



Evans High School

A diverse and innovative school of excellence



Higher School Certificate Assessment Handbook

2015-2016

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Evans High School
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HIGHER SCHOOL CERTIFICATE ASSESSMENT HANDBOOK

This handbook should be read in conjunction with the Evans High School HSC Course Selection Handbook for Students 2014-2015, which describes in more detail, the conditions for the award of a Higher School Certificate.

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AWARD OF THE HIGHER SCHOOL CERTIFICATE

To be eligible for the award of the **Higher School Certificate**, students must:

- a) Have gained the School Certificate or such other qualifications as the Board of Studies considers satisfactory.
- b) Have attended a government school, an accredited non-government school, a school outside New South Wales recognised by the Board or a college of TAFE.
- c) **Have satisfactorily completed courses which comprise the pattern of study required by the Board for the award of the Higher School Certificate.**
- d) **Sit for and make a serious attempt at the requisite Higher School Certificate examinations.**

Your attention is drawn to sections (c) and (d) in particular.

SATISFACTORY COMPLETION OF A COURSE

The Principal has to certify you have completed course requirements.

- a) To complete a course satisfactorily you must
 - Fulfill all requirements of the syllabus, e.g. assignments, practical work, participation in class.
 - This includes the minimum requirement that **a student makes a genuine attempt at Assessment Tasks worth more than 50% of the available marks for that course.**
- b) You will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that you have:
 - **Followed the course development or endorsed by the Board; and**
 - **Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and**
 - **Achieved some or all of the outcomes.**
- c) If the Principal determines that the above course criteria have not been met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then deem that the student has not met the requirements for the course.
- d) You have the right to appeal to the school and then the Board against the Principal's determination. The Principal will advise you of this right and explain the appeal process.
- e) Where it is determined that you have not satisfactorily completed a course, you will receive no results in that course. Until you receive results in 12 Preliminary units and 10 HSC units you will not be eligible for the award of the Higher School Certificate.

Your teachers may determine that, as a result of absence, you are not satisfactorily completing the course work. Clearly, absences will be regarded seriously by the Principal. If your attendance and thus your ability to complete course-work is called into question you will be given the opportunity to complete work to "catch up" and prove to the Principal's satisfaction that you have met the course completion criteria.

It is a matter for your teacher's professional judgment as to whether you have **made a genuine attempt to:**

- Complete course requirements
- Complete competency based modules
- Complete examinations as required.

ASSESSMENT TASKS

An Assessment Task is work given to you to enable your teacher to assess your achievement of syllabus objectives and outcomes. It also contributes marks towards your final school Assessment Mark which will be submitted to the Board of Studies.

Any type of task normally given to students throughout their course-work may be used as an Assessment Task, for example, essays, assignments, tests, seminars, oral presentations, experiments, laboratory reports, practical work.

Assessment Tasks are not intended to be special or different in any way from other work that can reasonably be set by the teacher as part of the course-work. The choice of task type depends on the components to be assessed.

Assessment Tasks may be given in class time or issued to student to do at home.

Whilst every piece of work given is important and needs to be completed in order to satisfy Higher School Certificate requirements, not every piece of work set is included in the Assessment Program. Students are informed which pieces are included. Other set work is designed to:

- Prepare students for the Assessments Task to follow,
- Develop skills and knowledge
- Provide feedback, and
- Develop examination techniques.

The Assessment Mark for each course is intended to reflect each individual student's achievements throughout the course. **It is, therefore, essential that all Assessment Tasks submitted are the sole work of each student. The understanding and valuing of ethical practices when locating and using information as part of their HSC studies are outlined in All My Own Work.**

ABSENCE FROM AN ASSESSMENT TASK

It is the student's responsibility to undertake a similar test or task if he or she misses an Assessment Task. This should be arranged as soon as possible. An application to attempt the task, missed due to absence should be made in writing to the Head Teacher or Course Coordinator the first day of return to school. You will need to complete a '**Task Missed Due to Absence**' form and arrange to complete the task with the class Teacher. The form is in this booklet and a copy is available from your class teacher. If, a valid reason for the absence is provided, the teacher will consult with the Head Teacher or Course Coordinator before deciding whether the student should perform the missed task or be given an alternative task.

No valid reason for an absence will result in the task being recorded as a non-attempt

ESTIMATES

The Principal may authorize that an estimate be given for a task which has not been performed due to a valid absence. This applies only in exceptional circumstances and only if giving a substitute task for the student would be difficult to arrange or not feasible.

NON-COMPLETION OF ASSESSMENT TASKS

Students must attempt all the Assessment Tasks set out in the Assessment Programs of each course studied. In the case of a Non-Completion:

- It will be recorded in the Assessment Records of the course as a non-attempt
- Students will be required to complete the Assessment Task on first day back to school
- A mark of **zero** will be awarded for the completed Assessment Task (unless a Medical Certificate has been supplied)
- A warning letter will be sent home.

NON-GENUINE ATTEMPT OF ASSESSMENT TASKS

A non-genuine attempt is a piece of work produced with little or no thought or effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is a piece of work which meets the requirement of the Task set and which has been done to the best of the student's ability.

If a non-genuine attempt is submitted:

- It will be marked and recorded in the Assessment Records of the course as a non-genuine attempt.
- A warning letter will be sent home.

Parents will be notified of the non-genuine attempt and sent a photocopy of the submitted Assessment Task by the Head Teacher of the subject involved for re-submission at a scheduled date (note: the original mark will still be recorded).

THE ASSESSMENT PERIOD

Assessments may be conducted from the beginning of the HSC year, i.e. immediately following the Preliminary course examinations up to, and including, the Trial Higher School Certificate Examination. Extension courses may be assessed from the commencement of the following year.

Assessment Tasks are not to be scheduled during the week preceding or following block examinations periods. No Assessment Tasks will be scheduled after the Trial HSC Examination excluding VET courses and some TVET courses.

ASSESSMENT OF COURSES

The courses you are studying will be either Board-Developed courses or Board Endorsed Courses. The difference between these courses is explained in your HSC Course Selection Handbook. There will be Assessment Tasks for all subjects you are studying.

- The Board requires all students to follow an Assessment Program and have an Assessment submitted irrespective of the number of units in which they may be enrolled.
- **The Board expects students to undertake all Assessment Tasks.**

There is a very important difference between Assessments for Board Developed Courses and Board Endorsed Courses:

- Board Endorsed courses do not have a HSC examination. Only the school un-moderated Assessment Marks are recorded on the Higher School Certificate Record of Achievement.
- Students studying TVET courses are assessed by the TAFE College.

The school can only assess actual student performance, not potential performance. This means the final overall Assessment Mark cannot be modified to take into account possible effects of illness or domestic situations. In every case the assessment mark will be a measure of what the students have actually achieved, not what they might have achieved in more fortunate circumstances.

The school maintains records of the marks awarded for the components of each Task.

You need to be familiar with the Assessment requirements of each course you take.

NOTIFICATION OF ASSESSMENT TASKS

Notification of Assessment Task may include the following, where appropriate:

- **Outcomes:** A statement of the outcomes which relate directly to the components being assessed.
- **The Task:** A clear and unambiguous description of the task
- **Materials and Resources:** You may be made aware of how and where you can obtain the resources you require.
- **Presentation:** Guidelines may indicate what is expected and acceptable.
- **Breakdown of how marks will be awarded.**

Full details about Assessment Tasks to be completed outside the classroom will be given on the HSC Assessment Task Cover Sheet issued to you at the time of notification. You will be given a minimum of two weeks to complete each Task. You may be given longer, depending on the nature of the Task.

The HSC Assessment Task Cover Sheet will be attached to the front of the Task when it is submitted.

For Assessment Tasks which are to be completed in class time, you will be given at least two weeks advance warning in writing and provided with important information about the Task.

Teachers may set an Assessment Task in advance of a holiday period with a due date after that holiday period, giving you the opportunity to work on it during the holidays, **if you so wish**. Adequate in-term time will be allowed for the satisfactory completion of the task without intrusion into holiday time.

You should not hesitate to advise your class teacher when clashes of Assessment Task dates occur, i.e. where the due or set dates of a number of Assessment Tasks in different courses coincide. Following discussion, the Head Teacher of the Faculty concerned, **may** choose to alter the date of the task.

If you are absent on the day that a Task is set, it is your responsibility to make sure that you see your class teacher to obtain the necessary information. Your teacher will also endeavour to notify you of any Task set in your absence.

You are **not** entitled to any automatic extension of time because of absence. If you feel you need an extension you may submit an **'Application for Extension'** form to the Head Teacher for consideration.

ASSESSMENT TASKS PERFORMED IN CLASS

Where Assessment Tasks are performed in class time, e.g. tests, practical activities, examination conditions will prevail.

SUBMISSION OF ASSESSMENT TASKS

It is your responsibility to submit each Assessment Task to your teacher on the due date.

Ensure your teacher signs the receipt section of the HSC **'Assessment Task Cover Sheet'** and returns the tear-off section. This provides evidence that the Assessment Task was handed in should the Task be misplaced. You may submit your task either during class time or any time up to the end of that school day without penalty.

Should your class teacher be absent on the due date of an Assessment Task, then submits the Task to the first person available on the following list:

- Head Teacher of the Faculty concerned
- Deputy Principal
- A teacher in the same faculty
- The school administration staff in the office

The receipt section of the HSC Assessment Task Cover Sheet must be completed and signed as normal and the student must retain the tear-off section.

Under **NO** circumstances should any Assessment Task ever be left in a classroom or staff room under the assumption that the teacher will find it later.

LATE SUBMISSION OF ASSESSMENT TASK OR TASK MISSED DUE TO ABSENCE

Assessment Tasks **MUST** be submitted by the due date or performed in class on the date specified. If you fail to submit or perform an Assessment Task when required, without adequate explanation, you will be awarded **zero** marks for that Task, and this will count towards your final Assessment mark. Parents will be informed in writing.

If your non-submission was because of absence, on the ***first day you return to school*** you will present the Assessment Task (whether complete or incomplete) to your teacher, or if you have missed an in-class task you will be required to do it as soon after your return to school as practicable.

In either case, the teacher will mark the task but record **zero** in the Assessment Mark Book. Students must complete a **'Task Missed due to Absence'** form and submit it, completed to the Deputy Principal for consideration by the review panel **within two days of returning to school**. The marks for these Tasks will replace the zero recorded in the Mark Book only if the reason(s) provided in the **'Task Missed due to Absence'** form have been accepted and approved by the review panel.

EXTENSIONS

If students feel that they need to request an extension of time in which to complete a Task, they must complete an **'Application for Extension'** form from your classroom teacher and submit it, completed to the Deputy Principal for consideration by the review panel a **minimum of two days in advance** of the due date. Should an extension not be granted, the incomplete Assessment Task must be submitted on the due date.

Grounds for an extension may include other school commitments on the Task date such as a sporting commitment; absence on the date the Task was notified; absence during the time when the class was prepared for the Task.

Unless prior arrangements have been made with the Deputy Principal or extenuating circumstances accepted by the review panel, the late submission of an Assessment Task will result in **zero** marks being recorded for that Task.

FAILURE TO COMPLETE

If it appears that you are at risk of not meeting the Assessment requirements in a course, a warning will be given. The Principal, through the Head Teacher and classroom teacher will:

- (a) Advise you, in writing, in time for the problem to be corrected and alert the student to the possible consequences of an "N" determination
- (b) Advise your parent or guardian in writing
- (c) Request from your parent a written acknowledgement of the warning
- (d) Issue at least one follow-up warning letter
- (e) Retain a copy of the warning notice and other relevant documentation

If you fail to complete or submit for marking, Assessment Tasks with mark values totaling more than 50% of the final assessment Mark in a course, then the school **must** certify that you have not met the course satisfactorily. This will result in the course not appearing on the Higher School Certificate Record of Achievement, either as an Examination Mark or an Assessment Mark. This may mean that you are no longer eligible for the award of a Higher School Certificate, which is conditional upon your having satisfactorily studied a minimum of 10-units of HSC courses.

MALPRACTICE, COPYING AND PLAGIARISM

Zero marks will generally be awarded to any students who, in working through an Assessment Task:

- cheat
- attempt to cheat
- assist others to cheat
- submit any work that is not their own
- distract other students from their work during an Assessment Task
- disrupt the Assessment Task in any way

Under no circumstances may a student take into in-class Assessment Tasks or examinations, any notes, papers or documents which could reasonably be considered as material to assist him/her complete the Task or examination (unless required as part of the Task). **Malpractice is deemed to have occurred whether or not the student actually used the material in his/her responses.**

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Deputy Principal. Consideration of extenuating circumstances may result in some marks being awarded.

Any appeal against such a decision must be made by the student, in writing, to the Deputy Principal, within twenty-four hours of the decision being taken.

Students are expected not to plagiarise, copy or in any way cheat. Plagiarism involves copying large sections from a book, internet or other resources, without acknowledging the author. If in any doubt about how to acknowledge information, ideas or the actual words taken from a book, internet or other resources, see your class teacher. In cases

where a submitted Assessment is not all the student's own work, the Head Teacher may decide to deduct marks or you may be given a 'non attempt'

The understanding and valuing of ethical practices when locating and using information as part of their HSC studies are outlined in the Department of Education & Training program 'All My Own Work' completed by all HSC students.

WITHIN-FACULTY REVIEW OF ASSESSMENT MARKS OR RANKING

Each student has the right to ask the class teacher why a particular mark was awarded for a specific Assessment Task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted. Work will only be reviewed if the request is made at the time that the work is returned and not after it has been taken from the classroom. The Head Teacher's decision is final.

After receipt of a School Report, a student may ask the class teacher why a particular ranking was given if it is believed to be inconsistent with the marks that have been awarded for Assessment Tasks completed in that course. The Head Teacher may be consulted if the student is dissatisfied with the class teacher's response. The Head Teacher's decision is final.

Where the class teacher is the Head Teacher, the student has no further avenue for review.

CHANGES TO ASSESSMENT PROGRAMS

Under certain circumstances, Head Teachers may find it necessary to vary their Assessment Programs. If this should occur, students will be informed in writing.

If a Task is given and is found to be non-discriminating, it will not be discarded. If an additional Task is to be given the students will be informed in writing. The marks from both Tasks must then be averaged and recorded as the marks awarded for the originally scheduled Task.

REPORTING OF ASSESSMENT PROGRESS

The school awards marks for each Assessment Task completed. These marks may be statistically adjusted. Class teachers also provide oral and/or written feedback to students on their performance.

Assessment progress is reported to parents, on the School Report, as a rank within the group of students studying a particular course. This rank indicates how the student is performing compared to the other students taking the same course and is based on the student's cumulative Assessment Marks.

Assessment Marks are NOT included on the School Report; nor are students informed of their final Assessment Marks at the end of the HSC Year.

After the last Higher School Certificate examination has been held for this school, students are given their final Assessment ranking for each course studied on request. This remains the same regardless of examination performance.

REVIEW OF FINAL ASSESSMENT RANKING

Following the final paper of the Higher School Certificate examination, each student may be given a statement of his/her Assessment ranking in each course studied on request. Should any ranking differ from that expected, based upon previous information, a Review of the ranking may be requested by the student.

The way that the marks, which determined the Assessment ranking, were awarded by the class teacher for individual Assessment Tasks may not form any part of the Review.

The Review is carried out by the school, which must establish whether:

- The weightings specified by the school in its Assessment Programs conform with the Board of Studies' requirements as detailed in the Subject Manuals
- The procedures used by the school for determining the final Assessment Mark conform with its stated Assessment Program (in particular, the weightings used for the various Assessment Tasks should be consistent with those specified in the Assessment Program)
- There are no computational or other clerical errors in the determination of the Assessment Mark.

The Review Panel in the school comprises the Principal, the Deputy Principal, the Year 12 Student Adviser and the Head Teacher of the subject involved and the Head of the Intensive English Centre.

Provided that the school is satisfied that these conditions have been met, no change to the Assessment will be made.

Any student who is dissatisfied with the school's decision may appeal directly to the Board of Studies.

OTHER CIRCUMSTANCES

Where circumstances arise in the administration of Higher School Certificate Assessment that is not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal for resolution.

DISABILITY PROVISIONS FOR THE HIGHER SCHOOL CERTIFICATE EXAMINATIONS

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks.

Students who wish to apply for disability provisions should see the Year Adviser, School Counsellor or the Student Support Team. The application form must be submitted by the school as it requires specific information about the difficulties the student may experience in a classroom or examination situation. This does not mean, however, that parents should not be involved in the application process.

Any HSC student with a disability recognised in the Commonwealth *Disability Standards for Education 2000* can apply. Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

Students who become ill during an examination period may be eligible to make an illness/misadventure application rather than a disability provisions application. (*See Illness/Misadventure on Exam Day.*)

ILLNESS/MISADVENTURE ON EXAM DAY

If a student becomes ill or suffers an accident that affects their exam performance, they should submit an illness/misadventure application form (available at the exam centre) through the principal and notify the Presiding Officer when entering the exam or as soon as possible.

It is important that students attend the exams where possible even if they believe their performance in the exam will be affected. If a student cannot attend an exam because of illness or misadventure, they must notify the school principal immediately. Students should never risk harm in order to attend an exam, or attend an exam against medical advice.

Students must obtain documentary evidence generally on the day of the exam to support their illness/misadventure application. If a student did not sit the exam this evidence must indicate why they were unable to attend.

Emergency disability provisions

If a student has an accident or an illness just before the examination, emergency provisions can be arranged. The student should immediately notify the principal or year adviser in such a case.

Arriving late to the exam

If a student is late to an exam, advise the principal immediately and get to the exam centre as soon as possible.

Misreading the exam timetable

If a student misses an exam because they have misread the timetable, the student must contact the principal immediately.



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ASSESSMENT TASK COVER SHEET

Course Name:	
Student Name:	
ASSESSMENT TASK	
Assessment No.:	Title:
Component/s	Weighting/s - %:
Due Date:	Date Distributed:
Extension Granted: YES/NO	If YES - New Due Date
Student Signature:	



Complete and detach this section when you hand in your assignment.

ASSESSMENT COVER SHEET RECEIPT

Course Name:	
Student Name:	
Assessment No:	Title:
Due Date:	Date Handed In:
Teacher Signature:	



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TASK MISSED DUE TO ABSENCE

This form must be handed to your classroom teacher the day you return to school.

Course Name:	
Student Name:	
ASSESSMENT TASK	
Assessment No.:	Title:
Component/s	Weighting/s - %:
Due Date:	Today's Date::
Date/s of Absence:	
Reason for Absence:	
Student Signature:	
Parent Signature:	

Note: Appropriate evidence must accompany this application (e.g. Doctors Certificate)



Complete and detach this section when you hand in your Assessment

TASK MISSED DUE TO ABSENCE RECEIPT

Course Name:	
Student Name:	
Assessment No:	Title:
Granted: YES/NO	Refused: YES/NO
New date:	Reason for refusal:
Head Teacher Signature:	
Deputy Signature:	



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APPLICATION FOR EXTENSION

Course Name:	
Student Name:	
ASSESSMENT TASK	
Assessment No.:	Title:
Component/s:	Weighting/s - %:
Due Date:	Date of Applying for Extension:
Reason for Extension:	
Student Signature:	
Parent Signature:	



Complete and detach this section when you hand in your Assessment

EXTENSION APPLICATION RECEIPT

Course Name:	
Student Name:	
Assessment No:	Title:
Granted: YES/NO	Refused: YES/NO
Extension New Date:	Reason for Refusal:
Head Teacher Signature:	
Deputy Signature:	

ASSESSMENT SCHEDULES

Following are the Assessment Schedules for all HSC courses offered at Evans. They are organised into faculty groups:

CREATIVE AND PERFORMING ARTS (CAPA)

- 2 Unit Dance
- 2 Unit Drama
- 2 Unit Music (Music 1)
- 2 Unit Visual Arts
- 2 Unit Visual Design

ENGLISH

- 2 Unit English Advanced
- 2 Unit English Standard
- 2 Unit ESL
- 2 Unit English Studies

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

- 2 Unit Ancient History
- 2 Unit Business Studies
- 2 Unit Legal Studies
- 2 Unit Modern History
- 2 Unit Society and Culture
- 1 Unit History Extension

MATHEMATICS

- 2 Unit Mathematics
- 1 Unit Mathematics Extension
- 2 Unit Mathematics General 1
- 2 Unit Mathematics General 2

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PD/H/PE)

- 2 Unit PD/H/PE
- 2 Unit Community and Family Studies
- 2 Unit Sport, Lifestyle and Recreation Studies (SLR)

SCIENCE

- 2 Unit Biology
- 2 Unit Chemistry
- 2 Unit Physics
- 2 Unit Senior Science

TECHNICAL AND APPLIED STUDIES (TAS)

- 2 Unit Information Processes & Technology (IPT)
- 2 Unit Food Technology

<p>Outcomes of Course:</p> <p>H1.1 Understands Dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form</p> <p>H1.2 Performs, composes and appreciates dance as an artform</p> <p>H1.3 Appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances</p> <p>H1.4 Acknowledges and appreciates the relationship of dance and other media</p> <p>H2.1 Understands performance quality, interpretation and style relating to dance performance</p> <p>H2.2 Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.</p> <p>H2.3 Values the diversity of dance performance</p> <p>H3.1 Identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent</p>	<p>H3.2 Demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent</p> <p>H3.3 Recognises and values the role of dance in achieving individual expression</p> <p>H3.4 Explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent</p> <p>H4.1 Understands the concept of differing artistic, social and cultural contexts of dance</p> <p>H4.2 Recognises, analyses and evaluates the distinguishing features of major dance works</p> <p>H4.3 Utilises the skills of research and analysis to examine dance as an artform</p> <p>H4.4 Demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance</p> <p>H4.5 Acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation</p>
<p>Components of Course:</p> <p>A. Core Performance</p> <p>B. Core Composition</p> <p>C. Core Appreciation</p> <p>D. Major Study</p>	<p>Weightings of Course: %</p> <p>A. 20%</p> <p>B. 20%</p> <p>C. 20%</p> <p>D. 40%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term: 4, 2015 Week: 10	Term: 1 Week: 9	Term: 2 Week: 4	Term: 2 Week: 10	Term: 3 Week: 1	Term: 3 Week: 5
		Core Performance	Core Composition	Dance Analysis Assessment	Major Study	The Works Core Perf. (10%), Core Comp (10%), Major (20%)	Core Appreciation
Core Perf	10%	10%					
Core Comp	10%		10%				
Major Study	20%				20%		
Core Perf Core Comp Major Study	40%					40%	
Core App.	20%			10%			10%
Total	100%	10%	10%	10%	20%	40%	10%
Outcomes		H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H1.2, H1.3, H1.4, H3.1, H3.2, H3.3, H3.4	H1.1, H1.2, H1.4, H4.2, H4.3, H4.4, H4.5	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3	All Outcomes	H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3, H4.4, H4.5

Coordinator: Miss Baldwin

Head Teacher: Mr Williams

<p>Outcomes of Course:</p> <p>H1.1 Uses acting skills to adopt and sustain a variety of characters and roles</p> <p>H1.2 Uses performance skills to interpret and perform scripted and other material</p> <p>H1.3 Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works</p> <p>H1.4 Collaborates effectively to produce a group-devised performance</p> <p>H1.5 Demonstrates directorial skills</p> <p>H1.6 Records refined group performance work in appropriate form</p> <p>H1.7 Demonstrates skills in using the elements of production</p> <p>H1.8 Recognises the value of the contribution of each individual to the artistic effectiveness of productions</p> <p>H1.9 Values innovation and originality in group and individual work</p> <p>H2.1 Demonstrates effective performance skills</p> <p>H2.2 Uses dramatic and theatrical elements effectively to engage an audience</p>	<p>H2.3 Demonstrates directorial skills for theatre and other media</p> <p>H2.4 Appreciates the dynamics of drama as a performing art</p> <p>H2.5 Appreciates the high level of energy and commitment necessary to develop and present a performance</p> <p>H3.1 Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements</p> <p>H3.2 Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses</p> <p>H3.3 Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements</p> <p>H3.4 Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies</p> <p>H3.5 Appreciates the role of the audience in various dramatic and theatrical styles and movements</p>
<p>Components of Course:</p> <p>A. Making</p> <p>B. Performing</p> <p>C. Critically Studying</p>	<p>Weightings of Course: %</p> <p>A. 40%</p> <p>B. 30%</p> <p>C. 30%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
		Term 4 Wk 8	Term1 Wk 4	Term 1 Wk 5/6	Term1 Wk 8	Term 2 Wk 8	Term 2 Wk 9	Term 3 Wk 1	Term 3 Wk 4
		Australian Drama & Theatre	IP Progress (a)	Half Yearly	Japanese Theatre	IP Progress (b)	GP Progress	Showcase	HSC Trial Exam
Making	40%	10%	5%		10%	5%		10%	
Performing	30%		5%			5%	10%	10%	
Critically Studying	30%	5%		10%	5%				10%
Total	100%	15%	10%	10%	15%	10%	10%	20%	10%
Outcomes		H2.4	H1.9	H3.4 H3.5	H3.1	H1.5	H1.4	H1.3 H2.5	H3.2

Coordinator: Ms Dumitrescu

Head Teacher: Mr Williams

<p>Outcomes of Course:</p> <p>H1 Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble</p> <p>H2 Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied</p> <p>H3 Improvises and composes music using a range of concepts for familiar sound sources reflecting the cultural and historical contexts studied</p> <p>H4 Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles</p> <p>H5 Critically evaluates and discusses performances and compositions</p>	<p>H6 Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening</p> <p>H7 Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied</p> <p>H8 Identifies, recognises, experiments with, and discusses the sue and effects of technology in music</p> <p>H9 Performs as a means of self-expression and communication</p> <p>H10 Demonstrates a willingness to participate in performances, compositions, musicology and aural activities</p> <p>H11 Demonstrates a willingness to accept and use constructive criticism</p>
<p>Components of Course:</p> <p>A. Composition E. Elective 1</p> <p>B. Performance F. Elective 2</p> <p>C. Aural G. Elective 3</p> <p>D. Musicology</p>	<p>Weightings of Course: %</p> <p>A. 10% E. 12.5%</p> <p>B. 12.5% F. 12.5%</p> <p>C. 30% G. 12.5%</p> <p>D. 10%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2015 Week: 10	Term: 1 Week: 5/6	Term: 2 Week: 5	Term: 3 Week: 4/5
		Composition	Half Yearly Exam (Core Performance, Elective 1 & Aural Exam)	Musicology/Elective 2 & 3 Presentation	Trial HSC Exam
Composition Core	10%	10%			
Performance Core	15%		7.5%		7.5%
Aural Core	20%		10%		10%
Musicology Core	10%			10%	
Elective 1	15%		7.5%		7.5%
Elective 2	15%			7.5%	7.5%
Elective 3	15%			7.5%	7.5%
Total	100%	10%	25%	25%	40%
Outcomes		H1, H3, H5, H7, H10, H11	H1, H4, H6, H7, H9, H10, H11	H2, H6, H8, H10, H11	H1, H4, H9, H10, H11 Other outcomes depend on elective chosen

Coordinator: Ms Aldogan/Miss Zadravec Head Teacher: Mr Williams

<p>Outcomes of Course:</p> <p>H1 Initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions</p> <p>H2 Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work</p> <p>H3 Demonstrates an understanding of the frames when working independently in the making of art</p> <p>H4 Selects and develops subject matter and forms in particular ways as representations in art-making</p> <p>H5 Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways</p>	<p>H6 Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work</p> <p>H7 Applies their understanding of practice in art criticism and art history</p> <p>H8 Applies their understanding of the relationships among the artist, artwork, world and audience</p> <p>H9 Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art</p> <p>H10 Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts</p>
<p>Components of Course:</p> <p>A. Artmaking</p> <p>B. Art Criticism and Art History</p>	<p>Weightings of Course: %</p> <p>A. 50%</p> <p>B. 50%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term: 4, 2015 Week: 8	Term: 1 Week: 4	Term: 1 Week: 5/6	Term: 2 Week: 8	Term: 3 Week: 2	Term: 3 Week: 4/5
		Section One Style Question (in-class test)	VAD/Explored BOW	Half Yearly Exam	VAD/Developed BOW	Resolved BOW Exhibition	Trial HSC Exam
Artmaking	50%		15%		15%	20%	
Art Criticism and Art History	50%	15%		20%			15%
Total	100%	15%	15%	20%	15%	20%	15%
Outcomes		H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10

Coordinator: Miss Milloy/Mr Dempsey

Head Teacher: Mr Williams

<p>Outcomes of Course:</p> <p>DM1 generates a characteristic style that is increasingly self-reflective in their design practice</p> <p>DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works</p> <p>DM3 investigates different points of view in the making of designed works</p> <p>DM4 generates images and ideas as representations/simulations</p> <p>DM5 develops different techniques suited to artistic and design intentions in the making of a range of works</p> <p>DM6 takes into account issues of Work Health and Safety in the making of a range of works</p>	<p>CH1 generates in their critical and historical practice ways to interpret and explain design</p> <p>CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations</p> <p>CH3 distinguishes between different points of view, using the frames in their critical and historical investigations</p> <p>CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design</p>
<p>Components of Course:</p> <p>D. Designing and making</p> <p>E. Critical and historical studies</p>	<p>Weightings of Course: %</p> <p>D. 70%</p> <p>E. 30%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Term: 4 Week: 9	Term: 1 Week: 7	Term: 2 Week: 9	Term: 3 Week: 10	Term: 3 Week: 7
		Design Work 1 and Process Diary	Half Yearly Exam	Final Design Project-Progress Assessment	Final Design and Process Diary	Final Exam
Critical and historical studies	30%	20%	15%			15%
Artmaking	70%			20%	30%	
Total	100%	20%	15%	20%	30%	15%
Outcomes		DM1, DM2, DM3, DM4, DM5, DM6	CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6	DM1, DM2, DM3, DM4, DM5, DM6	CH1, CH2, CH3, CH4

Coordinator: Mr Dempsey

Head Teacher: Mr Williams

<p>Outcomes of Course:</p> <p>H1 Describes and explains the relationships between composer, responder, text and context in particular texts</p> <p>H2 Explains relationships among texts</p> <p>H2A Recognises different ways in which particular texts are valued</p> <p>H3 Develops language relevant to the study of English</p> <p>H4 Explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses</p> <p>H5 Explains and evaluates the effects of textual forms, technologies and their media of production on meaning</p> <p>H6 Engages with the details of text in order to respond critically and personally</p> <p>H7 Adapts and synthesizes a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts</p>	<p>H8 Articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives</p> <p>H9 Evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas</p> <p>H10 Analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts</p> <p>H11 Draws upon the imagination to transform experience and ideas into text demonstrating control of language</p> <p>H12 Reflects on own processes of responding and composing</p> <p>H12A Explains and evaluates different ways of responding to and composing text</p> <p>H13 Reflects on own processes of learning</p>
<p>Components of Course:</p> <p>A. Reading</p> <p>B. Writing</p> <p>C. Listening</p> <p>D. Speaking</p> <p>E. Viewing and Representing</p>	<p>Weightings of Course: %</p> <p>A. 25%</p> <p>B. 30%</p> <p>C. 15%</p> <p>D. 15%</p> <p>E. 15%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term: 4, 2015 Week: 7	Term: 1 Week: 5/6	Term: 1 Week: 9	Term: 2 Week: 8	Term: 3 Week: 4/5	Term: 3 Week 6
		Area of Study Discovery	Half Yearly Exam Area of Study	Module A Comparative Study	Module B Critical Study of Text	Trial HSC Exam	Module C Representation and Text
Reading	25%	10%	5%			10%	
Writing	30%	15%	5%			10%	
Listening	15%						15%
Speaking	15%				15%		
Viewing/ Representing	15%			15%			
Total	100%	25%	10%	15%	15%	20%	
Outcomes		H2, H3, H7, H9, H11	H1, H5, H6, H10	H2a, H6, H7	H1, H3, H4, H10, H12a	H1, H4, H10, H11	H1, H4, H11, H13

Coordinator: Ms Makhoul

Head Teacher: Ms Makhoul

<p>Outcomes of Course:</p> <p>H1 A student demonstrates understanding of how relationships between composer responder, text and context shape meaning.</p> <p>H2 A student demonstrates understanding of the relationships among texts</p> <p>H3 A student develops language relevant to the study of English</p> <p>H4 A student describes and analyses the ways the language forms and features and structures of texts shape meaning</p> <p>H5 A student analyses the effect of technology and medium on meaning</p> <p>H6 A student engages with the details of the text in order to respond critically and personally</p> <p>H7 A student adapts and synthesizes a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts</p>	<p>H8 A student articulates and represents own interpretive and imaginative texts from a range of perspectives.</p> <p>H9 A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.</p> <p>H10 A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.</p> <p>H11 A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language.</p> <p>H12 A student reflects on own processes of responding and composing.</p> <p>H13 A student reflects on own processes of learning.</p>
<p>Components of Course:</p> <p>A. Reading</p> <p>B. Writing</p> <p>C. Listening</p> <p>D. Speaking</p> <p>E. Viewing and Representing</p>	<p>Weightings of Course: %</p> <p>A. 25%</p> <p>B. 30%</p> <p>C. 15%</p> <p>D. 15%</p> <p>E. 15%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term: 4, 2014 Week: 7	Term: 1 Week: 5/6	Term: 1 Week: 9	Term: 2 Week: 7	Term: 3 Week: 4/5	Term: 3 Week: 6
		Area of Study: Discovery	Half Yearly Exam Area of Study	Module C Educating Rita	Module B Curious Incident	Trial HSC Exam	Module C Run Lola Run
Reading	25%	10%	5%			10%	
Writing	30%	15%	5%			10%	
Listening	15%			15%			
Speaking	15%				15%		
Viewing/Representing	15%						15%
Total	100%	25%	10%	15%	15%	20%	15%
Outcomes		H2, H3, H7, H8 H9, H11	H1, H5, H6, H10	H1, H2, H3	H1, H4, H6, H7	H1, H2, H4, H10, H11	H8, H11, H12

Coordinator: Ms Shannon Head Teachers: Ms Makhoul

<p>Outcomes of Course:</p> <p>H1 A student demonstrates understanding of how relationships between composer responder, text and context shape meaning.</p> <p>H2 A student describes and explains different relationships among texts.</p> <p>H3 A student demonstrates understanding of cultural reference in texts.</p> <p>H4 A student uses language relevant to the study of English.</p> <p>H5 A student demonstrates understanding of how audience and purpose affect the language and structure of texts.</p> <p>H6 A student interprets texts using key language patterns and structural features.</p> <p>H7 A student analyses the effect of technology on meaning.</p> <p>H8 A student adapts a variety of textual forms to different purposes, audiences and contexts in all modes.</p>	<p>H9 A student engages with the details of text in order to develop a considered and informed personal response.</p> <p>H10 A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.</p> <p>H11 A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences</p> <p>H12 A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language.</p> <p>H13 A student reflects on own processes of responding and composing.</p> <p>H14 A student reflects on own processes of learning, especially on the effects of their expanding knowledge and skills in English.</p>
<p>Components of Course:</p> <p>A. Reading</p> <p>B. Writing</p> <p>C. Listening</p> <p>D. Speaking</p> <p>E. Viewing and Representing</p>	<p>Weightings of Course: %</p> <p>A. 20%</p> <p>B. 25%</p> <p>C. 20%</p> <p>D. 20%</p> <p>E. 15%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term: 4, 2014 Week: 6	Term: 1 Week: 3	Term: 1 Week: 5/6	Term: 2 Week: 3	Term: 2 Week: 9	Term: 3 Week: 4/5
Area of Study Belonging		Area of Study Writing Task	Area of Study Speech	Half Yearly Exam	Experience Through Language	Texts & Society Job Seeking	Trial HSC Exam
Reading	20%	5%		5%	5%		5%
Writing	25%	5%		5%	5%	5%	5%
Listening	20%		5%	5%		5%	5%
Speaking	20%		10%			10%	
Viewing/Representing	15%	5%			10%		
Total	100%	15%	15%	15%	20%	20%	15%
Outcomes		H1, H4, H13	H3, H5, H8, H9, H11	H1, H2, H3	H5, H6, H9	H4, H8, H11, H12, H13	H1, H2, H3, H7, H9, H12

Coordinator: Ms Alano

Head Teacher: Ms Makhoul

<p>Outcomes of Course:</p> <p>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</p> <p>H1.2 Explains the ideas and values of the texts</p> <p>H1.3 Explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms</p> <p>H1.4 Produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques</p> <p>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</p> <p>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</p>	<p>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</p> <p>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</p> <p>H3.2 Recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences</p> <p>H4.1 Plans and organises to complete tasks or projects, both individually and collaboratively</p> <p>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</p>
<p>Components of Course:</p> <p>A. Knowledge and understanding of various forms of texts</p> <p>B. Skills in reading, listening and viewing in writing, speaking and representing</p>	<p>C. Knowledge and skills in using language accurately, effectively and appropriately</p> <p>D. Skills in planning and working</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Term: 4, 2015 Weeks 1 – 10	Term: 1, 2016 Weeks 1 – 10	Term: 2, 2016 Weeks 1 – 8	Term: 3, 2016 Weeks 1 – 8	Term:3, 2016 Week 4/5
		Documentaries Research & Learning	Australian Compulsory Learning	Consumerism Learning	Travel Learning	All Modules Exam during HSC Trial Exams
Knowledge and understanding of various forms of texts	30%	10%	5%	10%		5%
Skills in reading, listening and viewing in writing, speaking and representing	30%	5%	5%	5%	5%	10%
Knowledge and skills in using language accurately, effectively and appropriately	25%	5%	10%		5%	5%
Skills in planning and working	15%	5%	5%		5%	
Total	100%	25%	25%	15%	15%	20%
Outcomes		1.3, 2.2, 2.3, 4.2	1.1, 1.4, 2.1, 3.2	1.2, 3.1	2.1, 4.1, 4.2	1.1, 2.1, 3.1

Coordinator: Ms Dumitrescu

Head Teacher: Ms Makhoul

<p>Outcomes of Course:</p> <p>H1.1 Describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context</p> <p>H2.1 Explain historical factors and assess their significance in contributing to change and continuity in the ancient world</p> <p>H3.1 Locate, select and organise relevant information from a variety of sources</p> <p>H3.2 Discuss relevant problems of sources for reconstructing the past</p> <p>H3.3 Analyse and evaluate sources for their usefulness and reliability</p>	<p>H3.4 Explain and evaluate differing perspectives and interpretations of the past</p> <p>H3.5 Analyse issues relating to ownership and custodianship of the past</p> <p>H3.6 Plan and present the findings of historical investigations, analysing and synthesising information from a range of sources</p> <p>H4.1 Use historical terms and concepts appropriately</p> <p>H4.2 Communicate knowledge and understanding of historical features and issues using appropriate oral and written forms</p>
<p>Components of Course:</p> <p>Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum</p> <p>Part II: ONE Ancient Society</p> <p>Part III: ONE Personality in their Time</p> <p>Part IV: ONE Historical Period</p>	<p>Weightings of Course: %</p> <p>Part I: 25%</p> <p>Part II: 25%</p> <p>Part III: 25%</p> <p>Part IV: 25%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term: 4, 2015 Week: 8	Term: 1 Week: 5/6	Term: 1 Week: 10	Term: 2 Week: 10	Term: 3 Week: 4/5	Term: 3 Week: 8
		Ancient Societies	Half Yearly Exam Personality in their Time & Historical Periods	Personality in their Time	Historical Period	Trial HSC Exam All Topics	Core
		Source Based Skills (10%) Communication (5%)	Source Based Skills (5%) Knowledge & Understanding (15%)	Source Based Skills (5%)	Communication (20%)	Knowledge & Understanding	Communication (10%) Historical Inquiry (10%)
Core	25%					5%	20%
Personality in their Time	25%		15%	5%		5%	
Historical Period	25%				20%	5%	
Ancient Society	25%	15%	5%			5%	
Total	100%	15%	20%	5%	20%	20%	20%
Outcomes		H1.1, H3.1, H4.1, H4.2	H1.1, H3.2, H3.4, H3.5, H4.2	H3.1, H3.3, H3.6, H4.2	H1.1, H2.1, H3.4, H3.6, H4.2	H2.1, H3.2, H3.4, H4.1, H4.2	H1.1, H3.2, H3.3, H4.1, H4.2

Coordinator: Ms Brown

Head Teacher: Mr Merrick

<p>Outcomes of Course:</p> <p>H1 Critically analyses the role of business in Australia and globally</p> <p>H2 Evaluates management strategies in response to changes in internal and external influences</p> <p>H3 Discusses the social and ethical responsibilities of management</p> <p>H4 Analyses business functions and processes in large and global businesses</p> <p>H5 Explains management strategies and their impact on businesses</p>	<p>H6 Evaluates the effectiveness of management in the performance of businesses</p> <p>H7 Plans and conducts investigations into contemporary business issues</p> <p>H8 Organises and evaluates information for actual and hypothetical business situations</p> <p>H9 Communicates business information, issues and concepts in appropriate formats</p> <p>H10 Applies mathematical concepts appropriately in business situations</p>
<p>Components of Course:</p> <p>A. Operations</p> <p>B. Marketing</p> <p>C. Finance</p> <p>D. Human Resources</p>	<p>Weightings of Course: %</p> <p>A. 25%</p> <p>B. 25%</p> <p>C. 25%</p> <p>D. 25%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Term: 4, 2015 Week: 8	Term: 1 Week: 5/6	Term: 2 Week: 7	Term: 3 Week:2	Term: 3 Week: 4/5
		Inquiry & Research	Half Yearly Exam	Inquiry and Research (5%) Communication (15%)	Stimulus Based	Trial HSC Exam
Knowledge & Understanding	Knowledge Understanding (25%) & Stimulus (5%)					
Operations	25%	15%	5%			5%
Marketing	25%		20%			5%
Finance	25%			20%		5%
Human Resources	25%				15%	10%
Total	100%	15%	25%	20%	15%	25%
Outcomes		H1, H4, H5, H9	H1-H10	H4, H7, H8, H9, H10	H2, H4, H8, H9	H1-H10

Coordinator: Ms Dey

Head Teacher: Mr Merrick

<p>Outcomes of Course:</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>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>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>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>
<p>Components of Course:</p> <p>A. Core Part I: Crime</p> <p>B. Core Part II: Human Rights</p> <p>C. Part III: TWO Optional Studies</p> <ul style="list-style-type: none"> • Family Law • Workplace Law 	<p>Weightings of Course: %</p> <p>A. 30%</p> <p>B. 20%</p> <p>C. 50%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Term: 4, 2015 Week: 7	Term: 1 Week: 5/6	Term: 2 Week: 5	Term: 3 Week: 1	Term: 3 Week: 4/5
		Research (5%) & Communication (5%), Knowledge & Understanding (5%)	Half Yearly Exam Knowledge & understanding	Research (5%), Knowledge & Understanding (5%) & Communication (10%)	Stimulus Based Research (10%) Communication Task (5%), Knowledge & Understanding (5%)	Trial HSC Exam Knowledge & Understanding
Crime	30%	15%	10%			5%
Human rights	20%		10%			10%
Optional Studies - Family	25%			20%		5%
Optional Studies - Workplace	25%				20%	5%
Total	100%	15%	20%	20%	20%	25%
Outcomes		H1, H7, H8, H9, H10	H2, H3, H4, H7, H9	H5, H6, H8, H9	H4, H7, H8, H10	H1-H10

Coordinator: Mr Merrick

Head Teacher: Mr Merrick

<p>Outcomes of Course:</p> <p>H1.1 Describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies</p> <p>H1.2 Analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies</p> <p>H2.1 Explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century</p> <p>H3.1 Ask relevant historical questions</p> <p>H3.2 Locate, select and organise relevant information from different types of sources</p>	<p>H3.3 Analyse and evaluate sources for their usefulness and reliability</p> <p>H3.4 Explain and evaluate differing perspectives and interpretations of the past</p> <p>H3.5 Plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p> <p>H4.1 Use historical terms and concepts appropriately</p> <p>H4.2 Communicate a knowledge and understanding of historical features and issues, using appropriate and well structured oral and written forms</p>
<p>Components of Course:</p> <p>Part I: Core Study - World War I 1914–1919: A Source-based Study</p> <p>Part II: National Studies</p> <p>Part III: Personalities in the Twentieth Century</p> <p>Part IV: International Studies in Peace and Conflict</p>	<p>Weightings of Course %</p> <p>Part I: 25%</p> <p>Part II: 25%</p> <p>Part III: 25%</p> <p>Part IV: 25%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term: 4, 2015 Week: 10	Term: 1 Week: 5/6	Term: 2 Week: 1	Term: 2 Week: 6	Term: 3 Week: 1	Term: 3 Week: 4/5
		Core	Half Yearly Exam Core & National Study	National Study	Personality in the Twentieth Century	International Study in Peace and Conflict	Trial HSC Exam (all topics covered)
		Source based skills (5%) & Knowledge & Understanding (5%)	Source based skills (10%) & Knowledge & Understanding (10%)	Historical inquiry & research (5%) & Communication (5%)	Historical inquiry & research (5%), Knowledge & Understanding (5%) & Communication (10%)	Historical inquiry & research (10%), Knowledge & Understanding (5%) & Communication (5%)	Source based skills (5%) & Knowledge & Understanding (15%)
Core	25%	10%	10%				5%
National Study	25%		10%	10%			5%
Personality in the Twentieth Century	25%				20%		5%
International Study in Peace and Conflict	25%					20%	5%
Total	100%	10%	20%	10%	20%	20%	20%
Outcomes		H 1.1, H1.2, H3.2, H3.3	H1.1-H4.2	H1.1, H3.1, H3.2, H3.4, H3.5, H4.2	H1.2, H3.1, H3.4, H4.1, H4.2	H3.4, H4.1, H4.2	H1.1 - H4.2

Coordinator: Mr Merrick

Head Teacher: Mr Merrick

<p>Outcomes of Course:</p> <p>H1 Explains the interaction between persons, societies, cultures and environments across time</p> <p>H2 Analyses relationships within and between social and cultural groups</p> <p>H3 Accounts for cultural diversity and commonality within societies and cultures</p> <p>H4 Evaluates continuity and change, and assesses social futures and strategies for change and the implications for societies and cultures</p> <p>H5 Evaluates the influence of power, authority, gender and technology on decision-making and participation in society</p>	<p>H6 Applies and evaluates the methodologies of social and cultural research</p> <p>H7 Applies appropriate language and concepts associated with society and culture</p> <p>H8 Selects, organises and evaluates information and sources for usefulness, validity and bias</p> <p>H9 Plans an investigation, analyses and synthesises information from a variety of perspectives and sources</p> <p>H10 Communicates information, ideas and issues using appropriate written, oral and graphic forms</p> <p>H11 Uses planning and review strategies to manage complex tasks, making effective use of time and resources</p>
<p>Components of Course:</p> <p>Part 1: Core</p> <ul style="list-style-type: none"> • Personal Interest Project • Social and Cultural Continuity and Change <p>Part 2: Depth Studies</p> <p>TWO to be chosen from the following:</p> <ul style="list-style-type: none"> • Popular Culture • Belief Systems • Equality and Difference • Work and Leisure 	<p>Weightings of course %</p> <p>Part 1 – 60%</p> <p>Part 2 – 40%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7
		Term: 4, 2015 Week: 8	Term: 4 Week: 10	Term: 1 Week: 3	Term: 1 Week: 5/6	Term: 2 Week: 1	Term: 2 Week: 8	Term: 3 Week: 4/5
		Knowledge & understanding (10%) Application & evaluation of methodologies (10%)	Communication of information & ideas	Application & evaluation of methodologies	Half Yearly Exam Knowledge & understanding	Application & evaluation of methodologies	In class extended response. Depth Study 2 Belief Systems	Trial HSC Exam Communication of information & ideas (10%) Knowledge & Understanding (20%)
Social and Cultural Continuity & Change	30%	15%			5%			10%
PIP	30%		10%	10%		10%		
Depth Study 1	20%				10%			10%
Depth Study 2	20%						10%	10%
Total	100%	15%	10%	10%	15%	10%	10%	30%
Outcomes		H1, H2, H3, H4, H6	H9, H10, H11	H6, H7, H11	H1, H5, H7, H8	H6, H8, H11	H3, H6, H8, H9	H1-H10

Coordinator: Mrs Celeban

Head Teacher: Mr Merrick

<p>Outcomes of Course:</p> <p>E1.1 Analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches</p> <p>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</p>	<p>E2.2 Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues</p> <p>E2.3 Constructs a historical position about an area of historical inquiry and discusses and challenges other positions</p>
<p>Components of Course:</p> <p>A. What is History? – The Historians and Understanding Historiography</p> <p>B. Case Study – The Nature of the Presidency of John Fitzgerald Kennedy History Project</p>	<p>Weightings of course %</p> <p>A. 60%</p> <p>B. 40%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term: 4, 2015 Week: 10	Term: 1 Week: 2	Term: 1 Week: 7	Term: 2 Week: 6	Term: 3 Week: 1	Term: 3 Week: 4/5
Major History Project	80%	5%	5%		10%	60%	Trial HSC Exam
What is History?	10%			5%			5%
Historiography Case Study – The Nature of the Presidency of JFK	10%			5%			5%
Total	100%	5%	5%	10%	10%	60%	10%
Outcomes	E1.1, E2.1	E1.1, E2.1	E1.1, E2.2, E2.3	E1.1-E2.3	E1.1-E2.3	E1.1, E2.2, E2.3	

Coordinator: Mr Merrick

Head Teacher: Mr Merrick

<p>Outcomes of Course:</p> <p>H1 Seeks to apply mathematical techniques to problems in a wide range of practical contents</p> <p>H2 Constructs arguments to prove and justify results</p> <p>H3 Manipulates algebraic expressions involving logarithmic and exponential functions</p> <p>H4 Expresses practical problems in mathematical terms based on simple given models</p> <p>H5 Applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems</p>	<p>H6 Uses the derivative to determine the features of the graph of a function</p> <p>H7 Uses the features of a graph to determine information about the derivative</p> <p>H8 Uses techniques of integration to calculate areas and volumes</p> <p>H9 Communicates using mathematical language, notation, diagrams and graphs.</p>
<p>Components of Course:</p> <p>A. Concepts, Skills and Techniques</p> <p>B. Reasoning and Communication</p>	<p>Weightings of Course: %</p> <p>A. 50%</p> <p>B. 50%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2015 Week: 10	Term: 1 Week: 5/6	Term: 2 Week: 8	Term: 3 Week: 4/5
		Open Page Test	Half Yearly Exam	ICT Task	Trial HSC Exam
Concepts, Skills and Techniques	50%	10%	15%	10%	15%
Reasoning and Communication	50%	10%	10%	15%	15%
Total	100%	20%	25%	25%	30%
Outcomes		H1, H2, H4, H5, H6	H2, H3, H4, H6, H7	H1, H3, H5, H8, H9	H1-H9

Coordinator: Mr Sudini

Head Teacher: Mr Chung

Outcomes of Course: HE1 Appreciates interrelationships between ideas drawn from different areas of mathematics HE2 Uses inductive reasoning in the construction of proofs HE3 Uses a variety of strategies to investigate mathematical models of situations involving binomial probability 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 standard form through a given substitution HE7 Evaluates mathematical solutions to problems and communicates them in an appropriate form.
Components of Course: A. Concepts, Skills and Techniques B. Reasoning and Communication	Weightings of Course: % A. 50% B. 50%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2015 Week: 9/10	Term: 1 Week: 5/6	Term: 2 Week: 8/9	Term: 3 Week: 4/5
		Open Page Test	Half Yearly Exam	ICT Task	Trial HSC Exam
Concepts, Skills and Techniques	50%	10%	15%	10%	15%
Reasoning and Communication	50%	10%	10%	15%	15%
Total	100%	20%	25%	25%	30%
Outcomes		HE1, HE2, HE4	HE1-5, HE7	HE3, HE4, HE5, HE7	HE1-7

Coordinator: Mr Sudini

Head Teacher: Mr Chung

Outcomes of Course: MG1H-1 Uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts MG1H-2 Analyses representations of data in order to make predictions MG1H-3 Makes predictions about everyday situations based on simple mathematical models MG1H-4 Analyses simple two-dimensional and three-dimensional models to solve practical problems MG1H-5 Interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion to appropriate units	MG1H-6 Makes informed decisions about financial situations likely to be encountered post-school MG1H-7 Develops and carries out simple statistical processes to answer questions posed MG1H-8 Solves problems involving uncertainty using basic counting techniques MG1H-9 Chooses and uses appropriate technology to organise information from a range of practical and everyday contexts MG1H-10 Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others
Components of Course: A. Concepts, Skills and Techniques B. Reasoning and Communication	Weightings of Course: % A. 50% B. 50%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2015 Week: 10/11	Term: 1 Week: 5/6	Term: 2 Week: 8/9	Term: 3 Week: 4/5
		ICT Task	Half Yearly Exam	ICT Task	Trial HSC Exam
Concepts, Skills and Techniques	50%	15%	10%	10%	15%
Reasoning and Communication	50%	10%	10%	15%	15%
Total	100%	25%	20%	25%	30%
Outcomes		MG1H-1, 6	MG1H-1, 4, 5,	MG1H-1, 2, 7, 9	MG1H-1-10

Coordinator: Mr Chung

Head Teacher: Mr Chung

<p>Outcomes of Course:</p> <p>MG2H-1 Uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MG2H-2 Analyses representations of data in order to make inferences, predictions and conclusions</p> <p>MG2H-3 Makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions</p> <p>MG2H-4 Analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles</p> <p>MG2H-5 Interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy of measurements and calculations and the conversion to appropriate units</p>	<p>MG2H-6 Makes informed decisions about financial situations, including annuities and loan repayments</p> <p>MG2H-7 Answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data</p> <p>MG2H-8 Solves problems involving counting techniques, multistage events and expectation</p> <p>MG2H-9: Chooses and uses appropriate technology to locate and organise information from a range of contexts</p> <p>MG2H-10 Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response</p>
<p>Components of Course:</p> <p>A. Concepts, Skills and Techniques</p> <p>B. Reasoning and Communication</p>	<p>Weightings of Course: %</p> <p>A. 50%</p> <p>B. 50%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 1, 2016 Week: 1	Term: 1 Week: 5/6	Term: 2 Week: 8/9	Term: 3 Week: 4/5
		Assignment	Half Yearly Exam	Prac Task	Trial HSC Exam
Concepts, Skills and Techniques	50%	10%	15%	10%	15%
Reasoning and Communication	50%	15%	10%	10%	15%
Total	100%	25%	25%	20%	30%
Outcomes		MG2H-1-10	MG2H-1-10	MG2H-1-10	MG2H-1-10

Coordinator: Msiss Quinn

Head Teacher: Mr Chung

<p>Outcomes of Course:</p> <p>H1 Describes the nature, and justifies the choice, of Australia’s health priorities</p> <p>H2 Analyses and explains the health status of Australians in terms of current trends and groups most at risk</p> <p>H3 Analyses the determinants of health and health inequities</p> <p>H4 Argues the case for the new public health approach to health promotion</p> <p>H5 Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities</p> <p>H6 Demonstrates a range of personal health skills that enables them to promote and maintain health</p> <p>H7 Explains the relationship between physiology and movement potential</p> <p>H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity concepts</p> <p>H9 Explains how movement skill is acquired and appraised</p> <p>H10 Designs and implements training plans to improve performance</p>	<p>H11 Designs psychological strategies and nutritional plans in response to individual performance needs</p> <p>H12 Analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport</p> <p>H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity</p> <p>H14 Argues the benefits of health-promoting actions and choices that promote social justice</p> <p>H15 Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all</p> <p>H16 Devises methods of gathering, interpreting and communicating information about health and physical activity concepts</p> <p>H17 Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation</p> <p>H18 Devises methods of gathering, interpreting and communicating information about health and</p>
<p>Components of Course:</p> <p>Core Strands (60% total)</p> <p>Options (40% total)</p>	<p>Weightings of Course: %</p> <p>A. 30%</p> <p>B. 30%</p> <p>C. 20%</p> <p>D. 20%</p>
<p>A. Health Priorities in Australia</p> <p>B. Factors Affecting Performance</p> <p>C. Sports Medicine</p> <p>D. Improving Performance</p>	

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term: 4, 2015 Week: 9	Term:1 Week: 3	Term:1 Week: 5/6	Term:2 Week: 5	Term:3 Week: 2	Term:3 Week:4/5
		In Class Research Task	In Class Task (Essay)	Half Yearly Exam	Practical Presentation	Pre-Season Fitness Program	Trial HSC Exam
Health Priorities in Australia	30%	10%		10%			10%
Factors Affecting Performance	30%		10%	10%			10%
Sports Medicine	20%				15%		5%
Improving Performance	20%					15%	5%
Total	100%	10%	10%	20%	15%	15%	30%
Outcomes		H1, H2, H3, H15, H16	H7, H8, H10, H16, H 17,	H7, H8, H10, H16, H17,	H7-H11, H16-H17	H8, H16, H17	H1-H17

Coordinator: Ms Petschy

Head Teacher: Ms Welch

<p>Outcomes of Course:</p> <p>H1.1 Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities</p> <p>H2.1 Analyses different approaches to parenting and caring relationships</p> <p>H2.2 Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities</p> <p>H2.3 Critically examines how individual rights and responsibilities in various environments contribute to wellbeing</p> <p>H3.1 Analyses the sociocultural factors that lead to special needs of individuals in groups</p> <p>H3.2 Evaluates networks available to individuals, groups and families within communities</p> <p>H3.3 Critically analyses the role of policy and community structures in supporting diversity</p> <p>H3.4 Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities</p> <p>H4.1 Justifies and applies appropriate research methodologies</p>	<p>H4.2 Communicates ideas, debates issues and justifies opinions</p> <p>H5.1 Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources</p> <p>H5.2 Develops strategies for managing multiple roles and demands of family, work and other environments</p> <p>H6.1 Analyses how the empowerment of women and men influences the way they function within society</p> <p>H6.2 Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments</p> <p>H7.1 Appreciates differences among individuals, groups and families within communities and values their contributions to society</p> <p>H7.2 Develops a sense of responsibility for the wellbeing of themselves and others</p> <p>H7.3 Appreciates the value of resource management in response to change</p> <p>H7.4 Values the place of management in coping with a variety of role expectations</p>
<p>Components of Course:</p> <p>Core Strands- A. Research Methodology B. Groups in Context C. Parenting and Caring</p> <p>Option- D. Individuals and Work</p>	<p>Weightings of Course: %</p> <p>A. 25% B. 25% C. 25% D. 25%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term: 4, 2015 Week: 10	Term: 1 Week: 5/6	Term: 1 Week: 8	Term: 2 Week: 6	Term: 3 Week: 2	Term: 3 Week: 4/5
		Independent Research Project	Half Yearly Exam	Research Task	Presentation	Research Task	Trial HSC Exam
Research Methodology	25%	15%	5%				5%
Groups in Context	25%		5%	15%			5%
Parenting and Caring	25%				20%		5%
Individuals and Work	25%					20%	5%
Total	100%	15%	10%	15%	20%	20%	20%
Outcomes		H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1	H2.2, H2.3, H3.3, H3.4, H5.2, H6.1, H6.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2

Coordinator: Miss Minchella Head Teacher: Ms Welch

<p>Outcomes of Course:</p> <p>Module Resistance training</p> <p>1.2 Explains the relationship between physical activity, fitness and healthy lifestyle</p> <p>1.3 Demonstrates ways to enhance safety in physical activity</p> <p>2.1 Explains the principles of skill development and training</p> <p>2.2 Analyses the fitness requirements of specific activities</p> <p>2.3 Selects and participates in physical activities that meet individual needs, interests and abilities</p> <p>2.5 Describes the relationship between anatomy, physiology and performance</p> <p>3.2 Designs programs that respond to performance needs</p> <p>3.3 Measures and evaluates physical performance capacity</p> <p>4.4 Demonstrates competence and confidence in movement contexts</p> <p>Module Fitness</p> <p>1.2 Explains the relationship between physical activity, fitness and healthy lifestyle</p> <p>1.3 Demonstrates ways to enhance safety in physical activity</p> <p>2.2 Analyses the fitness requirements of specific activities</p> <p>3.2 Designs programs that respond to performance needs</p> <p>3.3 Measures and evaluates physical performance capacity</p> <p>4.1 Plans strategies to achieve performance goals</p>	<p>Module Athletics</p> <p>1.1 Applies the rules and conventions that relate to participation in a range of physical activities</p> <p>1.3 Demonstrates ways to enhance safety in physical activity</p> <p>1.6 Describes administrative procedures that support successful performance outcomes</p> <p>2.1 Explains the principles of skill development and training</p> <p>2.2 Analyses the fitness requirements of specific activities</p> <p>2.3 Selects and participates in physical activities that meet individual needs, interests and abilities</p> <p>2.5 Describes the relationship between anatomy, physiology and performance</p> <p>3.1 Selects appropriate strategies and tactics for success in a range of movement contexts</p> <p>3.2 Design programs that respond to performance needs</p> <p>3.3 Measures and evaluates physical performance capacity</p> <p>4.4 Demonstrates competence and confidence in movement contexts</p> <p>Module Healthy Lifestyle</p> <p>1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status</p> <p>2.3 Selects and participates in physical activities that meet individual needs, interests and abilities</p> <p>3.5 Analyses personal health practices</p> <p>4.3 Makes strategic plans to overcome the barriers to personal and community health</p>
<p>Components of Course:</p> <p>A. Resistance Training C. Athletics</p> <p>B. Fitness D. Healthy Lifestyle</p>	<p>Weightings of Course: %</p> <p>A. 25% C. 25%</p> <p>B. 25% D. 25%</p>

ASSESSMENT TASK

Component s (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term: 4, 2015 Week: 9	Term:1 Week: 5/6	Term: 2 Week: 10	Term:1 Week:10	Term:3 Week: 2	Term:3 Week: 4/5
		Resistance Research Task & Practical Assessment	Half Yearly Exam	Athletics Research Task & Practical Assessment	Healthy Lifestyle Research Task	Fitness Research Task & Practical Assessment	Trial HSC Exam
Resistance Training	25%	15%	5%				5%
Fitness	25%					20%	5%
Athletics	25%			20%			5%
Healthy Lifestyle	25%		5%		15%		5%
Total	100 %	15%	10%	20%	15%	20%	20%
Outcomes		1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 3.5, 4.3, 4.4	1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4	1.5, 2.3, 3.5, 4.3	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4

Coordinator: Miss Pagett/Miss Davis

Head Teacher: Ms Welch

<p>Outcomes of Course:</p> <p>H1 Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking</p> <p>H2 Analyses the ways in which models, theories and laws in biology have been tested and validated</p> <p>H3 Assesses the impact of particular advances in biology on the development of technologies</p> <p>H4 Assesses the impacts of applications of biology on society and the environment</p> <p>H5 Describes possible future directions of biological research</p> <p>H6 Explains why the biochemical processes that occur in cells are related to microscopic changes in the organism</p> <p>H7 Describes the range of organisms in terms of specialisation for a habitat</p> <p>H8 Analyses the interrelationships of organisms within the ecosystem</p>	<p>H9 Explains how processes of reproduction ensure continuity of species</p> <p>H10 Describe the mechanisms of evolution and then assesses the impact on human activity on evolution</p> <p>H11 Justifies the appropriateness of a particular investigation plan</p> <p>H12 Evaluates ways in which accuracy and reliability could be improved in investigations</p> <p>H13 Uses terminology and reporting styles appropriately and successfully to communicate information and understanding</p> <p>H14 Assesses the validity of conclusions from gathered data and information</p> <p>H15 Explains why an investigation is best undertaken individually or by a team</p> <p>H16 Justifies positive values about and attitude towards both the living and non-living components of the environment.</p>
<p>Components of Course:</p> <p>A. Knowledge and Understanding</p> <p>B. Skills in planning and conducting first-hand investigations</p> <p>C. Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions</p>	<p>Weightings of course: %</p> <p>A. 40%</p> <p>B. 30%</p> <p>C. 30%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2015 Week: 10	Term: 1 Week: 5/6	Term: 2 Week: 5	Term: 3 Week: 4/5
		Practical Task	Half Yearly Exam	Research Task	Trial HSC Exam
A	40%		10%	5%	25%
B	30%	30%			
C	30%	5%	5%	10%	10%
Total	100%	35%	15%	15%	35%
Outcomes		H3, H4, H5, H6, H13, H14	H3, H4, H5, H6, H11, H12, H13, H14	H2, H6, H8, H10, H12, H13, H14	All Outcomes

Coordinator: Mrs Marasinghe

Head Teacher: Mrs Marasinghe

Outcomes of Course: H1 Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking H2 Analyses the ways in which models, theories and laws in chemistry have been tested and validated H3 Assesses the impact of particular advances in chemistry on the development of technologies H4 Assesses the impacts of applications of chemistry on society and the environment H5 Describes possible future directions of chemical research H6 Explains reactions between elements and compounds in terms of atomic structures and periodicity H7 Describes the chemical basis of energy transformations in chemical reactions	H8 Assesses the range of factors which influence the type and rate of chemical reactions H9 Describes and predicts reactions involving carbon compounds H10 Analyses stoichiometric relationships H11 Justifies the appropriateness of a particular investigation plan H12 Evaluates ways in which accuracy and reliability could be improved in investigations H13 Uses terminology and reporting styles appropriately and successfully to communicate information and understanding H14 Assesses the validity of conclusions from gathered data and information H15 Explains why an investigation is best undertaken individually or by a team H16 Justifies positive values about and attitude towards both the living and non-living components of the environment.
Components of Course: A. Knowledge and understanding B. Skills in planning and conducting first-hand investigations C. Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions	Weightings of Course: % A. 40% B. 30% C. 30%

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2015 Week: 8	Term: 1 Week: 5/6	Term: 2 Week: 7	Term: 3 Week: 4/5
		Practical Task	Half Yearly Exam	Research Task	Trial HSC Exam
A	40%		10%	5%	25%
B	30%	30%			
C	30%	5%	5%	10%	10%
Total	100%	35%	15%	15%	35%
Outcomes		H3, H4, H5, H6, H13, H14	H3, H4, H5, H6, H11, H12, H13, H14	H2, H6, H8, H10, H12, H13, H14	All Outcomes

Coordinator: Ms Abawi

Head Teacher: Mrs Marasinghe

<p>Outcomes of Course:</p> <p>H1 Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking</p> <p>H2 Analyses the ways in which models, theories and laws in physics have been tested and validated</p> <p>H3 Assesses the impact of particular advances in physics on the development of technologies</p> <p>H4 Assesses the impacts of applications of physics on society and the environment</p> <p>H5 Identifies possible future directions of physics research</p> <p>H6 Explains events in terms of Newton’s Laws, Law of Conservation of Momentum and relativity</p> <p>H7 Explains the effects of energy transfers and energy transformations</p> <p>H8 Analyses wave interactions and explains the effects of those interactions</p>	<p>H9 Explains the effects of electric, magnetic and gravitational fields</p> <p>H10 Describes the nature of electromagnetic radiation and matter in terms of the particles</p> <p>H11 Justifies the appropriateness of a particular investigation plan</p> <p>H12 Evaluates ways in which accuracy and reliability could be improved in investigations</p> <p>H13 Uses terminology and reporting styles appropriately and successfully to communicate information and understanding</p> <p>H14 Assesses the validity of conclusions from gathered data and information</p> <p>H15 Explains why an investigation is best undertaken individually or by a team</p> <p>H16 Justifies positive values about and attitude towards both the living and non-living components of the environment.</p>
<p>Components of Course:</p> <p>A. Knowledge and understanding</p> <p>B. Skills in planning and conducting first-hand investigations</p> <p>C. Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions</p>	<p>Weightings of Course: %</p> <p>A. 40%</p> <p>B. 30%</p> <p>C. 30%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2015 Week: 8	Term: 1 Week: 5/6	Term: 2 Week: 7	Term: 3 Week: 4/5
		Research Task	Half Yearly Exam	Practical Task	Trial HSC Exam
A	40%	5%	10%		25%
B	30%			30%	
C	30%	10%	5%	5%	10%
Total	100%	15%	15%	35%	35%
Outcomes		H2, H6, H8, H10, H12, H13, H14	H3, H4, H5, H6, H11, H12, H13, H14	H3, H4, H5, H6, H13, H14	All Outcomes

Coordinator: Mrs Khunger

Head Teacher: Mrs Marasinghe

<p>Outcomes of Course:</p> <p>H1 Discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking</p> <p>H2 Applies the processes that are used to test and validate models, theories and laws, to investigations</p> <p>H3 Assesses the contribution of scientific advances on the development of technologies</p> <p>H4 Assesses the impacts of applications of science on society and the environment</p> <p>H5 Describes possible future directions of scientific research</p> <p>H6 Describes uses of the Earth’s resources</p> <p>H7 Identifies effects of internal and external environmental changes on the human body</p> <p>H8 Relates the properties of chemicals to their use</p> <p>H9 Relates the structure of body organs and systems to their function</p>	<p>H10 Discusses ways in which different forms of energy and energy transfers and transformations are used</p> <p>H11 Justifies the appropriateness of a particular investigation plan</p> <p>H12 Evaluates ways in which accuracy and reliability could be improved in investigations</p> <p>H13 Uses terminology and reporting styles appropriately and successfully to communicate information and understanding</p> <p>H14 Assesses the validity of conclusions from gathered data and information</p> <p>H15 Explains why an investigation is best undertaken individually or by a team</p> <p>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</p>
<p>Components of Course:</p> <p>A. Knowledge and understanding</p> <p>B. Skills in planning and conducting first-hand investigations</p> <p>C. Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions</p>	<p>Weightings of Course: %</p> <p>A. 40%</p> <p>B. 30%</p> <p>C. 30%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Term: 4, 2015 Week: 8	Term: 1 Week: 5/6	Term: 2 Week: 7	Term: 3 Week: 4/5
		Practical Task	Half Yearly Exam	Research Task	Trial HSC Exam
A	40%		10%	5%	25%
B	30%	30%			
C	30%	5%	5%	10%	10%
Total	100%	35%	15%	15%	35%
Outcomes		H3, H4, H5, H6, H13, H14	H3, H4, H5, H6, H11, H12, H13, H14	H2, H6, H8, H10, H12, H13, H14	All Outcomes

Coordinator: Mrs Marasinghe

Head Teacher: Mrs Marasinghe

<p>Outcomes of Course:</p> <p>H1.1 Applies and explains an understanding of the nature and function of information technologies to a specific practical situation</p> <p>H1.2 Explains and justifies the way in which information systems relate to information processes in a specific context</p> <p>H2.1 Analyses and describes a system in terms of the information processes involved</p> <p>H2.2 Develops and explains solutions for an identified need which address all of the information processes</p> <p>H3.1 Evaluates and discusses the effect of information systems on the individual, society and the environment</p> <p>H3.2 Demonstrates and explains ethical practice in the use of information systems, technologies and processes</p> <p>H4.1 Proposes and justifies ways in which information systems will meet emerging needs</p>	<p>H5.1 Justifies the selection and use of appropriate resources and tools to effectively develop and manage projects</p> <p>H5.2 Assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices</p> <p>H6.1 Analyses situations, identifies needs, proposes and then develops solutions</p> <p>H6.2 Selects, justifies and applies methodical approaches to planning, designing or implementing solutions</p> <p>H7.1 Implements and explains effective management techniques</p> <p>H7.2 Uses methods to thoroughly document the development of individual and/or group projects</p>
<p>Components of Course:</p> <p>A. Project Management</p> <p>B. Information Systems and Data Bases</p> <p>C. Communication Systems</p> <p>D. Option Topics</p>	<p>Weightings of Course: %</p> <p>A. 25%</p> <p>B. 25%</p> <p>C. 15%</p> <p>D. 30%</p>

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1 Term: 4, 2015 Week: 9 Database Design	Task 2 Term: 1 Week: 5/6 Half Yearly Exam	Task 3 Term: 2 Week: 6 AMS Project	Task 4 Term: 2 Week: 10 Website Design	Task 5 Term: 3 Week: 1 Multimedia Project	Task 6 Term: 3 Week: 4/5 Trial HSC Exam
Project Management	25%	5%	10%		5%		5%
Info Systems & Data Bases	25%	15%	10%				5%
Communication Systems	20%			5%	10%		5%
Option Topic: AMS	15%			10%			5%
Option Topic: Multimedia	15%					10%	5%
Total	100%	20%	20%	15%	15%	10%	25%
Outcomes		H1.1, H1.2, H2.1, H3.2, H5.1, H5.2, H7.2	H1.2, H2.1, H3.1, H4.1, H5.1, H5.2	H1.2, H2.1, H3.1, H3.2, H4.1	H1.2, H4.1, H5.2	H1.1, H3.2, H6.1, H6.2, H7.1, H7.2	H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.2

Coordinator: Miss Lewis

Head Teacher: Mr Easterbrook

<p>Outcomes of Course:</p> <p>H1.1 Explains manufacturing processes and technologies used in the production of food products</p> <p>H1.2 Examines the nature and extent of the Australian food industry</p> <p>H1.3 Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations</p> <p>H1.4 Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment</p>	<p>H2.1 Evaluates the relationship between food, its production, consumption, promotion and health</p> <p>H3.1 Investigates operations of one organisation within the Australian food industry</p> <p>H3.2 Independently investigates contemporary nutrition issues</p> <p>H4.1 Develops, prepares and presents food using product development processes</p> <p>H4.2 Applies principles of food preservation to extend the life of food and maintain safety</p> <p>H5.1 Develops, realises and evaluates solutions to arrange of food situations</p>										
<p>Core Strands:</p> <p>Food Product Development (25%)</p> <ul style="list-style-type: none"> Factors which impact on food product development Reasons for and types of food product development Steps in food product development Marketing plans <p>Contemporary Nutrition Issues (25%)</p> <ul style="list-style-type: none"> Diet and health in Australia Influences on nutritional status <p>Food Manufacture (25%)</p> <ul style="list-style-type: none"> Production and processing of food Preservation Packaging, storage and distribution <p>The Australian Food Industry (25%)</p> <ul style="list-style-type: none"> Sectors of the AFI Aspects of the AFI Policy and legislation 	<table border="1"> <thead> <tr> <th data-bbox="810 667 1329 696">Assessment Component</th> <th data-bbox="1337 667 1479 696">Weighting</th> </tr> </thead> <tbody> <tr> <td data-bbox="810 707 1329 759">A. Knowledge and understanding of food technology</td> <td data-bbox="1337 707 1479 759">A. 20%</td> </tr> <tr> <td data-bbox="810 770 1329 822">B. Skills in researching, analysing and communication food issues</td> <td data-bbox="1337 770 1479 822">B. 30%</td> </tr> <tr> <td data-bbox="810 833 1329 900">C. Skills in experimenting with and preparing food by applying theoretical concepts</td> <td data-bbox="1337 833 1479 900">C. 30%</td> </tr> <tr> <td data-bbox="810 911 1329 978">D. Skills in designing, implementing and evaluating solutions to food situations</td> <td data-bbox="1337 911 1479 978">D. 20%</td> </tr> </tbody> </table>	Assessment Component	Weighting	A. Knowledge and understanding of food technology	A. 20%	B. Skills in researching, analysing and communication food issues	B. 30%	C. Skills in experimenting with and preparing food by applying theoretical concepts	C. 30%	D. Skills in designing, implementing and evaluating solutions to food situations	D. 20%
Assessment Component	Weighting										
A. Knowledge and understanding of food technology	A. 20%										
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C. Skills in experimenting with and preparing food by applying theoretical concepts	C. 30%										
D. Skills in designing, implementing and evaluating solutions to food situations	D. 20%										

ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Term: 4, 2015 Week: 9	Term: 1 Week: 5/6	Term: 2 Week: 8	Term: 3 Week: 2	Term: 3 Week: 4/5
		AFI Research Task	Half Yearly Exam	Food Product Development Design Task	Nutrition Research Task	Trial HSC Exam
Knowledge and understanding of food technology	20%		10%			10%
Skills in researching, analysing and communicating food issues	30%	15%			15%	
Skills in experimenting with and preparing food by applying theoretical concepts	30%			30%		
Skills in designing, implementing and evaluating solutions to food situations	20%		10%			10%
Total	100%	15%	20%	30%	15%	20%
Outcomes		H1.1, H1.2, H1.3, H1.4, H2.1, H3.1	H3.1, H3.2	H4.1, H4.2,	H5.1	All Outcomes

Coordinator: Ms Isaacs

Head Teacher: Mr Easterbrook

SENIOR STUDY SKILLS

YEAR 12



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INTRODUCTION

The aim of this senior study skills booklet is to make the time that a student spends in studying, more productive. With the strategies and guidance that are contained in the different sections, students will be able to become better learners and consequently, achieve more satisfying results from their study time.

This contributes to student motivation by providing greater encouragement for effort. Although we will not always get what we deserve, we are more likely to achieve our goals with organisation, self-discipline and some specific study strategies.

TARGET AUDIENCE

All students will benefit from improving their study techniques. However this booklet is directed towards the students who have very few specific study strategies that they currently use. It contains sections on the many different components of a successful study program. If you want to improve your study routine, then this booklet has something for you.

The booklet sets out what most teachers agree are useful general strategies. It deals with the process from time management, through research skills, note making and essay-writing to examination technique. However, there is also some useful subject specific guidance.

Along with this it contains some English language structures, in the English study skills section, that will be useful for students who come from a non-English-speaking background. Therefore it has been developed specifically for the students at Evans High and those at the Intensive English Centre.

1. RESOURCES

Students must make themselves aware of what is in the syllabus for each course that they are studying. To do this you must spend some time looking at the relevant syllabus documents which can be found within the Board of Studies website. (www.boardofstudies.nsw.com.au)

Syllabus documents contain a great deal of important information. Among the assistance that they provide are the *outcomes* that you are expected to achieve and the terms used in that subject. These terms constitute the **metalanguage** necessary to demonstrate a deep understanding of the concepts related to that particular learning area.

Your teachers will be able to provide the critical explanations needed. They will be able to give more immediate assistance. Discuss any concerns you might have with them.

2. TIME MANAGEMENT

Introduction

It is sometimes said that time is our most precious resource. For busy people this is so. The way that we use our time is an indicator of future success.

In terms of study, it is important that we choose, where possible, the courses that we have some commitment to or that we have an interest in or talent for. Any subject in which you are not interested, but is necessary, must be approached with a positive attitude. Try to relate it to your personal situation. Speak to your teacher about your difficulties.

What is time management?

Time management is basically, personal organization. It means timetabling your daily schedule in order to achieve what you are capable of. This means putting your responsibilities into priority order.

Time management is making decisions about how you spend your time on task and about your leisure time. It will impact on how you spend your time in class and your study periods, when you do not have a class in a particular period. You will come to appreciate that these 'free' periods are precious.

You will not be able to participate in every activity that you are interested in or enjoy. Nor will you be able to be involved for as long as you might wish. So it means sacrifices. However, with sacrifice, the rewards are greater.

Why is it necessary?

Time management gives us the best opportunity to achieve our goals. It is also the best strategy in gaining personal satisfaction from your time and effort.

We all have dreams and vague notions about our future. Of course no one can see into the future. However, it is possible to achieve our goals and dreams, providing we set realistic targets and commit ourselves to achieving high standards.

Life has its frustrations and disappointments. These will occur sometimes no matter how hard we work or how well-organised we are. By managing our time and systematically working towards our goals, we give ourselves the best chance of success.

How it is best achieved?

Regular home study is the basis for an effective time management system. Time management helps you to allocate time to complete tasks that you are set by your teacher. It will also assist in establishing a regular home study routine.

To maintain a successful system of time management, you must establish your priorities. This means that you must examine which of your extra-curricular involvements you will derive the most long term satisfaction from.

In constructing your timetable you must include homework, home study, recreational activities (eg. sport, hobbies and other regular involvements), social life (most often linked to recreational activities), family responsibilities and paid employment - on a seven-day-a-week cycle.

On the following page is a model of what you need to consider. You may draw a separate weekend schedule.

STUDY TIMETABLE

DAY							
TIME	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sun
6.00 am							
SCHOOL						9.00am	
3.00 pm						10.00am	
4.00 pm						11.00am	
5.00 pm						12.00pm	
6.00 pm						2.00pm	
						3.00pm	
8.00 pm						4.00pm	
9.00pm						5.00pm	
10.00 pm						6.00pm	

Where can I get the most out my study time?

The best environment for study is a quiet room where you can maintain an orderly and uncluttered area for accessing your resources and notes, quickly and efficiently.

Some are not in the fortunate position of having a room for themselves. Therefore you have to make the best of whatever your situation presents. Using the school library or your local library can often help you get the necessary time alone that we all need for study.

If transport is not a problem, you may also benefit from using the libraries of tertiary institutions. For weekend study, these can be a positive learning environment.

When am I able to maximize my benefit?

You need to organise regular times when you can use your study periods most effectively. This requires that you be 'ready for work'. Fatigue is something that we all have to cope with. Therefore it is best, and we are at our most productive, if we can be fresh and alert.

The most productive study time is when you have no interruptions. This may mean that you have to go to bed earlier and put in an hour or so before you leave for school. Studying with a friend can present more distractions than benefits, but sometimes it can be supportive and helpful.

3. LEARNING STYLES

Every student has the capacity to learn. Sometimes the reason why we don't is related to the approach that has been taken. The teacher often has large numbers of students in the same class and it is very difficult to know, let alone cater for, the different preferred learning styles of the students in their classes.

Students should develop their own preferred leaning styles while ensuring that they are able to respond to the requirements of the different subjects and meet the appropriate outcomes. This may require some effort in a seldom-used learning style.

Below is a list of the different types of intelligences. These are the ways people with these abilities learn most successfully. While you may recognise yourself as having a dominant learning style, you will be required to show some development in all for a successful preparation for the HSC.

Verbal/Linguistic

Reading, speaking, creative writing, storytelling, poetry, telling jokes, debating, writing, journal-writing

Logical/Mathematical

Abstract symbols/formulas, number sequences, calculation, deciphering codes, pattern games

Visual/Spatial

Imaginative, colour schemes, patterns and designs, painting and drawing, mind mapping and using pictures

Body/Kinesthetic

Dancing (folk and creative), drama, martial arts, body language, physical exercise, mime, sport and games

Musical/Rhythmic

Rhythmic patterns, vocal sounds and tunes, music composition, percussion vibrations, singing, musical performance

Interpersonal

Giving feedback, cooperating with others in learning strategies, person to person communication, group projects

Intrapersonal

Silent reflection methods, thinking strategies, mindfulness practices, focusing/concentration skills, developing guided imagery

Try to make use of your strengths. This may influence the subjects that you select in your senior years. However, you should try to develop leaning strategies from each.

4. CRITICAL LITERACY

Critical literacy is an advanced literacy skill related to the selection and verification of various resources, in gathering and using information. It can be applied to both the assessment of information which is obtained over the internet or it can be applied to an assessment of the information that is obtained by reading published material.

Published information generally has a higher standard of authority than does all the information that appears on websites. Therefore when using information from the internet it must be verified by a published source.

The nature of the internet permits the transmission of unsubstantiated opinions just as freely as information which has the highest academic verification. Your only safeguard is to verify. This is done by finding support from a published source.

This means that when you come across information that is new or it presents a previously unseen or unheard of point of view, you must find some other support for it. For school assignments, this must be published substantiation.

5. INFORMATION SKILLS

This is a checklist to use when you are working on a project or an assignment.

Define your information problem.

- What does the teacher want you to do?
- What does the topic ask?
- What do you already know about the topic?
- What do you need to find out?

Find your information.

- *Brainstorm* your topic. Make a list of all the possible sources of useful information such as encyclopedias, websites or perhaps, people.
- *Locate information* in the resources. Use key words and search terms
- *Decide* if they are available/ easy to use or whether you need help with them.
- *Figure out where* you will get these sources. Beside each source write its location.

Select your information.

- *Paraphrase* by putting the information into your own words.
- *Summarise* general explanatory material.
- *Copy* small portions of text e.g. specific details, facts, definitions and quotes.
- *Record* where the information came from for the bibliography, e.g. author, title, publishing information

Organise your information

- *Sort* the information into the headings which answer the focus questions;
- *Compare* the information to find out any differences in the information.
- *Collect* any pictures, photographs or tables to use
- *Identify* areas where more/different information is needed.
- *Decide* on the format for the presentation of the project.

Present your assignment

You should be able to answer "yes" to these questions

- Is your presentation a thoughtful response to the assignment?
- Does your presentation represent *your* ideas and conclusions?
- Does your presentation follow the format required by your teacher?
- Is your paper word processed or very neatly presented?
- Would you be proud for anyone to read this paper?

Evaluate your work

Have the focus questions been answered well and presented in the best way?

Talk to the teacher about the presentation.

Judge your information problem-solving process (how efficient were you)

- Did you learn some things that you can use again? What were they?
- How will you use the skill(s) again?
- What did you do well this time? What would you do differently next time?
- What information sources did you find useful? Can you use them again?

- What information sources did you need but did not have? Be sure to talk to your librarian about getting them.

6. NOTEMAKING SKILLS

Notemaking skills are the skills that are required when reading or researching material for your subject's syllabus requirements or for a specific task. By identifying important ideas and writing them down, in your own words, your learning is strengthened.

When you have a subject for which you require information, you should first break it down into components. These components are the main points or the subheadings that you will use in your assignment or your study notes. Next you should identify the information in the body of the resource that provides you with one or more of the following.

Greater understanding
 More important detail
 Explanations
 Links to previous knowledge
 Critical information
 Headings for important refinements
 References for more information

An order and checklist for note making

1. Establish your purpose for the notes
2. Develop clear headings
3. Record the source of your information
4. Scan the source through
5. Identify those parts that are most relevant
6. Write down the pertinent information
7. Check the topic sentence in each paragraph
8. Regularly assess that you are keeping to the point
9. Spread your notes out on each page
10. Use an easy-to-read format

7. ESSAY-WRITING

(See Information Skills section for the preparation)

The writing of essays is a very active form of study as well as a frequent requirement of the assessment programs of a number of subjects. The information following will assist in the organisation of information to develop appropriate responses to essay-type questions. It can also be seen as the essential steps in a plan. All tasks need a plan.

Essays require a response to a specific question. When you read a question it is important that you respond with an answer that includes much of the learning that has been included in the lessons with your teacher when the class has covered the topic or section of the syllabus.

a) The argument

Your well-informed and direct answer to the question is the best guide to what form your argument should take. This will require some quick thinking in the exam context, but a more considered answer for assignments.

b) Definitions

In every essay question there will be important words. These are sometimes called key words. They will be central to your discussion in the development of your answer. Therefore it will be necessary to define these words. This step should be taken as soon as you formulate your argument

c) Supporting evidence

After you have worked out your definitions, you need to assemble your supporting evidence. The evidence that you use will be the product of your classroom learning and your individual research and reading. This is organised in an order that will best advance your argument. Generally, if you have the most important information first, you will be ensuring that your audience gets the message early. This is an appropriate strategy.

d) Secondary evidence and discussion

If your learning and research is thorough and your understanding is sound, you will probably be able to think of some counter arguments, or information and reasoning that does not support your original line. It is acceptable to include such discussion. This can provide a balance and demonstrates that you have a thorough understanding of the issues involved in the question.

e) Conclusion

Your conclusion should be a summary of the main points in the essay. This will be similar to a restatement of the introduction. However, it will include some of the most important evidence raised.

f) Edit

Always check and edit your work. This is essential for assigned tasks. However, in exams it may not be possible or the best use of your limited time.

8. PREPARING AN ASSESSMENT TASK

a) The topic

In most school-based tasks, you will have a particular question that is set for you to prepare an answer. If however, you do not have a specific topic and you are able to choose your own, work from your own interests and discuss your topic with your teacher. This will be to ensure that it meets syllabus requirements and outcomes for the course.

b) Planning your response

This can be done by either a diagram or a written series of steps or points.

When you are given a question, you should be able to propose an answer or a number of answers to it. You must then check that you are able to substantiate this line of argument. If not, you must select an argument that you can sustain with your knowledge of the appropriate information or text.

In your plan it is usually important that you define any key words. These will form the backup for your argument and require you to discipline yourself within the bounds of the question.

Organising your evidence so that you present an appropriately-sequenced argument is the next part of your plan. In this part of your answer you present the evidence to support your argument.

The conclusion should be a restatement of the introduction. However, it is usually stated with some of the refinements that have been presented in the body of your answer.

c) Your introduction

This must contain your main point, your argument or your theme in answer to the question. It will often involve the statement of a basic reason for the answer that you have formulated. This should be stated clearly and as soon as possible after starting your introduction.

d) Definitions

Although this may not always be necessary, in most essay answers you will need to define the key words in the question. The definition that you provide will be an important part of your argument. Therefore, your definition must be considered before you formulate your main point. It may not be appropriate to model a definition on an argument first. It will sometimes be different to the sense required in the question.

e) Providing supporting evidence

This section is the supporting evidence for the line of argument identified in the opening paragraph. You can arrange your evidence in order from most important to least important on the assumption that the most important should come first. However you may arrange the support in whatever order you see fit, providing that the audience knows what the main point and the most compelling evidence are.

f) Conclusion

In summing-up, the conclusion will bring some sort of finality to the question. It will contain a review of the main point and a summary of the logic that has been developed to support this argument.

g) Always check your work

Checking your work is essential. This is critical for the successful completion of the essay. In this process you will discover some words or phrases that you want to change. Even in an exam, you should try to check your work, before it is submitted.

9. EXAM TECHNIQUES

1. Have all the necessary equipment with you.
2. Have a relaxing night before your exams
Go to bed so that you get a good night's sleep and eat a healthy breakfast.
3. Read the entire paper.
Where you have choices, decide which ones you plan to answer.
4. Plan your time.
Plan your answers for the questions you choose to answer and allocate your time according to the mark value of each question.
5. Jot down ideas as they come to you.
While you are answering one question, information about another may suddenly occur to you. Jot it down on a piece of planning paper.
6. Answer all questions that you are required to.
If you are short of time, use note form.
7. Never finish or leave the room early.
If you have time at the end, go over your work.
8. Do not spend too long on multiple choice questions.
Come back to any that you have missed later.
9. Write something on all questions.
If you know very little about a particular question, write what you know. You may get more marks than you think you will.
10. Check your answers if time permits.