

HUNTER SPORTS HIGH SCHOOL

H.S.C. COURSE



ASSESSMENT AND EXAMINATION
GUIDELINES

For

YEAR 12.....2010



MESSAGE FROM THE PRINCIPAL

It is essential that students and parents are familiar with the assessment policy, procedures and requirements.

Completion of all tasks is vital if you are to reach your goals and gain the best possible H.S.C. Your assessments are an ongoing guide to your progress and could be vital should something happen during the H.S.C. You are strongly advised to read the applicable subject areas and highlight the tasks and dates due. Do not leave it until the last day to complete your task.

Use your time wisely

You will be notified when tasks are not completed on time and this could certainly jeopardize your assessment mark and ultimately your ranking.

Do the right thing for yourself and be committed to completing each and every task regardless of their weighting. Your teachers are there to assist you to achieve your best results.

Mr Len Solman
Relieving Principal



INTRODUCTION

Under provisions set down by the N.S.W. Board of Studies, the award of a Higher School Certificate (HSC) will be made to those students who satisfactorily complete the required pattern of at least

- (a) 12 units of Preliminary Courses- which then lead into**
- (b) A minimum of 10 units of Assessments and Examinations in the HSC Courses.**

The HSC course units may be accumulated over a total time span of up to five (5) consecutive examination years. The Preliminary Course is a prerequisite course which must be satisfactorily completed before entry is permitted into HSC Course. In some circumstances, the Principal may recognise a student's prior learning and experience and allow them to progress immediately into the HSC Course. However, this will be more of an exception rather than the rule. For purposes of the actual HSC examination in each subject, the Preliminary Course work in a subject will be regarded as *assumed knowledge* which has been covered by all candidates. All Preliminary Course work in a subject is to be completed in order to gain a Year 11 Record of Achievement. For students studying part-time, their Record of Achievement will be cumulative.

The purpose of this booklet is to provide information about HSC Courses as well as details of requirements for Assessments and Examinations in these Courses.

At Hunter Sports High School the HSC courses commence in Term 4 of Year 11 and are completed with the **HSC Examination** at the beginning of Term 4 in Year 12. It is not necessary for students to have satisfactorily completed Preliminary Courses in all their subjects before they can commence some HSC Courses. It would be quite possible for a full-time student to progress into the HSC Course in most subjects, while at the same time repeating a Preliminary Course which was not satisfactorily completed, or even studying an alternative Preliminary Course in its place. For Part-time students, it is obvious that they will have combinations of Preliminary and HSC Courses at any time after their first year.

PATTERN OF STUDY

The **Preliminary** and **HSC Courses** are divided into two main types:

Board Developed Courses (or BDC'S) and **Board Endorsed Courses** (or BEC'S)

- BDC's are developed by the Board of Studies. There is a prescribed syllabus for each of these courses and they are usually examined externally.
- BEC's consists of two types:

Content Endorsed Courses (or CEC's) and **School Developed Courses** (or SDC's)

- CEC's have syllabi endorsed rather than developed by the board of Studies. They cater to areas of special interest which are not covered in BDC's.
- SDC's must be approved by the Board of Studies. They are special courses designed to meet particular student needs.

Generally there is no external examination for any CEC or SDC, however all BEC'S count towards the Award of a HSC and appear on your Record of Achievement.

Vocational Education and Training (VET) courses are also offered as part of the HSC. They are divided into seven industry based frameworks, plus an additional non framework group. Courses within each framework are mostly BDC's whilst those in the non framework group are mostly BEC's.

The **University Admission Centre** has determined that student's requesting **University Tertiary Admission Rank (ATAR)** must have satisfactorily studied a relatively academic combination of courses. For this purpose, BDC's are catergorised as either **A**, **B** or **nil** (no category at all).

The criteria for Category A courses are academic rigour, depth of knowledge and understanding and the degree to which the course contributes to assumed knowledge for tertiary studies. Most BDC's have been classified as Category A. VET BDC's within the seven frameworks are given a nil category except for one 240 hour (2 Units over 2 years) course per framework. Such courses are classified as Category B. The two BDC courses within the non framework group have also received Category B classification. In order to qualify for the **Award of a HSC**, a student must have satisfactorily completed an appropriate pattern of study in both Preliminary and HSC courses. This pattern can include an assortment

of BDC's and BEC's provided certain restrictions are met. Further, in order to gain a **ATAR**, a student must have satisfactorily studied a more restricted and relatively academic combination of courses.

To qualify for the Award of a **HSC** students must study an appropriate pattern of Preliminary and HSC Courses.

- At least 12 units of Preliminary Courses
- At least 2 units of BDC English
- At least 4 Subjects
- At least 6 units of BDC's
- At least 3 Courses of 2 units or more

In order to earn an **ATAR** , students must study an appropriate pattern of Preliminary and HSC courses:

- At least 2 units of BDC English
- At least 4 BDC Subjects
- At least 10 units of BDC's
- At least 3 BDC Courses of 2 units or more

A **Notional ATAR** for students who are of mature age, may be available through local universities.

HUNTER SPORTS HIGH SCHOOL COURSES

All courses offered at Hunter Sports High School are BDC's with the exception of the following BEC:

Sports Coaching

VET courses have an optional board developed course examination which can contribute to the **ATAR**. They are courses which will lead to the award of a HSC and the Year 11/12 Record of Achievement .The results given for these courses will be the assessment mark and/or competency log.

Students who are completing a H.S.C in either Business Services or Retail Operations will have the opportunity to complete examinations which will allow them to count these results towards their **ATAR**.

Students will elect to sit for these exams and they are not compulsory.

TAFE COURSES. TAFE will offer several supplementary courses which will contribute towards a HSC. Most of these will be BEC courses.

WILL I MEET THE REQUIREMENTS FOR A HSC / ATAR ?

Have I satisfactorily completed my Preliminary Course?

Taking into account any Preliminary courses that I may have previously completed, along with any Preliminary Courses that I am now currently studying, do I:

Tick the Appropriate Box

→ have at least 12 units of Preliminary courses ?

Yes

No

→ have at least 2 units of BDC English

Yes

No

→ have at least 4 Subjects ?

Yes

No

→ have at least 6 units of BDC

Yes

No

→ have at least 3 courses of 2 unit value or greater ?

Yes

No

Am I completing the required number of H.S.C. subjects?

Tick the Appropriate Box

→ have at least 10 units of H.S.C. Courses ?

Yes

No

→ have at least 2 units of BDC English ?

Yes

No

→ have at least 4 Subjects?

Yes

No

→ have at least 6 units of BDC

Yes

No

→ have at least 3 courses of 2 unit value or greater Yes No

If you intend qualifying for the Award of a HSC, you will need to have answered **Yes** to all of the above questions!!!

If you have any queries, see the Deputy Principal.

Will I meet the requirements for an ATAR?

Taking into account any preliminary courses that I may have previously completed, along with any Preliminary Courses that I am now currently studying, do I:

Tick the Appropriate Box

→ have at least 2 units of BDC English ?	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No
→ have at least 4 BDC Subjects	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No
→ have at least 10 units of BDC's	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No
→ have at least 3 BDC courses of 2 unit or greater ?	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No

If you intend qualifying for an **ATAR**, you will need to have answered **Yes to all of the above questions !!!** If you have any queries, see the Deputy Principal.

HUNTER SPORTS HIGH SCHOOL
HSC ASSESSMENT
INFORMATION TO STUDENTS

In working towards your HSC two things become equally important, your HSC exams and the work that you do at school. Both contribute equally to your final result and the ATAR (for those students seeking this).

The tasks that you undertake at school, throughout each of your courses take on great significance.

The Board of Studies requires you to satisfactorily complete each course by:-

- a) following the course of study
- b) applying yourself with diligence and sustained effort to the tasks and experiences of each course.
- c) achieving some or all of the outcomes of each course you study.

One significant part of satisfactorily completing a course is to undertake the HSC Assessment Tasks that form part of the course. These are formal assessment tasks over and above normal class work. Your achievement in them **CONTRIBUTES 50% OF YOUR FINAL RESULT**. These tasks are to be treated seriously. The Board of Studies expects all tasks to be completed as **GENUINE ATTEMPTS**. Students who do not complete tasks that comprise at least 51% of the total package, cannot sit for the HSC.

Assessments provide a summative measure of achievement based on:

-)] a wider range of syllabus outcomes than may be measured in the external examination alone. (HSC) Assessment does also cover all the objectives measured by the examination).
-)] multiple measures made throughout the Higher School Certificate course rather than at a single, final examination.

All tasks, other than the Trial HSC examination must be completed no later than one week prior to the commencement of the Trial examination period.

The Assessments submitted for each course are intended to reflect students' achievements relative to each other at the end of the HSC course. Such Assessments do not include measures of values, attitudes and interests.

HUNTER SPORTS HIGH SCHOOL – HSC ASSESSMENT POLICY

Number and Value of Tasks

In the majority of cases **THREE** tasks will be the minimum number given for any course, **SIX** will be the maximum, including scheduled examinations. No course Assessment program will consist entirely of formal examinations.

An individual task will not normally be less than 10% nor more than 40% of the total. One task may address several Assessment components. Each task is a single event, not an aggregation of several similar tasks.

Nature of Tasks

For each task you will be informed of:

-)] the scope of each task eg Probability in Mathematics (General)
-)] the form the task will take eg 10 short answer questions
-)] the proposed timing and duration of the task eg Tuesday 24 May, periods 2 and 3, 60 minutes
-)] the weighting allocated to the task eg 15%

An overview of the Assessment program for each course is included in this booklet.

Two weeks notice will be given with respect to the specific details of any task.

This notification will be in writing or posted in the classroom.

You should consult with your teacher on a regular basis, to confirm the scheduling of tasks and if you have been absent when Assessment information is given out, you must consult with your classroom teacher upon return to school, or earlier if you have been notified verbally because of your absence.

Submission of tasks

Tasks should be handed in to the classroom teacher at the time notified by the teacher. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved, or, in cases where that is not possible, the Deputy Principal. All Tasks should be submitted with your name and the task heading clearly displayed.

Students Absent from Tasks

Students absent from tasks/or absent from school the day a task is due (including school sanctioned events e.g. representation at sporting events, camps, in the event of illness or misadventure etc) should submit a Misadventure Appeal. If you know in advance that you will be absent from a task, talk to your teacher.

This is a serious situation, which in the event of an illness or misadventure requires a doctor's certificate or statutory declaration by means of explanation.

You are expected to attend all class lessons the day an assessment task is to be conducted, or due for submission. If you fail to complete or submit an assessment task through absence or illness then you must:

Contact your teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the “working notes” of the task must be presented at this time.

Submit a Misadventure Appeal Form, with either Doctor's Certificate or Statutory Declaration attached, to the relevant **Head Teacher within 3 days** of return to school. In cases of prolonged absence have someone else present the certificate and appeal form for you.

Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The HSC Committee will review each case to determine what penalty, if any will be applied.

Absence because of school sanctioned events

An appeals form **must** be submitted (preferably prior to the absence where possible). A supporting written statement by the relevant Head Teacher is sufficient explanation of the absence.

Outcome of submitting Appeal form

If you have a valid reason, such as illness substantiated by a Doctor's Certificate, or endorsed leave, an extension of time may be granted or a substitute task scheduled. On occasions an estimate may be given. If no appeal form is submitted **EXPECT TO BE AWARDED ZERO** marks and have a “**NOT ATTEMPTED**” recorded against the task.

Misadventures

If you complete an assessment task but consider your performance has been affected by misadventure immediately prior to or during the task you must also speak with your class

teacher and submit a Misadventure Appeal Form for consideration by the Committee, within the same time-frame as previously detailed.

No task can be submitted or accepted past the due date (ie late) without the accompanying Misadventure Appeal form.

Under **NO** circumstances are you allowed to remove the exam paper of a completed in-class task from the classroom. If you have a problem during the task, notify your teacher and submit an appeal form.

Where a student has no valid reason for not completing a task, or has made a non-genuine attempt then a ZERO MARK will be recorded.

In cases of prolonged absences, where possible, students will complete substitute tasks under supervised conditions in absentia or may complete a comparable task on return to school. In general, if the Committee considers the misadventure to be genuine, marks/grades or estimates will be awarded for the task without alteration. However, prior to final submission to the Board of Studies, the entire pattern will be examined and some adjustments may be made if the results in question are seen to be atypical.

Tasks Delivered Over Extended Periods of Time (eg Oral Tasks)

On occasion, tasks may commence during one period and continue into the next period(s). All students should demonstrate their readiness to perform the task at the commencement of the task time, and must maintain readiness over the extended time. Students absent should follow the appeal process.

Courses Conducted by TAFE

Principals of TAFE colleges are responsible for the issuing of assessment procedures for any courses conducted by their respective colleges. Students from Hunter Sports High School who undertake courses at any TAFE College as part of their HSC preparation will be advised of all of their assessment tasks and commitments by the colleges which they attend.

Malpractice

Cases of malpractice, such as plagiarism or cheating in tasks or examinations will be reviewed by the HSC Assessment Committee. Proven cases will normally be awarded zero marks.

Technical Failure

Technical failure is **not** an excuse for inability to complete tasks on the due date. It is the student's responsibility to back-up any work in progress and keep hard copies of text. Extensions will be given only with HSC Assessment Committee agreement, and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by a Misadventure Appeal Form, if any consideration is to be given by the Committee. All such cases will be considered individually.

In Instances of more than one class following the same course

Common tasks, conditions and marking procedures will be followed in such cases.

Feedback

You have the right to receive meaningful feedback on performance in individual tasks with an indication of your relative performance and general progress. This may be in the form of marks, grades or written comments.

Special Provisions for School Assessment Tasks

If you are a student with special needs you should apply in writing to the HSC Assessment Committee for the provision of similar special needs provisions to those available for the HSC examination, eg reader, writer, additional time, separate supervision. If granted, you will be issued with a card detailing the special provisions. It becomes your responsibility to present this information to the course teacher (or Head Teacher Admin in case of formal exams) at least one week prior to each scheduled Assessment task. This will allow time for the particular provisions to be organised. **Please Note:** The school will make every effort to replicate provisions granted by the Board of Studies but cannot always guarantee to do so. Students requiring writers, computers etc must discuss their needs with their Year Adviser as early as possible.

Order of Merit Advice

You may collect Order of Merit advice from the school after the last HSC examination at the school and within the period of time for appeals. No marks will be revealed, rather you will be informed of your assessment ranking in each course.

Oral Presentations

Many HSC courses involve outcomes relating to a student's ability to communicate, in both written and oral forms. As such, a number of courses will include an Oral Presentation as a compulsory assessment task. Students who have a diagnosed medical or psychological condition which may affect their performance in such a task, may submit a Misadventure Appeal Form, **prior** to the due date of the task. This must be substantiated by a current medical certificate (preferably a specialist medical certificate) for consideration. The HSC Assessment committee may offer alternate conditions for the student to demonstrate their skill in oral communication eg. reduced audience, pre-recorded tape. The HSC Assessment committee may also impose a marking penalty for oral tasks presented in such alternate conditions. All such cases will be considered individually.

Alternatively, students who are absent from an individual oral task due to illness or other reason, should submit a Misadventure Appeal Form in the usual way.

Invalid or Non Discriminating Tasks

The school will follow the advice of the Board of Studies should such instances occur. You should be aware that in some cases an additional task may be added to the task schedule and the original weightings may be modified.

Satisfactory completion and "N" determinations

In studying HSC courses you must make a **genuine attempt** to complete course requirements. As stated these include applying yourself with diligence and sustained effort to the set tasks and experiences provided Assessment tasks that contribute in excess of 50% of the total Assessment mark or you will not be able to sit for the HSC examination. In the case of Extension Courses, students who fail to meet the Assessment requirements of the Common part of the course, will not receive a result in the course at all.

If at any time you are in danger of not being satisfactory, you will receive an official warning letter from the school. **This is an extremely serious step.** You will be given the opportunity to redeem satisfactory status but if you choose to ignore the opportunity, a second letter will be issued. If that opportunity is ignored then the school can recommend to the Board of

Studies that you have not satisfactorily completed the course. You may not then be eligible for the award of the HSC in that year.

Disputes

The HSC Assessment Review Panel will consider any disputes that cannot be resolved by the class teacher and/or Head Teachers.

Any disputes over an individual task must be resolved at the time the task is returned. Application for a school review of Assessments and any subsequent appeal to the Board can only be on the basis of the Assessment program and the procedures used in arriving at the final Assessment mark.

Please Note: THE PRINCIPAL OR HER NOMINEE HAS THE RIGHT TO MAKE RULINGS IN SPECIAL CASES WHEN EXCEPTIONAL CIRCUMSTANCES MAKE THE PROCEDURES OF THE POLICY INAPPROPRIATE.

Late entry into course

No student may change course, or enter a course after the commencement of the HSC Assessment program unless the Principal, on advice from the classroom teacher and Head Teacher is satisfied that the student:

- ┆ has satisfactorily completed the relevant Preliminary course (or equivalent)
- ┆ will be able to complete all HSC course requirements
- ┆ will be able to have calculated a fair and valid Assessment mark.

Keeping Students, Parents and Staff informed

An information meeting will be conducted and Student Information Booklets will be distributed prior to the commencement of the Assessment program.

Relevant Board documents will be available in the school library and are readily available on the Internet.

Please Note:

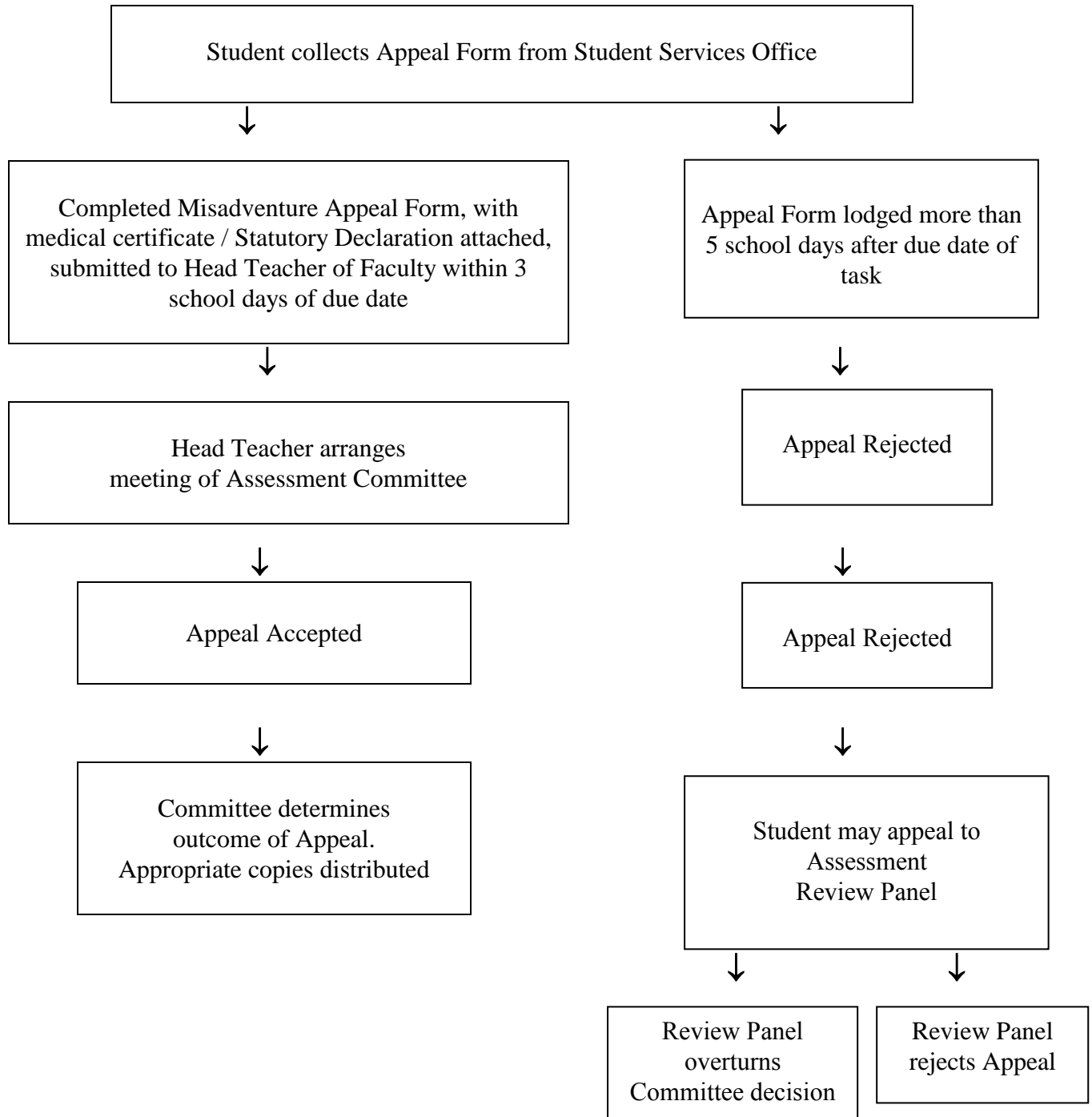
- 1) **The HSC Assessment Committee will consist of:**
Deputy Principal – (Year 12)
Year Adviser
Relevant Head Teacher

- 2) **The HSC Review Panel will consist of:**
Principal
Deputy Principal – (Year 11)
Year 12 Learning Support Team Head Teacher
(or other Head Teacher nominated by Principal)

MISSED ASSESSMENT TASK:

It is the student's responsibility to initiate his/her own appeal.

ACTION:



- NB:
1. Student collects and returns form with 5 school days from task.
 2. If student was ill, a medical certificate must be supplied.
 3. If under age 18 and not self-supporting, parent must sign form as well.

HUNTER SPORTS HIGH SCHOOL ASSESSMENT STUDENT APPEAL FORM

PLEASE NOTE: SUBMIT TO HEAD TEACHERS NO LATER THAN 5 DAYS FROM THE DATE OF TASK, OR IN CASES OF PROLONGED ABSENCE TELEPHONE THE HEAD TEACHER AND ARRANGE TO RETURN THIS FORM PRIOR TO RETURN TO SCHOOL, NO LONGER THAN 5 DAYS FROM DATE OF TASK.

STUDENT'S NAME: _____

COURSE: (HSC/Preliminary/School Certificate)
(CIRCLE ONE)

Subject: _____

TITLE OF ASSESSMENT TASK: FOR CONSIDERATION

Teacher: _____

DATE TASK DUE: _____

DETAILS OF CIRCUMSTANCES THAT LED TO FAILURE TO COMPLETE, FAILURE TO SUBMIT BY DUE DATE, OR DETAILS OF MISADVENTURE.

_____ ATTACH ADDITIONAL INFORMATION, MEDICAL CERTIFICATE/STATUTORY DECLARATION OR ANY OTHER DOCUMENTATION TO SUPPORT YOUR APPEAL. INSUFFICIENT SUPPORTIVE EVIDENCE WILL NOT ASSIST THE APPEAL PANEL IN MAKING A DETERMINATION.

STUDENT'S SIGNATURE : _____ DATE: _____

CAREGIVER'S SIGNATURE: _____ DATE: _____

HEAD TEACHER'S SIGNATURE: _____ DATE: _____

REVIEW BY ASSESSMENT COMMITTEE

RESULT OF APPEAL

Alternative Task Date of Alternative Task _____

Estimate Comment _____

Zero _____

Other _____

Signature: _____

(Convenor of Panel)

HEAD TEACHER – Distribute Copies to:

Student File (Original)

Faculty Monitoring Folder

ALL YOUR OWN WORK

The Board of Studies (BOS) 'HSC Assessments and Submitted Works Advice to Students' pamphlet informs you that:

You have the responsibility to:

- Avoid behaviour which could be considered cheating, including plagiarism and ensure that all assessment work is YOUR OWN and that you acknowledge the contribution of others.

In this pamphlet the BOS outlines what plagiarism is, what is considered cheating and informs you of the consequences if you have found to have cheated.

The BOS investigates allegations of cheating and can penalise students caught cheating in exams and externally marked assessment tasks. Depending on the circumstances of the case, you maybe required to be interviewed by a 'malpractice' panel at the Board of Studies, receive ZERO marks for part or all of the examination and lose the award of the HSC in one or more courses.

HUNTER SPORTS HIGH follows HSC Rules and Procedures. Allegations of cheating in school assessment tasks is taken **VERY SERIOUSLY**. You may receive ZERO marks for the task and the school may also impose further disciplinary actions.

All allegations are reviewed by a Deputy Principal, Head Teacher (from a different faculty) and Year Advisor.

This panel of will assess the allegation and inform you of the schools decision.

Here is a reminder of 'What is Plagiarism/Cheating'.

Plagiarism is using the words and ideas of others and presenting them as your own. As a HSC student you must be aware that:

- copying, purchasing, borrowing or stealing someone else's work in whole or in part and presenting it as your own **IS PLAGIARISM.**
- copying a section of a book, and quoting from a source 'word for word' without acknowledging by the use of quotation marks " " **IS PLAGIARISM.**

PLAGIARISM IS CONSIDERED CHEATING

Here are common questions about plagiarism:

Q Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A **Definitely, yes**

Q Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A **Yes. You are using someone else's thoughts and words without acknowledgement.**

Q Is it plagiarism if someone else proofreads my written work and changes my final draft?

A **It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the working of your draft, the final version is no longer your own work.**

Q Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A **No, this is not plagiarism. You have acknowledges where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.**

Q Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A **This is not plagiarism. You have taken steps to show you are presenting another's words or ideas.**

SCHOOL ASSESSMENT TIMETABLE

In order to provide an even spread of the assessment tasks and examinations for each of the Courses throughout the year, an Assessment Timetable has been set up. The purpose of this timetable is to prevent overcrowding of tasks and to allow the student to plan his/her efforts in order to even out the work load.

YEAR 12 TIMETABLE LINE STRUCTURE

- LINE 1:** Biology, Food Technology, Construction, PD/H/PE, Physics, Visual Arts
- LINE 2:** English Standard, English Advanced
- LINE 3:** Ancient History, Biology, Chemistry, Community and Family Studies, Sports Coaching
- LINE 4:** Mathematics-2 Unit, Mathematics-Applied, Mathematics-General
- LINE 5:** Legal Studies, Sports Coaching, Sport & Leisure, Information Processes and Technology
- LINE 6:** Hospitality, Aboriginal Studies, Business Studies, Geography, Industrial Technology, Modern History, Music
- OFFLINE:** Mathematics-Extension 1, Mathematics-Extension 2, English-Extension,

ASSESSMENT TASK DETAILS – COURSE BY COURSE

The specific nature of the Assessment Tasks for each of the Courses is presented on the following pages. They are listed alphabetically. The relative weights of each of the tasks, as well as the weights of the Half Yearly and Trial HSC Examination are also included.

Courses which do not have a HSC examination and which operate on a Competency Assessment System have not been included. These will be assessed using a competency log which will be set up for each group to record the demonstration of the required competencies.

ANCIENT HISTORY

Task No.	Outcomes	Nature of Task	Weight	When
1	H1.1, H2.1, H3.1, H3.4, H3.6, H4.1, H4.2	Communication of historical understanding: Historical Periods.	20%	Term 4 (week 6)
2	H3.1, H3.2, H3.3, H3.5, H3.6, H4.1, H4.2	Source – based skills: Core Study	20%	Term 1 (week 6)
3	H1.1, H2.1, H3.1, H3.4, H3.6, H4.1, H4.2	Historical inquiry and research: Ancient Societies. (10%) (5%)	20%	Term 2 (week 10)
4	H1.1, H2.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2	Trial HSC Examination: Knowledge and understanding of course content.	40%	Term 3 (week 4/5)

H.S.C. OUTCOMES

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

BIOLOGY

Task No.	Outcomes	Nature of Task	Weight	When
1	H1, H3, H4, H11, H13	Practical Investigation & Report (Enzymes)	20%	Term 4 (week 8)
2	H6, H9, H13, H14, H15			
3	H7, H10, H13, H14	Half Yearly Examination	15%	Term 1 (week 10)
4	H2, H13, H14	Practical Portfolio – (containing all practical reports and independent work.	30%	Term 1 (week 5) Term 2 (week 5) Term 3 (week 5)
5	H1 – H15	Trial HSC Examination	35%	Term 3 (week 4/5)

H.S.C. OUTCOMES

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

BUSINESS STUDIES

Task No.	Outcomes	Nature of Task	Weight	When
1	H3.1, H3.3, H4.2, H5.1, H5.3	Research Assignment	20%	Term 4 (week 5/6)
2	H5.1, H5.2, H5.3, H5.4	Stimulus Based Skills	20%	Term 1 (week 3/4)
4	H2.1, H5.1, H5.2, H5.3	Marketing Plan	15%	Term 2 (week 5/6)
5	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H5.1, H5.2, H5.3, H5.4	Trial HSC Examination	40	Term 3 (week 4/5)

H.S.C. OUTCOMES

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

CHEMISTRY

Task No.	Outcomes	Nature of Task	Weight	When
1	H12.3, H12.4, H13.1, H14.1	Research Task	20%	Term 4, 2008 (week 8)
2	H11.1, H12.3, H12.4, H13, H14	Data Interpretation	15%	Term 1 (week 8)
3	H1 – H14	Practical Task	20%	Term 3 (week 8)
4	H11, H12, H13, H14	Trial HSC	35%	Term 3 (week 4)
5	Practical Portfolio (containing 3 practical reports from each topic from Term 4 to end of week 8 Term 3.		10%	Practicals to be handed in one week after each practical

H.S.C. OUTCOMES

H1:	Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking	H9:	Describes and predicts reactions involving carbon components
H2:	Analyses the ways in which models, theories and laws in chemistry have been tested and validated.	H10:	Analyses stoichiometric Relationships
H3:	Assesses the impact of particular advances in chemistry on the development of technologies	H11:	Justifies the appropriateness of a particular investigation plan.
H4:	Assesses the impacts of applications of chemistry on society and the environment.	H12:	Evaluates ways in which accuracy and reliability could be improved in investigations
H5:	Identifies possible future directions of chemical research	H13:	Uses terminology and reporting styles appropriately and successfully to communicate information and understanding
H6:	Explains reactions between elements and compounds in terms of atomic structures and periodicity.	H14:	Assesses the validity of conclusions from gathered data and information.
H7:	Describes the chemical basis of energy transformations in chemical reactions	H15:	Explains why an investigation is best undertaken individually or by a team.
H8:	Assesses the range of factors which influence the type and rate of chemical reactions	H16:	A student justifies positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science.

COMMUNITY & FAMILY STUDIES

Task No.	Outcomes	Nature of Task	Weight	When
1	H4., H4.2	Independent Research Project A) Diary B) Plan C) Product	30%	B=Term 4 (week 3) A & C=Term 2 (week 4)
2	H2.1, H3.2, H7.2	Research and design an information pamphlet – Parenting	20%	Term 1 (week 5)
3	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2	Half Yearly Exam Exam Length – 3 Hrs	15%	Term 1 (weeks 10/11)
4	H3.4, H5.2, H6.1, H7.2, H7.3, H7.4 H7.1	Report & Oral Presentation – work	15%	Term 2 (week 10)
5	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H5.1, H5.2, H6.1, H6.2	Trial HSC Examination Exam Length – 3 Hrs	20%	Term 3 (week 4/5)

H.S.C. OUTCOMES

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

STUDENT COMPETENCY ASSESSMENT SCHEDULE
COURSE: Construction

Higher School Certificate 2009 - 2010

Assessment Events for Certificate I in Construction BCG 10103		Event 1	Event 2	Event 3	Event 4	Event 5	Event 6
		Group Project Practical	Leveling Practical	Half Yearly Exam	Work Placement Diary Report	First Aid Scenario	Trial HSC Exam
		Date: Week 8 Term 4	Date: Week 8 Term 1	Date: Week 9 Term 1	Date: Week 7 Term 2	Date: Week 2 Term 3	Date: Week 4 Term 3
Code	Unit of Competency						
BCGCM1001B	Follow OH&S policies and procedures			X	X		X
BCGCM1002B	Work effectively in the General Construction industry			X	X		X
BCGCM1003B	Plan and organise work			X			X
BCGCM1004B	Conduct workplace communication			X	X		X
BCGCM1005B	Carry out measurements and calculations			X			X
BCGCM2001B	Read and interpret plans and specifications			X			X
BCGCM2004B	Handle construction materials	X		X			X
BCGCM2005B	Use construction tools and equipment	X					X
BCGCM2006B	Apply basic levelling procedures		X				X
RTC2704A	Provide basic first aid					X	X
BCGVE1002B	Undertake a basic construction project	X			X		
BCGCA2002B	Use Carpentry Tools and Equipment	X			X		
BCGVE1004B	Undertake basic estimation and costing	X			X		
BCGCO2003B	Carry out concreting to simple forms	X					

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Construction BCG 10103 or a statement of Attainment towards a Certificate II in Construction BCG20103.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. In addition to Assessment Events, some assessment may occur in an informal setting in the classroom or during work placement. Competency assessment is graded as "not yet competent," "developing," "competent". This means a course mark is not allocated.

DESIGN & TECHNOLOGY

Task No.	Outcomes	Nature of Task	Weight	When
1	H4.1, H4.2	Major Design Project Project Proposal & Project Management.	10%	Term 4 (week 9/10)
2	H4.1, H5.2	Innovation Research & Presentation	10%	Term 1 (week 7/8)
3	H1.1, H4.1, H5.1	Major Design Project Project Development	20%	Term 1 (week 6)
4	H1.1, H2.2, H3.1, H6.2	Half Yearly Exam	10%	Term 1 (week 10/11)
5	H1.2, H2.1, H2.2, H3.1, H3.2, H4.3, H6.1	Major Design Project Project Realisation	20%	Term 2 (week 9/10)
6.	H1.1, H2.2, H3.1, H6.2	Trial HSC Examination	20%	Term 3 (weeks 3/4)

H.S.C. OUTCOMES

H1.1:	Critically analyses the factors affecting design and the development and success of design projects.	H4.2:	Selects and uses the resources responsibly and safely to realise a quality major design project.
H1.2:	Relates the practices and processes of designers and producers to the major design project.	H4.3:	Evaluates the processes undertaken and the impacts of the major design project.
H2.1:	Explains the influence of trends in society on design and production.	H5.1:	Manages the development of a quality major design project.
H2.2:	Evaluates the impact of design and innovation and success of innovation	H5.2:	Selects and uses appropriate research methods and communication techniques.
H3.1:	Analyses the factors that influence innovation and the success of innovation.	H6.1:	Justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices.
H3.2:	Uses creative and innovative approaches in designing and producing.	H6.2:	Critically assesses the emergence and impact of new technologies, and the factor affecting their development.
H4.1:	Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project.		

ENGLISH (ADVANCED)

Task No.	Outcomes/Content	Nature of Task	Weight	When
1	H2.1, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1, H8.1, H8.2, H8.3, 12A.1	Area of Study - Research Component Speaking 15% Writing Area of Study 10%	25%	Term 4 (week 7/8)
2	H1.1, H1.2 H2.1, H4.3, H5.2, H6.1, H8.3, H9.3	Module A Viewing/Representing	15%	Term 1 (week 5/6)
3	H6.1, H6.2, H6.3, H6.4, H7.1, H8.1, H10.1	Module B Listening 15% Reading 5%	20%	Term 2 (week 7/8)
4	H1.1, H3.1, H6.1, H6.2, H6.3, H6.4, H7.1, H8.2, H9.3, H10.1, H12.1, H12A.2, H12A.3	Trial HSC Examination Paper I Area of Study Reading 10% Writing 5% Paper 2 Module A – Writing 5%	20%	Term 3 (week 4/5)
5	H1.1, H4.1, H5.4, H6.1, H6.2, H8.1, H8.2, H8.3, H8.4, H11.1, H11.2	Module C Prepared Response Writing 10% Reading 10%	20%	Term 3 (Week 7)

H.S.C. OUTCOMES/CONTENT

1. A student explains and evaluates the effects of different contexts of responders and composers on texts	H1.1:	Students learn to compare and contrast texts and their contexts.
	H1.2:	Students learn to respond and compose texts to achieve meaning in a range of contexts.
2. A student explains relationships among texts 2A. A student recognises different ways in which particular texts are valued.	H2.1:	Students learn to compare and contrast the forms and features of texts
	H2.3:	Students learn to describe and explain the ways in which texts are influenced by other texts and contexts
3. A student develops language relevant to the study of English	H3.1:	Students develop language relevant to the study of English –its terminology.
	H3.2:	Students develop language for making connections, questioning, affirming, challenging, speculating about and generalising about texts.
	H3.3:	Students develop language of personal, cultural, public and critical expression
	H3.4:	Students develop conventions of language.
4. A Student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses	H4.1:	Students explain and analyse the effects of a variety of language forms and features, and the structure of texts.
	H4.3:	Students use various language forms and features and structures of texts to influence meaning and responses.
5. A student explains and evaluate the effects of textural forms, technologies and their media of production on meaning	H5.1:	Students describe and explain the conventions and the effects of textual forms.
	H5.2:	Students choose from a range of textural forms, technologies and media of production to compose texts for specific audiences and purposes

	H5.4	Explaining the relationships between representation and meaning.
6. A student engages with the details of text in order to respond critically and personally	H6.1:	Students engage in analysing texts in detail.
	H6.2:	Students engage in composing sustained arguments supported by textual evidence.
	H6.3:	Students engage in composing and supporting a personal response to texts.
	H6.4:	Students evaluate the responses of others.
7. A student adapts and synthesises a range of textural features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts	H7.1:	Students learn to identify and explain the effects of language forms and features and structures of texts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives	H8.1:	Students engage with complex texts.
	H8.2:	Students refine the clarity of their composition to meet the demands of increasing complexity of thought and expression.
	H8.3:	Students use and manipulate a range of generic forms in a range of modes and media for different audiences and purposes.
	H8.4:	Using stylistic devices appropriate to purpose, audience and context.
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	H9.3:	Students assess the most appropriate technologies and processes for particular purposes of investigating, clarifying, organising and presenting ideas.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts	H10.1:	Students learn to discern ideas, attitudes and values reflected in texts.
11. A student draws upon the imagination to transform experience and ideas into texts demonstrating control of language	H11.1:	Students make connections between life experience and imagined experience.
	H11.2:	Students experiment with ways of transforming experience into imaginative texts in different contexts for specified audiences.
12. A student reflects on own processes of responding and composing 12A. A Student explains and evaluates different ways of responding to and composing texts.	H12.1:	Students assess and evaluate the compositional style of others to experiment with their own texts.
	H12A.1	Articulate the ways they approach texts
	H12A.2:	Students question meaning in and through texts.
	H12A.3:	Students evaluate the effect of a range of different images, perspectives and voices of meaning.
13. A student reflects on own processes of learning		

ENGLISH EXTENSION 1

Task No.	Outcomes/Content	Nature of Task	Weight	When
1	H1., H2., H3.,	<u>Hiroshima</u> In Class Essay- Critical Response	15% K=/5 S=/10	Term 1, 010
2	H1., H2., H4.,	Tutorial Presentation of either <u>Waiting for Godot</u> , or <u>Catch 22</u>	20% K=/10 S=/10	Term 2, 010
3	H1., H2., H3., H4.,	Trial HSC Examination Two extended responses	15% K=/10 S=/5	Term 3 010

NB: K= Knowledge, S= Skills.

H.S.C. OUTCOMES/CONTENT

English Extension Course 1 Objectives	HSC English Extension Course 1 Outcomes	HSC English Extension Course 1 Content
<p>Students will develop knowledge and understanding of how and why texts are valued.</p> <p>Students will develop skills in theorising about texts and values based on analysis and understanding of complex ideas.</p>	<p>1. A student distinguishes and evaluates the values expressed texts</p> <p>2. A student explains different ways of valuing texts.</p>	<p>1. Students learn to distinguish and evaluate the values expressed through texts by: identifying aspects of texts that reflect and shape values considering the ways that values identified in and through texts can vary evaluating the effects of changes in perceived values</p> <p>2. Students learn how different texts are valued by: identifying aspects of texts that are valued in different contexts explaining why and how different aspects of texts are valued in different contexts speculating about different ways in which texts might be valued generalising about the nature of the process of valuing texts</p>
<p>Students will develop skills in sustained composition</p>	<p>3. A student composes extended texts</p>	<p>3. Students will learn to compose extended texts by:</p> <p>3.1 engaging with the complexity of a range of texts</p> <p>3.2 refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expression</p> <p>3.3 using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes</p> <p>3.4 using stylistic devices appropriate to purpose, audience and context</p>
<p>Students will develop skills in extensive independent investigation</p>	<p>4. A student develops and delivers sophisticated presentations</p>	<p>4. Students learn to develop sophisticated presentations by:</p> <p>4.1 engaging in extended independent investigation</p> <p>4.2 reflecting on their findings</p> <p>4.3 presenting the results to a specific audience and for a specific purpose</p> <p>4.4 reflecting on the effectiveness of the presentation</p>

ENGLISH EXTENSION 2

Task No.	Outcomes/Content	Nature of Task	Weight	When
1	1,2	Viva Voce	10%	Term4 09
2	1, 2	Report	15%	Term1 010
3	1, 2	Draft Version of the Major Work and Reflection progress to date.	25%	Term2 end\ Term 3

Note: The actual dates will depend on the date specified by the Board of Studies for the submission of the major work. Students will be required to submit their Major work Journal at least THREE times at key points during the course.

The external HSC examination- the Major Work and the Reflection Statement will be awarded separate marks out of 40 and 10 respectively.

H.S.C. OUTCOMES/CONTENT

12.10 HSC English Extension Course 2 Objectives, Outcome and Content

English Extension Course 2 Objectives	HSC English Extension Course 2 Outcomes	HSC English Extension Course 2 Content
Students will develop skills in extensive independent investigation.	1. A student develops and presents an extended composition that demonstrates depth, insight, originality and skills in independent investigation.	1. Students learn to develop and use skills in extensive independent investigation by: <ol style="list-style-type: none"> a. autonomous, thorough and extensive investigation in a specialised field. b. monitoring, reflecting on and documenting their interpretation, analysis and composition in a journal. c. presenting aspects of investigation to specific audiences, in a range of modes.
Students will develop skills in sustained composition.	2. A student reflects on and documents own process of composition.	2. Students learn to reflect on and document their processes of composition by: <ol style="list-style-type: none"> a. developing texts drawn from personal, affective, cognitive and other experiences, understanding and ideas. b. monitoring, reflecting on and documenting their process of inquiry in a journal

ENGLISH (STANDARD)

Task No.	Outcomes/Content	Nature of Task	Weight	When
1	H2.1, H2.3, H3.2, H3.3, H3.4, H5.1	Area of Study – Research Component Speaking 15% Area of Study Writing 10%	25%	Term 4 (week 7/8)
2	H1.1, H3.3, H4.1, H5.3, H4.1, H5.4, H6.3, H8.4, H12.2	Module A Listening 15% Reading 5%	20%	Term 1 (week 5/6)
3	H1.2, H3.4, H4.3, H5.1, H5.2, H6.1, H8.4, H9.3, H11.2	Module B Viewing/Representing	15%	Term 2 (week 7/8)
4	H1.1, H3.1, H5.1, H7.1, H8.2, H9.3, H12.1, H12.6	Trial HSC Examination Paper 1 Area of Study Reading 10% Writing 5% Paper 2 Module B Writing 5%	20%	Term 3 (week 4/5)
5	H1.1, H1.3, H2.1, H4.2, H8.3, H11.1, H11.2	Module C Research - Prepared Response Writing 10% Reading 10%	20%	Term 3 (week 7)

H.S.C. OUTCOMES/CONTENT

1.	Students learn about the ways meaning results from the relationships between composer, responder, text and context by: 1.1 Identifying features of context and describing their effects on meaning in and through particular texts. 1.2 Comparing and contrasting texts in terms of their contexts.	4.	4.1 Describing and explaining the effects of a variety of language forms and features, and structure of texts. 4.2 Identifying a range of possible responses to texts influenced by their language forms and features, and their structures. 4.3 Using various language forms and features, and structures of texts to influence meaning and responses.
2.	Students learn about the relationships among texts by: 2.1 Comparing and contrasting the forms and 2.3 Describing and explaining the ways texts are influenced by other texts and contexts.	5.	5.1 Analysing texts produced in a range of media 5.2 Describing and explaining the effects of technological forms and conventions 5.4 Reflecting on the effects of a change in technology on their own process of composition.
3.	Students learn the language relevant to their study of English including: 3.1 Its terminology 3.2 Language for making connections, questioning, affirming, challenging, speculating about and generalising about texts. Language of personal, public and critical expression. 3.3 Language of personal, public & critical expression. 3.4 Conventions of language	6.	6.1 Analysing texts in personal, social, historical, cultural and workplace contexts in detail. 6.2 Composing sustained arguments supported by textual evidence. 6.3 Composing and supporting a personal response to texts.

7.	7.1 Identifying and explaining the effects of language forms and features, and structures of texts.	11.	Students learn about the role of imagination in responding to an comprising texts by: 11.1 Making connections between life experience and imagined experience 11.2 Experimenting with ways of transforming experience and ideas into imaginative texts in different contexts for specified audiences.
8.	8.2 Refining and clarify of their composition to meet the demands of increasing complexity of thought and expression in personal, social, historical, cultural and workplace contexts. 8.3 Using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes. 8.4 Using stylistic devices appropriate to purpose, audience and context	12.	Students learn about reflecting on their own processes of responding and composing by: 12.1 Questioning meaning in and through texts. 12.2 Articulating the ways they approach texts 12.6 Assessing compositional style in a variety of texts.
9.	9.3 Assessing the most appropriate technologies and processes for particular purposes for investigation, clarifying, organising and presenting ideas in personal, social, historical, cultural and workplace contexts		

ENGLISH STUDIES
HSC CONTENT ENDORSED COURSE

Task No	Outcomes	Nature of Task	Weight	When
1	H1.1 H2.3 H1.3 H3.1 H3.2	Elective Module 6.3 Telling us all about it – English and the Media	Language /15 Skills speaking /10	Term 4 2010
2	H1.1 H1.2 H2.1 H3.1	Elective Module 6.5 Digital Worlds	Knowledge /10 Skills Listening & Viewing /10	Term 1 2011
3	H1.3 H1.4 H2.1 H2.2 H2.3 H3.2	Mandatory 6.2 We are Australians – English in Citizenship, Community and Cultural Identity.	Knowledge /10 Language /10 Skills Writing/Representing /10	Term 2 2011
4	H1.2 H1.4 H2.3 H4.1 H4.2	Elective Module 6.4 English and the experience of travel	Knowledge /10 Planning Individual & collaboratively	Term 3 2011

ENGLISH STUDIES
HSC CONTENT ENDORSED COURSE

H.S.C. OBJECTIVES AND OUTCOMES

OBJECTIVE 1: 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.

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.	H1.3	Explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms.
H1.2	Explains the ideas and values of the texts.	H1.4	Produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques.

OBJECTIVE 2: 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.

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.	H2.3	Demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts.
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.		

Objective 3: Students will develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.

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.	H3.2	Recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences.
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Objective 4: Students will develop skills in planning and working independently and collaboratively and reflect on learning.

H4.1	Plans and organises to complete tasks or projects, both individually and collaboratively.	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.
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EXTENSION HISTORY

Task No.	Outcomes	Nature of Task	Weight	When
1	E1.1, E2.2, E2.3	Trial HSC Examination	10	Term 3 Week 4/5
2	E1.1, E2.1, E2.2, E2.3	History Project	40	Term 3 Week 2

H.S.C. OUTCOMES

OBJECTIVES	HSC OUTCOMES	
Students will develop knowledge and understanding about:		A student:
1. Significant historiographical ideas and processes	E1.1	Analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
Students will develop skills in:		A student:
2. designing, undertaking and communicating historical inquiry	E2.1	Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
	E2.2	Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
	E2.3	Constructs a a historical position about an area of historical inquiry and discusses and challenges other positions

GEOGRAPHY

Task No.	Outcomes	Nature of Task	Weight	When
1	H1, H5, H6, H7, H8, H10, H11, H12,	Fieldwork:geographical inquiry and research; Erosystems At Risk.	20%	Term 4 2010 (week 9/10)
2	H1, H3, H5, H10, H11, H12, H13.	Geographical Tools and Skills: urban Places.	20%	Term 1 2011 (week 7/8)
3	H1, H2, H3, H4, H5, H6, H7, H10, H11, H13	Communication of geographical information, ideas and issues: People and Economic Activity	20%	Term 2 2011 (week 10/11)
4	H1, H2, H3, H4, H5, H6, H9, H10, H11, H12, H13	Trial HSC Examination: Knowledge and understanding of course content.	40%	Term 3 2011 (week 4/5)

H.S.C. OUTCOMES

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

HSC - Industrial Technology - Timber Products & Furniture Technologies

Syllabus Component	Weight	Task 1	Task 2	Task 3	Task 4	Task 5
		Project Development 1	Industry Research	HY Exam (1.5 hours)	Project Development 2	HSC Trial Exam (1.5 hours)
	Term	4	1	1	2	3
	Week	3	6	10 - 11	7	
	Date					
A. Industry Study	15		5	5		5
B. Major Project	60	15			45	
C. Industry Related Manufacturing Technology	25		5	5		15
	100	15	10	10	45	20
Outcomes		H3.1, H3.2, H3.3, H4.2, H5.1, H5.2	H1.1, H1.2, H5.1, H7.1	H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1	H1.2, H3.1, H3.2, H4.3, H5.1, H5.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2

Outcomes

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

School Name: Hunter Sports High School
COURSE: HSC Hospitality - Food & Beverage Stream SIT20207

**Student Competency Assessment Schedule
2010**

Assessment Events for Certificate II in Hospitality SIT20207		Event X	Event XX	Event 7	Event 8	Event 9	Event 10	Event 11	Event 12	Event 13
		Clean & Green Task	Function 1	Cafe Culture Functions & Guide	Role Plays & Research	Half Yearly Exam	Food Safety Practical & Case Study	Work * Placement II	Trial HSC Exam	
		Date: Week 3 Term 2	Date: Week 2 Term 4	Date: Week 8 Term 4	Date: Week 1 Term 1	Date: Week 9 Term 1	Date: Week 8 Term 2	Date: Week 7 Term 1	Date: Week 8 Term 3	Date: Week 8 Term 3
Code	Unit of Competency									
SITHIND001A	Develop and update hospitality industry knowledge									✓
SITXCOM001A	Work with colleagues and customers				✓					
SITXCOM002A	Work in socially diverse environment				✓					
SITXCOM004A	Communicate on the telephone									
SITHCCC001A	Organise and prepare food		✓							
SITHCCC002A	Present food		✓							
SITXENV001A	Participate in environmentally sustainable work practices	✓								
SITHACS006A	Clean premises and equipment	✓		✓						
SITHFAB003A	Serve food and beverage to customers			✓						
SITHFAB010A	Prepare and serve non alcoholic beverages			✓						
SITXFSA001A	Implement food safety procedures						✓			
SITHFAB012A	Prepare and serve espresso coffee			✓						
SITXINV001A	Receive and store stock	✓								
<i>SITHIND002A Apply hospitality skills in the workplace (collecting evidence only)</i>										✓

Depending on the achievement of units of competency, the possible qualification outcome is a (Certificate in Hospitality SIT20207) or a Statement of Attainment towards(Certificate II in Hospitality SIT20207) .

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and/or BOS reporting requirements

***Selected units only, to be confirmed by your teacher**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. In addition to Assessment Events, some assessment may occur in an informal setting in the classroom or during work placement. Competency assessment is graded as “not yet competent,” “developing,” “competent”. This means a course mark is not allocated.

INFORMATION PROCESSES AND TECHNOLOGY

Task No.	Outcomes	Nature of Task	Weight	When
1	H1.1, H2.2, H3.1, H3.2, H6.1	Practical and Theory test	10%	Week 9 Term 4
2	ALL	Mid-Course Exam	20%	Term 1 (week 10)
3	ALL	Portfolio of students' work – including practicals, theory and oral presentations.	20%	To be submitted throughout terms 4, 1 and 2 respectively, as completed
4	ALL	Major Practical Project	20%	Term 3 (week 2)
5	ALL	Trial HSC Exam	30%	Term 3 (week 3 / 4)

H.S.C. OUTCOMES

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

LEGAL STUDIES

Task No.	Outcomes	Nature of Task	Weight	When
1	H1, H7, H8, H9, H10	Part 1: Crime – research & in-class extended response.	20%	Term 4 (week 5/6)
2	H2, H3, H4, H7, H8, H9	Part 2: Human rights – ICT submission & oral presentation.	20%	Term 1 (week 3/4)
3	H3, H4, H5, H6, H8, H9	Part 3: Optional studies. Extended response and short answer questions.	20%	Term 2 (week 3/4)
4	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Trial HSC Examination	40%	Term 3 (exam period)

H.S.C. OUTCOMES

Objectives	HSC Outcomes
<p>A student develops knowledge and understanding about:</p> <p>1: the nature and institutions of domestic 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>2: the operation of Australian and international legal systems and the significance of the rule of law.</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>3: the interrelationship between law, justice and society and the changing nature of the law.</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>A student develops skills in:</p> <p>4: investigating, analysing and communicating relevant 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>

Outcomes are applicable to all topics. Some may be relevant to a particular topic than others. Outcomes may be examined.

MATHEMATICS

Task No.	Outcomes	Nature of Task	Weight	When
1	H1, H2, H5, H6, H8, H9	Assessment Task 1 35mins	15%	Term 4 (Last week)
2	H1, H2, H3, H5, H6, H7, H8, H9	Mid Course Examination (2 hrs) Assessment Task 2	30%	Term 1 (Last week)
3	H1, H2, H4, H5, H9	Resource Sheet Exam 35mins Assessment Task 3	15%	Term 2 (week 8)
4	All	Trial HSC Examination (3 hrs) Assessment Task 4	40%	Term 3 (week 4/5)

H.S.C. OUTCOMES

OBJECTIVES	HSC OUTCOMES	
Students will develop:		A student:
<ul style="list-style-type: none"> Appreciation of the scope, usefulness, beauty and elegance of mathematics 	H1:	Seeks to apply mathematical techniques to problems in a wide range of practical contexts
<ul style="list-style-type: none"> The ability to reason in a broad range of mathematical contexts 	H2:	Constructs arguments to prove and justify results
<ul style="list-style-type: none"> Skills in applying mathematical techniques to the solution of practical problems 	H3:	Manipulates algebraic expressions involving logarithmic and exponential functions
	H4:	Expresses practical problems in mathematical terms based on simple given models
	H5:	Applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
<ul style="list-style-type: none"> Understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions 	H6:	Uses the derivative to determine the features of the graph of a function
	H7:	Uses the features of a graph to deduce information about the derivative

	H8:	Uses techniques of integration to calculate areas and volumes
	H9:	Communicates using mathematical language, notation, diagrams and graphs.

MATHEMATICS – APPLIED

Task No.	Outcomes	Nature of Task	Weight	When
1	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	Assessment Task 1 (35 mins)	15%	Term 4 (Last week)
2	1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 4.1, 4.2, 5.2, 5.3	Mid Course Examination Assessment Task 2 (1½ hrs)	30%	Term 1 (Last weeks)
3	1.1, 1.2, 2.2, 2.3, 4.1, 4.2	Topic Test - Resource Sheet (35 mins)	15%	Term 2 (week 8)
4	All	Trial HSC Examination (2 hrs) Assessment Task 4	40%	Term 3 (week 4/5)

H.S.C. OUTCOMES

	Students will develop:		A student:
1.	The knowledge and understanding to apply mathematical ideas, rules, procedures and practical situations and solve problems.	1.1 1.2 1.3	Applies mathematical knowledge and skills to solve problems within familiar contexts and new situations. Further develops the ability to present information in symbolic, graphical and tabular form. Applies a variety of problem solving techniques.
2.	The knowledge and understanding to apply mathematical ideas, rules, procedures and algebraic modelling, particularly in vocational settings, involving measurement.	2.1 2.2 2.3	Is able to perform calculations in relation to 2 and 3 dimensional figures in a practical and abstract environment. Models and analyses financial situations, drawing conclusions. Develops the ability to interpret data presented in a variety of ways and use this to predict the likelihood of familiar events in health and finance and analyse the
3.	The ability to communicate mathematics in written and verbal form and cooperative learning skills in group situations.	3.1 3.2	Uses appropriate mathematical language to justify a response to a given problem and communicate their position clearly to others. Works co-operatively towards group goals.
4.	The ability to use technology as a mathematical tool and further develop their basic computation and algebraic skills.	4.1 4.2	Uses scientific calculators, graphics calculators and computer software appropriately. Evaluates simple problems using mental and written methods.
5.	Confidence, enjoyment and a positive attitude in doing mathematical activities,	5.1	Demonstrates confidence in engaging in mathematical activities.

	leading to an appreciation of the contribution mathematics makes to their lives.	5.2	Demonstrates a positive attitude towards mathematics.
		5.3	Appreciates the relevance of mathematics to their lives and appreciates the necessity to possess mathematical skills that will enable them to participate fully in society.

MATHEMATICS - GENERAL

Task No.	Outcomes	Nature of Task	Weight	When
1	H3, H6	Assessment Task 1 35 mins	15%	Term 4 (Last week)
2	H3, H6, H8, H9, H10	Mid Course Examination 2hrs Assessment Task 2	30%	Term 1 (Last weeks)
3	H6	Assessment Task 3 35 mins Resource Sheet Exam	15%	Term 2 (week 8)
4	All	Trial HSC Examination (2½hrs) Assessment Task 4	40%	Term 3 (week 4/5)

H.S.C. OUTCOMES

OBJECTIVES	HSC OUTCOMES	
Students will develop:		A student:
<ul style="list-style-type: none"> Appreciation of the relevance of mathematics 	H1:	Appreciates the importance of mathematics in her/his own life and its usefulness in contributing to society
<ul style="list-style-type: none"> The ability to apply mathematical skills and techniques to interpret practical situations 	H2:	Integrates mathematical knowledge and skills from different content areas in exploring new situations
	H3:	Develops and tests a general mathematical relationship from observed patterns
	H4:	Analyses representations of data in order to make inferences, predictions and conclusions
<ul style="list-style-type: none"> Skills, knowledge and understanding in algebraic modelling 	H5:	Makes predictions about the behaviour of situations based on simple models
	<ul style="list-style-type: none"> Skills, knowledge and understanding in measurement 	H6:
		H7:
<ul style="list-style-type: none"> Skills, knowledge and understanding in financial mathematics 	H8:	Makes informed decisions about financial situations
<ul style="list-style-type: none"> Skills, knowledge and understanding in data analysis 	H9:	Develops and carries out statistical processes to answer questions which she/he and others have posed

<ul style="list-style-type: none"> Skills, knowledge and understanding in probability 	H10:	Solves problems involving uncertainty using basic principles of probability
<ul style="list-style-type: none"> The ability to communicate mathematics in written and/or verbal form 	H11:	Uses mathematical argument and reasoning to evaluate Conclusions drawn from other sources, communicating his/her position clearly to others

MATHEMATICS – HSC Extension 1

Task No.	Outcomes	Nature of Task	Weight	When
1	HE1, HE2, HE3, HE7	Assessment Task 1 35mins	15%	Term 4 (Last week)
2	HE1, HE2, HE3, HE7	Mid Course Exam (1 ½hrs) Assessment Task 2	30%	Term 1 (Last weeks)
3	HE1, HE4, HE6	Exam 35mins – Resource Sheet Assessment Task 3	15%	Term 2 (week 8)
4	All	Trial HSC Examination (2 hrs) Assessment Task 4	40%	Term 3 (week 4/5)

OBJECTIVES	HSC OUTCOMES	
Students will develop:	A student:	
<ul style="list-style-type: none"> Appreciation of the scope, usefulness, beauty and elegance of mathematics 	HE1	: Appreciates interrelationships between ideas drawn from different areas of mathematics
<ul style="list-style-type: none"> The ability to reason in a broad range of mathematical contexts Skills in applying mathematical techniques to the solution of practical problems 	HE2:	Uses inductive reasoning in the construction of proofs
	HE3:	Uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay
<ul style="list-style-type: none"> Understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions 	HE4:	Uses the relationship between functions, inverse functions and their derivatives
	HE5:	Applies the chain rule to problems including those involving velocity and acceleration as functions of displacement

	HE6:	Determines integrals by reduction to a standard form through a given substitution
<ul style="list-style-type: none"> The ability to interpret and communicate mathematics in a variety of forms 	HE7:	Evaluates mathematical solutions to problems and communicates them in an appropriate form

MATHEMATICS – HSC Extension 2

Task No.	Outcomes	Nature of Task	Weight	When
1	E2, E3	45 Minute Exam Assessment Task 1	15%	Term 4 (week 9/10)
2	E2, E3, E6, E8, E9	Mid Course Exam (2 hrs) Assessment Task 2	30%	Term 1 (week 10/11)
3	E1, E2, E6, E7, E9	Resource Sheet Exam – 45 mins Assessment Task 3	15%	Term 2 (week 7/8)
4	All	Trial HSC Examination (3 hrs) Assessment Task 4	40%	Term 3 (week 4/5)

OBJECTIVES	HSC OUTCOMES	
Students will develop:	A student:	
<ul style="list-style-type: none"> Appreciation of the scope, usefulness, beauty and elegance of mathematics 	E1:	Appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems
<ul style="list-style-type: none"> The ability to reason in a broad range of mathematical contexts 	E2:	Chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings
<ul style="list-style-type: none"> Skills in applying mathematical techniques to the solution of practical problems 	E3:	Uses the relationship between algebraic and geometric representations of complex numbers and of conic sections
	E4:	Uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials
	E5:	Uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion
<ul style="list-style-type: none"> Understanding of the key concepts of calculus and the ability to differentiate and integrate a 	E6:	Combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions

range of functions	E7:	Uses the techniques of slicing and cylindrical shells to determine volumes
	E8	Applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems
<ul style="list-style-type: none"> The ability to interpret and communicate mathematics in a variety of forms 	E9	Communicates abstracts ideas and relationships using appropriate notation and logical argument

MODERN HISTORY

Task No.	Outcomes	Nature of Task	Weight	When
1	H1.1, H1.2, H3.3, H3.4, H4.1,	Research & Source Analysis: World War 1, 1914-1919	15%	Term 4 (week 8/9)
2	H3.1, H3.2, H3.4, H3.5, H4.2	Perspectives and Interpretations: Germany	20%	Term 1 (week 8/9)
3	H1.1, H2.1, H3.1, H3.2, H4.2	Research Task: in class essay: Ho Chi Minh	15%	Term 2 (week 8/9)
4	H2.1, H3.3, H3.5, H4.2	Research & Presentation: Studies in Peace & Conflict	20%	Term 3 (week 3/4)
5	H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2	Trial HSC Examination	30%	Term 3 (week 4/5)

H.S.C. OUTCOMES

H1	H1.1 describes the role of key features, issues, individuals, groups and events of selected twentieth-century studies H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies	H4	H4.1 use historical terms and concepts appropriately H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms
H2	H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century		
H3	H3.1 ask relevant historical questions H3.2 locate, select and organise relevant information from different types of sources H3.3 analyse and evaluate sources for their usefulness and reliability H3.4 explain and evaluate differing perspectives and interpretations of the past H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources		

MUSIC

Task No.	Outcomes	Nature of Task	Weight	When
1	H3, H5, H8, H10	Composition	10%	Term 4 (week 5/6)
2	H4, H5, H6, H7, H8	Musicology	10%	Term 1 (week 3/4)
3	H4, H6, H8, H9, H10	Half Yearly Examination Aural/Elective	20%	Term 1 (week 10/11)
4	H4, H6, H 8, H9, H11	Aural/Elective/Performance	20%	Term 2 (week 5/6)
5	H4, H6, H8, H9, H11	Trial HSC Examination Aural/Electives	40%	Term 3 (week 4/5)

H.S.C. OUTCOMES

H1:	Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.	H7:	Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
H2:	Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studies.	H8:	Identifies, recognises, experiments with, and discusses the use and effects of technology in music.
H3:	Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.	H9:	Performs as a means of self-expression and communication.
H4:	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical style.	H10:	Demonstrates a willingness to participate in performance, composition, musicology and aural activities.

H5:	Critically evaluates and discusses performances and compositions.	H11:	Demonstrates a willingness to accept and use of constructive criticism.
H6:	Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied through wide listening.		

Student Competency Assessment Schedule

COURSE: HSC METAL AND ENGINEERING MEM10105, MEM20105.

2010

Assessment Events for Metal & Engineering (MEM05)		Event 1	Event 2	Event 3	Event 4	Event 5
		Practical Task Plan task & Group communication	Work Placement Journal	Welding Exam	Trial Exam Length 2 Hrs	Practical Task Lazy Susan or Folding Shovel
		Date: TBA Week: 8 Term: 1	Date: TBA Week: 5 Term: 1	Date: TBA Week: 9 Term: 2	Date: TBA Week: 4 Term: 3	Date: Week: 8 Term: 3
Code	Unit of Competency					
N/A	Manufacturing, engineering and related services industries induction					X
MEM09002B	Interpret technical drawing	X		X	X	X
MEM12023A	Perform engineering measurements	X			X	X
MEM12024A	Perform computations				X	
MEM13014A	Apply principles of occupational health and safety in the work environment	X	X	X	X	X
MEM14004A	Plan to undertake a routine task	X		X	X	X
MEM15002A	Apply quality systems	X			X	X
MEM15024A	Apply quality procedures	X		X	X	X
MEM16007A	Work with others in a manufacturing, engineering or related environment	X	X	X	X	X
MEM18001C	Use hand tools			X	X	X
MEM18002B	Use power tools/hand held operations			X	X	X
MEM 03003B	Perform sheet and plate assembly			X	X	X
MEM05005B	Carry out mechanical cutting			X	X	X
MEM07032B	Use workshop machines for basic operations			X	X	X
MEM05012C	Perform routine manual metal arc welding			X	X	X
MEM11011B	Undertake manual handling	X		X	X	X

Depending on the achievement of units of competency, the possible qualification outcomes are: Statement of Attainment towards Certificate I Metal and Engineering MEM10105, Certificate I Metal and Engineering MEM10105, Certificate I Metal and Engineering MEM10105 and Statement of Attainment towards Certificate II Metal and Engineering MEM20105,

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. In addition to Assessment Events, some assessment may occur in an informal setting in the classroom or during work placement. Competency assessment is graded as “not yet competent,” “developing,” “competent”. This means a course mark is not allocated.

PD/HEALTH/PE

Task No.	Outcomes	Nature of Task	Weight	When
1	H1, H2, H3, H16	Core 1 – <i>Health Priorities in Australia</i>	15%	Term 4 (weeks 7/8)
2	H1, H2, H3, H4, H5, H8, H13, H14, H15, H16	Mid Course Exam – Core 1 & Option 1	20%	Term 1 (weeks 9/10)
3	H7, H8, H9, H10, H11, H16, H17	Core 2 - <i>Factors Affecting Performance</i>	20%	Term 2 (weeks 8/9)
4	H1 – H17 (not H12)	Trial HSC Exam – Core 1 & Core 2, Option 1	30%	Term 3 (weeks 4/5)
5	H9, H10, H17	Option 2 –	15%	Term 3 (weeks 7/8)

H.S.C. OUTCOMES

H1:	Describes the nature, and justifies the choice, of Australia’s health priorities.	H10:	Designs and implements training plans to improve performance.
H2:	Analyses and explains the health status of Australians in terms of current trends and groups most at risk, knowledge and understanding of the factors that effect health.	H11:	Designs psychological strategies and nutritional plans in response to individual performance needs.
H3:	Analyses the determinants of health and health inequities	H12:	Analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport.
H4:	Argues the case for the new public health approach to health promotion.	H13:	Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity with an ability to take action to improve participation and performance in physical activity.
H5:	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities and a capacity to exercise influence over personal and community health outcomes	H14:	Argues the benefits of health-promoting actions and choices that promote social justice.
H6:	Demonstrates range of personal health skills that enables us to promote and maintain health1	H15:	Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.
H7:	Explains the relationship between physiology and movement potential.	H16:	Devises methods of gathering, interpreting and communicating information about health and physical activity concepts with an ability to apply the skills of critical thinking, research and analysis.
H8:	Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity knowledge and understanding about the way the body moves.	H17:	Selects appropriate options and strategies based on a critical analysis of the factors that affect performance and safe participation.
H9:	Explains how movement skill is acquired and appraised		

PHYSICS

Task No.	Outcomes	Nature of Task	Weight	When
1	H2, H4, H5, H10, H14	Investigation and report	20%	Term 4 (week 9/10)
2	H11, H12, H13, H14	Research Project	20%	Term 1 (week 8)
3	H10 – H14	Practical Test	15%	Term 2 (week 9)
4	H10 - H14	Practical Portfolio – 3 pracs from each topic	10%	Term 2 (week 9)
5	H1 – H15	Trial	35%	Term 3 (week 4/5)

H.S.C. OUTCOMES

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

SENIOR SCIENCE

Task No.	Outcomes	Nature of Task	Weight	When
1	H2, H8, H11, H12	Practical Investigation & Report	20%	Term 4 (week 7)
2	H3, H4, H9, H14	Research Project	15%	Term 2 (week 8)
3	H1, H2, H4, H7	Practical Portfolio – (containing all practical reports, summaries and independent work) including corrected tests	25%	Term 1 (week 5) Term 2 (week 5) Term 3 (week 2)
4	H1 – H15	Trial HSC Examination	40%	Term 3 (week 4/5)

H.S.C. OUTCOMES

H1:	Discuss advances in scientific understanding and technology that have changed the direction or nature of scientific thinking	H10:	Discusses ways in which different forms of energy and energy transfers and transformations are used.
H2:	Applies the processes that are used to test and validate models, theories and laws, to investigation.	H11:	Justifies the appropriateness of a particular investigation plan.
H3:	Assesses the contribution of scientific advances on the development of technologies.	H12:	Evaluates ways in which accuracy and reliability could be improved in investigations.
H4:	Assesses the impacts of applications of science on society and the environment.	H13:	Uses technology and reporting styles appropriately and successfully to communicate information and understanding.
H5:	Describes possible future directions of scientific research.	H14:	Assesses the validity of conclusions from gathered data and information.
H6:	Describes uses of Earth's resources.	H15:	Explains why an investigation is best undertaken individually or by a team.
H7:	Identifies effects of internal and external environmental changes on the human body.	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.
H8:	Relates the properties of chemicals to their use.		
H9:	Relates the structure of body organs and systems to their function.		

STUDENT COMPETENCY ASSESSMENT SCHEDULE
COURSE: Sports (Coaching)

Higher School Certificate 2008 - 2009

Assessment Events for Certificate II in Sport (Coaching) SRS20306		Event 1	Event 2	Event 3	Event 4	Event 5	Event 6	Event 7	Event 8
		Drugs In Sport Research assignment	Rugby League Skill drill	Half Yearly Exam Test	Accommodation Plan	TSP_ 3 rd party evidence Interview	Changing work practices Portfolio	Trial HSC Test	Public Speaking/Media Interview
		Date: Week 7 Term 4	Date: Week 7 Term 1	Date: Week 10 Term 1	Date: Week 9 Term 2	Date: Week 7-8 Term 2	Date: Week 3 Term 3	Date: Week 4-5 Term 3	Date: Week 8 Term 3
Code	Unit of Competency								
SRSCOP009B	Collect information on drugs in sport	X		X				X	
SRSCGP001A	Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities	X		X		X		X	
SRSRGL004A	Teach or develop the skills of modified rugby league		X	X		X		X	
SRSRGL005A	Teach or develop the tactics and strategies of modified rugby league		X	X		X		X	
SRSCOP102B	Develop a travel and accommodation plan				X			X	
BSBCM203A	Communicate in the workplace				X	X		X	
BSBCM201A	Work effectively in a business environment				X			X	
BSBCM210A	Implement improved work practices						X	X	
SRSCOP001B	Prepare for public speaking								X
SRSCOP002B	Plan for and participate in a media interview								X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II or a statement of Attainment towards a Certificate II in Sport(Coaching) SRS20306.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. In addition to Assessment Events, some assessment may occur in an informal setting in the classroom or during work placement. Competency assessment is graded as “not yet competent,” “developing,” “competent”. This means a course mark is not allocated.

**THE FOLLOWING
PAGES/COURSES ARE
NOT REQUIRED THIS
YEAR**

BUSINESS SERVICES

Task No.	Outcomes	Nature of Task	Weight	When
1	To Be Advised	Integrated Assessment 1: Practical/Theory	N/A	Term 4 (week 6)
2	To Be Advised	Integrated Assessment 2: Practical/Theory	N/A	Term 1 (week 3)
3	To Be Advised	Integrated Assessment 3: Practical/Theory	N/A	Term 2 (week 5)
4	To Be Advised	Integrated Assessment 4: Practical/Theory	N/A	Term 2 (week 5)
5			N/A	Trial HSC (week 3/4)

	All			
				Trial HSC Multiple Choice/Short Answer/Extended Response

HSC OUTCOMES	
BSBCM211A	Participate in workplace safety procedures
BSBCM201A	Work effectively in a business environment
BSBCM202A	Organise and complete daily work activities
BSBCM203A	Communicate in the workplace
BSBCM204A	Work effectively with others
BSBCM205A	Use business technology
BSBCM206A	Process and maintain workplace information
BSBCM207A	Prepare & process financial/business documents
BSBCM209A	Provide information to clients
BSBCM212A	Handle mail
BSBCM213A	Produce simple word-processed document
BSBCM214A	Create and use simple spreadsheets
BSBCM307A	Maintain business resources
BSBADM305A	Create and use databases

METALS & ENGINEERING

Task No.	Competencies	Nature of Task	Weight	When
1	1.1, 1.2, 1.5, 1.6, 1.7, 1.8 (Additional outcomes achieved at workplacement will also be assessed)	Oral Presentation and Written Report on` Workplacement	20%	
2	MEM 1.4 FA, MEM 2.8 C10A, MEM 3.3 AA, MEM9.2 AA, MEM 5.12 AA, MEM 18.1 AA, MEM 18.2 AA (The outcomes from units listed will be assessed)	Research assignment “The Engineers Vice”	30%	
3	ALL (A list of specific outcomes being assessed will be given to the student prior to the exam)	Test – Half Yearly	10%	Term 1 (week 10/11)
4	MEM 1.1 FA, MEM 1.2 FA, MEM 1.3 FA, MEM 1.4 FA, MEM 2.1 C12A, MEM 2.8 C10A, MEM 2.5 C11A, MEM 3.3 AA, MEM 9.2 AA, MEM 18.1 AA, MEM 18.2 AA (The outcomes from units listed will be assessed)	Test – Practical	30%	
5	ALL (A list of specific outcomes being assessed will be given to the student prior to the exam)	Test – Trial H.S.C.	10%	Term 3 (week 3/4)

UNITS OF COMPETENCY

	Manufacturing and Engineering Industry Induction
MEM1.1 FA	Undertaking interactive workplace communication
MEM1.2 FA	Apply principles of Occupational Health and Safety
MEM1.3 FA	Apply quality procedures
MEM1.4 FA	Plan to undertake a routine task
MEM2.1C12A	Apply to quality systems
MEM2.5C11A	Measuring with graduated devices
MEM2.8C10A	Perform computations
MEM9.2AA	Interpret technical drawing
MEM18.1AA	Use hand tools
MEM18.2AA	Use power tools/hand held operations
MEM3.3AA	Sheet and Plate assembly
MEM5.12AA	Perform routine manual arc and/or gas metal arc welding
MEM9.1AA	Draw and interpret sketch

VISUAL ARTS

Task No.	Outcomes	Nature of Task	Weight	When
1	H10	Case Study	15%	Term 4 (week 10)
2	H1 – H6	Art Making 1	20%	Term 1 (week 9)
3	H7 –H10	Half Yearly Examination	15%	Term 1 (week 10/11)
4	H1 – H6	Art Making 2	30%	Term 3 (week 7)
5	H7 –H10	Trial HSC Examination	20%	Term 3 (week 4/5)

H.S.C. OUTCOMES

H1	Initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions.	H6	Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body work.
H2	Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body work.	H7	Applies their understanding of practice in art criticism and art history.
H3	Demonstrates an understanding of the frames when working independently in the making of art.	H8	Applies their understanding of the relationships among the artist, artwork, world and audience.
H4	Selects and develops subject matter and forms in particular ways as representations in art-making.	H9	Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art.
H5	Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.	H10	Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.

ABORIGINAL STUDIES

Task No.	Outcomes	Nature of Task	Weight	When
1	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H4.4, H4.5.	Research Assignment	30%	Term 4 (week 8)
2	H1.1, H1.2, H1.3, H2.1, H2.3, H3.1, H3.2, H3.3, H4.1.	Stimulus Based Skills	15%	Term 1 (week 4)
3	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H4.1.	Half Yearly Examination	25%	Term 1 (week 10/11)
4	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H4.1.	Trial HSC Examination	30%	Term 3 (week 5/6)

H.S.C. OUTCOMES

H1.1	explains different viewpoints of invasion and colonisation and evaluates the impact of these viewpoints on Aboriginal peoples	H3.2	evaluates the impact of key government policies, legislation and judicial processes on the socioeconomic status of Aboriginal peoples and communities
H1.2	analyses and discusses the social justice and human rights issues that are contemporary consequences of the colonisation of Aboriginal and other Indigenous peoples	H3.3	compares and evaluates current initiatives that reassert the social, economic and political independence of Aboriginal and/or Indigenous peoples
H1.3	assesses the representation of Aboriginal peoples and cultures for bias and stereotyping	H4.1	investigates, analyses and synthesises information from Aboriginal and other perspectives
H2.1	analyses the importance of land as an aspect of contemporary issues impacting on Aboriginal peoples	H4.2	undertakes community consultation and fieldwork
H2.2	examines contemporary expressions of Aboriginal culture, heritage and identity	H4.3	communicates information effectively from Aboriginal perspectives, using a variety of media
H2.3	discusses and analyses consequences of colonisation on contemporary Aboriginal cultural, political, social and economic life	H4.4	applies ethical research practices
H3.1	assesses the effectiveness of government policies, legislation and judicial processes in addressing racism and discrimination	H4.5	compares and evaluates the histories and cultures of Indigenous Australian peoples with international Indigenous peoples

DRAMA

Task No.	Outcomes	Nature of Task	Weight	When
1	H1.1, H1.2, H2.5, H1.3, H1.5, H1.7	Australian Theatre & Drama Task (15%) Individual Process Interview (5%)	20%	Term 4 (week 5/6)
2	H2.1, H2.2, H2.4, H2.5, H3.2, H3.3, H3.6	Studies in Drama & Theatre Task (15%) Individual Project Rational Writing (5%)	20%	Ongoing Teacher negotiation
3	H3.1, H3.2, H3.3	Half Yearly – Written Exam	15%	Term 1 (week 10/11)
4	H1.1, H1.6, H1.3, H1.4	Group Project Process	10%	Term 2 (week 5/6)
5	H1.7, H1.9, H2.1, H2.2, H3.3, H3.4, H3.5	Trial Exam – Written (15%) Individual Process Product (10%) Group Project Process Product (10%)	35%	Term 3 (week 4/5)

H.S.C. OUTCOMES/CONTENT

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

SOCIETY & CULTURE

Task No.	Outcomes	Nature of Task	Weight	When
1	H2, H3, H4, H5, H7, H8, H10	Depth Study 1: Application of Methodologies -Popular Culture	20%	Term 4 2007 (week 7/8)
2	H1, H3, H4, H5, H6, H7, H8, H10,	Half Yearly Exam Depth Study I & Core	10%	Term 1 (week 10/11)
3	H2, H3, H4, H5, H7, H8, H10	Research Methodologies -Belief Systems (Depth Study 2)	20%	Term 2 (week 9/10)
4	H1, H6, H7, H8, H9, H10, H11	Research Task (Log Development) with Oral Component	20%	Term 3 (week 1)
5	H1, H3, H4, H5, H6, H7, H8, H10	Trial HSC Examination: All Topics	30%	Term 3 (week 4/5)

H.S.C. OUTCOMES

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

FOOD TECHNOLOGY

Task No.	Outcomes	Nature of Task	Weight	When
1	H1.2, H3.1	Research & Analysis Australian Food Industry	20%	Term 4 (week 5/6)
2	H1.1, H1.4, H4.2	Implementation, Experimentation Preparation & Communication Food Manufacture Skills	20%	Term 1 (week 3/4)
3	½ YEARLY EXAM H1.1, H1.2, H1.4, H3.1, H4.2	Knowledge and Understanding	15%	Term 1 (week 10/11)
4	H2.1, H3.2, H5.1	Design, Preparation, Evaluation, Research & Analysis Food Product Development	15%	Term 2 (week 5)
5	H1.3, H4.1	Design, Implementation & Evaluation Preparation of Food Product Development Knowledge	15%	Term 2 (week 6)
6	H4.1, H1.2, H1.3, H3.1, H5.1	Trial HSC Examination – Knowledge & Understanding	15%	Term 3 (weeks 4/5)

H.S.C. OUTCOMES

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

DRAMA

Task No.	Outcomes	Nature of Task	Weight	When
1	H1.1, H1.2, H2.5, H1.3, H1.5, H1.7	Australian Theatre & Drama Task (15%) Individual Process Interview (5%)	20%	Term 4 (week 5/6)
2	H2.1, H2.2, H2.4, H2.5, H3.2, H3.3, H3.6	Studies in Drama & Theatre Task (15%) Individual Project Rational Writing (5%)	20%	Ongoing Teacher negotiation
3	H3.1, H3.2, H3.3	Half Yearly – Written Exam	15%	Term 1 (week 10/11)
4	H1.1, H1.6, H1.3, H1.4	Group Project Process	10%	Term 2 (week 5/6)
5	H1.7, H1.9, H2.1, H2.2, H3.3, H3.4, H3.5	Trial Exam – Written (15%) Individual Process Product (10%) Group Project Process Product (10%)	35%	Term 3 (week 4/5)

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			movements.
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2007/2008 – ASSESSMENT PLANNER

Week Mon-Fri	1 15/10-19/10	2 22/10-26/10	3 29/10-2/11	4 5/11-9/11	5 12/11-16/11	6 19/11-23/11	7 26/11-30/11
TERM 4							

Week Mon-Fri	1 30/1-1/2	2 4/2-8/2	3 11/2-15/2	4 18/2-22/2	5 25/2-29/2	6 3/3-7/3	7 10/3-14/3	8 17/3-20/3
TERM 1								

Week Mon-Fri	1 28/4-2/5	2 5/5-9/5	3 12/5-16/5	4 19/5-23/5	5 26/5-30/5	6 2/6-6/6	7 9/6-13/6
TERM 2							

Week Mon-Fri	1 21/7-25/7	2 28/7-1/8	3 4/8-8/8	4 11/8-15/8	5 18/8-22/8	6 25/8-29/8	7 1/9-5/9
TERM 3				TRIAL HSC			