking was unfair, they may take their concerns to their Deputy Principal.

Students have a right to appeal on assessment rankings. By the direction of BOSTES and the Department of Education they are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as a part of this process.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- assessment tasks were carried out in conditions that were fair to all students
- the weightings specified by the school in its assessment program conform with BOSTES guidelines
- the procedures used by the school for determining the final assessment mark conform with its stated assessment program, and
- there were computational or other clerical errors in the determination of the assessment mark.

### 'N' DETERMINATIONS

An 'N' determination is the decision made by the Principal at the end of the course, under delegated authority from BOSTES, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' determination.

A Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to any student issued with an 'N' determination in any course, or sent to the student's home address. The Principal will also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.

If a Determination reduces the total number of units studied to less than 10, the student will not be eligible for an ATAR.

## DISABILITY PROVISIONS

The Department of Education makes disability provisions available for those students who have specific learning and/or disabilities which are likely to affect their results at the HSC. These difficulties include hearing deficiencies, sight impairment as well as diagnosed learning difficulties.

To claim disability provisions, an application form from the school must be completed, including documents required by BOSTES. Students must speak to the Head Teacher Wellbeing or a School Counsellor about this.

The closing date for the submission of applications is usually late March. It is the responsibility of the student/parent/carer to make application for disability provisions through the Principal or the Head Teacher Wellbeing.

## ATTENDANCE PRIOR TO ASSESSMENT DUE DATE- EQUITY PRINCIPLE

Students absent the day before a task is due could be seen as gaining an advantage as they have additional time to complete the assessment or study for an in-class assessment task. This inequity could adversely affect the rankings for other students who are following policy requirements.

Absenteeism the day before an assessment task is due will not be accepted unless a valid medical certificate is provided to the Head Teacher of the course immediately upon return to school. Attendance all day on the day of a task is also compulsory for equity reasons. Failure to comply with attendance expectations may result in a zero award for the task.

## GLOSSARY OF KEY WORDS AS SPECIFIED BY BOSTES FOR USE IN HSC COURSES

These are key words that appear frequently in BOSTES syllabuses, performance descriptions and examinations.

[Appendix C](#)

## HSC INTERNAL ASSESSMENT SCHEDULE

Specific information will be found in the following pages for each of the Year 12 courses running in 2016 – 2017. Students should read these carefully and ensure they are familiar with all assessment responsibilities and due dates.

### Key Dates to remember:

**Mid-Course Examination:** Term 1 2017, Weeks 8-9

**Trial HSC Examination:** Term 3, Weeks 3-4

Specific examination schedules will be published closer to these events. Again, students are responsible for ensuring they know their examination timetable and all permitted materials. Any questions, students should ask the relevant Classroom teacher, Head Teacher or Deputy Principal.

**Syllabus Outcomes**

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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 7</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 5</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Source analysis: In-class task</b> (Core Unit: Cities of Vesuvius)	<b>Mid-Course Examination</b> (Historical Period)	<b>Oral task</b> (Historical Period)	<b>Structured Response: In-class task</b> (Ancient Society)	<b>Trial HSC Examination</b> (Core Unit, Ancient Society, Historical Period, Ancient Personality)	
	H1.1, H3.1, H3.3, H3.4	H1.1, H2.1, H4.1, H4.2	H1.1, H2.1, H3.1, H4.2	H1.1, H2.1, H3.2, H3.5, H3.6	H1.1, H2.1, H4.1, H4.2	
Knowledge and understanding of course content	5	15			20	<b>40</b>
Source-based skills	10				10	<b>20</b>
Historical inquiry and research			10	10		<b>20</b>
Communication of historical understanding in appropriate forms		5	5	5	5	<b>20</b>
<b>Total%</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>35</b>	<b>100</b>

**Syllabus Outcomes**

- H1. evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2. analyses the ways in which models, theories and laws in biology have been tested and validated
- H3. assesses the impact of particular advances in biology on the development of technologies
- H4. assesses the impacts and implications of biology on society and the environment
- H5. identifies possible future directions of biological research
- H6. explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism
- H7. analyses the impact of natural and human processes on biodiversity
- H8. evaluates the impact of human activity on the interactions of organisms and their environment
- H9. describes the mechanisms of inheritance in molecular terms
- H10. describes the mechanisms of evolution and assesses the impact of human activity on evolution
- H11. justifies the appropriateness of a particular investigation plan
- H12. evaluates ways in which accuracy and reliability could be improved in investigations
- H13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14. assess the validity of conclusions from gathered data and information
- H15. explains why an investigation is best undertaken individually or by a team
- H16. justifies 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 4 Week 7</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3/4</b>	
	<b>In-class task: practical</b>	<b>Mid-Course Examination</b>	<b>Take home/ In-class task Research/test</b>	<b>Trial HSC Examination</b>	
	H2, H11–15	H1–15	H2, 6, H8–14	H1–15	
Knowledge and understanding of: <ul style="list-style-type: none"> <li>• 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</li> <li>• cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution</li> </ul>	5	10	5	20	<b>40</b>
Skills in: <ul style="list-style-type: none"> <li>• planning and conducting first-hand investigations</li> <li>• gathering and processing first-hand data</li> <li>• gathering and processing relevant information from secondary sources</li> </ul>	10	5	10	5	<b>30</b>
Skills in: <ul style="list-style-type: none"> <li>• communicating information and understanding</li> <li>• developing scientific thinking and problem-solving techniques</li> <li>• working individually and in teams</li> </ul>	10	5	10	5	<b>30</b>
<b>Total%</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 4 Weeks 6/7</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Excursion &amp; In-class report</b>	<b>Mid-Course Examination</b>	<b>In-class task: stimulus &amp; analysis</b>	<b>Trial HSC Examination</b>	
	H4, H5, H6, H8, H9	H1 – 10	H3, H4, H5, H8, H9, H10	H1 – 10	
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Stimulus-based skills		5	10	5	<b>20</b>
Inquiry and research	15	5			<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5		10	<b>20</b>
<b>Total%</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

- H1. evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2. analyses the ways in which models, theories and laws in chemistry have been tested and validated
- H3. assesses the impact of particular advances in chemistry on the development of technologies
- H4. assesses the impacts 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 4 Week 8</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 3/4</b>	
	<b>In-class task</b>	<b>Mid-Course Examination</b>	<b>In-class task: First-hand investigation task &amp; data processing</b>	<b>Trial HSC Examination</b>	
	H7, H9 – H15	H1 – H7	H1 –2, H7, H9–15	H1 – 15	
Knowledge and understanding of: <ul style="list-style-type: none"> <li>• 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</li> <li>• Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry</li> </ul>	5	10	5	20	<b>40</b>
Skills in: <ul style="list-style-type: none"> <li>• Planning and conducting first-hand investigations</li> <li>• Gathering and processing first-hand data</li> <li>• Gathering and processing relevant information from secondary sources.</li> </ul>	10	5	10	5	<b>30</b>
Skills in: <ul style="list-style-type: none"> <li>• Communicating information and understanding</li> <li>• Developing scientific thinking and problem-solving techniques</li> <li>• Working individually and in teams</li> </ul>	10	5	10	5	<b>30</b>
<b>Total%</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**SUBJECT: CHINESE BACKGROUND SPEAKERS**

**Syllabus Outcomes**

- H1.1 conveys information, opinions and ideas appropriate to context, purpose and audience
- H1.2 exchanges and justifies opinions and ideas
- H1.3 uses appropriate features of language in a variety of contexts
- H2.1 sequences and structures information and ideas
- H2.2 uses a variety of features to convey meaning
- H2.3 produces texts appropriate to context, purpose and audience
- H2.4 produces texts which are persuasive, creative and discursive
- H3.1 identifies main points and detailed items of specific information
- H3.2 summarises and interprets information and ideas
- H3.3 infers points of view, values, attitudes and emotions from features of language in texts
- H3.4 compares and contrasts aspects of texts
- H3.5 presents information in a different form and/or for a different audience
- H3.6 explains the influence of context in conveying meaning
- H3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts
- H3.8 responds to texts personally and critically
- H4.1 examines and discusses sociocultural elements in texts
- H4.2 recognises and employs language appropriate to different sociocultural contexts
- H4.3 compares and contrasts Australian and Chinese communities

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 8</b>	<b>Term 1 Week 5</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Spoken &amp; written exchanges</b>	<b>In-class task</b>	<b>Mid-Course Examination</b>	<b>Spoken &amp; written exchanges</b>	<b>Trial HSC Examination</b>	
	H1.1, 1.2, 1.3, 4.1, 4.2, 4.3	H3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	H2.1–2.4 H3.1–3.8 H4.1–4.3	H1.2, 1.3, 4.1, 4.2, 4.3	H2.1–2.4 H3.1–3.8 H4.1–4.3	
Spoken exchanges in Chinese	5			5		<b>10</b>
Written exchanges in Chinese	5			5		<b>10</b>
Listening and responding		5	5		10	<b>20</b>
Reading and responding		10	10		20	<b>40</b>
Writing in Chinese			10		10	<b>20</b>
<b>Total%</b>	<b>10</b>	<b>15</b>	<b>25</b>	<b>10</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 8</b>	<b>Term 1 Week 5</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Speaking</b>	<b>In-class task</b>	<b>Mid-Course Examination</b>	<b>Speaking</b>	<b>Trial HSC Examination</b>	
	H1.1, 1.2, 1.3, 1.4, 3.1, 3.2	H1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	H1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	H1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	H1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Speaking	10			10		20
Listening		5	10		15	30
Reading		10	5		15	30
Writing in Chinese			10		10	20
<b>Total%</b>	<b>10</b>	<b>15</b>	<b>25</b>	<b>10</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

- H1.1 uses a range of strategies to maintain communication
- H1.2 conveys information appropriate to context, purpose and audience
- H1.3 exchanges and justifies opinions and ideas
- H1.4 reflects on aspects of past, present and future experience
- H2.1 applies knowledge of language structures to create original text
- H2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- H2.3 structures and sequences ideas and information
- H3.1 conveys the gist of texts and identifies specific information
- H3.2 summarises the main ideas
- H3.3 identifies the tone, purpose, context and audience
- H3.4 draws conclusions from or justifies an opinion
- H3.5 interprets, analyses and evaluates information
- H3.6 infers points of view, attitudes or emotions from language and context
- H4.1 recognises and employs language appropriate to different social contexts
- H4.2 identifies values, attitudes and beliefs of cultural significance
- H4.3 reflects upon significant aspects of language and culture

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 8</b>	<b>Term 1 Week 5</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Speaking</b>	<b>In-class task</b>	<b>Mid-Course Examination</b>	<b>Speaking</b>	<b>Trial HSC Examination</b>	
	H1.1, 1.2, 1.3, 4.1	H2.1, 2.3, 3.1, 3.2, 3.3, 3.4	H1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	H1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	H1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
Speaking	10			10		10
Listening and responding		5	5		15	10
Reading and responding		15	10		15	40
Writing in Chinese			5		10	20
<b>Total%</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

- H1 critically analyses the factors affecting design and the development and success of design projects
- H1.2 relates the practices and processes of designers and producers to the major design project
- H2.1 explains the influence of trends in society on design and production
- H2.2 evaluates the impact of design and innovation on society and the environment
- H3.1 analyses the factors that influence innovation and the success of innovation
- H3.2 uses creative and innovative approaches in designing and producing
- H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 evaluates the processes undertaken and the impacts of the major design project
- H5.1 manages the development of a quality MDP
- H5.2 selects and uses appropriate research methods and communication techniques
- H6.1 justifies technological activities undertaken in the MDP and relates these to industrial and commercial practices
- H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development.

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 10</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 1</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Written Report:</b> Project Proposal for the Major Design Project Folio	<b>Mid-Course Examination</b>	<b>Case Study:</b> Innovation/emerging technologies	<b>Major Design Project Folio:</b> Justification of materials, processes and techniques	<b>Trial HSC Examination</b>	
	H1.1, H1.2, H4.1, H5.2, H5.1	H1.1, H1.2, H2.1, H2.2, H6.2	H1.2, H2.1, H3.1, H5.2	H3.2, H4.2, H4.3, H5.1, H6.1	H1.1, H2.1, H2.2, H3.1, H4.3, H6.2	
Knowledge and skills in: Innovation and Emerging Technologies			20		20	<b>40</b>
Designing and Producing	15	20		20	5	<b>60</b>
<b>Total%</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>100</b>

**SUBJECT: DRAMA**

**Syllabus Outcomes**

- H1.1 uses acting skills to adapt 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 Australia and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 9</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 2</b>	<b>Term 3 Weeks 3/4</b>	
	<b>In-class written response</b>	<b>Individual Project:</b> class presentation/ logbook	<b>Group performance</b>	<b>Individual projects/group performance</b>	<b>Trial HSC Examination</b>	
	H1.1–H1.3, H3.1–H3.3	H1.3, H1.5, H1.7	H1.1–H1.4, H2.1–H2.3	H1.1–H1.7, H 2.1–H2.3	H1.1–H1.7, H2.1–H2.3, H3.1–H3.3	
Making	5	10	15	5	5	<b>40</b>
Performing			10	10	10	<b>30</b>
Critically studying	10				20	<b>30</b>
<b>Total%</b>	<b>15</b>	<b>10</b>	<b>25</b>	<b>15</b>	<b>35</b>	<b>100</b>

**Syllabus Outcomes**

- H1. demonstrates understanding of economic terms, concepts and relationships
- H2. analyses the economic role of individuals, firms, institutions and governments
- H3. explains the role of markets within the global economy
- H4. analyses the impact of global markets on the Australian and global economies
- H5. discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6. analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7. evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8. applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9. selects and organises information from a variety of sources for relevance and reliability
- H10. communicates economic information, ideas and issues in appropriate forms
- H11. applies mathematical concepts in economic contexts
- H12. works independently and in groups to achieve appropriate goals in set timelines

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 4 Week 7</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 6</b>	<b>Term 3 Weeks 3/4</b>	
	<b>In-class task</b>	<b>Mid-Course Examination</b>	<b>Research Report</b>	<b>Trial HSC Examination</b>	
	H1, H3, H4, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	H5, H6, H7, H8, H9, H10, H12	H1–12	
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Stimulus-based skills	5	5		10	<b>20</b>
Inquiry and research		5	10	5	<b>20</b>
Communication of economic information, ideas and issues in appropriate forms		5	5	10	<b>20</b>
<b>Total%</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

- H1.1 describes the scope of engineering and critically analyses current innovations
- H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
- H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering
- H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3 develops and uses specialised techniques in the application of graphics as a communication tool
- H4.1 investigates the extent of technological change in engineering
- H4.2 applies knowledge of history and technological change to engineering-based problems
- H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
- H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports
- H5.2 selects and uses appropriate management and planning skills related to engineering
- H6.1 demonstrates skills in research and problem-solving related to engineering
- H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 10</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 2</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Practical application</b>	<b>Mid-Course Examination</b>	<b>Engineering report</b>	<b>Engineering report</b>	<b>Trial HSC Examination</b>	
Knowledge and understanding of engineering principles and developments in technology	10	10	10	10	10	<b>50</b>
Skills in research, problem solving and communication related to engineering	5	5	5	5	5	<b>30</b>
Understanding the scope and role of engineering including management and problem solving	5		5	5	10	<b>20</b>
<b>Total%</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>100</b>

**Syllabus Outcomes**

- H1 explains and evaluates the effects of different contexts of responders and composers on texts
- H2 explains relationships among texts
- H2A recognises different ways in which particular texts are valued
- H3 develops language relevant to the study of English
- H4 explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses
- H5 explains and evaluates the effects of textual forms, technologies and their media of production on meaning
- H6 engages with the Details of text in order to respond critically and personally.
- H7 adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
- H8 articulates and re[represents] own ideas in critical, interpretive and imaginative texts from a range of perspectives
- H9 evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organization of information and ideas.
- H10 analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
- H11 draws upon the imaginations to transform experience and ideas into text demonstrating control of language
- H12 student reflects on own processes of responding and composing
- H12A explains and evaluates different ways of responding to and composing text
- H13 reflects on own processes of learning

**Assessment Program**

Component		Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
		<b>Term 4 Week 9</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 1</b>	<b>Term 3 Weeks 3/4</b>	
		<b>Viewing/representing</b>	<b>Mid-Course Examination</b>	<b>Speaking</b>	<b>Listening</b>	<b>Trial HSC Examination</b>	
		H2, 5, 7, 9	H3, 6, 12, 12A, 13	H1, 2A, 6, 8	H4, 5, 9, 12	H1, 2, 3, 6, 7, 10, 11	
Syllabus component	Area of Study		25			15	<b>40</b>
	Module A	15				5	<b>20</b>
	Module B			15		5	<b>20</b>
	Module C				15	5	<b>20</b>
<b>Marks</b>		<b>15</b>	<b>25</b>	<b>15</b>	<b>15</b>	<b>30</b>	<b>100</b>
Language Modes	Listening				15		<b>15</b>
	Speaking			15			<b>15</b>
	Reading		10			15	<b>25</b>
	Writing		15			15	<b>30</b>
	Viewing/representing	15					<b>15</b>
<b>Marks</b>		<b>15</b>	<b>25</b>	<b>15</b>	<b>15</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

- H1 Students learn to distinguish and evaluate the values expressed through texts by:
  - H1.1 identifying aspects of texts that reflect and shape values
  - H1.2 considering the ways that values identified in and through texts can vary
  - H1.3 evaluating the effects of changes in perceived values
- H2 Students learn how different texts are valued by:
  - H2.1 identifying aspects of texts that are valued in different contexts
  - H2.2 explaining why and how different aspects of texts are valued in different contexts
  - H2.3 speculating about different ways in which texts might be valued
  - H2.4 generalising about the nature of the process of valuing texts
- H3 Students will learn to compose extended texts by:
  - H3.1 engaging with the complexity of a range of texts
  - H3.2 refining the clarity of their own compositions to meet the demands of thought and expression
  - H3.3 using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes
  - H3.4 using stylistic devices appropriate to purpose, audience and context.
- H4 Students learn to develop sophisticated presentations by:
  - H4.1 engaging in extended independent investigation
  - H4.2 reflecting on their findings
  - H4.3 presenting the results to a specific audience and for a specific purpose
  - H4.4 reflecting on the effectiveness of the presentation

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 1 Week 2</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 5</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Essay: critical response</b>	<b>Mid-Course Examination</b>	<b>Tutorial presentation</b>	<b>Trial HSC Examination</b>	
	H1, H2, H3	H1, H2, H3, H4	H1, H2, H4	H1, H2, H3, H4	
Knowledge and understanding of complex texts and of how and why they are valued.	5	5	5	10	<b>25</b>
Skills in: <ul style="list-style-type: none"> <li>• complex analysis</li> <li>• sustained composition</li> <li>• independent investigation.</li> </ul>	10	5	5	5	<b>25</b>
<b>Total%</b>	<b>15</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>50</b>

**Syllabus Outcomes**

- H1. Students learn to develop and use skills in extensive independent investigation by:
  - H1.1 autonomous, thorough and extensive investigation in a specialised field
  - H1.2 monitoring, reflecting on and documenting their interpretation, analysis and composition in a journal
  - H1.3 presenting aspects of investigation to specific audiences, in a range of modes
- H2. Students learn to reflect on and document their processes of composition by:
  - H2.1 developing texts drawn from personal, affective, cognitive and other experiences, understanding and ideas
  - H2.2 monitoring, reflecting on and documenting their process of inquiry in a journal
  - H2.3 presenting aspects of composition to specific audiences, in a range of modes

**Assessment Program**

Component	Task 1	Task 2	Task 3	Weighting
	<b>Term 4 Week 9</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 9</b>	
	<b>Viva Voce</b>	<b>Report</b>	<b>Draft of Major Work</b>	
	H1, H2	H1, H2	H1, H2	
Skills in extensive independent investigation	5	10	10	<b>25</b>
Skills in sustained composition	5	5	15	<b>25</b>
<b>Total%</b>	<b>10</b>	<b>15</b>	<b>25</b>	<b>50</b>

**Syllabus Outcomes**

- H1. demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
- H2. demonstrates understanding of the relationships among texts.
- H3. develops language relevant to the study of English.
- H4. describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
- H5. analyses the effect of technology and medium on meaning.
- H6. engages with the Details of text in order to respond critically and personally.
- H7. adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
- H8. articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
- H9. assesses the appropriateness of a range of processes and technologies in the investigation and organization of information and ideas.
- H10. analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
- H11. draws upon the imagination to transform experience and ideas into text, demonstrating control of language.
- H12. reflects on own processes of responding and composing.
- H13. reflects on own processes of learning.

**Assessment Program**

Component		Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
		<b>Term 4 Week 9</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 1</b>	<b>Term 3 Weeks 3/4</b>	
		<b>Viewing/representing</b>	<b>Mid-Course Examination</b>	<b>Speaking</b>	<b>Listening</b>	<b>Trial HSC Examination</b>	
		H2, 5, 7, 9	H3, 6, 12, 12A, 13	H1, 2A, 6, 8	H4, 5, 9, 12	H1, 2, 3, 6, 7, 10, 11	
Syllabus component	Area of Study		25			15	40
	Module A	15				5	20
	Module B			15		5	20
	Module C				15	5	20
<b>Marks</b>		<b>15</b>	<b>25</b>	<b>15</b>	<b>15</b>	<b>30</b>	<b>100</b>
Language Modes	Listening				15		15
	Speaking			15			15
	Reading		10			15	25
	Writing		15			15	30
	Viewing/representing	15					15
<b>Marks</b>		<b>15</b>	<b>25</b>	<b>15</b>	<b>15</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

- H1. demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
- H2. describes and explains different relationships among texts.
- H3. demonstrates understanding of cultural reference in texts.
- H4. uses language relevant to the study of English.
- H5. demonstrates understanding of how audience and purpose affect the language and structure of texts.
- H6. interprets texts using key language patterns and structural features.
- H7. analyses the effect of technology on meaning.
- H8. adapts a variety of textual forms to different purposes, audiences and contexts in all modes.
- H9. engages with the Details of text in order to develop a considered and informed personal response.
- H10. assesses the appropriateness of a range of processes and technologies in the investigation and organization of information and ideas.
- H11. analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
- H12. draws upon the imagination to transform experience and ideas into text, demonstrating control of language.
- H13. reflects on own processes of responding and composing.
- H14. reflects on own processes of learning, especially on the effects of their expanding knowledge and skills in English.

**Assessment Program**

Component		Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
		<b>Term 4 Week 8</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 1</b>	<b>Term 3 Weeks 3/4</b>	
		<b>Oral presentation</b>	<b>Mid-Course Examination</b>	<b>Viewing/ representing</b>	<b>Writing task</b>	<b>Trial HSC Examination</b>	
		H2, H3, H4, H5, H9, H11, H12, H13	H1, H2, H3, H9, H11, H12	H2, H4, H5, H9, H11, H12, H13	H3, H4, H5, H6, H7, H8, H10, H11,H12	H1 – H13	
Syllabus component	Language Study within an Area of Study	20	15			15	<b>50</b>
	Module A			15		10	<b>25</b>
	Module B				15	10	<b>25</b>
<b>Marks</b>		<b>20</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>35</b>	<b>100</b>
Language Modes	Listening		5			15	<b>20</b>
	Speaking	20					<b>20</b>
	Reading		5		5	10	<b>20</b>
	Writing		5		10	10	<b>25</b>
	Viewing/representing			15			<b>15</b>
<b>Marks</b>		<b>20</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>35</b>	<b>100</b>

**Syllabus Outcomes**

- H1 explains the changing nature, spatial patterns and interactions of ecosystems, urban places and economic activity
- H2 explains the factors which place ecosystems at risk and the reasons for their protection
- H3 analyses contemporary urban dynamics and applies them in specific contexts
- H4 analyses the changing spatial and ecological dimensions of economic activity
- H5 evaluates environmental management strategies in terms of ecological sustainability
- H6 evaluates the impacts of, and responses of people to, environmental change
- H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8. plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9 evaluates geographical information and sources for usefulness, validity and reliability
- H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11 applies mathematical ideas and techniques to analyse geographical information
- H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4 Week 9	Term 1 Weeks 9/10	Term 3 Week 1	Term 3 Weeks 3/4	
	Fieldwork Task	Mid-Course Examination	Research Report	Trial HSC Examination	
	H3, H9, H12	H1, H2, H3, H4, H5, H6, H7	H5, H6, H8, H10, H13	All	
Knowledge and understanding of course content	5	10	10	15	40
Geographical tools and skills		10		10	20
Geographical inquiry and research, including fieldwork	10		10		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Total%</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

- 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 1 Week 5</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Project proposal: log book</b>	<b>Mid-Course Examination</b>	<b>History project: essay, bibliography, log book synopsis</b>	<b>Trial HSC Examination</b>	
	E1.1, E2.1, E2.2, E2.3	E1.1, E2.2	E1.1, E2.1, E2.2	E1.1, E2.1, E2.2, E2.3	
Knowledge and understanding of significant historical ideas and processes		5		5	<b>10</b>
Skills in designing, undertaking and communicating historical inquiry – the History project	5		35		<b>40</b>
<b>Total%</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>50</b>

**SUBJECT: INDUSTRIAL TECHNOLOGY – MULTI MEDIA TECHNOLOGIES**

**Syllabus Outcomes**

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 is skilled in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies design principles effectively through the production of projects
- H4.1 demonstrates competency in practical skills appropriate to the major project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.1 selects and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 evaluates the impact of the focus area industry on the social and physical environment

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 9</b>	<b>Term 1 Week 7</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 5</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Major Project: Proposal plan &amp; 1st prototype</b>	<b>Industry Case Study</b>	<b>Mid-Course Examination</b>	<b>Major project: packaging and promotion</b>	<b>Trial HSC Examination</b>	
	H3.1, H3.2, H3.3, H5.1, H5.2, H4.1, H4.2, H4.3, H6.1,H6.2	H1.1, H1.2, H2.1, H7.1, H4.1, H4.2, H4.3, H6.1,H6.2	H3.1, H3.2, H3.3, H5.1, H5.2, H4.1, H4.2, H4.3, H6.1, H6.2	H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2	H1.1, H1.2, H2.1, H7.1, H4.1, H4.2, H4.3, H6.1, H6.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry		10	15		15	<b>40</b>
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	25			35		<b>60</b>
<b>Total%</b>	<b>25</b>	<b>10</b>	<b>15</b>	<b>35</b>	<b>15</b>	<b>100</b>

**Syllabus Outcomes**

- 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 Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 10</b>	<b>Term 1 Week 7</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 5</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Database systems assessment</b>	<b>Communication systems assessment</b>	<b>Mid-Course Examination</b>	<b>Multimedia systems assessment</b>	<b>Trial HSC Examination</b>	
	H1.1, 1.2, 2.1, 2.2, 3.2, 5.1, 6.1, 6.2, 7.1, 7.2	H1.1, 1.2, 2.1, 2.2, 3.2, 5.1, 6.1, 6.2, 7.1, 7.2	H1.2, 2.1, 3.1, 4.1, 5.1, 5.2, 6.1	H1.1, 1.2, 2.1, 2.2, 3.2, 5.1, 6.1, 6.2, 7.1	H1.2, 2.1, 3.1, 4.1, 5.1, 5.2, 6.1	
Project management		5			15	<b>20</b>
Information systems and databases project	5	5	10	5	10	<b>35</b>
Communication systems	5	5	5	5		<b>20</b>
Option strands	5			20		<b>25</b>
<b>Total%</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>100</b>

**Syllabus Outcomes**

- H1.1 investigates industry through the study of businesses in one focus area.
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry.
- H1.3 identifies important historical developments in the focus area industry.
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.
- H3.1 demonstrates skills in sketching, producing and interpreting drawings.
- H3.2 selects and applies appropriate research and problem-solving skills.
- H3.3 applies and justifies design principles effectively through the production of a Major Project.
- H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project.
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills.
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components.
- H5.1 selects and uses communication and information processing skills.
- H5.2 examines and applies appropriate documentation techniques to project management.
- H6.1 evaluates the characteristics of quality manufactured products.
- H6.2 applies the principles of quality and quality control.
- H7.1 explains the impact of the focus area industry on the social and physical environment.
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 4</b>	<b>Term 1 Week 3</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 4</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Design Portfolio</b>	<b>Design Portfolio</b>	<b>Mid-Course Examination</b>	<b>Production</b>	<b>Trial HSC Examination</b>	
	H1.1, 1.2, 1.3	H5.1, 5.2, 3.1, 3.2	H1.1, 1.2, 1.3, 3.3, 4.1, 7.1, 7.2	H2.1, 4.1, 4.2, 3.3, 4.3, 6.1, 6.2	H1.1, 1.2, 1.3, 3.3, 4.1, 7.1, 7.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	15	15			10	<b>40</b>
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project		5	15	15	25	<b>60</b>
<b>Total%</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>35</b>	<b>100</b>

**Syllabus Outcomes**

- H1.1 establishes and maintains communication in Japanese
- H1.2 manipulates linguistic structures to express ideas effectively in Japanese
- H1.3 sequences ideas and information
- H1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- H2.1 understands and interprets information in texts using a range of strategies
- H2.2 conveys the gist of and identifies specific information in texts
- H2.3 summarises the main points in a text
- H2.4 draws conclusions from or justifies an opinion about a text
- H2.5 identifies the purpose, context and audience of a text
- H2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- H3.1 produces texts appropriate to audience, purpose and context
- H3.2 structures and sequences ideas and information
- H3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- H3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 8</b>	<b>Term 1 Week 6</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Speaking</b>	<b>In-class task</b>	<b>Mid-Course Examination</b>	<b>Speaking</b>	<b>Trial HSC Examination</b>	
	H1.1, 1.2, 1.3, 1.4, 3.1, 3.2	H1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	H1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	H1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	H1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Speaking	10			10		20
Listening		5	10		15	30
Reading		10	5		15	30
Writing in Japanese			10		10	20
<b>Total%</b>	<b>10</b>	<b>15</b>	<b>25</b>	<b>10</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

- H1.1 uses a range of strategies to maintain communication
- H1.2 conveys information appropriate to context, purpose and audience
- H1.3 exchanges and justifies opinions and ideas
- H1.4 reflects on aspects of past, present and future experience
- H2.1 applies knowledge of language structures to create original text
- H2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- H2.3 structures and sequences ideas and information
- H3.1 conveys the gist of texts and identifies specific information
- H3.2 summarises the main ideas
- H3.3 identifies the tone, purpose, context and audience
- H3.4 draws conclusions from or justifies an opinion
- H3.5 interprets, analyses and evaluates information
- H3.6 infers points of view, attitudes or emotions from language and context
- H4.1 recognises and employs language appropriate to different social contexts
- H4.2 identifies values, attitudes and beliefs of cultural significance
- H4.3 reflects upon significant aspects of language and culture

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 8</b>	<b>Term 1 Week 6</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Speaking</b>	<b>In-class task</b>	<b>Mid-Course Examination</b>	<b>Speaking</b>	<b>Trial HSC Examination</b>	
	H1.1, 1.2, 1.3, 4.1	H2.1, 2.3, 3.1, 3.2, 3.3, 3.4	H1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	H1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	H1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
Speaking	10			10		20
Listening		5	5		15	25
Reading		15	10		15	40
Writing in Japanese			5		10	15
<b>Total%</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

- 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 law in encouraging cooperation and 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, organises, synthesises 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 4 Week 7</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Speech</b>	<b>Mid-Course Examination</b>	<b>Hand-in task</b>	<b>Trial HSC Examination</b>	
	H3, H4, H8, H9	H1–H7	H1, H6, H7, H10	H1–10	
Knowledge and understanding of course content	10	20	10	20	<b>60</b>
Research	10		10		<b>20</b>
Communication	5	5	5	5	<b>20</b>
<b>Total%</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Syllabus Outcomes**

- 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4 Week 8	Term 1 Weeks 9/10	Term 2 Week 7	Term 3 Weeks 3/4	
	In-class task	Mid-Course Examination	In-class task	Trial HSC Examination	
	H1,H4, H5	H1,H3,H5, H6, H7,H8	H1,H3,H4, H5,H9	H1 – H9	
Concepts, skills and techniques	7	13	10	20	50
Reasoning and communication	8	12	10	20	50
<b>Total%</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

- 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 4 Week 9</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 3/4</b>	
	<b>In-class task</b>	<b>Mid-Course Examination</b>	<b>In-class task</b>	<b>Trial HSC Examination</b>	
	HE1, HE2, HE7	HE1, HE2, HE3, HE4, HE7	HE3, HE5, HE6, HE7	HE1–7	
Concepts, skills & techniques	7	13	10	20	<b>50</b>
Reasoning and communication	8	12	10	20	<b>50</b>
<b>Total%</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

- E1 appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems
- E2 chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings
- E3 uses the relationship between algebraic and geometric representations of complex numbers and of conic sections
- E4 uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials
- E5 uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion
- E6 combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions
- 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 4 Week 9</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 3/4</b>	
	<b>In-class task</b>	<b>Mid-Course Examination</b>	<b>In-class task</b>	<b>Trial HSC Examination</b>	
	E2,E3,E4, E9	E2,E3,E4, E6, E8, E9	E2,E5,E7, E9	E1 – E9	
Concepts, skills & techniques	7	13	10	20	<b>50</b>
Reasoning and communication	8	12	10	20	<b>50</b>
<b>Total%</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

- MG1H-1 uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts
- MG1H-2 analyses representations of data in order to make predictions
- MG1H-3 makes predictions about everyday situations based on simple mathematical models
- MG1H-4 analyses simple two-dimensional and three-dimensional models to solve practical problems
- MG1H-5 interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion of appropriate units
- MG1H-6 makes informed decisions about financial situations likely to be encountered post-school
- MG1H-7 develops and carries out simple statistical processes to answer questions posed
- MG1H-8 solves problems involving uncertainty using basic counting techniques
- MG1H-9 chooses and uses appropriate technology to organise information from a range of practical and everyday contexts
- MG1H-10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others
- MG2H-VA appreciates the importance of mathematics in everyday life and its usefulness in contributing to society

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 4 Week 8</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 3/4</b>	
	<b>In-class task</b>	<b>Mid-Course Examination</b>	<b>In-class task</b>	<b>Trial HSC Examination</b>	
	MG1H 2 – 7 and 9 – 10 MG1H 1,5,6	MG1H 1-5,7,9,10	MG1H 1,4,5,,6,9,10 VA	MG1H 1,2,5,7,8,9,10 VA	
Concepts, skills & techniques	7	13	10	20	<b>50</b>
Reasoning and communication	8	12	10	20	<b>50</b>
<b>Total%</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

- MG2H-1 uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MG2H-2 analyses representations of data in order to make inferences, predictions and conclusion
- MG2H-3 makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions
- MG2H-4 analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles
- MG2H-5 interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy of measurements and calculations
- MG2H-6 makes informed decisions about financial situations, including annuities and loan repayments
- MG2H-7 answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data
- MG2H-8 solves problems involving counting techniques, multistage events and expectation
- MG2H-9 chooses and uses appropriate technology to locate and organise information from a range of contexts
- MG2H-10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response
- MG2H-VA appreciates the importance of mathematics in everyday life and its usefulness in contributing to society

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 4 Week 8</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 3/4</b>	
	<b>In-class task</b>	<b>Mid-Course Examination</b>	<b>In-class task</b>	<b>Trial HSC Examination</b>	
	MG2H 2 – 7 and 9 – 10 MG2H 3, 9 10	MG2H 1,2,3,6, 7,8,9,10	MG2H 1,2,3,5, 7,9,10	MG2H 1 - 10	
Concepts, skills & techniques	7	13	10	20	<b>50</b>
Reasoning and communication	8	12	10	20	<b>50</b>
<b>Total%</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

- 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 7</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Weeks 6</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Source analysis task</b>	<b>Mid-Course Examination</b>	<b>Research task</b>	<b>Research and oral task</b>	<b>Trial HSC Examination</b>	
	H1.2, H3.2 – H3.4	H1.1, H1.2, H2.1, H4.1	H1.2, H3.1, H3.5 H4.1	H1.1, H1.2, H4.1, H4.2	H1.1, H1.2, H3.3, H3.4, H4.1, H4.2	
Knowledge and understanding of content	5	15			20	<b>40</b>
Source-based skills	10				10	<b>20</b>
Historical inquiry and research			10	10		<b>20</b>
Communication of historical understanding in appropriate forms		5	5	5	5	<b>20</b>
<b>Total%</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>35</b>	<b>100</b>

**Syllabus Outcomes**

- H1 performs stylistically, music that is characteristic of topics studied, both 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 compositions 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 9</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 4</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Viva Voce</b>	<b>Mid-Course Examination</b>	<b>Composition</b>	<b>Performance or Composition or Musicology</b>	<b>Trial HSC Examination</b>	
	H2, H6, H8, H10	H1, H7, H5, H4, H6, H9, H10, H11	H3, H5, H7, H8, H10	H1, H7, H9, H3, H5, H2, H6, H8, H10	H1, H2, H5, H6, H4, H7, H8, H9, H10, H11	
Performance core		5			5	<b>10</b>
Composition core			10			<b>10</b>
Musicology core	10					<b>10</b>
Aural core		5			20	<b>25</b>
Elective 1				10	5	<b>15</b>
Elective 2				10	5	<b>15</b>
Elective 3		10			5	<b>15</b>
<b>Total%</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

- 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
- 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.

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting
	Term 4 Week 8/9	Term 1 Week 5	Term 1 Weeks 9/10	Term 2 Week 6	Term 3 Week 1	Term 3 Weeks 3/4	
	Composition Portfolio and Core Performance	Musicology Research on Additional Topic	Mid-Course Examination, Sight Singing, Core Composition and Core Performance	Elective Performance or Composition or Musicology Portfolio	Composition	Trial HSC Examination	
	H2-5, H8-H12	H2, H5-7, H11, H12	H1, H2, H5- 8, H10-12	H1-12		H1-12	
Core performance	5		5			10	20
Core composition	5				15		20
Core musicology		5	5			10	20
Core aural		5	5			10	20
Performance or Composition or Musicology elective				10		10	20
<b>Total%</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>15</b>	<b>40</b>	<b>100</b>

**Syllabus Outcomes**

PERFORMANCE OUTCOMES

- H1. performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member.
- H2. leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others.
- H3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed.
- H4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed.
- H5. presents concert and recital programs, which include solving problems concerning programming, organisation and management of concert practice and program development.
- H6. critically analyses the use of musical concepts to present a stylistic interpretation of music performed.

COMPOSITION

- H1. composes with highly developed technical skill and stylistic refinement demonstrating an emergence of a personal style.
- H2. leads critical evaluation and discussion sessions on all aspects of his/her compositions and the compositions of others.
- H3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style.
- H4. demonstrates a sophisticated understanding of the concepts of music and their relationships to each other with reference to works composed.
- H5. presents, discusses and evaluates the problem solving process with regard to composition and the realisation of the composition.
- H6. critically analyses the use of musical concepts to present a personal compositional style.

MUSICOLOGY OUTCOMES

- H1. presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources.
- H2. leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others.
- H3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research.
- H4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing.
- H5. presents, discusses and evaluates the problem solving process and the development and realisation of a research project.
- H6. critically analyses the use of the musical concepts to articulate their relationship to the style of music analysed.

**Assessment Program**

Component	Task 1	Task 3	Weighting
	<b>Term 2 Week 2</b>	<b>Term 3 Weeks 3/4</b>	
	Extension Performance (2 pieces) or Composition or Musicology Portfolio	<b>Trial HSC Examination</b> Performance (3 pieces) or Composition or Musicology Portfolio	
	H1–H6	H1–H6	
Performance <b>OR</b> Composition <b>OR</b> Musicology	50	50	<b>50</b>
<b>Total%</b>	<b>50</b>	<b>50</b>	<b>50</b>

**Syllabus Outcomes**

- 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 health skills that enable 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 performance needs
- H12. analyses the influence of Socio cultural factors on the way people participate in and value physical activity and sport
- H13. selects and applies strategies for the management of injuries and the promotion of safety in sport and Physical activity
- H14. argues the benefit 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Term 4 Week 7</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 3-4</b>	
	<b>Written Report</b> (Core 1, take home)	<b>Mid-Course Examination</b>	<b>Written Report</b> (Core 2, take home)	<b>Trial HSC Examination</b>	
	H1, H2, H3, H15, H16	H7, H8, H9, H16, H17	H8, H10, H16, H17	H1–H9, H13–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>	10	10	5	15	<b>40</b>
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>	5	10	5	10	<b>30</b>
Skills in critical thinking, research and analysis	5	5	10	10	<b>30</b>
<b>Total%</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>	<b>100</b>

**Syllabus Outcomes**

- H1. evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2. analyses the ways in which models, theories and laws in 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 and forces involved
- H11. justifies the appropriateness of a particular investigation plan
- H12. evaluates ways in which accuracy and reliability could be improved in investigations
- H13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14. 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4 Week 6	Term 1 Weeks 9/10	Term 2 Week 7	Term 3 Weeks 3/4	
	In-class skills task	Mid-Course Examination	Take home/ In- class task Research & test	Trial HSC Examination	
	H11–15	H1 – H7	H1 –7, H11–15	H1–15	
Knowledge and understanding of <ul style="list-style-type: none"> <li>• 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</li> <li>• Kinematics and dynamics, energy, waves, fields and matter</li> </ul>	5	10	5	20	<b>40</b>
Skills in: <ul style="list-style-type: none"> <li>• Planning and conducting first-hand investigations</li> <li>• Gathering and processing first-hand data</li> <li>• Gathering and processing relevant information from secondary sources.</li> </ul>	10	5	10	5	<b>30</b>
Skills in: <ul style="list-style-type: none"> <li>• Communicating information and understanding</li> <li>• Developing scientific thinking and problem-solving techniques</li> <li>• Working individually and in teams</li> </ul>	10	5	10	5	<b>30</b>
<b>Total%</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

- 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 nonliving components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 4	Term 1 Weeks 9/10	Term 2 Week 6	Term 3 Weeks 3/4	
	First hand investigation skills task	Mid-Course Examination	Take home/ In- class task Research / test	Trial HSC Examination	
	H7, H10–H15	H1–7	H1–7, H14, H15	H1–15	
Knowledge and understanding of <ul style="list-style-type: none"> <li>• 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</li> <li>• The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy</li> </ul>	5	10	5	20	40
Skills in: <ul style="list-style-type: none"> <li>• Planning and conducting first-hand investigations</li> <li>• Gathering and processing first-hand data</li> <li>• Gathering and processing relevant information from secondary sources</li> </ul>	10	5	10	5	30
Skills in: <ul style="list-style-type: none"> <li>• Communicating information and understanding</li> <li>• Developing scientific thinking and problem-solving techniques</li> <li>• Working individually and in teams</li> </ul>	10	5	10	5	30
<b>Total%</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes**

- H1 evaluates and effectively applies social and cultural concepts
- H2 explains the development of personal, social and cultural identity
- H3 analyses relationships and interactions within and between social and cultural groups
- H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5 analyses continuity and change and their influence on personal and social futures
- H6 evaluates social and cultural research methods for appropriateness to specific research tasks
- H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

**Assessment Program**

Component	Task 1	Task 2	Task 3	Weighting
	<b>Term 4 Week 8</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 3 Weeks 3/4</b>	
	Research presentation	Mid-Course Examination	Trial HSC Examination	
	H1, 2, 3, 7, 9, 10	H1, 2, 3, 5, 6, 7, 9, 10	H1 – 10	
Knowledge and understanding of course content	5	25	20	<b>50</b>
Application and evaluation of social and cultural research methodologies	15	5	10	<b>30</b>
Communication of information, ideas and issues in appropriate forms	10	5	5	<b>20</b>
<b>Total%</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

**N.B.** The Personal Interest Project (PIP) is examined externally and forms 40% of the external HSC mark. **This is due early Term 3 2017**

## SUBJECT: SOFTWARE DESIGN AND DEVELOPMENT

### Syllabus Outcomes

- H1.1 explains the interrelationship between hardware and software
- H1.2 differentiates between various methods used to construct software solutions
- H1.3 describes how the major components of a computer system store and manipulate data
- H2.1 describes the historical development of different language types
- H2.2 explains the relationship between emerging technologies and software development
- H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2 constructs software solutions that address legal, social and ethical issues
- H4.1 identifies needs to which software solutions are appropriate
- H4.2 applies appropriate development methods to solve software problems
- H4.3 applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
- H5.2 applies project management techniques to maximise the productivity of the software development
- H6.1 creates and justifies the need for the various types of documentation required for a software solution
- H6.2 selects and applies appropriate software to facilitate the design and development of software solutions
- H6.3 assesses the relationship between the roles of people involved in the software development cycle
- H6.4 communicates the processes involved in a software solution to an inexperienced user
- H6.5 uses a collaborative approach during the software development cycle
- H6.6 develops effective user interfaces, in consultation with appropriate people

### Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Term 4 Week 8</b>	<b>Term 1 Weeks 9/10</b>	<b>Term 2 Week 3</b>	<b>Term 3 Week 1</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Personal Project: plan and design</b>	<b>Mid-Course Examination</b>	<b>Group Challenge</b>	<b>Personal project: final submission</b>	<b>Trial HSC Examination</b>	
	H1.2, 3.1, 3.2, 4.1, 4.2, 5.2, 6.1, 6.3	H1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3	H 4.3, 5.1, 5.3, 6.3	H3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.4, 6.6	H1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3	
Knowledge and understanding about the development and impact of software solutions and the software development cycle		5			15	<b>20</b>
Design and development of software solutions	5	5	10	5	10	<b>35</b>
Project management techniques, including documentation, teamwork and communication	5	5	5	5		<b>20</b>
Project(s)	5			20		<b>25</b>
<b>Total%</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>100</b>

**Syllabus Outcomes**

- 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Term 4 Week 7	Term 1 Week 5	Term 1 Weeks 9/10	Term 2 Week 8	Term 3 Weeks 3/4	
	Research and in-class task	Research and oral presentation	Mid-Course Examination	Research and related in-class task	Trial HSC Examination	
	H1, H2, H6, H7, H8, H9	H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Knowledge and understanding of course content	5	10	5	5	15	40
Source-based skills			5		15	20
Investigation and research	5	5		10		20
Communication of information, ideas and issues in appropriate forms	5	5		5	5	20
<b>Total%</b>	<b>15</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>35</b>	<b>100</b>

**Syllabus Outcomes**

- 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 works
- 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

**Assessment Program**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Task 1a: Term 4 Weeks 9/10</b>	<b>Term 1 Weeks 9/10</b>	<b>Task 3a: Term 2 Week 2</b>	<b>Term 3 Weeks 3/4</b>	
	<b>Task 1b: Term 4 Week 10</b>		<b>Task 3b: Term 2 Week 7</b>	<b>Term 3 Week 6</b>	
	Task 1a: In-class presentation of BOW proposal supported by VAPD/Art Making	Mid-Course Examination	Task 3a: BOW/VAPD progress assessment (Art Making)	Trial HSC	
	Task 1b: Case studies (Art Criticism and Art History) Multimedia presentation		Task 3b: Case studies (Art Criticism and Art History) In-class task	BOW final assessment	
	H1–H9	H7–H10	H1–H10	H1–H10	
Artmaking	10		15	25	<b>50</b>
Art Criticism and Art History	10	15	10	15	<b>50</b>
<b>Total%</b>	<b>20</b>	<b>15</b>	<b>25</b>	<b>40</b>	<b>100</b>

The following applies to all Industry Curriculum Framework (ICF) courses delivered at Chatswood High School.

### Dual accreditation

Assessment for the Higher School Certificate VET Course within industry curriculum frameworks has two purposes:

#### 1. Australian Quality Framework (AQF) Qualifications

To achieve an AQF qualification, students are assessed on their achievement of competencies.

Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Some forms of assessment will be ongoing, integrated or holistic.

Students must also complete Cluster tasks (as supplied by the Registered Training Organisation –Macquarie Park 90220) containing both written and practical work.

To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry.

A student's record of their Units of Competency will be stored electronically at the school and distributed to students during each reporting period.

At the conclusion of the course, a student who fulfils the requirements of an AQF VET qualification will receive the relevant Certificate and an accompanying Transcript of Competencies Achieved. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification.

#### 2. Assessment for Higher School Certificate (HSC)

##### Work placement

To be eligible for a HSC in a VET course, students must complete a mandatory work placement in both the Preliminary and HSC courses. A total of 70 hours for a 240 hour 2 unit course must be completed in the industry relevant to their VET course by the conclusion of Term 3 of their HSC year.

Students who can provide evidence of recent or relevant experience in the industry relevant to their course can apply for Recognition of Prior Learning (RPL). These students should seek the advice of their VET teacher or VET Coordinator.

Students who do not attend work placement due to illness or misadventure must notify the school and produce appropriate evidence on return to school. Non-completion of work placement is grounds for withholding the course and students will be issued an 'N' determination.

## HSC Examination

The HSC examination is optional for all Industry Curriculum Framework (240 hours) courses. It consists of a written examination made up of multiple-choice items, short answers and extended response items.

Students wishing to achieve an ATAR **must** complete the written HSC examination.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

## REFUND POLICY

If a student intends to leave the course, please contact the School Office for details of the refund policy.

Assessment Events for		Cluster C	Cluster D	Cluster E	Cluster F		
Certificate II in Business Services BSB20115		Communicating in the workplace	Financial innovation	Working well with others	Working effectively and sustainably	Trial HSC Exam	
		Term 4, 2016 Weeks 5/6	Term 1, 2017 Weeks 6/7	Term 2 Weeks 6/7	Term: 3 Weeks 5/6	Term 3 Weeks 3/4	
Code	Unit of Competency					Examinable HSC Units of Competency	
BSBCMM201	Communicate in the workplace	X					
BSBCUS201	Deliver a service to customers	X					
TLIP2029	Prepare and process financial documents		X				
BSBINN201	Contribute to workplace innovation		X				
BSBIND201	Work effectively in a business environment			X			
BSBWOR203	Work effectively with others			X			
BSBWOR202	Organise and complete daily work activities			X			
BSBSUS201	Participate in environmentally sustainable work practices				X		
BSBITU307	Develop keyboarding speed and accuracy				X		

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Business Services BSB20112 or a Statement of Attainment towards Certificate II in Business Services BSB20112

School Name: Chatswood High School

Student Competency Assessment Schedule

COURSE: HSC Construction 2017 CPC20211 Construction HSC Assessment Schedule August 2017

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster D	Cluster E	Cluster F
		Formwork	Level a simple slab	Joinery and Shop fitting
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8
Code	Unit of Competency			
CPCCA2003A	Erect and dismantle formwork for footings	X		
CPCCA2011A	Handle carpentry materials	X		
CPCCM2006B	Apply basic levelling procedures		X	
CPCCO2013A	Carry out concreting to simple forms		X	
CPCCM2005B	Use construction tools and equipment		X	
CPCCJN2001A	Assemble components			X
CPCCJN2002B	Prepare for off-site manufacturing process			X

Mid-Course Examination	Trial HSC Examination
Term 1 Weeks 9/10	Term 3 Weeks 3/4
HSC Examinable Units of Competency	HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

**Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

Assessment Tasks for Certificate II Kitchen Operations SIT20312		Cluster D	Cluster E	Cluster F
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8
Code	Unit of Competency			
SITHCCC103	Prepare sandwiches	X		
SITHCCC202	Produce appetisers and salads	X		
BSBWOR203B	Work effectively with others		X	
SITHIND201	Source and use information on the hospitality industry		X	
BSBSUS201A	Participate in environmentally sustainable work practices		X	
<i>SITHCCC204</i>	Produce vegetable, fruit, egg and farinaceous dishes			x
SITHCCC201	Produce dishes using basic methods			X

Mid-Course Examination	Trial HSC Examination
Term 1 Weeks 9/10	Term 3 Weeks 3/4
HSC Examinable Units of Competency	HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20312 or a Certificate II in Kitchen Operations SIT10312

**Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent’. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

**ASSESSMENT CALENDAR 2016 – 2017**

<b>TERM 4, 2016</b>	<b>SUBJECT</b>	<b>TASK TYPE</b>
WEEK 1	NO TASKS	
WEEK 2	NO TASKS	
WEEK 3	NO TASKS	
WEEK 4	Industrial Technology – Timber	Design Portfolio
WEEK 5	Business Services	Cluster C
WEEK 6	Business Services Business Studies Physics	Cluster C Excursion/In-class report In-class skills task
WEEK 7	Ancient History Biology Business Studies Economics Legal Studies Modern History PDHPE Studies of Religion	In-class task In-class task: practical Excursion/In-class report In-class task Speech Source analysis task Written report Research and in-class task
WEEK 8	Chemistry Chinese Background Speakers Chinese Beginners Chinese Continuers English ESL Japanese Beginners Japanese Continuers Mathematics (2 Unit) Mathematics General 1 Mathematics General 2 Music 2 Society and Culture Software Design and Development	In-class task Speaking and writing task Speaking task Speaking task Oral presentation Speaking task Speaking task In-class task In-class task In-class task Composition portfolio Research presentation Personal project
WEEK 9	Drama English Advanced English Extension 2 English Standard Geography Industrial Technology – Multimedia Mathematics Extension 1 Mathematics Extension 2 Music 1 Music 2 Visual Arts	In-class task Viewing/representing Viva Voce Viewing/representing Fieldwork Task Major Project proposal In-class task In-class task Viva Voce Core Performance In-class BOW presentation
WEEK 10	Design and Technology Engineering Studies Industrial Processes and Technology Visual Arts	Written report Practical application Database systems assessment Case study presentation

TERM 1, 2017	SUBJECT	TASK TYPE
WEEK 1	NO TASKS	
WEEK 2	English Extension 1 Industrial Technology – Timber	Essay Design Portfolio
WEEK 3	NO TASKS	
WEEK 4	Senior Science	Skills task
WEEK 5	Chinese Background Speakers Chinese Beginners Chinese Continuers History Extension Music 2 Studies of Religion	In-class task In-class task In-class task Project proposal Musicology research Research and oral presentation
WEEK 6	Business Services Japanese Beginners Japanese Continuers	Cluster D In-class task In-class task
WEEK 7	Business Services Industrial Technology – Multimedia Information Processes and Technology	Cluster D Industry case study Communication systems assessment
WEEK 8	Construction Drama English Extension 2 Hospitality	Cluster D In-class presentation/logbook Report Cluster D
WEEKS 9/10	<b>Mid-Course Examinations</b> Ancient History Biology Business Studies Chemistry Chinese Background Speakers Chinese Beginners Chinese Continuers Construction Design and Technology Economics Engineering Studies English Advanced English Extension 1 English Standard English ESL Geography History Extension Hospitality Industrial Technology – Multimedia Industrial Technology – Timber Information Processes and Technology Japanese Beginners Japanese Continuers Legal Studies Mathematics (2 Unit) Mathematics Extension 1 Mathematics Extension 2 Mathematics General 1 Mathematics General 2	

	Modern History Music 1 Music 2 PDHPE Physics Senior Science Society and Culture Software Design and Development Studies of Religion Visual Arts	
WEEK 11	NO TASKS	

TERM 2, 2017	SUBJECT	TASK TYPE
WEEK 1	NO TASKS	
WEEK 2	Engineering Studies Music Extension Visual Arts	Engineering report Performance/Composition/Musicology BOW progress assessment
WEEK 3	Software Design and Development	Group project
WEEK 4	Music 1 Industrial Technology – Timber	Composition Production
WEEK 5	Ancient History English Advanced English Extension 1 English Standard Industrial Technology – Multimedia Industrial Processes and Technology	Oral task Speaking task Tutorial presentation Speaking task Major project Multimedia systems assessment
WEEK 6	Business Services Design and Technology Drama Economics English ESL Modern History Music 2 Senior Science	Cluster E Case study Group performance Research report Viewing/representing Research task Elective performance/composition/musicology Take home/in-class task
WEEK 7	Business Services Business Studies Mathematics (2 Unit) Mathematics Extension 1 Mathematics Extension 2 Mathematics General 1 Mathematics General 2 PDHPE Physics Visual Arts	Cluster E In-class task In-class task In-class task In-class task In-class task In-class task-- Written report Take home/in-class task Case study In-class task
WEEK 8	Biology Chinese Beginners Chinese Continuers Chinese Background Speakers Construction Hospitality Japanese Beginners	Research/In-class task Speaking task Speaking task Speaking and Writing task Cluster task E Cluster task E Speaking task

WEEK 8	Japanese Continuers Music 1 Studies of Religion	Speaking task Performance or Composition or Musicology Research and in-class task
WEEK 9	Chemistry Engineering Studies English Extension 2 Legal Studies Modern History	In-class task Engineering report Draft of Major Work Take home task Research and oral task
WEEK 10	Ancient History History Extension	In-class task History project

TERM 3, 2017	SUBJECT	TASK TYPE
WEEK 1	Design and Technology English Advanced English Standard English ESL Geography Music 2 Software Design and Development	Major Design Project Folio Listening task Listening task Writing task Research report Composition Personal project: final
WEEK 2	Drama	Individual projects/Group performance
WEEKS 3/4	<b>Trial HSC Examinations</b> Ancient History Biology Business Services Business Studies Chemistry Chinese Background Speakers Chinese Beginners Chinese Continuers Construction Design and Technology Drama Economics Engineering Studies English Advanced English Extension 1 English Standard English ESL Geography Modern History History Extension Hospitality Industrial Technology – Multimedia Industrial Technology – Timber Information Processes and Technology Japanese Beginners Japanese Continuers Legal Studies Mathematics (2 Unit) Mathematics Extension 1 Mathematics Extension 2 Mathematics General 1 Mathematics General 2	

WEEKS 3/4	Modern History <b>Trial HSC Examinations</b> Music 1 Music 2 Music Extension PDHPE Physics Senior Science Society and Culture Software Design and Development Studies of Religion Visual Arts	
WEEK 5	Business Services	Cluster E
WEEK 6	Visual Arts	BOW final assessment
WEEK 7	NO TASKS	
WEEK 8	Construction Hospitality	Cluster task F Cluster task F
WEEKS 9/10	NO TASKS	

**APPENDIX A**

**HSC ASSESSMENT: ILLNESS/MISADVENTURE APPLICATION**

This form must be completed then taken to the relevant Head Teacher and submitted to the Deputy Principal **within two days of returning to school.**

SURNAME: .....

GIVEN NAME: .....

YEAR: .....

DATE OF APPEAL: .....

Please indicate the subject/s for which this appeal is being lodged.

Subject	Date of Task	Nature of Task	Teacher

NATURE OF APPEAL (Illness or Misadventure): .....

State sufficient details to support your case for consideration to sit for the task or substitute task or to gain an extension of time.

SUBSTANTIATING EVIDENCE ATTACHED (attached letter or documents): YES NO

SIGNED: .....  
(student)

DATE: ...../...../.....

SIGNED: .....  
(parent)

DATE: ...../...../.....

HEAD TEACHER'S COMMENT: .....

.....

SIGNED: ..... DATE: ...../...../.....

FORM TO BE RETURNED TO THE DEPUTY PRINCIPAL

Form received: ...../...../..... BY: .....

APPEAL PANEL'S DECISION: .....

.....

SIGNED: ..... DATE: ...../...../..... NAME: .....

## Illness/Misadventure Process

1. Student gets form from DP or downloads from website. Student completes the form with relevant details and attaches documentation (medical certificate). Student must discuss with relevant DP.



2. Student takes form to HT for comment **within two school days upon return to school.**



3. Student takes completed form to DP. DP signs receipt of form and enters information into excel spreadsheet. Holds panel to make decision. Panel members: DP, HTs.



4. DP informs student and HT of decision and appeal process if necessary.

## SAMPLE N WARNING LETTER

Dear Parent / Guardian

**Re: OFFICIAL WARNING: Non-completion of a Higher School Certificate Course**

I am writing to advise that your son / daughter \_\_\_\_\_ is in danger of not meeting the Course Completion Criteria for the Higher School Certificate in «subject».

The Board of Studies, Teaching and Educational Standards (BOSTES) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **1st / 2nd** official warning we have issued concerning «subject».

A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

**Course Completion Criteria**

The satisfactory completion of a course requires Principals to have 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.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, «student» has not satisfactorily met (a, b or c) of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for «student» to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed need to be satisfactorily completed and/or achieved.

Please discuss this matter with «student» and contact the school if further information or clarification is needed.

Yours sincerely

\_\_\_\_\_  
Class Teacher/Head Teacher

\_\_\_\_\_  
Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by «student»

Task Name(s) / Course Requirement(s) / Course Outcome(s)	Percentage weighting (if applicable)	Original due date (if applicable)	Action required by student	Revised date to be completed by (if applicable)



## APPENDIX C

### GLOSSARY OF KEY WORDS AS SPECIFIED BY BOSTES FOR USE IN HSC COURSES

#### GENERIC DIRECTIVE TERMS FROM THE ASSESSMENT SUPPORT DOCUMENT

Key words that appear frequently in BOSTES syllabuses, performance descriptions and examinations.

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