

The background features a large, faint watermark of the Billabong logo. The logo is a shield-shaped emblem with a banner at the top containing the word "BILLABONG". Below the banner, there is a central figure holding a surfboard, and a banner at the bottom with the text "HIGHER KNOWLEDGE AND WORK".

# Stage 6 Assessment

**GUIDELINES TO THE SATISFACTORY  
COMPLETION OF THE PRELIMINARY AND  
HIGHER SCHOOL CERTIFICATE COURSE**

**2015**

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## **WELCOME TO THE SENIOR COLLEGE**

On the 10<sup>th</sup> of November 2014, Billabong High School roll over into a new year. Year 10 will be studying Preliminary and HSC courses for the first time. Year 11 will recommence their Preliminary and HSC studies. At Billabong High, Year 11 and Year 12 students study the same subjects and attend the same classes; we consider them all to be 'seniors' and part of our Senior College.

The Senior College is a very exciting, curriculum based decision that allows us to expand the curriculum options that are available to our students. Students study three subjects in their first year and three subjects during their second year.

Students have exactly the same final outcomes as all HSC students in NSW but they will have just taken a different journey or path to get there.

Assessment forms a key component of the student's final HSC mark. Exam results and Assessment results make up 50% each of the final mark. It is therefore imperative to complete all set assessments to the highest level possible. Rankings are critical in this process as well.

The Senior College offers a very exciting opportunity for our students and we wish them all the best in their senior studies.

*Phil Carroll*

Principal

# BILLABONG HIGH SCHOOL

## Preliminary and HSC Assessment Policy

### HSC Pathways – Department of Education and Training Guidelines

1. Year 11/12 2Unit Courses comprise two components – a Preliminary and an HSC course. Satisfactory completion of the Preliminary course is a prerequisite for entry into an HSC course.
2. Each course is defined in terms of outcomes achievable in an indicative class time of 120 hours. Preliminary (Year 11) and HSC (Year 12) syllabuses are structured in approximately two equal parts.
3. All Preliminary course work in a subject is to be completed to gain a Year 11 Record of Achievement. The Principal is required to certify **satisfactory completion**. The Preliminary course is to be regarded as ‘assumed knowledge’ for the HSC Examination. The major focus of the HSC Examination will be the HSC Course.
4. For both the Preliminary and HSC Courses students must have a **satisfactory record of attendance and application** up to, and including, the final date of attendance.
  - (i) The Board of Studies expects students to have:
    - (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;

*NB: At this school, this clause will be applied to any students who truant or who are absent without justification.*

- (c) **achieved** some or all of the course outcomes.
    - (d) **completed** all assessment tasks. However, if you fail to **seriously attempt** assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.
  - (ii) Where a candidate has failed to satisfactorily study a course, the Principal will:
    - (a) apply a ‘N’ (Non-completion) determination and advise the Board of Studies accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
    - (b) Advise the candidate of the submission and the right of appeal.

## HSC Course Assessment in the Senior School at Billabong High School

### A. What is 'Assessment'?

The Assessment criteria set by this school for a particular course are intended to measure a student's level of achievement and to ascertain if the individual student has achieved the outcomes specified for the particular course.

The process of Assessment serves three purposes:

- (i) it enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time e.g. practical, research and oral skills
- (ii) it caters for a 'self-contained' element such as fieldwork which occurs as an isolated part of the course.
- (iii) it increases the accuracy of the final assessment of student achievement of outcomes by using a number of measures.

The Assessment encompasses all Syllabus Outcomes other than those relating to interests and attitudes. It will include content and outcomes currently measured by the external examination, as well as others which are inappropriate for testing at such an examination.

The school determines the various tasks such as tests, assignments and projects on which assessments are based. It also determines the marks allocated to each task. Each Faculty has developed an Assessment Policy incorporating all courses within its responsibility.

### B. Completion of Assessment Tasks

The Board of Studies expects students to undertake all assessment tasks set. The minimum requirement is that the student makes a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks. The Principal is required to certify that the course has been studied satisfactorily. Unsatisfactory attendance may lead to the non-completion of a course(s).

Assessment tasks will be clearly designated. At least two week's written notice will be given. A sample of the 'Notice of Assessment Task' is included in this handbook (see Appendix 1).

For 'in school' assessment tasks, students must attend all timetabled lessons on the day specified.

1. *Where can I check the schedule of assessment tasks and/or seek advice?*  
This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the school's policy for Higher School Certificate Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, Year Adviser, Head Teachers, the School Counsellor, the Deputy Principal and the Principal should all be able to provide additional advice.
2. *How much warning will I get for each assessment task?*  
A minimum of two (2) weeks' written notification will be provided prior to any assessment task being given.

3. *What if I am absent when an assessment task is notified?*

It is **your responsibility** to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the schedule provided.

4. *What happens if a teacher/faculty wishes to vary the assessment requirements given to you?*

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed.

5. *How do I submit assessment tasks?*

Assessment tasks such as essays, assignments, fieldwork reports etc, which are completed in the students' own time, must be completed and submitted on due date before 9.00am (**not** during the timetabled period on that day). Students should ensure that the assessment task is handed into the faculty staffroom for the course, where the student and a teacher will acknowledge receipt of the assessment task by initialling a class list. Work submitted late, without a valid reason, will receive a 20% deduction in the marks available each day that the task is overdue. Once the task is five days late zero marks will be awarded for the task.

6. *What happens if I feel I cannot submit an assessment task on time and have a legitimate reason?*

If you feel you have a legitimate reason for the late submission of an assessment task, then you must approach your teacher, where possible at least **two (2) full school days** prior to the due date, giving your reasons in writing. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.

7. *What happens if I know I am going to be absent for an assessment task?*

You should notify your teachers as soon as possible in writing. This must be done at least **one week** prior to the due date. Your parent or caregiver must sign this note. If you are ill on the day of a task, it is necessary to contact the school immediately. On the first day back at school, after the absence, the student must collect a *Non-completion of an Assessment Task Form* from the Deputy's Office or the respective Head Teacher (see Appendix 2). This form must be completed in full and returned the following school day to the Head Teacher. Provision of a medical certificate or proof of misadventure will ensure no penalty will apply. The Head Teacher will then make a recommendation based on the information provided. Appeal Procedures are outlined in Question 21.

8. *What happens if I am unable to sit for an examination?*

If you are going to be absent from an examination (Midcourse or Trial Examinations) you must notify your class teacher and the Head Teacher of that subject to make arrangements to sit for the examination(s) at a later date. If you are ill, it is necessary to contact the school immediately. A Doctor's Certificate may be required to cover an absence from an examination. **If you are ill prior to or during**

**the HSC Examination period you must obtain a Doctor's Certificate and contact the school to obtain an official appeal form.**

9. *Can I leave an examination or set assessment task prior to the time set for its completion?*  
No, except with the supervisor's permission in legitimate emergencies.
10. *What happens if I fail to attempt or submit a task?*  
If you have a valid reason for a non-attempt, then you will be given the same or a substitute task at a later date. Where this is not feasible an estimate may be given after discussion with the Principal or Head Teacher.
11. *What are valid reasons?*  
It is up to the students to prove that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group.
12. *What happens if I don't have a valid reason for a non-attempt of an assessment task?*  
You will be awarded zero for that task and you will be sent an 'N' Award warning letter (see Appendix 3).
13. *Will my parents or caregivers be informed of any non-attempt?*  
Yes, they will. Any such communication, including official warnings given to you, will be maintained as records. Parents/Caregivers will be required to acknowledge receipt of these warnings.
14. *What if I don't make a serious attempt at an assessment task?*  
A non-serious attempt will lead to a student being awarded an absolute zero for that task. Non-serious attempts may result from the use of obscene language, derogatory remarks etc or the attempt being so poor as to be considered non-serious. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious. An 'N' Award warning letter will be sent to parents/caregivers.
15. *Are there specific behaviours which will affect my assessment?*  
Yes, any of the following actions will incur a zero mark for any assessment task:  
(a) cheating during an assessment task;  
(b) copying from another student and claiming that work as your own;  
(c) allowing other students to copy your work;  
(d) copying material with no due acknowledgement (plagiarism);  
(e) disrupting an assessment task. (Dependent on the nature of the disruption, only one warning will be given);  
(f) truancy or absence from an assessment task without providing a satisfactory explanation.
16. *What feedback will I be given on my performance?*  
For each task you will be told your assessment mark and your ranking in that task. You will be informed of your progressive ranking through the school reports.

17. *Am I entitled to a re-assessment of an individual assessment task?*  
 Yes, if the mark and rank is not what the student expected, then the student may approach his/her teacher for a re-assessment within **two (2) full school days** after results have been received.  
 If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher) immediately. A medical certificate may be required.  
 If the teacher, in consultation with the Head Teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students. If you need to appeal a Head Teacher's decision, refer to Question 21.
18. *Will my general behaviour throughout the year be taken into account for assessment purposes?*  
 Yes, if it affects your studies or the studies of other students. Your behaviour would affect your ability to meet the Board requirement that 'students apply themselves with diligence and sustained effort'.
19. *Will I be warned if my certificate is at risk?*  
 Yes, you will be warned in writing. Your parents or caregivers will be advised and you will be required to provide a written acknowledgement of the warning.
20. *How does my assessment result affect my final course mark?*  
 The assessment mark is moderated against the student's performance in the HSC examination. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is used to calculate the ATAR.  
 Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.
21. *Am I entitled to a review of my final assessment?*  
 Yes, the school has review procedures to examine legitimate cases. You should first approach the relevant Head Teacher. If that is not satisfactory then you should see the Deputy Principal. If the matter is still not resolved then a panel comprising the Principal, the Deputy Principal, the relevant Head Teacher and the Year Adviser will examine the matter and come to a final decision. This procedure applies to all courses, including Frameworks courses.
22. *When may I lodge an appeal against a final HSC assessment?*  
 You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal. No appeals will be considered after this date.



**COURSE OUTCOMES AND  
ASSESSMENT SCHEDULES FOR  
THE PRELIMINARY AND HSC  
COURSES**

## ANCIENT HISTORY OUTCOMES

<b>Preliminary Course Outcomes</b>	<b>HSC Course Outcomes</b>
<b>A student develops the skills to:</b>	<b>A student develops the skills to:</b>
<p>P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present</p> <p>P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present</p>	<p>H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth- century studies</p> <p>H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth- century studies</p>
<p>P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present</p>	<p>H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century</p>
<p>P3.1 ask relevant historical questions</p> <p>P3.2 locate, select and organise relevant information from different types of sources</p> <p>P3.3 comprehend and analyse sources for their usefulness and reliability</p> <p>P3.4 identify and account for differing perspectives and interpretations of the past</p> <p>P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p>	<p>H3.1 ask relevant historical questions</p> <p>H3.2 locate, select and organise relevant information from different types of sources</p> <p>H3.3 analyse and evaluate sources for their usefulness and reliability</p> <p>H3.4 explain and evaluate differing perspectives and interpretations of the past</p> <p>H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p>
<p>P4.1 use historical terms and concepts appropriately</p> <p>P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms</p>	<p>H4.1 use historical terms and concepts appropriately</p> <p>H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms</p>

## ANCIENT HISTORY PRELIMINARY COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

The Preliminary course provides students with opportunities to investigate past people, groups, events, institutions, societies and historical sites through archaeological and written sources by applying the methods used by historians, archaeologists and other related specialists and scholars.

The course comprises the three parts:

- Part I: Investigating the Past: History, Archaeology and Science
- Part II: Case Studies
- Part III: Ancient Societies, Sites and Sources and Historical Investigation

Component	Task 1 Term 4 Week 9	Task 2 Term 4 Week 10	Task 3 Term 1 Week 6	Task 4 Term 1 Week 9	Weighting
	Reconstructing the Past: Source based short answer questions	Case Study: Source based research.	Historical Investigation: Research and Presentation.	Final Preliminary Examination	
	P3.1, P3.2, P3.3, P3.5	P1.1, P2.1, P3.1, P3.2 P3.3, P3.6	P1.1, P3.1 P3.5, P3.6 P4.2	P1.1, P2.1 P3.1, P3.3 P3.4, P4.1 P4.2	
Knowledge and understanding of course content	5	5	5	25	40
Source-based skills	5	5		5	20
Historical inquiry and research		5	10		20
Communication of Historical understanding in appropriate forms	5	5	5		20
MARKS	15	20	20	30	100

## ANCIENT HISTORY HSC COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

Through the study of ancient history, students learn both about the interaction of societies and the impact of individuals and groups on ancient events and ways of life.

The HSC course has four parts:

- Part I: Core Topic: Cities of Vesuvius
- Part II: ONE Ancient Society
- Part III: ONE Personality in Their Time
- Part IV: ONE Historical Period

Component	Task 1 Term 2 Week 5	Task 2 Term 2 Week 7	Task 3 Term 3 Week 2	Task 4 Term 3 Week 5	Task 4 Term 3 Week 7	Weighting
	Ancient Society: Sparta. Source-based questions	Cities of Vesuvius: Source-based research	Historical Period: Research-based in-class essay	Ancient Personality: Source analysis	Trial HSC Examination	
	H1.2, H2.1, H3.1, H3.2, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.6, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.6	H1.1, H3.1, H3.2, H3.5, H4.2	H1.1, H2.1, H3.1, H3.3, H3.4, H4.1, H4.2	
Knowledge and understanding of course content	5	5	5		25	40
Source-based skills	5	5		5	5	20
Historical inquiry and research		5	10	5		20
Communication of Historical understanding in appropriate forms	5	5	5	5		20
MARKS	15	20	20	15	30	100

## BIOLOGY OUTCOMES

Preliminary Course Outcomes	HSC Course Outcomes
A student:	A student:
P1 outlines the historical development of major biological principles, concepts and ideas	H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
P2 applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology	H2 analyses the ways in which models, theories and laws in biology have been tested and validated
P3 assesses the impact of particular technological advances on understanding in biology	H3 assesses the impact of particular advances in biology on the development of technologies
P4 describes applications of biology which affect society or the environment	H4 assesses the impacts of applications of biology on society and the environment
P5 describes the scientific principles employed in particular areas of biological research	H5 identifies possible future directions of biological research
P6 explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms	H6 explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism
P7 describes the range of organisms in terms of specialisation for a habitat	H7 analyses the impact of natural and human processes on biodiversity
P8 analyses the interrelationships of organisms within the ecosystem	H8 evaluates the impact of human activity on the interactions of organisms and their environment
P9 explains how processes of reproduction ensure continuity of species	H9 describes the mechanisms of inheritance in molecular terms
P10 identifies and describes the evidence for evolution	H10 describes the mechanisms of evolution and assesses the impact of human activity on evolution
P11 identifies and implements improvements to investigation plans	H11 justifies the appropriateness of a particular investigation plan
P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources	H12 evaluates ways in which accuracy and reliability could be improved in investigations
P13 identifies appropriate terminology and reporting styles to communicate information and understanding in biology	H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
P14 draws valid conclusions from gathered data and information	H14 assesses the validity of conclusions from gathered data and information
P15 implements strategies to work effectively as an individual or as a team member	H15 explains why an investigation is best undertaken individually or by a team
P16 demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science	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

## BIOLOGY PRELIMINARY COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

This course has 4 main topic areas:

1. Patterns in Nature
2. Life on Earth
3. Evolution of Australian Biota
4. A Local Ecosystem

COMPONENTS	Weighting (Syllabus) %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 8	Term 4 Week 11	Term 1 Week 4	Term 1 Week 9
		Practical Task	Mid course examination	Research Task	Final Preliminary course Examination
Knowledge and understanding of course content	42%	5%	10%	5%	22%
Skills in first hand investigations	29%	15%	5%	5%	4%
Skills in scientific thinking, problem solving and communicating.	24%	5%	5%	15%	4%
Marks	100%	25%	20%	25%	30%
Outcomes Assessed by the Task		P1, P2, P5, P10, P11, P12, P15	P1, P3, P6, P7, P9	P2, P6, P11, P12, P13, P14, P15	All outcomes assessed.

## BIOLOGY HSC COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

The topics in the HSC Biology course are:-

1. Maintaining a Balance
2. Blueprint of Life
3. Search for Better Health
4. Option: Communication

COMPONENTS (Syllabus)	WEIGHTING (Syllabus)	TASK 1 Term 2 Week 3	TASK 2 Term 2 Week 8	TASK 3 Term 3 Week 7	TASK 4
	%	Practical Task	Topic Test	Research Task	Trial HSC
Knowledge and understanding	40%	5%	10%	5%	20%
Skills in first hand investigations	30%	15%	4%	15%	6%
Skills in scientific thinking, problem solving and communicating.	30%	5%	6%	5%	4%
MARKS	100%	25%	20%	25%	30%
OUTCOMES		H2 H6 H11 H12 H13 H14 H15	H1 H3 H6 H9 H10	H3 H6 H7 H10 H11 H12 H13 H14	All outcomes to be assessed

## BUSINESS STUDIES OUTCOMES

Preliminary Outcomes	HSC Outcomes
<b>The student:</b>	<b>The student:</b>
P1 discusses the nature of business, its role in society and types of business structure	H1 critically analyses the role of business in Australia and globally
P2 explains the internal and external influences on businesses	H2 evaluates management strategies in response to changes in internal and external influences
P3 describes the factors contributing to the success or failure of small to medium enterprises	H3 discusses the social and ethical responsibilities of management
P4 assesses the processes and interdependence of key business functions	H4 analyses business functions and processes in large and global businesses
P7 plans and conducts investigations into contemporary business issues	H7 plans and conducts investigations into contemporary business issues
P8 evaluates information for actual and hypothetical business situations	H8 organises and evaluates information for actual and hypothetical business situations
P9 communicates business information and issues in appropriate formats	H9 communicates business information, issues and concepts in appropriate formats
P10 applies mathematical concepts appropriately in business situations	H10 applies mathematical concepts appropriately in business situations



## BUSINESS STUDIES PRELIMINARY COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

This course has 3 main topic areas:

1. Nature of Business
2. Business Planning
3. Business Management

COMPONENTS (Syllabus)	WEIGHTING (Syllabus)	Task 1	Task 2	Task 3
		Term 1 Week 3	Term 1 Week 7	Term 1 Week 9
		Hypothetical Business Situation – Report (Business Planning)	Research – in class essay (Business Management)	Preliminary Examination (all topics)
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%	10%		10%
Inquiry and research	20%	5%	15%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	10%
Marks	100%	30%	30%	40%
Outcomes Assessed by the Task		P1, P2, P3, P6, P8, P9	P2, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10

## BUSINESS STUDIES HSC COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

This course has 4 main topic areas:

1. Operations
2. Marketing
3. Finance
4. Human Resources

COMPONENTS (Syllabus)	WEIGHTING (Syllabus)	Task 1	Task 2	Task 3
		Term 2 Week 8	Term 3 Week 4	Term 3 Week 7
		Hypothetical Business Situation – Report (Operations and Marketing)	Research – in class essay (Human Resources)	Trial HSC Examination (all topics)
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%	10%		10%
Inquiry and research	20%	5%	15%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	10%
Marks	100%	30%	30%	40%
Outcomes Assessed by the Task		H2, H3, H4, H5, H8, H9	H2, H3, H5, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9, H10

## ENGLISH ADVANCED OUTCOMES

<b>Preliminary Course Outcomes</b>	<b>HSC Course Outcomes</b>
<b>A student develops the skills to:</b>	<b>A student develops the skills to:</b>
<ol style="list-style-type: none"> <li>1. A student describes and explains the relationships between composer, responder, text and context in particular texts.</li> <li>2. A student describes and explains relationships among texts.</li> <li>3. A student develops language relevant to the to the study of English.</li> <li>4. A student describes and explains the ways in which language forms and features and structures of particular texts shape meaning and influence responses.</li> <li>5. A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.</li> <li>6. A student engages with a wide range of texts to develop a considered and informed personal response.</li> <li>7. A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values.</li> <li>8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.</li> <li>9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.</li> <li>10. A student analyses and synthesises information and ideas from a range of texts and a variety of purposes, audiences and contexts.</li> <li>11. A student draws upon the imagination to transform experience into text.</li> <li>12. A student reflects on own processes of responding and composing.               <ol style="list-style-type: none"> <li>12 A. A student demonstrates a capacity to understand and use different ways of responding to and composing texts.</li> </ol> </li> <li>13. A student reflects on own processes of learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. A student explains and evaluates the effects of different contexts of responders and composers on texts.</li> <li>2. A student explains relationships among texts.               <ol style="list-style-type: none"> <li>2A. A student recognises different ways in which different texts are valued.</li> </ol> </li> <li>3. A student develops language relevant to the study of English.</li> <li>4. A student analyses and explains the ways that language forms and features, and structures of texts shape meaning and influence responses.</li> <li>5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.</li> <li>6. A student engages with the details of text in order to respond critically and personally.</li> <li>7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.</li> <li>8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.</li> <li>9. A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.</li> <li>10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.</li> <li>11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.</li> <li>12. A student reflects on own processes of responding and composing.               <ol style="list-style-type: none"> <li>12A. A student explains and evaluates different ways of responding to and composing texts.</li> </ol> </li> <li>13. A student reflects on own processes of learning.</li> </ol>

## ENGLISH – ADVANCED PRELIMINARY COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

The Advanced Preliminary Course is designed to enable students to explore and experiment with the ways events, experiences, ideas and processes are represented through texts. It is also designed to enable students to analyse the ways texts reflect different attitudes and values. Students will complete an Area of Study in common with the Standard students and two modules which will provide the necessary skills to assist them in achieving the outcomes required as a prerequisite for their Higher School Certificate Course.

Syllabus Areas	Weighting (Syllabus)	Task 1 Portfolio Term 4 Weeks 10/11 Writing, Reading, Listening/Viewing	Task 2 Term 1 Week 5 Powerpoint	Task 3 Term 1 Week 7 Speech	Task 4 Final Preliminary Course Examination
Area of Study: Personal Journeys	40%	25%			15%
Module A Critical Study of Texts	30%		20%		10%
Module B and C Texts and Context	30%			20%	10%
Marks	100%	25%	20%	20%	35%

## ENGLISH – ADVANCED HSC COURSE ASSESSMENT SCHEDULE

In the HSC English (Advanced) course students analyse and evaluate texts and the ways they are valued in their contexts.

### Course Requirements

#### Text Requirements

- The close study of at least FIVE TYPES OF PRESCRIBED TEXT, one drawn from EACH of the following categories:
  - Shakespearean drama
  - prose fiction
  - drama or film
  - poetry
  - nonfictions or media or multimedia texts
- A wide range of additional related texts and textual forms
- A prescribed stimulus booklet

**Study in the HSC Course requires close study of particular texts, supported by students' own wide reading.**

The Course has two sections and the requirements listed above apply to both sections.

SECTION 1	SECTION 2
<p><b>Content common to the Standard and Advanced courses</b> where students analyse and explore texts and apply skills in synthesis. The <b>HSC common content</b> consists of <b>one Area of Study</b> common to the HSC Standard and Advanced courses.</p>	<p><b>Modules</b> which emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued. Students are required to choose one elective from each of Modules A,B and C.</p>

Syllabus Areas	Weighting	Task 1 Term 2 Week 3 Listening/Viewing Term 2 Week 5 Portfolio - Creative Writing/ Essay	Task 2 Term 2 Week 10 Speaking	Task 3 Term 3 Week 1 Reading/ Writing	Task 4 Term 3 Week 5 Viewing/ Representing	Task 5 Term 3 Week 7 Trial HSC Reading Writing
Area of Study	40%	25%				15%
Module A	20%		15%			5%
Module B	20%			15%		5%
Module C	20%				15%	5%
Marks	100%	25%	15%	15%	15%	30%

## ENGLISH STANDARD OUTCOMES

<b>Preliminary Course Outcomes</b>	<b>HSC Course Outcomes</b>
<b>A student develops the skills to:</b>	<b>A student develops the skills to:</b>
<ol style="list-style-type: none"> <li>1. A student demonstrates understanding of the relationships between composer, responder, text and context.</li> <li>2. A student identifies and describes relationships among texts.</li> <li>3. A student develops language relevant to the to the study of English.</li> <li>4. A student identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses.</li> <li>5. A student describes the ways different technologies and media of production affect the language and structure of particular texts.</li> <li>6. A student engages with a wide range of texts to develop a considered and informed personal response.</li> <li>7. A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values.</li> <li>8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.</li> <li>9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.</li> <li>10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.</li> <li>11. A student draws upon the imagination to transform experience into text.</li> <li>12. A student reflects on own processes of responding and composing.</li> <li>13. A student reflects on own processes of learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. A student demonstrates understanding of relationships between composer, responder, text and context.</li> <li>2. A student demonstrates understanding of the relationships among texts.</li> <li>3. A student develops language relevant to the study of English.</li> <li>4. A student describes and analyses the ways that language forms and features , and structures of texts shape meaning and influence responses.</li> <li>5. A student analyses the effect of technology and media on meaning.</li> <li>6. A student engages with the details of text in order to respond critically and personally.</li> <li>7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.</li> <li>8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.</li> <li>9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.</li> <li>10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.</li> <li>11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.</li> <li>12. A student reflects on own processes of responding and composing.</li> <li>13. A student reflects on own processes of learning.</li> </ol>

## ENGLISH – STANDARD PRELIMINARY COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

The Standard Preliminary Course is designed to enable students to explore and experiment with the ways events, experiences, ideas and processes are represented through texts. Students will complete an Area of Study in common with the Advanced students and two modules which will provide the necessary skills to assist them in achieving the outcomes required as a prerequisite for their Higher School Certificate course.

Syllabus Areas	Weighting (Syllabus)	<b>Task 1</b> Portfolio Term 4 Weeks 10/11 Writing, Reading, Listening/Viewing	<b>Task 2</b> Term 1 Week 5 Powerpoint	<b>Task 3</b> Term 1 Week 7 Speech	<b>Task 4</b> Final Preliminary Course Examination
Area of Study - Personal Journeys	40%	25%			15%
Module A & C Global Issues and Perspectives	30%		20%		10%
Module B Close Study of Text	30%			20%	10%
Marks	100%	25%	20%	20%	35%

## ENGLISH – STANDARD HSC COURSE ASSESSMENT SCHEDULE

In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

### Course Requirements

### Text Requirements

- The close study of at least FOUR TYPES OF PRESCRIBED TEST, one drawn from EACH of the following categories:
  - prose fiction
  - drama
  - poetry
  - nonfictions or film or media or multimedia texts
  - a wide range of additional related texts and textual forms
  - prescribed stimulus booklet

The course has two sections and the requirements listed above apply to both sections.

<b>SECTION 1</b>	<b>SECTION 2</b>
<p><b>Content common to the Standard and Advanced courses</b> where students analyse and explore texts and apply skills in synthesis. The <b>HSC common content</b> consists of <b>one Area of Study</b> common to the HSC Standard and Advanced courses.</p>	<p><b>Modules</b> which emphasise particular aspects of shaping meaning and demonstration, of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of Modules A,B and C.</p>
<p><b>Study in the HSC course requires close study of particular texts, supported by students' own wide reading.</b></p>	

Syllabus Areas	Weighting	<b>Task 1</b> Term 2 Week 3 Listening/Viewing Term 2 Week 5 Portfolio - Creative Writing/ Essay	<b>Task 2</b> Term 2 Week 10 Speaking	<b>Task 3</b> Term 3 Week 1 Reading/ Writing	<b>Task 4</b> Term 3 Week 5 Viewing/ Representing	<b>Task 5</b> Term 3 Week 7 Trial HSC Reading Writing
Area of Study	40%	25%				15%
Module A	20%		15%			5%
Module B	20%			15%		5%
Module C	20%				15%	5%
Marks	100%	25%	15%	15%	15%	30%



## ENGLISH EXTENSION 1 OUTCOMES

### English (Extension) Outcomes

These outcomes are derived from the English (Extension) objectives and the content of the Preliminary and HSC courses. They specify the intended result of student learning. Students will work to achieve the outcomes by responding to and composing highly complex texts in a variety of modes and media.

#### Preliminary Outcomes

- A student understands how and why texts are valued in and appropriated into a range of contexts.
- A student develops skills in independent investigation, involving particular texts and their manifestations in various forms, and within particular cultural contexts.
- A student develops skills in extended composition in a range of modes and media for different audiences and purposes.

#### HSC Extension 1 Outcomes

- A student distinguishes and evaluates the values expressed through texts.
- A student explains different ways of valuing texts.
- A student composes extended texts.
- A student develops and delivers sophisticated presentations.

#### HSC Extension 2 Outcomes

- A student develops and presents an extended composition which demonstrates depth, insight, originality and skills in independent investigation.
- A student reflects on and documents own process of composition.

## ENGLISH EXTENSION 1 PRELIMINARY COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

In the Preliminary English (Extension) course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. Students develop skills in independent investigation and sustained composition.

Syllabus Modes	Weighting (out of 50)	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 4 Week 11	Term 1 Week 6	Term 1 Week 7	Term 1 Week 9
		Speaking Listening	Writing Reading	Composition and Journal	Final Preliminary Course Examination
Speaking Listening	10	10			
Writing Reading	30		15	15	
Viewing Representing	10				10
Marks	50	10	15	15	10
Outcomes Assessed by the Task		P1, P2	P1, P2, P3	P1, P2, P3	P1, P2, P3

## ENGLISH EXTENSION 1 HSC COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

Ways of Thinking Elective: After the Bomb

A Study of three set texts and other related texts from the chosen elective

Component	Task 1 Term 2 Wk 7	Task 2 Term 3 Wk 5	Task 3 Term 3 Wk 7	Weighting
	Essay: critical response	Tutorial Presentation	Trial HSC Examination	
	Outcomes 1, 2, 3	Outcomes 1, 2, 4	Outcomes 1, 2, 3, 4	
Knowledge and understanding of complex texts and of how and why they are valued	5	10	10	25
Skills in: <ul style="list-style-type: none"> <li>▪ Complex analysis</li> <li>▪ sustained composition</li> <li>▪ independent investigation</li> </ul>	10	10	5	25
<b>MARKS</b>	15	20	15	50

English Extension 1 Assessment Mark will be out of 50.

## ENGLISH STUDIES OUTCOMES (non ATAR)

<b>OBJECTIVE 1:</b> Students will experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.	
<b>Preliminary outcomes</b>	<b>HSC outcomes</b>
P1.1 has experience of extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning	H1.1 analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
P1.2 explores the ideas and values of the texts	H1.2 explains the ideas and values of the texts
P1.3 identifies how language and other techniques are used to convey meaning in extended and short texts in a range of forms	H1.3 explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms
P1.4 produces a range of texts in different forms	H1.4 produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques
<b>OBJECTIVE 2:</b> Students will develop skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship.	
<b>Preliminary outcomes</b>	<b>HSC outcomes</b>
P2.1 comprehends written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship	H2.1 comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
P2.2 demonstrates skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship	H2.2 demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
P2.3 demonstrates familiarity with the language conventions of a variety of	H2.3 demonstrates skills in using the language conventions of a variety of textual forms,
textual forms, including literary texts, informative texts and texts used in vocational contexts	including literary texts, informative texts and texts for vocational contexts
<b>OBJECTIVE 3:</b> Students will develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	
<b>Preliminary outcomes</b>	<b>HSC outcomes</b>
P3.1 recognises a range of purposes for and contexts in which language is used and the appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes	H3.1 recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes

P3.2 recognises a range of audiences and the appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences	H3.2 recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
<b>OBJECTIVE 4:</b> Students will develop skills in planning and working independently and collaboratively and reflect on learning.	
<b>Preliminary outcomes</b>	<b>HSC outcomes</b>
P4.1 plans and organises, with teacher support to complete tasks or projects, both individually and collaboratively	H4.1 plans and organises to complete tasks or projects, both individually and collaboratively
P4.2 works effectively, both as an individual and within a group, to locate and communicate information and ideas related to a variety of topics	H4.2 works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics

### ENGLISH STUDIES PRELIMINARY COURSE ASSESSMENT SCHEDULE

Component	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 10	Term 1 Week 4	Term 1 Week 7	Term 1 Week 9
		Multimedia presentation (collaborative project)	Editorial (Current issue in sport)	e-Portfolio (Digital forms)	CV/ application/ interview (formal examination)
Objective 1	30%	5%	10%	15%	
Objective 2	30%	10%			20%
Objective 3	25%		5%	10%	10%
Objective 4	15%	5%		5%	5%
Marks	100%	20%	15%	30%	35%
Outcomes Assessed by the Task		P1, P2,	P1, P2, P3	P1, P2, P3	P1, P2, P3

## ENGLISH STUDIES HSC COURSE ASSESSMENT SCHEDULE

Component	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term 2 Week 2	Term 2 Week 10	Term 3 Week 5	Term 3 Week 7
		Topic One Mandatory Unit	Topic Two	Topic Three	Topic Four
Objective 1	30%	10%		10%	10%
Objective 2	30%	10%		5%	15%
Objective 3	25%	5%	10%	5%	5%
Objective 4	15%	5%		5%	5%
Marks	100%	30%	10%	25%	35%
Outcomes Assessed by the Task		H1.2,H2.3, H3.1, H3.2, H4.2, H4.3	H1.2,H2.1, H3.1, H3.2, ,H4.1,	H1.1,H1.2, H1.3,H2.2	H1.1,H1.2, H1.3,H2.1 H2.2,H2.3, H3.1,H3.2, H4.1,H4.2

Due to the nature of this course, specific texts and content will be tailored to meet students' needs.

**Topics:** Four topics will be studied across the HSC course (one per term). There is one compulsory module: *We are Australians – English in citizenship, community and cultural identity*. This will be undertaken during Term 4, 2014 and will have an assessable component. Topic 2 (undertaken during Term 1, 2015) will also include an assessment task.

**Portfolio:** Students will be required to develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms. This portfolio may be assessed.

**Content:** Students are required to undertake study of at least one substantial print text and at least one substantial multi-modal text.

**Formal examination:** Students will sit a written formal examination during the Higher School Certificate Course. The results of this examination will be included in results for the course.

## HOSPITALITY - KITCHEN OPERATIONS

### VET – Certificate II in Kitchen Operations SIT20312

#### GENERAL INFORMATION:

This Vocational Education and Training (VET) course is delivered by Wagga Wagga Registered Training Organisation (RTO) 90333. VET courses offer dual accreditation: students who successfully complete these courses will gain unit credit toward their Higher School Certificate (HSC) and will also receive a nationally recognised industry based qualification. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks. This qualification provides a **pathway** for commercial cooks into Cert III in Commercial Cookery.

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Kitchen Operations (SIT20312)**. Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment** towards **Certificate II in Kitchen Operations (SIT20312)**.

**Competency- Based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Your performance is not compared to other students; there is no pass/fail or marks/percentages. Competent or Not Yet Competent are the two terms used. An unsuccessful assessment outcome should not be viewed as a failure, but more as a means to identify additional learning needs. If you are judged as not yet competent then your trainer will tell you how you can improve and will negotiate another opportunity for you to demonstrate your competence. (Note that Schools cannot provide unlimited opportunity for reassessment). Trainers will provide allowable adjustment – Eg Modified learning material or environments. A reader/writer if reading and writing is not part of the required performance of the unit of competency. If you need additional support to successfully complete this course please talk to your trainer or the VET Coordinator. Assessment appeal – Formal appeal within 5 days of result. Use Form 4 to appeal the assessment process if you think it is unfair. You cannot appeal an unsuccessful result. Form and process in Student Guide

**External Assessment (optional HSC examination):** Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment. Each student will complete the Trial HSC Exam for Hospitality. It will be assumed that all students will be sitting for the optional HSC Exam unless written and signed proformas are completed by students and parents. The record/marks obtained from the compulsory unit assessments and the Trial HSC Exam result could be used if any school assessment is required to be submitted to the Board of Studies in the event of a claim of misadventure.

#### **Credit Transfer and Recognition of Prior Learning (RPL)**

Credit transfer is available to students who produce evidence of achievement of competency from another RTO. RPL may also be available to students who can provide sufficient evidence of skills attained previously. Students seeking RPL should follow the RPL procedures outlined in the RTO Student Guide.

#### **Work Placement**

Seventy (70) hours of work placement per 240 hours of study is a mandatory HSC component of many VET courses. Failure to complete mandatory work placement will mean that a student will receive an "N" determination for the subject and as a result may be ineligible for the award of the HSC. Students will be provided with additional work placement information in the course induction.

**N Determinations:** Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

## HOSPITALITY PRELIMINARY COURSE ASSESSMENT SCHEDULE

Term	Unit	Unit Description	Assessment
Term 4 - 2014	SITXFSA101 SITHCCC101	Use hygienic practices for food safety Use food preparation equipment	Practical and written task: Safe & hygienic food preparation.
	BSBWOR203B	Work effectively with others	Written task: Getting along.
Term 1 - 2015	SITXWHS101 SITHCCC204	Participate in safe work practices  Produce vegetable, fruit, egg and fainaceous dishes	Research & written task: Safe work practices
	SITHCCC201	Produce dishes using basic methods of cookery	Practical & written task: Producing menu items.

## HOSPITALITY HSC COURSE ASSESSMENT SCHEDULE

Term	Unit	Unit Description	Assessment
Term 2 - 2015	SITXFSA201	Participate in safe food handling practices	Practical & written task: Safe food handling.
	SITHFAB203 SITHFAB204	Prepare and serve non-alcoholic beverages Participate in safe food handling practices	Practical and research task: Café skills
	SITHKOP101	Clean kitchen premises and equipment	Practical & written task: Cleaning the kitchen.
Term 3 - 2015	SITHIND201	Source & use information on the hospitality industry	Research / Exam task: Keeping up to date with industry.
	SITXINV202	Maintain the quality of perishable items	Practical task: Maintaining perishable items.
	SITHCCC207	Use cookery skills effectively	Submission of folio evidence.



## INDUSTRIAL TECHNOLOGY OUTCOMES

Preliminary Outcomes	HSC Outcomes
<p>A student:</p> <p>P1.1 describes the organisation and management of an individual business within the focus area industry</p> <p>P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies</p>	<p>A student:</p> <p>H1.1 investigates industry through the study of businesses in one focus area</p> <p>H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry</p> <p>H1.3 identifies important historical developments in the focus area industry</p>
<p>P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques</p> <p>P2.2 works effectively in team situations</p>	<p>H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques</p>
<p>P3.1 sketches, produces and interprets drawings in the production of projects</p> <p>P3.2 applies research and problem-solving skills</p> <p>P3.3 demonstrates appropriate design principles in the production of projects</p>	<p>H3.1 demonstrates skills in sketching, producing and interpreting drawings</p> <p>H3.2 selects and applies appropriate research and problem-solving skills</p> <p>H3.3 applies and justifies design principles through the production of a Major Project</p>
<p>P4.1 demonstrates a range of practical skills in the production of projects</p> <p>P4.2 demonstrates competency in using relevant equipment, machinery and processes</p> <p>P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects</p>	<p>H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project</p> <p>H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills</p> <p>H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components</p>
<p>P5.1 uses communication and information processing skills</p> <p>P5.2 uses appropriate documentation techniques related to the management of projects</p>	<p>H5.1 selects and uses communication and information processing skills</p> <p>H5.2 examines and applies appropriate documentation techniques to project management</p>
<p>P6.1 identifies the characteristics of quality manufactured products</p> <p>P6.2 identifies and explains the principles of quality and quality control</p>	<p>H6.1 evaluates the characteristics of quality manufactured products</p> <p>H6.2 applies the principles of quality and quality control</p>
<p>P7.1 identifies the impact of one related industry on the social and physical environment</p> <p>P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment</p>	<p>H7.1 explains the impact of the focus area industry on the social and physical environment</p> <p>H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment</p>

## INDUSTRIAL TECHNOLOGY PRELIMINARY COURSE ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting
	Minor Project 1	Industry Study	Exam	
	Jewelry Box and Folio	In class test		
	Term 1, Week 7	Term 1, Week 8	Term 1, Week 9	
	P2.1, P2.2, P3.2, P3.3, P5.2	P1.1, P1.2, P5.1, P7.1, P7.2	P1.1, P3.1, P4.1, P4.2, P4.3, P6.1, P6.2, P7.1, P7.3	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	5	25	10	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the production of projects	30		30	60
Marks	35	25	40	100

## INDUSTRIAL TECHNOLOGY HSC COURSE ASSESSMENT SCHEDULE

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	Weighting
	Major Project Folio (Section 1) <ul style="list-style-type: none"> <li>• Statement of Intent</li> <li>• Initial Ideas</li> <li>• Research</li> <li>• Development of Ideas</li> <li>• Workshop Drawing</li> <li>• Calculations</li> </ul>	Major Project Folio (Section 2) <ul style="list-style-type: none"> <li>• Selection and Justification</li> <li>• Time Plan</li> <li>• Finance Plan</li> </ul>	Major Project Folio (Section 3) <ul style="list-style-type: none"> <li>• Production</li> <li>• Ongoing Evaluation</li> </ul>	Trial HSC Exam	
	Week 3, Term 2	Week 8, Term 2	Week 4, Term 3	Week 7, Term 3	
<b>Outcomes</b>	H1.2, H3.1, H3.2 H3.3, H5.1, H5.2,	H1.2, H4.2, H4.3, H5.1, H5.2, H6.1,	H2.1, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H2.1, H3.1, H4.3, H6.1, H6.2 H7.1, H7.2, H5.1,	
Knowledge and understanding of the organisation and management of, and	5	10	5	20	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing	20	15	20	5	60
<b>WEIGHTING</b>	25%	25%	25%	25%	100

## LEGAL STUDIES OUTCOMES

<b>Preliminary course outcomes</b>	<b>HSC course outcomes</b>
<p>A student:</p> <p>P1. identifies and applies legal concepts and terminology</p> <p>P2. describes the key features of Australian and international law</p>	<p>A student:</p> <p>H1. identifies and applies legal concepts and terminology</p> <p>H2. describes and explains key features of and the relationship between Australian and international law</p>
<p>P3. describes the operation of domestic and international legal systems</p> <p>P4. discusses the effectiveness of the legal system in addressing issues</p>	<p>H3. analyses the operation of domestic and international legal systems</p> <p>H4. evaluates the effectiveness of the legal system in addressing issues</p>
<p>P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>P6. explains the nature of the interrelationship between the legal system and society</p> <p>P7. evaluates the effectiveness of the law in achieving justice</p>	<p>H5. explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>H6. assesses the nature of the interrelationship between the legal system and society</p> <p>H7. evaluates the effectiveness of the law in achieving justice</p>
<p>P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>P9. communicates legal information using well-structured responses</p> <p>P10. accounts for differing perspectives and interpretations of legal information and issues</p>	<p>H8. locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>H9. communicates legal information using well-structured and logical arguments</p> <p>H10. analyses differing perspectives and interpretations of legal information and issues.</p>

## LEGAL STUDIES PRELIMINARY COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

This course has three main topic areas:

- The Legal System
- The Individual and the Law
- Law in Practice

COMPONENTS	Weighting (Syllabus) %	Task 1	Task 2	Task 3
		Term 4 Week 11	Term 1 Week 4	Term 1 Week 9
		Oral Task (interview)	Research Assignment	Preliminary Course Exam
Knowledge and understanding of course content	60%	10%	10%	40%
Inquiry & Research	20%		20%	
Communication of Legal Studies information, issues and ideas in appropriate form	20%	10%	10%	
Marks	100%	20%	40%	40%
Outcomes Assessed by the Task		P1, P2, P3, P4, P5, P6, P7, P9.	P1, P4, P6, P8, P9.	P1, P2, P3, P4, P5, P6, P7, P9, P10.

## LEGAL STUDIES HSC COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

The main topics in this course are:

- Crime
- Human rights
- Option 1: Indigenous Peoples
- Option 2: World Order

COMPONENTS	Weighting (Syllabus) %	Task 1	Task 2	Task 3
		Term 2 Week 5	Term 2 Week 9	Term 3 Week 7
		Crime: Case Study	Human Rights Presentation	Trial HSC Exam
Knowledge and understanding of course content	60%	10%	10%	40%
Inquiry & Research	20%		20%	
Communication of Legal Studies information, issues and ideas in appropriate form	20%	10%	10%	
Marks	100%	20%	40%	40%
Outcomes Assessed by the Task		H1, H2, H3, H4, H5, H6, H7, H8, H9, H10.	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10.	H1, H2, H3, H4, H5, H6, H7, H9, H10.

## MARINE STUDIES OUTCOMES

Objectives	Outcomes
<p>Students will develop:</p> <p>1. knowledge, understanding and appreciation that promote sound environmental practices in the marine environment</p>	<p>A student:</p> <p>1.1 relates with a respectful and caring attitude to the ocean and its life forms</p> <p>1.2 identifies the roles of individuals or groups involved in maritime activities</p> <p>1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course</p> <p>1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea</p> <p>1.5 demonstrates an awareness of the value of the ocean as a source of historical information</p>
<p>2. the ability to manage activities cooperatively and communicate in a marine context</p>	<p>2.1 appreciates the importance of effective management practice</p> <p>2.2 works effectively within a group</p> <p>2.3 communicates information by writing reports, giving short talks and contributing to discussions</p>
<p>3. an ability to apply the skills of critical thinking, research and analysis</p>	<p>3.1 evaluates information, situations, equipment manuals and written or manual procedures</p> <p>3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing</p> <p>3.3 generates information from data by calculating, inferring, interpreting and generalising</p> <p>3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills</p>
<p>4. knowledge and understanding of marine industries and their interaction with society and with leisure pursuits</p>	<p>4.1 identifies marine vocations and a range of leisure pursuits</p> <p>4.2 appreciates marine environments as sources of employment and leisure</p>
<p>5. knowledge, understanding and skills of safe practice in the marine context</p>	<p>5.1 values the rules and operating principles of marine equipment and applies them</p> <p>5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment</p> <p>5.3 interprets and follows instructions, with accuracy</p> <p>5.4 selects, organises, assembles, dismantles, cleans, and returns equipment</p>

## MARINE STUDIES PRELIMINARY COURSE ASSESSMENT SCHEDULE

During the Preliminary Course there will be additional assessment on first aid and water safety. This will take place online and at the pool. Formal tasks:

<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Term 4 Week 10	Term 1 Week 5	Term 1 Week 10	
Topic Test  Core modules: Life in the Sea, Marine Environments	Research Assignment  Option: Dangerous Marine Creatures	Interview  Option: Coral reef Ecology	
			TOTAL
40%	40%	20%	100%
1.1, 1.3, 2.1, 2.3, 3.3, 3.4	1.1, 1.3, 1.5, 2.2, 2.3, 3.4, 1.5	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.4	Outcomes assessed by the task

## MARINE STUDIES HSC COURSE ASSESSMENT SCHEDULE

<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Term 2 Week 5	Term 2 Week 10	Term 3 Week 8	
Video Stimulus and Comprehension  Option: Estuarine Studies	Boating Theory Test  Option: Pilotage and Navigation, Boating and Seamanship	Fieldwork Excursion Report  Option: Aquaculture	
			TOTAL
20%	40%	40%	100%
1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.4	1.5, 3.1, 3.2, 4.2, 5.1, 5.2	1.2, 2.1, 2.2, 2.3, 4.1, 5.3, 5.4	Outcomes assessed by the task



## MATHEMATICS OUTCOMES

Preliminary Outcomes	HSC Outcomes
A student:	A student:
P1 <ul style="list-style-type: none"> <li>• demonstrates confidence in using mathematics to obtain realistic solutions to problems</li> </ul>	H1 <ul style="list-style-type: none"> <li>• seeks to apply mathematical techniques to problems in a wide range of practical contexts</li> </ul>
P2 <ul style="list-style-type: none"> <li>• provides reasoning to support conclusions which are appropriate to the context</li> </ul>	H2 <ul style="list-style-type: none"> <li>• constructs arguments to prove and justify results</li> </ul>
P3 <ul style="list-style-type: none"> <li>• performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities</li> </ul>	H3 <ul style="list-style-type: none"> <li>• manipulates algebraic expressions involving logarithmic and exponential functions</li> </ul>
P4 <ul style="list-style-type: none"> <li>• chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques</li> </ul>	H4 <ul style="list-style-type: none"> <li>• expresses practical problems in mathematical terms based on simple given models</li> </ul>
P5 <ul style="list-style-type: none"> <li>• understands the concept of a function and the relationship between a function and its graph</li> </ul>	H5 <ul style="list-style-type: none"> <li>• applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems</li> </ul>
P6 <ul style="list-style-type: none"> <li>• relates the derivative of a function to the slope of its graph</li> </ul>	H6 <ul style="list-style-type: none"> <li>• uses the derivative to determine the features of the graph of a function</li> </ul>
P7 <ul style="list-style-type: none"> <li>• determines the derivative of a function through routine application of the rules of differentiation</li> </ul>	H7 <ul style="list-style-type: none"> <li>• uses the features of a graph to deduce information about the derivative</li> </ul>
P8 <ul style="list-style-type: none"> <li>• understands and uses the language and notation of calculus</li> </ul>	H8 <ul style="list-style-type: none"> <li>• uses techniques of integration to calculate areas and volumes</li> </ul>
	H9 <ul style="list-style-type: none"> <li>• communicates using mathematical language, notation, diagrams and graphs</li> </ul>

## MATHEMATICS PRELIMINARY COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

There are two components assessed in this course: -

- Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.
- Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.

Outcomes which relate to the areas of study	Components	Weighting (Syllabus) %	<b>TASK 1</b> Term 4 Week 10	<b>TASK 2</b> Term 1 Week 5	<b>TASK 3</b> Term 1 Week 9
			In-Class Assessment	In-Class Assessment	Final Preliminary Course Assessment
P1, P3, P4, P5, P7, P8	Concepts, skills and techniques	50%	20%	15%	15%
P1, P2, P5 P6, P8	Reasoning and communication	50%	10%	15%	25%
	<b>MARKS</b>	100%	30%	30%	40%
Outcomes assessed by the task			P2, P3, P4, P5	P2, P3, P4, P5	P2 – P8

## MATHEMATICS HSC COURSE ASSESSMENT SCHEDULE

Outcomes which relate to the areas of study	Components	Weighting (Syllabus) %	<b>TASK 1</b> Term 2 Week 5	<b>TASK 2</b> Term 2 Week 9	<b>TASK 3</b> Term 3 Week 3	<b>TASK 4</b> Term 3 Week 7
			In-Class Assessment	Mid HSC Course Assessment	In-Class Assessment	Trial HSC Examination
P3 - P8 H3, H4, H5, H6, H7, H8	Concepts, skills and techniques	50%	15%	10%	10%	15%
P1, P2, P8 H1, H2, H4, H9	Reasoning and communication	50%	5%	15%	10%	20%
	<b>MARKS</b>	100%	20%	25%	20%	35%
Outcomes assessed by the task			P6-P8 H5 H6 H7 H9	P2-P8 H2 H4 H5 H6 H7 H8 H9	H2 H3 H4 H5 H8 H9	P1-P8 H1-H9

**NOTE:** Up to 20% of the Mathematics HSC Assessment may be based on the Preliminary Course.

## MATHEMATICS GENERAL 2 OUTCOMES

Preliminary Mathematics General Outcomes	HSC Mathematics General 2 Outcomes
<b>A student:</b>	<b>A student:</b>
MGP-1 uses mathematics and statistics to compare alternative solutions to contextual problems	MG2H-1 uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MGP-2 represents information in symbolic, graphical and tabular form	MG2H-2 analyses representations of data in order to make inferences, predictions and conclusions
MGP-3 represents the relationships between changing quantities in algebraic and graphical form	MG2H-3 makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions
MGP-4 performs calculations in relation to two-dimensional and three-dimensional figures	MG2H-4 analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles
MGP-5 demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units	MG2H-5 interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy of measurements and calculations and the conversion to appropriate units
MGP-6 models financial situations relevant to the student's current life using appropriate tools	MG2H-6 makes informed decisions about financial situations, including annuities and loan repayments
MGP-7 determines an appropriate form of organisation and representation of collected data	MG2H-7 answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data
MGP-8 performs simple calculations in relation to the likelihood of familiar events	MG2H-8 solves problems involving counting techniques, multistage events and expectation
MGP-9 uses appropriate technology to organise information from a limited range of practical and everyday contexts	MG2H-9 chooses and uses appropriate technology to locate and organise information from a range of contexts
MGP-10 justifies a response to a given problem using appropriate mathematical terminology	MG2H-10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response

### Values and attitudes

Preliminary Mathematics General Outcomes	HSC Mathematics General 2 Outcomes
<b>A student:</b>	<b>A student:</b>
MGP-VA develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation	MG2H-VA appreciates the importance of mathematics in everyday life and its usefulness in contributing to society

## MATHEMATICS GENERAL PRELIMINARY COURSE ASSESSMENT SCHEDULE

**This Course is common for those following the General 1 or General 2 pathways.**

### GENERAL INFORMATION:

There are two components assessed in this course: -

- Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts.
- Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.

Outcomes which relate to the areas of study	Components	Weighting (Syllabus) %	Task 1	Task 2	Task 3	Task 4
			Term 4 Week 10	Term 1 Week 5	Term 1 Week 9	Term 1 Week 10
			In Class Assessment	In Class Assessment	Final Preliminary Examination	Research/ Practical Assessment Task
P2, P3, P4, P5, P6, P8, P10	Concepts, skills and techniques	50%	15%	15%	15%	5%
P1, P2, P5, P6, P7, P9, P10	Reasoning and communication	50%	5%	15%	15%	15%
	Marks	100%	20%	30%	30%	20%
Outcomes Assessed by the Task			P2, P3, P6, P9, P10	P2, P4, P5, P8, P9, P10	P1, P7, P9, P10	To be advised

## MATHEMATICS GENERAL 2 HSC COURSE ASSESSMENT SCHEDULE

Outcomes which relate to the areas of study	Components	Weighting (Syllabus) %	Task 1	Task 2	Task 3	Task 4
			Term 2 Week 5	Term 2 Week 9	Term 3 Week 3	Term 3 Week 7
			In Class Assessment	Mid HSC Course Assessment	Research/ Practical Assessment Task	Trial HSC Examination
H1, H3, H5, H6, H7, H8	Concepts, skills and techniques	50%	15%	15%	5%	15%
H2, H3, H4, H5, H6, H9, H10	Reasoning and communication	50%	5%	10%	15%	20%
	Marks	100%	20%	25%	20%	35%
Outcomes Assessed by the Task			H1, H2, H4, H5, H7	H1, H3, H6	To be advised	P1 – P10 H1 – H10

**NOTE:** Up to 30% of the internal HSC assessment mark in General Mathematics may be based on the Preliminary Mathematics General course.

## MATHEMATICS GENERAL 1 OUTCOMES

Preliminary Mathematics General Outcomes	HSC Mathematics General 1 Outcomes
<b>A student:</b>	<b>A student:</b>
MGP-1 uses mathematics and statistics to compare alternative solutions to contextual problems	MG1H-1 uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts
MGP-2 represents information in symbolic, graphical and tabular form	MG1H-2 analyses representations of data in order to make predictions
MGP-3 represents the relationships between changing quantities in algebraic and graphical form	MG1H-3 makes predictions about everyday situations based on simple mathematical models
MGP-4 performs calculations in relation to two-dimensional and three-dimensional figures	MG1H-4 analyses simple two-dimensional and three-dimensional models to solve practical problems
MGP-5 demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units	MG1H-5 interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion to appropriate units
MGP-6 models financial situations relevant to the student's current life using appropriate tools	MG1H-6 makes informed decisions about financial situations likely to be encountered post-school
MGP-7 determines an appropriate form of organisation and representation of collected data	MG1H-7 develops and carries out simple statistical processes to answer questions posed
MGP-8 performs simple calculations in relation to the likelihood of familiar events	MG1H-8 solves problems involving uncertainty using basic counting techniques
MGP-9 uses appropriate technology to organise information from a limited range of practical and everyday contexts	MG1H-9 chooses and uses appropriate technology to organise information from a range of practical and everyday contexts
MGP-10 justifies a response to a given problem using appropriate mathematical terminology	MG1H-10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others

### Values and attitudes

Preliminary Mathematics General Outcomes	HSC Mathematics General 1 Outcomes
<b>A student:</b>	<b>A student:</b>
MGP-VA develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation	MG1H-VA appreciates the importance of mathematics in everyday life and its usefulness in contributing to society

## MATHEMATICS GENERAL 1 HSC COURSE ASSESSMENT SCHEDULE

This is a non ATAR subject. Students will not sit a Higher School Certificate Examination in this subject in Year 12. There are two components assessed in this course:

- Knowledge and understanding
- Skills

Outcomes which relate to the areas of study	Components	Weighting (Syllabus) %	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 5</b>
			Term 2 Week 5	Term 2 Week 9	Term 3 Week 3	Term 3 Week 7
			Credit Cards and Household Finance, Data	Measurement Algebra and The Human Body	Probability Personal resource useage	Trial Examination
H1, H2, H3, H4, H5, H6, H9, H10	Knowledge and understanding	50%	15%	15%	10%	10%
H2, H5, H6, H7, H8, H9	Skills	50%	10%	10%	15%	15%
Marks		100%	25%	25%	25%	25%
Outcomes assessed by the Task			H6,H9, H10	H1, H2, H4, H5, H7, H9, H10	H4, H5, H9	H1 – H10

**NOTE:** Each task will be negotiated at the beginning of the Topic.



## MATHEMATICS EXTENSION 1 OUTCOMES

Preliminary Outcomes	HSC Outcomes
A student:	A student:
PE1 <ul style="list-style-type: none"> <li>• appreciates the role of mathematics in the solution of practical problems</li> </ul>	HE1 <ul style="list-style-type: none"> <li>• appreciates interrelationships between ideas drawn from different areas of mathematics</li> </ul>
PE2 <ul style="list-style-type: none"> <li>• uses multi-step deductive reasoning in a variety of contexts</li> </ul>	HE2 <ul style="list-style-type: none"> <li>• uses inductive reasoning in the construction of proofs</li> </ul>
PE3 <ul style="list-style-type: none"> <li>• solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations</li> </ul>	HE3 <ul style="list-style-type: none"> <li>• uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay</li> </ul>
PE4 <ul style="list-style-type: none"> <li>• uses the parametric representation together with differentiation to identify geometric properties of parabolas</li> </ul>	HE4 <ul style="list-style-type: none"> <li>• uses the relationship between functions, inverse functions and their derivatives</li> </ul>
PE5 <ul style="list-style-type: none"> <li>• determines derivatives which require the application of more than one rule of differentiation</li> </ul>	HE5 <ul style="list-style-type: none"> <li>• applies the chain rule to problems including those involving velocity and acceleration as functions of displacement</li> </ul>
PE6 <ul style="list-style-type: none"> <li>• makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations</li> </ul>	HE6 <ul style="list-style-type: none"> <li>• determines integrals by reduction to a standard form through a given substitution</li> </ul>
	HE7 <ul style="list-style-type: none"> <li>• evaluates mathematical solutions to problems and communicates them in an appropriate form</li> </ul>

## MATHEMATICS EXTENSION 1 PRELIMINARY COURSE ASSESSMENT SCHEDULE

GENERAL INFORMATION: There are two components assessed in this course: -

- Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.
- Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.

Students studying Mathematics Extension 1 will complete all assessment tasks for both Mathematics and Mathematics Extension 1.

NB: The final mark for Mathematics Extension 1 will be out of 50 as it is a 1 Unit subject.

Outcomes which relate to the areas of study	Components	Weighting (Syllabus) %	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
			Term 4 Week 10	Term 1 Week 5	Term 1 Week 9
			In Class Assessment	In Class Assessment	Final Preliminary Examination
PE2, PE3, PE4, PE5, PE6	Concepts, skills and techniques	50%	20%	15%	15%
PE1, PE2, PE3, PE6	Reasoning and communication	50%	10%	15%	25%
	Marks	100%	30%	30%	40%
Outcomes Assessed by the Task			PE1, PE2, PE3, PE6	PE1, PE2, PE3, PE5, PE6	All Outcomes

## MATHEMATICS EXTENSION 1 HSC COURSE ASSESSMENT SCHEDULE

Outcomes which relate to the areas of study	Components	Weighting (Syllabus) %	TASK 1	TASK 2	TASK 3	TASK 4
			Term 2 Week 5	Term 2 Week 9	Term 3 Week 3	Term 3 Week 7
			In-Class Assessment	Mid-HSC Course Assessment	In-Class Assessment	Trial HSC Examination
PE3, PE4, PE5, HE3, HE4, HE5, HE6	Concepts, skills and techniques	50%	15%	10%	10%	15%
PE1, PE2, PE6, HE1, HE2, HE3, HE7	Reasoning and communication	50%	5%	15%	10%	20%
Marks		100%	20%	25%	20%	35%
Outcomes assessed by the Task			PE3, PE4, PE6, HE7	PE2-PE6, HE2, HE7	HE3, HE6, HE7	PE2-PE6, HE2-HE7

**NOTE:** School assessment for the Mathematics Extension 1 HSC Course can be based on the whole of the course (Preliminary and HSC).

## PD/H/PE COURSE OUTCOMES

Preliminary Course Outcomes	HSC Course Outcomes
<p>A student:</p> <p>P1 identifies and examines why individuals give different meanings to health</p> <p>P2 explains how a range of health behaviours affect an individual's health</p> <p>P3 describes how an individual's health is determined by a range of factors</p>	<p>A Student:</p> <p>H1 describes the nature and justifies the choice of Australia's health priorities</p> <p>H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk</p> <p>H3 analyses the determinants of health and health inequities</p>
<p>P4 evaluates aspects of health over which individuals can exert some control</p> <p>P5 describes factors that contribute to effective health promotion</p> <p>P6 proposes actions that can improve and maintain an individual's health</p>	<p>H4 argues the case for health promotion based on the Ottawa Charter</p> <p>H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities</p> <p>H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)</p>
<p>P7 explains how body systems influence the way the body moves</p> <p>P8 describes the components of physical fitness and explains how they are monitored</p> <p>P9 describes biomechanical factors that influence the efficiency of the body in motion</p>	<p>H7 explains the relationship between physiology and movement potential</p> <p>H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity</p> <p>H9 explains how movement skill is acquired and appraised</p>
<p>P10 plans for participation in physical activity to satisfy a range of individual needs</p> <p>P11 assesses and monitors physical fitness levels and physical activity patterns</p> <p>P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)</p> <p>P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)</p> <p>P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)</p>	<p>H10 designs and implements training plans to improve performance</p> <p>H11 designs psychological strategies and nutritional plans in response to individual performance needs</p> <p>H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)</p> <p>H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)</p>
<p>P15 forms opinions about health-promoting actions based on a critical examination of relevant information</p> <p>P16 uses a range of sources to draw conclusions about health and physical activity concepts</p> <p>P17 analyses factors influencing movement and patterns of participation</p>	<p>H14 argues the benefits of health-promoting actions and choices that promote social justice</p> <p>H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all</p> <p>H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts</p> <p>H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation</p>

## PD/H/PE PRELIMINARY COURSE ASSESSMENT SCHEDULE

Component (Syllabus)	Weighting	Task 1 Week 3 Term 1	Task 2 Week 5 Term 1	Task 3 Week 9 Term 1
	%	Core 2 Question and Report	Core 1 Research Task	Examination
Knowledge and understanding: - factors that affect health - the way the body moves	40	10	10	20
Skills in: - influencing personal and community health - taking action to improve participation and performance in physical activity	30	10	10	10
Skills in critical thinking, research and analysis	30	10	10	10
Marks	100	30	30	40
Outcomes		P 7, 11 P 16, 17	P 1 – P 6 P 15 P 16	P 1 – P 17

## PD/H/PE HSC COURSE ASSESSMENT SCHEDULE

Component (Syllabus)	Weighting	<b>Task 1</b> Week 10 Term 1	<b>Task 2</b> Week 1 Term 2	<b>Task 3</b> Week 7 Term 3
	%	Core 1 Research and essay response to Health Promotion	Core 2 In-Class Test	Trial Examination
Knowledge and understanding: - factors that affect health - the way the body moves	40	10	10	20
Skills in: - influencing personal and community health - taking action to improve participation and performance in physical activity	30	10	10	10
Skills in critical thinking, research and analysis	30	10	10	10
Marks	100	30	30	40
Outcomes		H1 – H6 H14 – H15	H7 – 11 H - 17	H1 – H17

## PHYSICS COURSE OUTCOMES

Preliminary Course Outcomes	HSC Course Outcomes
A student:	A student:
P1. outlines the historical development of major principles, concepts and ideas in physics	H1. evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
P2. applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics	H2. analyses the ways in which models, theories and laws in physics have been tested and validated
P3. assesses the impact of particular technological advances on understanding in physics	H3. assesses the impact of particular advances in physics on the development of technologies
P4. describes applications of physics which affect society or the environment	H4. assesses the impacts of applications of physics on society and the environment
P5. describes the scientific principles employed in particular areas of research in physics	H5. identifies possible future directions of physics research
P6. describes the forces acting on an object which causes changes in its motion	H6. explains events in terms of Newton's Laws, Law of Conservation of Momentum and relativity
P7. describes the effects of energy transfers and energy transformations	H7. explains the effects of energy transfers and energy transformations
P8. explains wave motions in terms of energy sources and the oscillations produced	H8. analyses wave interactions and explains the effects of those interactions
P9. describes the relationship between force and potential energy in fields	H9. explains the effects of electric, magnetic and gravitational fields
P10. describes theories and models in relation to the origins of matter and relates these to the forces involved	H10. describes the nature of electromagnetic radiation and matter in terms of the particles
P11. identifies and implements improvements to investigation plans	H11. justifies the appropriateness of a particular investigation plan
P12. discusses the validity and reliability of data gathered from first-hand investigations and secondary sources	H12. evaluates ways in which accuracy and reliability could be improved in investigations
P13. identifies appropriate terminology and reporting styles to communicate information and understanding in physics	H13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding
P14. draws valid conclusions from gathered data and information	H14. assesses the validity of conclusions from gathered data and information
P15. implements strategies to work effectively as an individual or as a member of a team	H15. explains why an investigation is best undertaken individually or by a team

## PHYSICS PRELIMINARY COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

In addition to the assessment tasks listed in the following schedules, students **MUST** complete 80 indicative hours of practical/field work during the Preliminary and HSC courses, with no less than **35 hours of practical experiences in the HSC course**. Practical experiences **MUST** include at least one open-ended investigation integrating the knowledge and understanding and skill outcomes in both the Preliminary and HSC courses.

The Preliminary Course consists of 4 core units:

1. Moving About
2. The World Communicates
3. Electrical Energy in the Home
4. The Cosmic Engine

COMPONENT	Task 1 Term 4 Week 9	Task 2 Term 1 Week 3	Task 4 Term 2 Week 6	Task 4 Term 1 Week 9	TOTAL WEIGHT (%)
	Open-ended Investigation	Core 1 & 2 Examination	Practical Task/ Research	Core 3 & 4 Examination	
Knowledge and Understanding	3	13	10	14	40
Skills in first Hand Investigations	12	7	5	6	30
Skills in scientific thinking, problem-solving & communication	10	5	10	5	30
Total Weight	25%	25%	25%	25%	100
OUTCOMES	P2, P6, P11, P12, P13, P14	P1, P2, P3, P4, P5, P6, P7, P8, P11-P14	P1, P8, P10, P13	P1-P14	



## PHYSICS HSC COURSE ASSESSMENT SCHEDULE

The HSC Course consists of 4 units:

1. Space
2. Motors and Generators
3. Ideas to Implementation
4. An elective (Quanta to Quarks, Medical Physics or Astrophysics)

COMPONENT	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	TOTAL WEIGHT (%)
	Term 2 Week 4	Term 2 Week 10	Term 3 Week 4	Term 3 Week 7	
	Open-ended Investigation	Topic Test	Practical Task/ Secondary Sources	Trial HSC Examination	
Knowledge & Understanding	5	12	5	18	40
Skills in first hand investigations	10	4	10	6	30
Skills in scientific thinking, problem-solving & communicating	10	4	10	6	30
Total Weight	25%	20%	25%	30%	100
OUTCOMES	H2, H6, H9, H11- H14	H1-H4, H6, H7, H9, H11-H14	H1, H4, H6, H7, H10, H11-H14	H1-H14	

## SENIOR SCIENCE OUTCOMES

Preliminary Course Outcomes	HSC Course Outcomes
<p>The student:</p> <p>P1. outlines the historical development of scientific principles, concepts and ideas</p> <p>P2. applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations</p> <p>P3. assesses the impact of particular technological advances on science</p> <p>P4. identifies applications of science that affect society and the environment</p> <p>P5. identifies areas of current scientific research</p> <p>P6. identifies the origins of Earth's resources</p> <p>P7. explains relationships between organisms in the environment</p> <p>P8. describes reactions between compounds</p> <p>P9. describes the structure of body organs and systems</p> <p>P10. describes the effect of energy transfers and transformations</p> <p>P11. Identifies and implements improvements to investigation plans</p> <p>P12. Discusses the validity and reliability of data gathered from first-hand investigations and secondary sources.</p> <p>P13. Identifies appropriate terminology and reporting styles to communicate information and understanding in science</p> <p>P14 draws valid conclusions from gathered data and information</p> <p>P15 implements strategies to work effectively as an individual or as a member of a team.</p>	<p>The student:</p> <p>H1. discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking</p> <p>H2. applies the processes that are used to test and validate models, theories and laws, to investigations</p> <p>H3. assesses the contribution of scientific advances on the development of technologies</p> <p>H4. assesses the impacts of applications of science on society and the environment</p> <p>H5. describes possible future directions of scientific research</p> <p>H6. describes uses of the Earth's resources</p> <p>H7. identifies effects of internal and external environmental changes on the human body</p> <p>H8. relates the properties of chemicals to their use</p> <p>H9. relates the structure of body organs and systems to their function</p> <p>H10. discusses ways in which different forms of energy and energy transfers and transformations are used</p> <p>H11. justifies the appropriateness of a particular investigation plan</p> <p>H12. evaluates ways in which accuracy and reliability could be improved in investigations</p> <p>H13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding</p> <p>H14. assesses the validity of conclusions from gathered data and information</p> <p>H15. explains why an investigation is best undertaken individually or by a team</p>

## SENIOR SCIENCE PRELIMINARY COURSE ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

The Preliminary Course has main topic areas:

1. Water for Living
2. Plants
3. Humans at Work
4. The Local Environment

In addition to the assessment tasks listed in the schedule below, students **MUST** complete 80 indicative hours of practical/field work during the Preliminary and HSC courses, with no less than **35 hours of practical experiences in the HSC course**. Practical experiences **MUST** include at least one open-ended investigation integrating the knowledge and understanding and skill outcomes in the HSC course.

### PRELIMINARY COURSE ASSESSMENT SCHEDULE

Components	Weighting (Syllabus) %	Task 1	Task 2	Task 3	Task 4
		Term 4 Week 7	Term 1 Week 2	Term 1 Week 3/4	Term 1 Week 9
		Practical Task 'Water Hardness'	Mid Course Exam	Research and Skills Task	Final Preliminary Course Exam
Knowledge & Understanding	40%	5%	10%	15%	10%
Skills in first hand investigations	30%	5%	5%	10%	10%
Skills in Scientific thinking, problem solving & communicating	30%	10%	5%	5%	10%
Marks	100%	20%	20%	30%	30%
<b>OUTCOMES</b>		P2, P11, P12, P13, P14, P15	P1, P2, P3, P4, P5, P6, P7, P8	P9, P10, P12, P13 P14	P1, P2, P3, P4, P5, P6, P8, P9, P10, P12, P14

## SENIOR SCIENCE HSC ASSESSMENT SCHEDULE

### GENERAL INFORMATION:

The topics in the HSC Senior Science course are:-

- 1.Lifestyle Chemistry
- 2.Medical Technology – Bionics
- 3.Information Systems
- 4.Disasters (Option)

COMPONENTS	Weighting (Syllabus)  %	Task 1	Task 2	Task 3	Task 4
		Term 2 Week 8	Term 2 Week 10	Term 3 Week 5	Term 3 Week 7
		Model and Research (Bionics)	Mid-Course Assessment	Practical Design Task (Disasters)	Trial HSC Examination
Knowledge & Understanding	40%	10%	10%	5%	15%
Skills in first hand investigations	30%	10%	5%	10%	5%
Skills in scientific thinking, problem-solving & communicating	30%	5%	5%	10%	10%
Total Weight	100%	25%	20%	25%	30%
OUTCOMES		H1, H3, H4, H5, H6, H9, H13	H3, H4, H5, H6, H7, H8, H9, H12, H13, H14	H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H12, H13, H14

## SPORT, LIFESTYLE AND RECREATION OUTCOMES (non ATAR)

Objectives	Outcomes
Students will develop:	A student:
1. knowledge and understanding of the factors that influence health and participation in physical activity	1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential	2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity 3.4 composes, performs and appraises movement 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations 3.7 analyses the impact of professionalism in sport
4. a capacity to influence the participation and performance of self and others.	4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	Values and Attitudes 1.1 accepts responsibility for personal and community health 1.2 willingly participates in regular physical activity 1.3 values the importance of an active lifestyle 1.4 values the features of a quality performance 1.5 strives to achieve quality in personal performance

## SPORT, LIFESTYLE AND RECREATION PRELIMINARY COURSE ASSESSMENT SCHEDULE (CONTENT ENDORSED COURSE)

### GENERAL INFORMATION:

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity. It is a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives. **The course features a highly practical focus.** Sport, Lifestyle and Recreation has no HSC examination and it does not contribute towards an ATAR mark.

Assessment Component	Weighting
1. Practical (Prelim and HSC)	70%
2.Theoretical (Prelim and HSC)	30%

### PRELIMINARY COURSE ASSESSMENT SCHEDULE

Assessment Task	Weight	Task 1 Fitness Theory Test	Task 2 Practical swim test	Task 3 Aquatics theory test
Outcomes		1.2, 1.3, 2.2, 3.2, 3.3, 4.1.	1.1, 1.3, 2.2, 3.1, 3.6, 4.4, 4.5.	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4.
Due Date		Week 10 Term 4, 2014	Week 4 Term 1, 2015	Week 5 Term 1, 2015
Practical Assessment	<b>70%</b>		70%	
Theory Assessment	<b>30%</b>	20%		10%
Total Weight	<b>100%</b>	<b>20%</b>	<b>70%</b>	<b>10%</b>

## HSC COURSE ASSESSMENT SCHEDULE

<b>Assessment Task</b>	<b>Weight</b>	<b>Task 1 Individual Performance test</b>	<b>Task 2 Plan a training session</b>	<b>Task 3 Implement training plan</b>
Outcomes		1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4.	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5.	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5.
Due Date		Week 6 Term 2, 2015	Week 1 Term 3, 2015	Week 4 Term 3, 2015
Practical Assessment	<b>70%</b>	40%		30%
Theory Assessment	<b>30%</b>		30%	
Total Weight	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

**APPENDIX 1**



**BILLABONG HIGH SCHOOL  
ASSESSMENT NOTICE  
PRELIMINARY COURSE / HSC COURSE**

*To be read in conjunction with other specific information provided by the faculty concerned..*

**SUBJECT:**

**TOPIC:**

**METHOD OF ASSESSMENT:**

**WEIGHTING:**

**OUTCOMES:**

**MARKING CRITERIA:**

**DUE GIVEN:**

**TEACHER:**

**DUE DATE:**

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**BILLABONG HIGH SCHOOL  
PRELIMINARY/HSC COURSE  
ASSESSMENT TASK STUDENT ACKNOWLEDGEMENT**

I, \_\_\_\_\_ understand that in accordance with Billabong High School Assessment Policy and Board of Studies regulations regarding satisfactory completion of the course, an assessment task in: \_\_\_\_\_ (Subject) will take place on \_\_\_\_\_ (day/date) at the times specified in the interview timetable .

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Teachers should keep this acknowledgement until the Assessment Task has been finalised in all respects).



# Billabong High School

Gordon Street  
CULCAIRN NSW 2660

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Phone: 02 60298377

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## NON-COMPLETION OF ASSESSMENT TASK FORM

HSC Course     Preliminary Course     School Certificate

Mr/Mrs/Ms \_\_\_\_\_ Head Teacher of the \_\_\_\_\_ Faculty

Student: \_\_\_\_\_

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Original Due Date for Task: \_\_\_\_\_

Description of Task:

\_\_\_\_\_  
\_\_\_\_\_

I am or have been unable to: **[Tick One]**

- complete the task on the required date (for in-school assessment tasks)
- submit the task by the required date (for assignments etc)

REASON:

\_\_\_\_\_  
\_\_\_\_\_

Supporting documents (are / are not) attached, e.g. Doctor's Certificate.

Student's Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### HEAD TEACHER'S RECOMMENDATION TO DEPUTY PRINCIPAL

- Late penalty to apply
- Extension of time given
- Original task to be undertaken
- Substitute task to be undertaken
- Zero mark to be recorded for the task
- Estimate to be given
- Non-attempt to be recorded

Now Due : \_\_\_\_\_

WHEN : \_\_\_\_\_

WHEN : \_\_\_\_\_

### Deputy Principal's Ratification of Recommendation

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Billabong High School

Gordon Street, CULCAIRN, NSW, 2660

*Part of our Rural Community  
Creating Paths to the Future  
Striving for Excellence*

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22 July XXXX  
Our Reference #: XXXXXX

Ms XXXXXXXXX  
18 Main Street  
LOCAL TOWN NSW XXXX

I am writing to advise you that your son XXXXXXXXXXXXXXX in Year 12 is in danger of not meeting the course completion criteria for the Higher School Certificate in XXXXXXXXXXXXXXX.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as **official warning number 1** we have issued concerning XXXXXX for Stage 6 XXXXXXXXXXXXXXX.

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

### Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an "N" (non-completion of course) determination. An "N" determination will mean that the course will not be listed on the student's Record of Achievement. 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.

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
- B ✗ **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- C ✓ **achieved** some or all of the course outcomes

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 Mitchell to satisfy the Course Completion Criteria, the following listed tasks, requirements, or outcomes need to be satisfactorily completed.

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

Yours sincerely,

Mrs XXXXXXXXXX  
Head Teacher

Mr XXXXXXXXXX  
Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by XXXXXXXX;

Course Requirement/s	Course Requirement/s Initial Due Date	Action Required by Student	Due Date for Completion
Because of high absenteeism, XXXXXX has missed the bulk of class work and homework in recent weeks.	Tuesday, XXXXXXXX	XXXXXX to see Mrs XXXXXX to find out what work he has missed. This work to be completed and handed in to Mrs XXXXXXXX for checking.	Tuesday, XXXXXXXX

PLEASE DETACH THIS SECTION AND RETURN TO THE SCHOOL  
Our Reference #: XXXXXXXX

### Requirements for the Satisfactory Completion of a Higher School Certificate Course

- I have received the letter dated 22 XXXX XXXXX indicating that XXXXXXXXXX is in danger of not having satisfactorily completed Stage 6 XXXXXXXX
- I am aware that this course may not appear on his Higher School Certificate Record of Achievement.
- I am also aware that the 'N' (non-completion of course) determination may make him ineligible for the award of the Higher School Certificate.

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 4

### A Glossary of Key Words

This glossary contains key words that appear frequently in Board of Studies syllabuses, performance descriptions and examinations. The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

#### **Account**

Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

#### **Analyse**

Identify components and the relationship between them; draw out and relate implications

#### **Apply**

Use, utilise, employ in a particular situation

#### **Appreciate**

Make a judgement about the value of

#### **Assess**

Make a judgement of value, quality, outcomes, results or size

#### **Calculate**

Ascertain/determine from given facts, figures or information

#### **Clarify**

Make clear or plain

#### **Classify**

Arrange or include in classes/categories

#### **Compare**

Show how things are similar or different

#### **Construct**

Make; build; put together items or arguments

#### **Contrast**

Show how things are different or opposite

#### **Critically (analyse/evaluate)**

Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

#### **Deduce**

Draw conclusions

#### **Define**

State meaning and identify essential qualities

#### **Demonstrate**

Show by example

#### **Describe**

Provide characteristics and features

**Discuss**

Identify issues and provide points for and/or against

**Distinguish**

Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate**

Make a judgement based on criteria; determine the value of

**Examine**

Inquire into

**Explain**

Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract**

Choose relevant and/or appropriate details

**Extrapolate**

Infer from what is known

**Identify**

Recognise and name

**Interpret**

Draw meaning from

**Investigate**

Plan, inquire into and draw conclusions about

**Justify**

Support an argument or conclusion

**Outline**

Sketch in general terms; indicate the main features of

**Predict**

Suggest what may happen based on available information

**Propose**

Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall**

Present remembered ideas, facts or experiences

**Recommend**

Provide reasons in favour

**Recount**

Retell a series of events

**Summarise**

Express, concisely, the relevant details

**Synthesise**

Putting together various elements to make a whole