



TRINITY GRAMMAR SCHOOL

**HIGHER SCHOOL CERTIFICATE
ASSESSMENT PROGRAMME**

2009

*This document is intended as a guide
to HSC Assessment policies, procedures and
schedules for students and their parents.*

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INTRODUCTION

Assessment is an important part both of the teaching and learning process and of credentialing for the Higher School Certificate.

For Year 12 HSC students, regular Assessment Tasks will help them and their teachers to understand what skills and knowledge they have learned, and will directly contribute to their award of the Higher School Certificate.

Fully fifty percent of a student's mark in every subject* is determined by Assessment Tasks undertaken at School. Not only does this give the student the opportunity to work steadily towards his final result, so relieving some of the pressure of "make-or-break" examinations; School Assessment Tasks are also able to test outcomes not readily amenable to pen and paper examinations.

The purpose of this booklet is to give HSC candidates important information relating to the Assessment process, and to set out the Assessment schedules for each subject. The first section is extracted directly from the School's published Assessment Policy. The full and latest version of this vital document can be viewed or downloaded at the School's Website, www.trinity.nsw.edu.au Please note that recourse should always be had to the latest version on the website.

It is essential that boys and their parents are conversant with the rules which govern Assessment, and that they plan ahead to ensure that they pace themselves through the comprehensive and demanding programme of Assessments which lies ahead of them.

Alan Harper
Director of Studies

* *excludes Vocational subjects*

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The following is an extract from the Trinity Grammar School Assessment Policy. The Policy was last revised in March 2008. Boys and their parents are advised to use this section only as a guide and to check the most recent version on the School's website www.trinity.nsw.edu.au for specific details.

Section 1

Purposes of Assessment

The NSW Board of Studies defines assessment as “the process of identifying, gathering and interpreting information about students’ learning”.

Assessment is a vital part of the School’s teaching and learning Programme as it provides parents, teachers and students with valuable information about students’ learning. This information is useful, both to monitor and improve teaching and learning strategies, and to measure the outcomes of learning at particular key stages.

In Senior School (Years 10, 11 and 12) Assessment takes on the special significance of contributing to the award of important public credentials - the School Certificate, Preliminary Course Record of Achievement, Higher School Certificate and International Baccalaureate.

Assessment of Learning Outcomes

All syllabuses published by the NSW Board of Studies for Years 7 - 12 specify required Learning Outcomes. Syllabuses for the International Baccalaureate take a similar approach. The purpose of Assessment is to measure the extent to which students have achieved the Learning Outcomes at a given point in time. For this reason, while Assessments will be carried out throughout the year, the Assessments completed towards the end of the year are of most importance and will be weighted accordingly.

There are no predetermined patterns of marks or grades superimposed on Assessment Tasks. The purpose is simply to measure and identify what students know and can do in relation to the required outcomes for each Stage in the subjects they are studying.

Public Assessments conducted for the School Certificate (the School Certificate Tests), Higher School Certificate (HSC Examinations) and International Baccalaureate Diploma (IB Examinations) are also based on the measurement of learning outcomes.

Assessment for Public Credentials

The School Certificate

For each subject presented for the School Certificate, the School conducts an Assessment Programme over the four terms of Year 10. The Assessment Tasks are designed to produce a profile of each student’s learning and achievement in the particular subject. The Board of Studies has published a set of profile “Descriptors” for each subject, which are then used by the School to determine the appropriate Grade to award to each student. There is no pre-determined pattern of Grades, and the School’s determination is final except in the most unusual circumstances.

Possible Grades are as follows:

- A Excellent achievement
- B High achievement
- C Substantial achievement
- D Satisfactory achievement
- E Elementary achievement
- N Not satisfactorily completed

In English, Mathematics, Science, Australian History and Geography and Computing Skills, the Board of Studies also conducts School Certificate Tests in November each year. Students’ results in

these tests have no bearing on the School determined Grades, and *vice versa*. The results of the Tests are reported separately.

Test results are based on a mark for each subject out of 100 and are reported as follows:

Band 6	Mark from 90 to 100
Band 5	Mark from 80 to 89
Band 4	Mark from 70 to 79
Band 3	Mark from 60 to 69
Band 2	Mark from 50 to 59
Band 1	Mark from 0 to 49, regarded as below the minimum standard

The Higher School Certificate

The Board of Studies requires that, before students can progress to a Higher School Certificate (Year 12) course, they must satisfactorily complete the requirements of the relevant Preliminary (Year 11) course.

Preliminary courses

Throughout Year 11 the School conducts an Assessment Programme in each subject. The purpose of the Assessment Programme is to enable the School to determine whether or not each student has satisfactorily achieved the outcomes of the Preliminary course. This determination, but not the actual mark achieved, is reported to the Board of Studies, and is reported on a Preliminary Course Record of Achievement issued by the Board.

Higher School Certificate courses

Over the four terms of Year 12 the School conducts an Assessment Programme in each subject.

The Board of Studies requires that the School report a mark for each student in each subject which they are presenting for the Higher School Certificate. The purpose of the Assessment Programme is to determine this mark through the administration of a variety of Assessment Tasks.

The marks¹ which are submitted to the Board of Studies are moderated by the Board, based on the examination results achieved by the School's candidates in each subject. *The moderated Assessment mark then comprises fifty percent (50%) of the student's final HSC mark for each subject.* Should the student suffer some misadventure at the time of the HSC Examination, the moderated Assessment mark can become the basis upon which the Board provides an HSC result.

Thus, in every Assessment Task in Year 12 students are working directly towards their HSC result.

Following the HSC students will receive a result notice informing them of their

- Examination mark
- Moderated Assessment mark
- HSC mark (comprising the other two marks combined on a 50:50 basis)
- Achievement band ranging from 6 to 1².

Band 6	Mark from 90 to 100
Band 5	Mark from 80 to 89
Band 4	Mark from 70 to 79
Band 3	Mark from 60 to 69

¹ The procedures described in this paragraph refer to Board Developed Courses only. Most subjects offered at Trinity Grammar School are Board Developed Courses. The small number of exceptions are identified in the Courses Guide published each year, and in other relevant documentation relating to boys' choice of subjects.

² This varies slightly in Extension subjects.

Band 2	Mark from 50 to 59
Band 1	Mark from 0 to 49, regarded as below the minimum standard

The International Baccalaureate

The International Baccalaureate Organisation requires the School to provide a Predicted Grade for each student in each subject presented for the IB (except Theory of Knowledge). In some subjects an Internal Assessment is also required.

A Predicted Grade requires the teacher to exercise a professional judgment to predict the final outcome of the course. This professional judgment will be based on the teacher's professional knowledge and assessment of the boy, and will be influenced by the whole range of assessment tasks and other work presented by the boy during the IB Programme. Should the student suffer some misadventure at the time of the IB Examination, the Estimated Mark may become the basis upon which the IB Organisation provides a course result.

An Internal Assessment mark is based on the course Assessment Programme and will be moderated by the International Baccalaureate Organisation (IBO) to ensure consistency of standards across the world-wide candidature. The moderated Internal Assessment then contributes directly to the student's final result for the subject (the percentage differs from subject to subject).

Throughout the eight terms of the IB course, the School will conduct an Assessment Programme in each subject. Tasks undertaken in Year 12, in particular, will be used to determine the Internal Assessment mark submitted to IBO, as well as significantly influencing the Predicted Grade determined by the teacher.

IB candidates receive a mark for each subject out of 7, and a total mark out of 45. This comprises

- 3 Higher Level (HL) subjects each out of 7 (= possible 21 marks)³
- 3 Standard Level (SL) subjects each out of 7 (= possible 21 marks)
- Theory of Knowledge and Extended Essay out of 3

The IB Diploma is awarded to a candidate whose total score is 24, 25, 26 or 27 points, providing the following requirements have been met:

- a) numeric grades have been awarded in all six subjects registered for the Diploma
- b) an approved Programme of creativity, action and service (CAS) has been completed
- c) grades A to E have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them
- d) there is no grade 1 in any subject
- e) there is no grade 2 at Higher Level
- f) there is no more than one grade 2 at Standard Level
- g) overall there are no more than three grades 3 or below
- h) at least 12 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 16 points at Higher Level)
- i) at least 9 points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least 6 points at Standard Level)
- j) the final award committee has not judged the candidate to be guilty of malpractice.

The IB Diploma will be awarded to candidates whose total score is 28 points or above, provided all the following requirements have been met:

- a) numeric grades have been awarded in all six subjects registered for the Diploma
- b) an approved Programme of creativity, action and service (CAS) has been completed

³ Candidates may elect to enter four HL and 2 SL subjects.

- c) grades A to E have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them
- d) there is no grade 1 in any subject
- e) there is no grade 2 at Higher Level
- f) there are no more than two grades 2 at Standard Level
- g) overall there are no more than three grades 3 or below
- h) at least 11 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 14 points at Higher Level)
- i) at least 8 points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least 5 points at Standard Level)
- j) the final award committee has not judged the candidate to be guilty of malpractice.

Section 2

The Assessment Programme in Senior School (Years 10-12)

In Senior School, Assessment is part of the public credentialling process. Strict rules are laid down by the Board of Studies and the International Baccalaureate Organisation⁴ and the School must obey these, both to maintain the integrity of the Assessment process and to serve the best interests of Trinity boys. The rules which govern Assessment in Years 10-12 are contained in this section.

Assessment Programmes

For each subject in each Senior School Year group the Head of Department will publish an Assessment Programme early in the academic year. The Assessment Programme will indicate

- the Assessment Tasks which will take place throughout the academic year
- in general terms what syllabus outcomes each Task is intended measure
- approximately when each Task will occur (with specific dates to be supplied later)
- what percentage of the final Assessment mark each Task contributes

Number and Weighting of Tasks

For its syllabuses the Board of Studies publishes strict guidelines relating to Assessment Programmes, including the number of Tasks to be undertaken. The School requires Heads of Departments to keep the number of Assessment Tasks to a minimum so that they do not interfere with the normal processes of teaching and learning more than is necessary.

Students should note that the nature of Outcome Based Assessment means that the final Assessment mark allocated to each student must be an accurate numeric representation of his level of achievement of the specified Outcomes of the course. While particular weightings are allocated to individual Assessment Tasks, Heads of Department are nevertheless required to ensure that final Assessment marks reflect the boy's overall level of achievement at the end of the course. Assessment marks achieved throughout the course will be the most important means of determining this final mark but may be subject to the application of appropriate professional judgment by the Head of Department.

Timing and Notification of Assessment Tasks

Heads of Departments will negotiate a suitable date (or dates) for each Assessment Task with the Director of Campus Administration. Once determined the date(s) will be placed on the Trinity School Calendar, which is available on the School's Website.

At least two (2) weeks prior to the actual conduct of any Assessment Task (other than formal Examinations), the Head of Department will give the specific date (or dates), and details of the Task, the Outcomes to be assessed, the marking criteria and any special arrangements to students in writing. A pro forma has been developed for this purpose.

⁴ The rules determined by the International Baccalaureate Organisation differ in some ways from those of the Board of Studies. Generally the principles in this document apply to *all* Trinity Senior School students. However where the IBO regulations differ, the IB Director, in consultation with the Director of Studies, may authorise a variation from these rules.

In some subjects Assessment takes place over a period of time. In such cases it will be sufficient for the Head of Department to have given students two (2) weeks' notice of the commencement of the period of Assessment.

In approving the dates for Assessment Tasks, the Director of Campus Administration will endeavour to act to avoid students having to undertake more than one Task on a given day⁵. However experience has shown that this cannot always be avoided, and it will not be grounds for appeal that a boy has more than one Task on any day, or has several successive days of Assessments, providing that due notice has been given for each.

Variation from Published Assessment Programme

Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment Task once it has been given in writing to students, the Head of Department will negotiate a new date with the Senior Master and advise the students in writing⁶. Wherever feasible the Head of Department will endeavour to consult with the classes affected, but this will not always be possible. The three key principles in this procedure will be that

- a the date will not generally be made earlier than that originally advised
- b the weighting of the Task in the overall Assessment Programme will not generally be varied
- c every consideration will be given to ensure that students do not suffer disadvantage.

Extensions

Extensions will only be granted by a Head of Department in the most exceptional circumstances, and should not be assumed by students. Should a boy wish to seek an extension for an Assessment Task, he must apply *in advance* in writing to the Head of the Department involved. A pro forma is available for this purpose. The Head of the Department will deal promptly with the application and advise the outcome.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for the granting of an Extension. Boys are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.

Absence from an Assessment Task or Examination and Other Cases of Misadventure

Absence due to illness or misadventure

If a student is very ill on the day of an Assessment Task or Examination, he will not be able to attend.

Similarly, there may be unavoidable and unplanned circumstances of a pressing personal nature which preclude his attendance. Such circumstances do *not* include family holidays (whenever booked), social engagements or other matters of a discretionary nature.

⁵ Except during designated Examination and/or Assessment Sessions.

⁶ Notification in writing can include the Head of Department or teacher supervising the students to write the amended details in their Record Book.

Parents of boys who will be absent for an “in class” Assessment Task or Examination are requested to telephone the Student Services Secretary (02 9581 6033) as early as possible to notify staff of the circumstances. To ensure that the significance of the message is understood and conveyed, it is important that the message advise that an Assessment or Examination is involved.

Other circumstances relating to illness or misadventure

When a student presents himself for an Examination or Assessment Task while ill, or falls ill during the course of the Examination or Assessment Task, he may make a claim for Misadventure. He must obtain a Doctor’s Certificate (from a medical doctor who is not a relative), covering the day of the Assessment. This should be submitted to the Director of Studies as soon as possible.

Similarly, should circumstances eventuate which may prejudice a student’s performance in an Assessment Task or Examination, the details should be given in writing to the Director of Studies as soon as possible.

Illness or misadventure in the days immediately preceding an Assessment Task or Examination will not generally be grounds for a misadventure claim. Boys are expected to prepare over time and not to depend on last minute preparation. Nevertheless, symptoms or effects of prior illness or misadventure which are still in evidence on the day of the Assessment Task or Examination, and can be reasonably proven, may be accepted as grounds for a misadventure appeal.

Evidence requirements

Students who are absent due to illness or misadventure, or who wish to make a misadventure appeal on other grounds, must present the following evidence:

Illness

Provision of a Doctor’s Certificate (from a medical doctor who is not a relative) covering the date(s) in question and clearly stating the nature of the illness.

Other cases of misadventure

Provision of a letter from a parent indicating in detail the nature of the difficulty and the reason it precluded attendance or affected performance.

These documents should be submitted to the Director of Studies on the day of the boy’s return to School, or earlier in the case of a prolonged absence. The Director of Studies will communicate the matter to the relevant Head(s) of Department, then place the documents in the boy’s file.

Subsequent procedures in relation to illness or misadventure

Where a boy has missed attending an Assessment Task or Examination, on the day of his return to School, he must see the relevant Head(s) of Department, who will determine, in consultation with the Director of Studies, how to proceed. The Head of Department will determine if it is appropriate and possible for the boy to undertake a similar Assessment Task or Examination; the boy can be required to undertake the alternative on the day of his return to School. Alternatively it may be more appropriate to make an estimate based on other information about the boy’s performance.

Should a boy be absent from an Assessment Task or Examination and fail to follow the procedures above he will be awarded zero (0) marks.

Where a boy has attended an Assessment Task or Examination while ill or subject to the effects of other misadventure, and his appeal is upheld by the Director of Studies, the following procedure will be followed:

1. His paper will be marked along with all others.
2. The Head of Department will then examine the marks awarded in relation to other Assessment data and other relevant evidence of the boy's level of achievement.
3. If the mark achieved is commensurate with or better than expectations based on the other evidence, no action will be taken.
4. If the mark is significantly below expectations, it will be set aside and an estimate substituted.

In cases where an estimate is awarded, the Head of Department will exercise his or her professional judgment, using all available evidence of achievement, to provide the most accurate estimate possible. In the absence of good evidence, the Head of Department cannot predicate estimates on a boy's potential or ability alone. The boy's rank order in the course may not necessarily be maintained.

Late Attendance at an Assessment Task or Examination

Students who arrive late for an Assessment Task, and who believe that circumstances beyond their control have occasioned the lateness, should report to the Head of Department concerned. The Head of Department will determine an appropriate course of action.

Students who arrive late for a School Examination must report to the Master of the Senior School or the Director of Studies, who will determine an appropriate course of action. In general, the procedures of the Board of Studies will be followed, *i.e.* students may only be admitted to an Examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal School Examinations, the Master of the Senior School or Director of Studies may exercise discretion in this regard; for external / public Examinations no such discretion is available.

Submission of Assessment Tasks

Assessment Tasks are extremely valuable and must be handed in responsibly. Tasks completed at home must be submitted directly to the student's teacher in circumstances conducive to their safe receipt. In the event of the teacher being unavailable, Assessment Tasks may be submitted to the respective Head of Department, or failing that to the Director of Studies, Master of the Senior School or Director of Studies' Secretary.

In the case of all Assessment Tasks completed at home, the student is required to keep a good copy of the submitted Task. A back-up copy on computer disk or a photocopy is acceptable. The copy must be produced on request, and will provide the student with security against loss of or damage to the submitted copy. It is also important that students ensure the security of their work prior to its completion by ensuring that secure backup copies are made. **Loss of a Task, either electronic or physical, will not generally be accepted as a valid reason for late submission⁷.**

Electronic Submission of Assessment Tasks

At some times, students may be instructed, or permitted, by the Head of Department to submit Assessment Tasks electronically. When this is required or permitted, the task may be submitted on CD, by email or via an electronic "drop box", but not on floppy disk, DVD or other medium (unless

⁷ The International Baccalaureate Organisation accepts "work being genuinely lost" as an acceptable explanation for Internal Assessment requirements being incomplete.

specifically authorised by the Head of Department). When electronic submission does occur, the following rules will apply:

1. The School will not be responsible for unreadable, unusable or virus infected files or media.
2. The School will only accept Assessment Tasks which are written in applications to which School staff have ready access, and in a format which can be read by most School computers.
3. An Assessment Task is not considered submitted if conditions (1) and (2) are not satisfied.
4. The School will not be responsible for the non-receipt or delay of emails. If submitting work by email, students are advised specifically to request acknowledgement by return email of the receipt of their work. Only receipts generated by the School's email system will be considered valid.
5. The Assessment Task should be readily identifiable on the medium.
6. The School will make every endeavour to ensure the safe return of submitted media but cannot guarantee this.

Late Submission of Assessment Tasks

Should a boy not hand in an Assessment Task by the date on which it is due (without extension or acceptable explanation), the following procedure will be followed:

- Marks will be deducted as follows:
 - 20% of the marks awarded for the first day⁸ late
 - a further 20% of the marks awarded for the second day late
 - a further 10% of the marks awarded for the third day late
 - a further 10% of the marks awarded for the fourth day late
- No further penalty will be applied; however Assessment Tasks will not be accepted for credit more than seven (7) days late, work submitted after this time may be reviewed but no mark will be awarded for credit.
- Parents will be advised by the Director of Studies as soon as possible of Late penalties which have been applied.

Failure to Submit or Undertake an Assessment Task

Should a student fail to undertake an Assessment Task, or fail to submit an Assessment Task for so long that it may no longer be accepted for credit, the Head of Department will advise the Director of Studies, who will write to the parents advising them of the fact, and detailing the penalty involved. Parents will be asked to acknowledge receipt of this letter.

The penalty in such cases is the award of 0 marks for the Task.

HSC students in Years 11 and 12 are warned that failure to submit or undertake Assessment Tasks worth at least fifty percent (50%) of the Assessment marks will result in the Head Master advising the Board of Studies of their unsatisfactory completion of the respective course. This is a requirement of the Board of Studies in which the Head Master has no discretion. Such advice will automatically mean that the student will not receive a result for the subject involved. This in turn may prejudice the student's eligibility for the HSC or Year 11 credential.

⁸ A "day" means any day of the week, including Saturdays and Sundays. Hence an Assessment due on Friday but handed in on the following Monday would be three (3) days late attracting a 50% penalty. Boys should note the provisions for electronic submission, and also note that, in emergencies, Assessment Tasks can be handed in to the Master-on-Duty on a Saturday or a Sunday.

Alleged Malpractice in Assessment Tasks or Examinations

The Board of Studies defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others”.⁹

Allegations of plagiarism or other forms of malpractice will be reported to the Director of Studies and Master of the Senior School, who will consult with the respective Head of Department to investigate the matter and, if proven, determine an appropriate penalty. The award of zero (0) marks may be deemed appropriate. The outcome in such cases will be conveyed in writing to the parents.

Appeals relating to Assessments

Appeals relating to the appropriateness of the marks awarded for any Assessment Task should be directed to the respective Head of Department at the time of the return of the Assessment Task¹⁰.

For Year 12 HSC candidates, at the time of the announcement of the Rank Order at the conclusion of Year 12, boys have the right to appeal if they believe that their rank is anomalous. Such appeals can only relate to the accuracy of the School’s records and the appropriateness of its procedures. Appeals should be directed in writing to the Director of Studies, who will convene the Appeal Committee, comprising the Chair of the Council Education Committee (or his/her nominee), the Master of the Senior School, the Director of Studies and the Head of Department. The boy and/or his parents will have the right to speak to the Appeals Committee in support of the Appeal, if they wish, but may not be present for the Committee’s deliberations. Should the boy not be satisfied by the ruling of the Appeal Committee he has the right of further appeal to the Board of Studies within the timeframe published annually by the Board.

Keeping of Marks

It must be noted that HSC Assessment marks submitted to the Board of Studies are strictly confidential and may not be communicated to students at any time. Students are, however, permitted to know their Rank Order in each course. For IB candidates, Assessment marks and Predicted Grades submitted to IBO are also strictly confidential and may not be communicated to students at any time.

⁹ Board of Studies, *HSC Assessments and Submitted Works. Best Practice Strategies for preventing and dealing with malpractice. A Guide for Teachers* (Sydney, 2006), p. 1.

¹⁰ Generally this means within one school day of the return of the marked Assessment Task.

Estimation of the University Admission Index (UAI)

The School is not able to provide reliable estimates of the University Admission Index (UAI). The final UAI is calculated from data which have not yet been created while students are still at School, and to which the School has little or no access.

When an estimate of a student's UAI is required for an application for a scholarship or similar purpose, the Director of Studies will provide the best estimate which can be derived from the available data. *However the School, the Head Master and the Director of Studies disclaim any responsibility for the accuracy of any such estimate*, which is provided only to avoid disadvantage to Trinity students.

However in an endeavour to assist boys the School has installed software on the Library computers to allow students to estimate their own UAI. The quality of the resulting calculation will vary with a number of factors beyond the control of the School, which therefore takes no responsibility for the accuracy of estimates produced by this software.



Part B - Subject Guidelines

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HIGHER SCHOOL CERTIFICATE COURSE 2009
ANCIENT HISTORY
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	HSC OUTCOMES REFERRED TO	COMPONENT WEIGHTING
1	3rd Dec 2008	15%	Sparta research/ Source task (10/5 marks)	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.6 H4.1,H4.2	Ancient Societies 15%
2	4th-5th March 2009	15%	Tiberius Gracchus Oral/ Source task (10/5 marks)	H1.1, H3.2, H3.3, H3.4, H4.1, H4.2	Personality 15%
3	9th April, 2009	15%	Political Revolution in Rome 133-78BC Research/source analysis (10/5 marks)	H1.1, H2.1, H3.1, H3.2, H3.4,H3.6,H4.1, H4.2	Historical period I 15%
4	Weeks 1/2 Term 2 2009	15%	Mid-year Exam	H1.1, H2.1, H3.2, H3.4, H4.1,H4.2	Ancient Society 5% Personality 5% Historical Per. 5%
5	30 th July 2009	15%	Pompeii Source analysis/ research task (10/5)	H1.1, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6	Core 15%
6	Weeks 3/4 Term 3 2009	25%	Trial HSC exam	H1.1, H2.1, H3.2, H3.3, H3.4, H4.1, H4.2	Ancient Society 5% Historical Period I 5% Personalities 5% Core 10%
Total		100%			100%

HSC Course Outcomes are as follows:

A student

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

HIGHER SCHOOL CERTIFICATE COURSE 2009
BASIC AERONAUTICS
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK %	DESCRIPTION	OUTCOMES REFERRED TO
1	Term 1 Week 3	10	Assignment 1	H1 – H5
2	Term 1 Week 9	10	Assignment 2	H1 – H5 H6 – H8
3	Term 2 Weeks 1 & 2	25	mid- year exams	H1 – H5 H6 – H9
4	Term 2 Week 7	10	Assignment 3	H1 – H5 H6 – H9
5	Term 3 Weeks 3 & 4	35	Trial HSC	H1 – H9 H10 – H12
Total 100%				

AERODYNAMICS

The student

- H1 makes calculations to quantify the effect on performance of environmental and operational factors on climbing, descending and turning flight
- H2 recalls the types of aeroplane stability and related airframe design affects
- H3 recognises statements regarding, and correctly applies knowledge of, aeroplane wake turbulence hazard

AEROPLANE TECHNICAL KNOWLEDGE

The student recalls and indentifies components and descriptive statements of their function in a typical training aeroplane's

- H4 ignition system
- H5 engine instruments
- H6 electrical system
- H7 flight instruments

FLIGHT RULES

The student

- H8 recognises correct application of Aviation Regulations to basic flight training operations

AEROPLANE OPERATION – FOR GIVEN OPERATIONAL SCENARIOS

The student

- H9 recognises statements regarding aeroplane loading and completes load sheets
- H10 recognises statements regarding, and accurately determines, aeroplane in-flight
- H11 completes flight plans
- H12 identifies and makes decisions on the application of aeroplane airspeed and other limitations
- H13 demonstrates aeroplane piloting skills within performance tolerances in a flight simulator

HIGHER SCHOOL CERTIFICATE COURSE 2009

BIOLOGY

ASSESSMENT SCHEDULE

- Components:**
1. Knowledge and Understanding
 2. Investigation Related Skills
 3. Thinking and Communication Skills

TASK	DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO	COMPONENT WEIGHTING		
					1	2	3
1	Term 4 Week 6	10%	Research / multimedia presentation on an open-ended investigation	H1 - H5 H13 - H16	4%		6%
2	Term 2 Week 1	10%	Semester 1 Examination	H1- H16	6%		4%
3	Term 2 Week 8	25%	Semester 2 Practical Test	H1, H2, H3, H5 - H15		25%	
4	Term 3 Week 4 (on day of Examination)	15%	Student Portfolio: practical folder & dot point summaries	H1- H16		5%	10%
5	Term 3	40%	Trial Examination	H1- H16	30%		10%
Total = 100%					40%	30%	30%

HSC Course Outcomes are as follows:

A student

- H1: Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.
- H2: Analyses the ways in which models, theories and laws in biology have been tested and validated.
- H3: Assesses the impact of particular advances in biology on the development of technologies.
- H4: Assesses the impacts and implications of biology on society and the environment.
- H5: Identifies possible future directions of biological research.
- H6: Explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism.
- H7: Analyses the impact of natural and human processes on bio diversity.
- H8: Evaluates the impact of human activity on the interactions of organisms and their environment.
- H9: Describes the mechanisms of inheritance in molecular terms.
- H10: Describes the mechanisms of evolution and assesses the impact of human activity on evolution.
- H11: Justifies the appropriateness of a particular investigation plan.
- H12: Evaluates ways in which accuracy and reliability could be improved in investigations.
- H13: Uses terminology and reporting styles appropriately and successfully to communicate information and understanding.
- H14: Assesses the validity of conclusions from gathered data and information.
- H15: Explains why an investigation is best undertaken individually or by a team.
- H16: Justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science.

HIGHER SCHOOL CERTIFICATE COURSE 2009
BUSINESS STUDIES
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	HSC OUTCOMES REFERRED TO	COMPONENT WEIGHTING	
1	Week 7 Term 4 (week beginning Mon 24 th Nov.)	15%	Case study: Research Analysis Interpretation, application and communication	H1.1, H2.2, H3.3, H5.1, H5.3, H5.2	Global Business (10%) Management and Change (5%)	15%
2	Week 7 Term 1 (Week beginning Mon 9 th March)	15%	Case study: Research into industrial disputes, interpretation, application and communication	H3.3, H4.2, H5.1, H5.2, H5.3, H5.4	Employment Relations (10%) Management & Change (5%)	15%
3	Week 1/2 Term 2	15%	Semester 1 exam	H1.1, H2.1, H2.2, H3.1, H3.3, H4.2, H5.3, H5.4	Finance, ER. Global Business Management	15%
4	Week 8 Term 2 Week beginning Mon.15 th June	20%	Stimulus based skills Analysis	H1.2, H5.1, H5.2, H5.3, H5.4	Marketing (10%) Finance (10%)	20%
5	Week 4 Term 3	35%	Trial: 3 hour examination	H1.1, H1.2, H2.1, H2.2, H3.3, H4.1, H4.2, H5.3 (minimum)	All	35%
Total		100%				100%

HSC Course Outcomes are as follows:

A student

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

HIGHER SCHOOL CERTIFICATE COURSE 2009
CHEMISTRY
ASSESSMENT SCHEDULE

- Components:
1. Knowledge and Understanding
 2. Investigation Related Skills
 3. Thinking and Communication Skills

TASK	WEIGHT	DATE	DESCRIPTION	OUTCOMES	COMPONENT WEIGHTINGS		
					1	2	3
1	10%	Term 4 Week 6	Research / multimedia presentation on an open-ended investigation	H1 H3 H4 H5 H7 H8 H13 H14 H15	5%		5%
2	15%	Exam period	Semester 1 Examination	H1 - H16	10%		5%
3	25%	Term 2 Week 7	Practical Examination	H7 H8 H9 H10 H11 H12 H13		25%	
4	15%	Term 3 Week 4 (on day of exam)	Student portfolio: log book, practical folder & dot point summaries.	H2, H6 - H16		5%	10%
5	35%	Exam period	Semester 2 Examination	H1-H16	25%		10%
Total = 100%					40%	30%	30%

HSC Course Outcomes are as follows:

A student

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

HIGHER SCHOOL CERTIFICATE COURSE 2009
CHINESE - CONTINUERS
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO
1	November 19	5%	Reading and Responding (A)	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2
2	March 4	5%	Reading and Responding (B)	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2
3	June 17	10%	Listening	H2.3, H3.1, H3.2
4	May	10% 5% 10% 5%	Half Yearly examination: Speaking Listening Reading & Responding Writing	H1.1, H1.2, H1.3, H1.4, H4.1 H3.1, H3.2 H1.2, H1.4, H3.1, H3.2 H2.1, H2.2, H2.3
5	August	10% 10% 20% 10%	Yearly Examination Speaking Listening Reading and Responding Writing	H1.1, H1.2, H1.3, H1.4, H4.1 H3.1, H3.2 H1.2, H1.4, H3.1, H3.2 H2.1, H2.2, H2.3
Total		100%		

HSC Course Outcomes are as follows:

A student

- H1.1 uses a range of strategies to maintain communication
- H1.2 conveys information appropriate to context, purpose and audience
- H1.3 exchanges and justifies opinions and ideas on known topics
- H1.4 reflects on aspects of the past, present and future experience
- H2.1 applies knowledge of language structures to create original text
- H2.2 describes, narrates and reflects on real or imaginary experience in the past, present or future
- H2.3 structures and sequences ideas and information
- H3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information
- H3.2 summarises, interprets and evaluates information
- H4.1 recognises and employs language appropriate to different social contexts
- H4.2 identifies values, attitudes and beliefs of cultural significance
- H4.3 reflects upon significant aspects of language and culture

Component	Weighting
Speaking (Objectives 1 and 4)	20
Listening and Responding (Objective 3)	25
Reading and responding (Objectives 1 and 3)	40
Writing in Chinese (Objective 2)	15
Marks	100

HIGHER SCHOOL CERTIFICATE COURSE 2009
CHINESE - EXTENSION
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO
1	March 31	10%	Listening	H2.1, H2.2, H2.3
2	May	10% 10% 10%	Half Yearly Examination <ul style="list-style-type: none"> • Analysis of Text • Writing • Speaking 	H2.1, H2.2, H2.3 H1.2, H1.2, H2.1, H2.2, H2.3, H1.1, H1.2
3	June 9	10%	Analysis of Text	H2.1, H2.2, H2.3
4	June 22	10%	Listening (Part B)	H2.1, H2.2, H2.3
5	August	20% 10% 10%	Yearly Examination <ul style="list-style-type: none"> • Analysis of Text • Writing • Speaking 	H2.1, H2.2, H2.3 H1.2, H1.2, H2.1, H2.2, H2.3, H1.1, H1.2
Total		100%		

HSC Extension Course Outcomes are as follows:

A student:

- H1.1 discusses attitudes, opinions and ideas in Chinese
- H1.2 formulates and justifies a written or spoken argument in Chinese
- H2.1 evaluates and responds to text personally, creatively and critically
- H2.2 analyses how meaning is conveyed
- H2.3 analyses the social, political, cultural and/or literary contexts of a text that is in Chinese

HIGHER SCHOOL CERTIFICATE COURSE 2009
CLASSICAL GREEK - CONTINUERS
ASSESSMENT SCHEDULE

TASK	DUE DATE	WEIGHT		DESCRIPTION	HSC OUTCOMES
1a	November 2008	[6%]	30%	Essays	H3.1, H3.2
1b	March 2009	[18%]		Translation and comment	H1.1, H1.2, H1.3 H2.1, H2.2, H2.3
1c	June 2009	[6%]		Unseen	H1.1, H1.2, H1.3
2	April/May 2009	30%		Half-yearly Examination	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3
3	August 2009	40%		HSC Trial Examination	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3
Total		100%			

HSC Course Outcomes are as follows:

A student:

- H1.1 applies knowledge of vocabulary and grammar to read and understand a Classical Greek text.
- H1.2 infers the meaning of unfamiliar words or phrases – from their cognates, from common patterns of word formation and from context.
- H1.3 translates passages of Classical Greek into English.
- H2.1 identifies and/or explains grammatical features in the text.
- H2.2 identifies stylistic features characteristic of the text and explains their literary effects.
- H2.3 identifies and explains the cultural, historical and religious references in the text.
- H3.1 identifies and explains the ideas, beliefs, practices and arguments presented in the text in the context of the culture in which it was produced.
- H3.2 evaluates the effectiveness of the text in achieving its purpose .

Component	Weighting
Translation of prescribed extracts	40
Commentary on prescribed extracts	20
Essays relating to prescribed texts	20
Unseen translation	20
Marks	100

HIGHER SCHOOL CERTIFICATE COURSE 2009
CONSTRUCTION
ASSESSMENT SCHEDULE

Construction is a V.E.T. course that has T.A.F.E. accreditation and has been designed to provide recognition of secondary school learning in Construction skills at T.A.F.E. As such, Construction is not subject to the formal assessment requirements placed on most subjects by the Board of Studies for the Higher School Certificate.

There are two distinct and separate methods of assessment for students completing a Construction course.

1. *Competency Assessment*

As students learn to complete various tasks related to the Construction Industry, their ability to perform those tasks is assessed by their teacher. The student has either gained competency in completing those tasks, or requires further practise to perfect that competency. This is a pass or repeat system. Competencies are recorded in a logbook, and the student takes this book with them at the end of their schooling as evidence of the skills they have achieved throughout their Construction course.

2. *Theoretical Studies*

Theory underpins the competencies described in the Construction syllabus and this theory is examined at the Higher School Certificate. It is this one examination that provides the basis for the Construction mark recorded on each student's Higher School Certificate. There is no attempt made by T.A.F.E. or the Board of Studies to create a marks link for each student between the competencies that have been awarded and the theory mark obtained through examination at the end of Year 12.

School assessment for academic reports sent home at the completion of each semester blends these two methods of assessment. At the completion of each semester a mark is obtained for each student by combining the results of a semester examination with a practical mark. The semester examination provides 80% of this mark, while the practical mark provides the remaining 20%. This practical mark reflects the quality of work produced by each student as they are assessed for their competencies.

Hence, assessment for each student in each semester of the Construction course is determined from the following schedule:

CONTENT	MARKS
Class Work	20%
Semester Examinations	80%
TOTAL	100%

The final assessment mark, obtained from Semester 2, Year 12 results, is forwarded to the Board of Studies for use in the event of a successful illness or misadventure claim from a student for their HSC mark determined from the final theory examination session at the end of Year 12. Competency assessment is not restricted to a single attempt, is absolute, and so is not subject to illness and misadventure claims.

HIGHER SCHOOL CERTIFICATE COURSE 2009
DESIGN AND TECHNOLOGY
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	HIGHER SCHOOL CERTIFICATE OUTCOMES					
				H1.1 H1.2	H2.1 H2.2	H3.1 H3.2	H4.1 H4.2 H4.3	H5.1 H5.2	H6.1 H6.2
1	T4/W5	10%	MDP1	1%		1%	4%	4%	
2	T1/W5	15%	ASS1		2%	3%		5%	5%
3	T1/W8	20%	MDP2	2%		2%	8%	8%	
4	T2/W1	10%	EX1	2%	2%	2%	2%		2%
5	T3/W2	30%	MDP3	5%	5%	5%	5%	5%	5%
6	T3/W4	15%	EX2-Trial	3%	3%	3%	3%		3%
Total		100%							

HSC Course Outcomes are as follows:

A student

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

HIGHER SCHOOL CERTIFICATE COURSE 2009
DRAMA
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO
1	2.3.09	10%	<i>No Sugar</i> - Group Performance and log	H1.1-1.7, 2.1-2.5, 3.1-3.3
2	2.4.09	10%	<i>7 Stages</i> - Group Performance and log	H1.1-1.7, 2.1-2.5, 3.1-3.3
3	22.5.09	10%	<i>Meyerhold</i> W'shop and log	H1.1-1.7, 2.1-2.5, 3.1-3.3
4	26.6.09	10%	<i>Lecoq</i> W'shop and log	H1.1-1.7, 2.1-2.5, 3.1-3.3
5	27.4.09	10%	Half yearly exam	H 3.1- 3.3
6	10.8.09	10%	Trial exams	H 3.1- 3.3
7	20.8.09	20%	Group Presentation* HSC Expo Night	H 1.1- 1.7
8	20.8.09	20%	Individual Project* HSC Expo Night	H 2.1 – 2.3

- *The Group Presentation and the Individual Project will be progressively assessed during the year.*
- *The Individual Project will operate under a contract system where goals will be set for each student to meet by a certain date. Failure to meet the deadlines will be treated in the same manner as failure to complete an assessment task.*
- *The Group Presentation and Individual Project will be assessed during the Trial Examination period on the night of 20th August. This is a compulsory attendance.*

The Core Components of Higher School Certificate Drama are:

- a. Australian Drama and Theatre - 30%
- b. Studies in Drama and Theatre - 30%
- c. Development of Group Performance - 20%
- d. Development of Individual Project - 20%

Higher School Certificate Course Outcomes are as follows:

The student

- H1.1 Uses acting skills to adopt and sustain a variety of characters and roles.
- H1.2 Uses performance skills to interpret and perform scripted and other material.
- H1.3 Uses knowledge and experience of dramatic and theatrical styles, forms and theories to inform and enhance individual and group devised works.
- H1.4 Collaborates effectively to produce a group devised performance.
- H1.5 Demonstrates directorial skills.
- H1.6 Records refined group performance work in appropriate form.
- H1.7 Demonstrates skills in using elements of production.
- H1.8 Recognises the value of the contribution of each individual to the artistic effectiveness of productions.
- H1.9 Values innovation and originality in group and individual work.

- H2.1 Demonstrates effective performance skills.
- H2.2 Uses dramatic and theatrical elements effectively to engage an audience.
- H2.3 Demonstrates directorial skills for theatre and other media.
- H2.4 Appreciates the dynamics of drama as a performing art.
- H2.5 Appreciates the high level of energy and commitment necessary to develop and present a performance.
- H3.1 Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements.
- H3.2 Analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses.
- H3.3 Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements.
- H3.4 Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies.
- H3.5 Appreciates the role of the audience in various dramatic and theatrical styles and movements.

HIGHER SCHOOL CERTIFICATE COURSE 2009
EARTH AND ENVIRONMENTAL SCIENCE
ASSESSMENT SCHEDULE

- Components:** 1. Knowledge and Understanding
 2. Investigation Related Skills
 3. Thinking and Communication Skills

Task	Weight	Date	Description	Outcomes	Component Weightings		
					1	2	3
1	10%	Term 4 Week 6	Natural Disaster Assignment and multimedia presentation	H1-H5, H7, H8 H11-H16	4%		6%
2	15%	Exam period	Semester 1 Examination	H 1-15	9%		6%
3	15%	Term 2 Week 7	Organic Geology Research Assignment	H1-H10, H13, H15, H16	10%		5%
4	30%	Term 3 Week 5 (on day of exam)	Practical Work	H 1-16		30%	
5	30%	Exam period	Semester 2 examination	H 1-15	17%		13%
Total = 100%					40%	30%	30%

HSC course Outcomes are as follows:

A student

- H1.** Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2.** Analyses the way in which models, theories, and laws in Earth and Environmental Science have been tested and validated.
- H3.** Assesses the impact of particular advances in Earth and Environmental Science on the development of technologies.
- H4.** Evaluates the impact and implications of research in Earth and Environmental Science on society and the environment.
- H5.** Identifies possible future directions of Earth and Environmental Science research.
- H6.** Evaluates the use of the Earth's resources
- H7.** Discusses the geological, biological, physical and chemical evidence of the evolving Australian and world environments.
- H8.** Describes models, which can be used to explain changing environmental conditions during the evolution of Australia and other countries.
- H9.** Assesses the impact of resource utilisation on the Australian environment.
- H10.** Assesses the effects of current pressures on the Australian environments
- 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 gathering data and information.
- H15.** Explains why an investigation is best undertaken individually or by a team.
- H16.** Justifies the positive values about the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science.

HIGHER SCHOOL CERTIFICATE COURSE 2009
ECONOMICS
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	HSC OUTCOMES REFERRED TO	COMPONENT WEIGHTING	
1	Week 6 Term 4	20%	Stimulus based – 20% The Global Economy	H1,2,3,4,5,6,7,8,9,11	Topic 1	20%
2	Term 2 weeks 1-2	15%	Examination Australia's place in the global economy Economic Issues	H1, 2,3,4,5,6,7,8,9,11	Topics 2 & 3	15%
3	Day 1 Term 3	30%	Research, investigation and communication into topics: Economic issues, Australia's place in the global economy and Economic policies and management.	H5, 6, 7, 9, 10, 12	Topics 2,3,4	30%
4	Term 3 Week 4 (approx)	35%	Trial examination	H1,2,3,4,5,6,7,8,11	all topics	35%
Total 100%						100%

HSC Course Outcomes are as follows:

A student

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

HIGHER SCHOOL CERTIFICATE COURSE 2009
ENGINEERING STUDIES
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	HSC OUTCOMES REFERRED TO	COMPONENT WEIGHTING
1	T4/W8 <i>2008</i> T1/W4 T1/W8 T2/W7 T3/W1	35%	Engineering Reports Best 3 reports from 5 each of equal weighting	H1 H2 H3 H4 H5 H6	6 9 5 5 5 5 35
2	T2/W1	25%	Half Year Exam	H1 H2 H3 H4 H5 H6	6 11 2 2 2 2 25
3	T3/W4	40%	Trial Examination	H1 H2 H3 H4 H5 H6	8 20 3 3 3 3 40
Total		100%			100%

HSC Course Outcomes are as follows:

A student

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

HIGHER SCHOOL CERTIFICATE COURSE 2009
ENGLISH – ADVANCED
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	ASSESSMENT TASK	LANGUAGE MODES ADDRESSED		CORE OUTCOMES
1	27 Nov 2008	10%	Area of Study Response	Reading Listening	5% 5%	2A, 3, 4, 6, 7, 9, 11, 12, 12A, 13
2	Wed 11 March 2009	15%	Viewing/Writing Task – Mod A Extended response based on the viewing of the prescribed film and related text	Viewing Writing	10% 5%	1, 2, 2A, 3, 5
3	May Examination Period 2009	15%	Mid-Year Examination - Area of Study Mid-Year Exam Period, 1. Reading Task and 2. Creative Writing response	Writing Reading	10% 5%	2, 3, 4, 9, 11, 12, 12A, 13
4	May Examination period 2009	15%	Speaking Task – Mod C Speech related to the prescribed close study of text (novel)	Speaking	15%	2A, 4, 6, 10
5	18 June 2009	15%	Listening/Representing Task - Mod B Students use listening stimulus to write an extended response to <i>Cloudstreet</i> OR <i>Hamlet</i> incorporating their own personal interpretation	Listening Representing	10% 5%	1, 2A, 6, 8
6	Trial Examination Period August 2009	30%	Trial Examination Paper 1 Area of Study Paper 2 Modules A, B and C	Reading Writing	15% 15%	<i>all</i>
Year final grades		100%				

Each Assessment task will cover several specific outcomes. These will be outlined in each Assessment task and will be taken from the list below.

HSC Course Outcomes are as follows:

English Advanced

- H1 A student explains and evaluates the effects of different contexts of responders and composers on texts.
- H2 A student explains relationships among texts.
- H2A A student recognises different ways in which particular texts are valued.
- H3 A student develops language relevant to the study of English.
- H4 A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.

- H5 A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
- H6 A student engages with the details of text in order to respond critically and personally.
- H7 A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
- H8 A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
- H9 A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
- H10 A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
- H11 A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
- H12 A student reflects on own processes of responding and composing.
- H12A A student explains and evaluates different ways of responding to and composing text.
- H13 A student reflects on own processes of learning.

HIGHER SCHOOL CERTIFICATE COURSE 2009
ENGLISH – STANDARD
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	ASSESSMENT TASK	LANGUAGE MODES ADDRESSED		CORE OUTCOMES
1	27 Nov 2008	10%	Area of Study Response	Reading Listening	5% 5%	2,3,4,6,7,9,10, 11,12,13
2	Wed 11 March 2009	15%	Viewing/Writing Task – Mod C Extended response based on the viewing of the prescribed film and related texts	Viewing Writing	10% 5%	1,2,3,10
3	May Examination Period 2009	15%	Mid-Year Examination - Area of Study Mid-Year Exam Period, 1. Reading Task and 2. Creative Writing response	Writing Reading	10% 5%	2,3,4,9,11,12,13
4	May Examination Period 2009	15%	Speaking Task – Mod B Speech related to the prescribed close study of text (novel)	Speaking	15%	1,2,3,6,8,10
5	18 June 2009	15%	Listening/Representing Task - Mod A Students use listening stimulus to serve as a comparison and contrast to the prescribed text and a related text	Listening Representing	10% 5%	1,2,3,10
6	Trial Examination Period August 2009	30%	Trial Examination Paper 1 Area of Study Paper 2 Modules A, B and C	Reading Writing	15% 15%	<i>All</i>
Year final grades		100%				

Each Assessment task will cover several specific outcomes. These will be outlined in each Assessment task and will be taken from the list below.

HSC Course Outcomes are as follows:

English Standard

- H1 A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
- H2 A student demonstrates understanding of the relationships among texts.
- H3 A student develops language relevant to the study of English.
- H4 A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
- H5 A student analyses the effect of technology and medium on meaning.
- H6 A student engages with the details of text in order to respond critically and personally.

- H7 A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
- H8 A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
- H9 A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
- H10 A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
- H11 A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language.
- H12 A student reflects on own processes of responding and composing.
- H13 A student reflects on own processes of learning.

HIGHER SCHOOL CERTIFICATE COURSE 2009
ENGLISH – FUNDAMENTALS
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO
1	26 Feb	25%	Area of Study – Module A Creative Response (Yr11)	1,3,4,6,7
2	20 August	25%	Module E Web Page Design for Workplace Communications (Yr11)	2,5,8,9,10,11
3	18 Nov	25%	Area of Study – Related Texts (Yr12)	1,3,4,5,6,11
4	26May	25%	Module C- Extended Response (Yr 12)	1,5,6,9
		100%		

HIGHER SCHOOL CERTIFICATE COURSE 2009
ENGLISH – EXTENSION 1
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	CORE OUTCOMES	MODE WEIGHTINGS	
1	Wed 25 Feb	15	Oral and Visual Presentation	1, 2, 3, 4	Speaking/Listening Viewing/Representing	10 5
2	April mid-year exam period	20	Mid-Year Assessment: Analytical and Creative responses	1, 2, 3	Reading/Writing Viewing/Representing	15 5
3	August Trial HSC exam period	15	Trial HSC examination Analytical Extended Response and Creative Response	1, 2, 3	Reading/Writing	15
		50				

HSC Course Outcomes are as follows:

English Extension 1

- E1 A student distinguishes and evaluates the values expressed through texts.
- E2 A student explains different ways of valuing texts.
- E3 A student composes extended texts.
- E4 A student develops and delivers sophisticated presentations.

HIGHER SCHOOL CERTIFICATE COURSE 2009
ENGLISH – EXTENSION 2
ASSESSMENT SCHEDULE

TASK	WEIGHT OF TASK	DESCRIPTION	CORE OUTCOMES
1	10	Major work Proposal	1, 2
2	20	Viva voce	1, 2
3	20	Report	1, 2
	50		

HSC Course Outcomes are as follows:

English Extension 2

- E1 A student develops and presents an extended composition, which demonstrates depth, insight, originality and skills in independent investigation.
- E2 A student reflects on and documents own process of composition.

HIGHER SCHOOL CERTIFICATE COURSE 2009
ENTERTAINMENT
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO	AQF UNIT
1	Term 1 Week 1-6	10%	Vision Systems – design an A-V presentation using chroma-keying	H1-16	AQF 1-12
2	Term 1 Weeks 2-3	10%	Work Placement	H1, 2, 3, 4, 7, 17	AQF 1-5, 10
3	Term 1 Week 7-9	10%	Makeup Assessment Task	H1, 2, 4, 7, 17	AQF 1-5, 10
4	Term 1-4 Week 9	10%	Blog – regular contributions over the year	H2, 7, 8	AQF 2, 3
5	Term 2 Week 6	10%	Publicity and Promotions Assessment Task	H1, 2, 4, 9, 11-15	AQF 1-5, 10, 11, 12
6	Term 2 Week 7-9	10%	Event Management Assessment Task	H1-17	AQF 1-12
7	Term 3 Week 1-2	10%	Half-Yearly examination	H1-17	AQF 1-3, 6, 8, 10, 12.
8	Term 4 Week 3-4	10%	Stage Management / Costume Design	H1-17	AQF 1-3, 6, 8, 10, 12.
9	Term 4 Week 5-6	10%	Occupational Health & Safety	H1-17	AQF 1-12
10	Term 4 Week 7-8	10%	Yearly examination	H1-17	AQF 1-3, 6, 8, 10, 12.

**** It will be necessary for every student to take on a specific production role, (staging and set, front of house, sound and lighting) in all of the above in-School productions during the course of the year.**

HSC Course Outcomes are as follows:

The student:

- H1 Acquires and applies relevant and organisational industry knowledge
- H2 Applies skills and knowledge required in the workplace to follow health, safety and security procedures
- H3 Identifies and responds appropriately to emergency situations.
- H4 Demonstrates effective working with others in a workplace context.
- H5 Demonstrates the skills and knowledge in setting up and closing down a show.
- H6 Demonstrates the skills and knowledge required to assist with costume production including garment assembly, alterations and care.
- H7 Manages one's own work and learning including development of time management skills and responding to feedback.
- H8 Performs general administrative tasks including processing information producing forms/documents and computer operations.
- H9 Demonstrates the use of hand tools including safety maintenance and storage.
- H10 Effectively and courteously responds to patrons.

- H11 Carries out preparatory, pre-performance rehearsal and maintenance activities relating to lighting, sound and audio visual.
- H12 Assists with stage preparation and pre-production.
- H13 Undertakes simple lighting/sound and audiovisual activities.
- H14 Participates in the work/group process
- H15 Designs and assists with staging
- H16 Effectively uses power tools and other building equipment
- H17 Manages and designs a publicity and promotions project effectively.

A.Q.F. Units of Competency are:

- AQF 1# *+ Follow health, safety and security procedures
- AQF 2*+ Source and apply entertainment industry knowledge
- AQF 3*+ Manages one's own work and learning.
- AQF 4*+ Use hand tools.
- AQF 5+ Work with others.
- AQF 6+ Apply general knowledge of audio to work activities.
- AQF 7+ Manage and compile audio replay material.
- AQF 8+ Apply a general knowledge of lighting to work activities.
- AQF 9 + Record and operate standard lighting cues.
- AQF 10+ Apply a general knowledge of staging to work activities.
- AQF 11+ Operate staging elements.
- AQF 12+ Apply a general knowledge of vision systems to work activities.

is a unit from *CERTIFICATE II in LIVE PRODUCTION, THEATRE AND EVENTS*

* are units from *CERTIFICATE III in LIVE PRODUCTION, THEATRE AND EVENTS (Construction and Manufacturing)*.

+ are units from *CERTIFICATE III in LIVE PRODUCTION, THEATRE AND EVENTS (Technical Operations)*.

HIGHER SCHOOL CERTIFICATE COURSE 2009
FRENCH – BEGINNERS
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	HIGHER SCHOOL CERTIFICATE OUTCOMES REFERRED TO
1	March 24	10%	Reading	H3.1, H3.2
2	May	10% 10% 10% 5%	Half Yearly Speaking Listening Reading Writing	H1.1, H1.2, H1.3, H1.4, H4.1 H3.1, H3.2 H1.2, H1.4, H3.1, H3.2 H2.1, H2.2, H2.3
3	June 9	10%	Listening	H3.1, H3.2
4	August	10% 15% 15% 5%	Yearly Examination: Speaking Listening Reading Writing	H1.1, H1.2, H1.3, H1.4, H4.1 H3.1, H3.2 H1.2, H1.4, H3.1, H3.2 H2.1, H2.2, H2.3
Total		100%		

Higher School Certificate Course Outcomes are as follows:

The student:

- H1.1 uses a range of strategies to maintain communication
- H1.2 conveys information appropriate to context, purpose and audience
- H1.3 exchanges and justifies opinions and ideas on known topic
- H1.4 reflects on aspects of the past, present and future experience
- H2.1 applies knowledge of language structures to create original text
- H2.2 describes, narrates and reflects on real or imaginary experience in the past, present or future
- H2.3 structures and sequences ideas and information
- H3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information
- H3.2 summarises, interprets and evaluates information
- H4.1 recognises and employs language appropriate to different social contexts
- H4.2 identifies values, attitudes and beliefs of cultural significance
- H4.3 reflects upon significant aspects of language and culture

Component	Weighting
Speaking (Objectives 1 and 4)	20
Listening (Objective 3)	35
Reading (Objective 3)	35
Writing in French (Objective 2 and 4)	10
Marks	100

HIGHER SCHOOL CERTIFICATE COURSE 2009
FRENCH - CONTINUERS
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO
1	November 19	5%	Reading and Responding (A)	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2
2	March 4	5%	Reading and Responding (B)	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2
3	June 17	10%	Listening	H2.3, H3.1, H3.2
4	May	10% 5% 10% 5%	Half Yearly Speaking Listening Reading & Responding Writing	H1.1, H1.2, H1.3, H1.4, H4.1 H3.1, H3.2 H1.2, H1.4, H3.1, H3.2 H2.1, H2.2, H2.3
5	August	10% 10% 20% 10%	Yearly Examination Speaking Listening Reading and Responding Writing	H1.1, H1.2, H1.3, H1.4, H4.1 H3.1, H3.2 H1.2, H1.4, H3.1, H3.2 H2.1, H2.2, H2.3
Total		100%		

Higher School Certificate Course Outcomes are as follows:

The student:

- H1.1 uses a range of strategies to maintain communication
- H1.2 conveys information appropriate to context, purpose and audience
- H1.3 exchanges and justifies opinions and ideas on known topic
- H1.4 reflects on aspects of the past, present and future experience
- H2.1 applies knowledge of language structures to create original text
- H2.2 describes, narrates and reflects on real or imaginary experience in the past, present or future
- H2.3 structures and sequences ideas and information
- H3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information
- H3.2 summarises, interprets and evaluates information
- H4.1 recognises and employs language appropriate to different social contexts
- H4.2 identifies values, attitudes and beliefs of cultural significance
- H4.3 reflects upon significant aspects of language and culture

Component	Weighting
Speaking (Objectives 1 and 4)	20
Listening and Responding (Objective 3)	25
Reading and responding (Objectives 1 and 3)	40
Writing in French (Objective 2)	15
Marks	100

HIGHER SCHOOL CERTIFICATE COURSE 2009
FRENCH - EXTENSION
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO
1	March 31	10%	Listening	H2.1, H2.2, H2.3
2	May	10% 10% 10%	Half Yearly Examination <ul style="list-style-type: none"> • Analysis of Text • Writing • Speaking 	H2.1, H2.2, H2.3 H1.2, H1.2, H2.1, H2.2, H2.3, H1.1, H1.2
3	June 9	10%	Analysis of Text	H2.1, H2.2, H2.3
4	June 22	10%	Listening (Part B)	H2.1, H2.2, H2.3
5	August	20% 10% 10%	Yearly Examination <ul style="list-style-type: none"> • Analysis of Text • Writing • Speaking 	H2.1, H2.2, H2.3 H1.2, H1.2, H2.1, H2.2, H2.3, H1.1, H1.2
Total		100%		

HSC Extension Course Outcomes are as follows:

A student:

- H1.1 discusses attitudes, opinions and ideas in French
- H1.2 formulates and justifies a written or spoken argument in French
- H2.1 evaluates and responds to text personally, creatively and critically
- H2.2 analyses how meaning is conveyed
- H2.3 analyses the social, political, cultural and/or literary contexts of a text that is in French

HIGHER SCHOOL CERTIFICATE COURSE 2009
GEOGRAPHY
ASSESSMENT SCHEDULE

Task	Due Date	Weight of Task	Description	HSC Outcomes Referred to	Component Weighting
1	11/11/08 T4-Wk 6	5%	Test Topic 1 Ecosystems at Risk	H1, H7, H10, H11	Interpretation and synthesis 5%
2	28/1/09 T1-Wk1	10%	Research/P.Pt Pres. Topic 1 Ecosystems at Risk	H1, H2, H5, H6, H8, H9, H10, H11, H12, H13.	Geographic Research 10% Interpretation and Synthesis 5%
3	31/3/09 Wk 10, T 1	15%	Fieldwork Topic 2 Urban Places	H1, H3, H6, H10, H11, H12, H13.	Fieldwork 5%
4	May Term 2 2009	25%	Half Yearly Examination Topics 1 and 2	H1, H2, H3, H5, H6, H7, H10, H11, H12, H13	Interpretation and synthesis 10% Geographic Writing 15%
5	9/6/09 Wk 7, T 2	15%	Research Topic 3 People & Economic Activity	H1, H4, H6, H7, H8, H9, H10, H11, H12, H13.	Geographic Research 10% Geographic Writing 5%
6	Aug Term 3 2009	30%	Trial Examination Topics 1, 2 and 3	H1, H2, H3, H4, H5, H6, H7, H10, H11, H12, H13	Interpretation and synthesis 10% Geographic Writing 20%
Total		100%			100%

HSC Course Outcomes.

The student:

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

HIGHER SCHOOL CERTIFICATE COURSE 2009
GERMAN - CONTINUERS
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO
1	November 26	5%	Reading and Responding (A)	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2
2	March 11	5%	Reading and Responding (B)	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2
3	June 10	10%	Listening	H2.3, H3.1, H3.2
4	May	10% 5% 10% 5%	Half Yearly Speaking Listening Reading & Responding Writing	H1.1, H1.2, H1.3, H1.4, H4.1 H3.1, H3.2 H1.2, H1.4, H3.1, H3.2 H2.1, H2.2, H2.3
5	August	10% 10% 20% 10%	Yearly Examination Speaking Listening Reading and Responding Writing	H1.1, H1.2, H1.3, H1.4, H4.1 H3.1, H3.2 H1.2, H1.4, H3.1, H3.2 H2.1, H2.2, H2.3
Total		100%		

Higher School Certificate Course Outcomes are as follows:

The student:

- H1.1 uses a range of strategies to maintain communication.
- H1.2 conveys information appropriate to context, purpose and audience.
- H1.3 exchanges and justifies opinions and ideas on known topics.
- H1.4 reflects on aspects of the past, present and future experience.
- H2.1 applies knowledge of language structures to create original text.
- H2.2 describes, narrates and reflects on real or imaginary experience in the past, present or future.
- H2.3 structures and sequences ideas and information.
- H3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information.
- H3.2 summarises, interprets and evaluates information.
- H4.1 recognises and employs language appropriate to different social contexts.
- H4.2 identifies values, attitudes and beliefs of cultural significance.
- H4.3 reflects upon significant aspects of language and culture.

Component	Weighting
Speaking (Objectives 1 and 4)	20
Listening and Responding (Objective 3)	25
Reading and responding (Objectives 1 and 3)	40
Writing in German (Objective 2)	15
Marks	100

HIGHER SCHOOL CERTIFICATE COURSE 2009
GERMAN - EXTENSION
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO
1	March 31	10%	Listening	H2.1, H2.2, H2.3
2	May	10% 10% 10%	Half Yearly Examination <ul style="list-style-type: none"> • Analysis of Text • Writing • Speaking 	H2.1, H2.2, H2.3 H1.2, H1.2, H2.1, H2.2, H2.3, H1.1, H1.2
3	June 9	10%	Analysis of Text	H2.1, H2.2, H2.3
4	June 22	10%	Listening (Part B)	H2.1, H2.2, H2.3
4	August	20% 10% 10%	Yearly Examination <ul style="list-style-type: none"> • Analysis of Text • Writing • Speaking 	H2.1, H2.2, H2.3 H1.2, H1.2, H2.1, H2.2, H2.3, H1.1, H1.2
Total		100%		

HSC Extension Course Outcomes are as follows:

A student:

- H1.1 discusses attitudes, opinions and ideas in German
- H1.2 formulates and justifies a written or spoken argument in German
- H2.1 evaluates and responds to text personally, creatively and critically
- H2.2 analyses how meaning is conveyed
- H2.3 analyses the social, political, cultural and/or literary contexts of a text that is in German

HIGHER SCHOOL CERTIFICATE COURSE 2009
HISTORY – EXTENSION
ASSESSMENT SCHEDULE

Task	Approx Date Due	Weight of Task	Description	HSC Outcomes referred to	Component Weighting
1	16 th Feb. 2009	10%	History Project proposal	E2.1	History Project Process 10%
2	Weeks ½ Term 2	10%	Mid-year exam	E1.1, E2.2, E2.3	Pt I What is History? 10%
3	Weeks 3/4 Term 3	10%	Trial HSC exam	E1.1, E2.2, E2.3	Pt I What is History? 10%
4	1 st Sept 2009	60%	History Project Essay/Bibliography	E2.1, E2.2, E2.3	History Project Product 60%
5	3rd Sept 2009	10%	History Project Process Log	E2.1, E2.3	History Project Process 10%
Total		100%			100%

HSC Course Outcomes are as follows:

A student

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

HIGHER SCHOOL CERTIFICATE COURSE 2009
HOSPITALITY
ASSESSMENT SCHEDULE

Hospitality is a V.E.T. course that also provides National Vocational Qualifications. Hospitality is not subject to the formal assessment requirements placed on most subjects by the Board of Studies for the Higher School Certificate.

There are two distinct and separate methods of assessment for students completing the Hospitality course:

Competency Assessment

As students learn to complete various tasks related to the Hospitality Industry, their ability to perform those tasks is assessed by their teacher. The student has either gained competency in completing those tasks, or requires further practise to perfect that competency. This is a pass or repeat system. Competencies are recorded in a logbook, and the student takes this book with them at the end of their schooling as evidence of the skills they have achieved throughout their Hospitality course.

Theoretical Studies

Theory underpins the competencies described in the Hospitality syllabus and this theory is examined at the Higher School Certificate. It is this one examination that provides the basis for the Hospitality mark recorded on each student's Higher School Certificate. There is no attempt made by T.A.F.E. the Board of Studies or other Registered Training Organisations to create a marks link for each student between the competencies that have been awarded and the theory mark obtained through examination at the end of Year 12.

School assessment for academic reports sent home at the completion of each semester blends these two methods of assessment. At the completion of each semester a mark is obtained for each student by combining the results of a semester examination with a practical mark. The semester examination provides 90% of this mark, while the practical mark provides the remaining 10%. This practical mark reflects the quality of work produced by each student as they are assessed for their competencies.

Hence, assessment for each student in each semester of the Hospitality course is determined from the following schedule:

Content	Marks
Class Practical Mark	10%
Semester Examination	90%
TOTAL	100%

The final assessment mark, obtained from Semester 2, Year 12 results, is forwarded to the Board of Studies for use in the event of a successful illness or misadventure claim from a student for their HSC mark determined from the final theory examination session at the end of Year 12. Competency assessment is not restricted to a single attempt.

HIGHER SCHOOL CERTIFICATE COURSE 2009
INFORMATION PROCESSES AND TECHNOLOGY
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO	COMPONENT WEIGHTING	SYLLABUS WEIGHTING	
1	Term 4 2008 Last lesson of Week 7	10%	Individual Project - Multimedia / Spreadsheet / Website	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2	C1	10%	10%
2	Term 1 2009 Thursday lessons of Week 6	15%	Database / Communications Exam – Practical & Theory	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2	C1 C2	5% 10%	15%
3	Term 2 2009 Weeks 1/2	20%	Semester One Exam	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2	C2 C3	5% 15%	20%
4	Term 2 2009 Last Lesson of Week 7	20%	Decision Support Systems Project	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2	C1 C4	5% 15%	20%
5	Term 3 2009 Weeks 4/5	35%	Trial HSC Exam	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2	C2 C3 C4	5% 5% 25%	35%
TOTAL		100%					100%

Syllabus Assessment Components

C1	project work	20%
C2	information systems and databases	20%
C3	communication systems	20%
C4	option strands	40%

Syllabus Outcomes

A student:

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

HIGHER SCHOOL CERTIFICATE COURSE 2009
LATIN - CONTINUERS
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	HSC OUTCOMES REFERRED TO
1	Nov 2008	20%	Translation/ Comment/Grammar	H1.1, H1.2, H1.3 H2.1, H2.2, H2.3, H2.4, H2.5 H3.1, H3.2, H3.3
2	March 2009	10%	Commentary on prescribed texts in translation	H2.4, H2.5, H3.1, H3.2, H3.3
3	May 2009	30%	All – half yearly exams	H1.1, H1.2, H1.3 H2.1, H2.2, H2.3, H2.4, H2.5 H3.1, H3.2, H3.3
4	August 2009	40%	All – Trial HSC exams	H1.1, H1.2, H1.3 H2.1, H2.2, H2.3, H2.4, H2.5 H3.2, H3.2, H3.3
Total		100%		

HSC Course Outcomes are as follows:

A student

- H1.1 applies knowledge of vocabulary and grammar
- H1.2 infers the meaning of words or phrases from common patterns word formation and from context
- H1.3 translates into clear English, using words appropriate to the context.
- H2.1 identifies, explains and analyses grammatical features.
- H2.2 identifies, explains and analyses stylistic features and their contribution to the literary effect achieved in the extract.
- H2.3 identifies metrical features of dactylic hexameters.
- H2.4 identifies, explains and analyses the context of an extract.
- H2.5 identifies, explains and analyses the cultural, historical and religious references of an extract.
- H3.1 identifies and discusses Roman ideas, beliefs, and arguments as revealed in the prescribed texts.
- H3.2 identifies and discusses the structure and literary qualities of the prescribed texts.
- H3.3 identifies and discusses specified thematic focus areas in the prescribed texts.

Component	Weighting
Translation of prescribed texts	25
Grammatical Analysis	15
Commentary on prescribed texts	25
Commentary on prescribed texts in translation	10
Translation of unseen texts	25
Marks	100

HIGHER SCHOOL CERTIFICATE COURSE 2009
LATIN – EXTENSION
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO
1	March 2009	25%	Translation/ Comment	E1.1, E1.2 E2.1, E2.2, E2.3, E2.4, E2.5, E2.6
2	May 2009	35%	All – half yearly exams	E1.1, E1.2, E1.3, E1.4 E2.1, E2.2, E2.3, E2.4, E2.5, E2.6
3	August 2009	40%	All – HSC Trial exams	E1.1, E1.2, E1.3, E1.4 E2.1, E2.2, E2.3, E2.4, E2.5, E2.6
Total		100%		

HSC Course Outcomes are as follows:

A student

- E1.1 infers meaning of unfamiliar words or phrases from common patterns of word formation and from context.
- E1.2 translates passages from prescribed text into idiomatic English.
- E1.3 translates passages of unseen Latin into English.
- E1.4 translates passages of English prose into Latin.
- E2.1 evaluates the ideas, values, attitudes and arguments presented in the prescribed text.
- E2.2 identifies and evaluates the structures of the prescribed text.
- E2.3 identifies and evaluates the literary features of the prescribed text.
- E2.4 considers why the prescribed text was, and is, considered culturally and historically significant.
- E2.5 considers the relationship between the text and the culture in which it was written.
- E2.6 discusses the relationship between the prescribed extract and the text as a whole.

Component	Weighting
Comment on prescribed English translation, Translation of prescribed text	20
Comment on prescribed text	20
Unseen translation	10
Marks	50

HIGHER SCHOOL CERTIFICATE COURSE 2009
LEGAL STUDIES
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	COMPONENT	HSC OUTCOMES REFERRED TO	COMPONENT WEIGHTING
1	Term 4 Weeks 7/8	16%	Research Crime	H1.2, H2.1, H2.3, H3.3, H3.4, H4.1, H5.1, H5.2, H5.3	Crime 16%
2	Term 1 Week 4	10%	Oral Law & Society	H2.1, H2.2, H5.1, H5.2, H5.3	Law & Society 10%
3	Term 2 Week 1	14%	Examination Law & Society Shelter	H1.1, H1.2, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	Law & Society 14% Shelter
4	Term 3 Week 1	24%	Research/ Analysis Workplace/ shelter	H1.1, H2.2, H2.3, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H5.3, H5.4	Workplace/ Shelter 24%
5	Term 3 Weeks 4	36%	Examination Trial HSC Paper	H2.2, H2.3, H3.1, H3.2, H3.3, H4.1, H4.2, H5.1, H5.2	Law & Society 36% Crime/Workplace Shelter
Total		100%			100%

HSC Course Outcomes are as follows:

A student

- H1.1 applies domestic and international legal vocabulary in appropriate contexts.
- H1.2 assesses the role of Australian and major international legal institutions
- H2.1 explains the origins and sources of Australian and international law.
- H2.2 compares similarities and contrasts differences in relation to customary law, statutory law, common law and international law.
- H2.3 evaluates the effectiveness of domestic law in responding to global challenges.
- H3.1 analyses the interrelationship between law, justice and society and the changing nature of law.
- H3.2 assess how cultures and values of different groups within society impact on the legal system.
- H3.3 evaluates the effectiveness of the processes and mechanisms of change in the legal system.
- H3.4 analyses legislation, cases, media reports and opinions to review arguments for change and reform in the law.
- H4.1 analyses specific problems encountered in gaining access to the legal system.
- H4.2 assesses the effectiveness of dispute resolution mechanisms.
- H4.3 explains rights and responsibilities and evaluates the provisions of domestic and international legal systems in addressing these issues.
- H5.1 selects and organises relevant information from a variety of sources and evaluates information and sources for usefulness, validity and bias.
- H5.2 investigates, analyses and synthesises legal information from a variety of perspectives and presents the findings of investigations.
- H5.3 communicates through well-structured texts to describe, explain, argue, discuss, analyse, evaluate and apply legal information, ideas and issues using appropriate written and oral forms
- H5.4 uses planning and review strategies to manage effectively the competing demands of complex tasks and makes effective use of time and resources.

HIGHER SCHOOL CERTIFICATE COURSE 2009
MATHEMATICS (2 UNIT)
ASSESSMENT SCHEDULE

Outcomes referred to	Components	Weightings (Syllabus) %	Task 1	Task 2	Task 3	Task 4
			Date Term 4 Week 6	Date Term 1 Week 5	Date Term 2 Weeks 1/ 2	Date Term 3 Weeks 3/4
			Topics: Series and Applications Quadratic Number Plane Differentiation	Topics: All previous topics and Plane Geometry Coordinate Methods Applications of Geometric Properties Applications of Differentiation	Topics: All previous topics and Integration	Topics: All previous topics and Logarithms and Exponentials Trigonometric Functions Applications of Calculus to the Physical World
			Class test	Alternative: eg assignment	Half Yearly	Trial
H1, H3, H4, H5, H6, H7, H8	Knowledge Understanding Skills	80%	8%	15%	25%	32%
H2, H7, H9	Interpretive Explanatory Communicative abilities	20%	2%	5%	5%	8%
	Marks	100%	10%	20%	30%	40%
OUTCOMES REFERRED TO IN THE TASK			P5, P6, P7, P8, H1, H4, H5, H6, H7, H9	P2, P4, P5, P6, P7, P8, H1, H2, H4, H5, H6, H7, H9	P2, P3, P4, P5, P6, P7, P8, H1, H2, H4, H5, H6, H8, H9	P2, P3, P4, P5, P6, P7, P8, H1, H2, H3, H4, H5, H6, H7, H8, H9

Note that 20% of the internal assessment in Mathematics Stage 6 may involve the Preliminary course, hence the Preliminary outcomes are listed below the HSC outcomes and are assumed knowledge.

HSC Outcomes:

A student

- H1 seeks to apply mathematical techniques to problems in a wide range of practical contexts.
- H2 constructs arguments to prove and justify results.
- H3 manipulates algebraic expressions involving logarithmic and exponential functions.
- H4 expresses practical problems in mathematical terms based on simple given models.
- H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems.
- H6 uses the derivative to determine the features of the graph of a function.
- H7 uses the features of a graph to deduce information about the derivative.
- H8 uses techniques of integration to calculate areas and volumes.

H9 communicates using mathematical language, notation, diagrams and graphs.

Preliminary Outcomes

A student

- P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems.
- P2 provides reasoning to support conclusions which are appropriate to the context.
- P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities.
- P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques.
- P5 understands the concepts of a function and the relationship between a function and its graph.
- P6 relates the derivative of a function to the slope of its graph.
- P7 determines the derivative of a function through routine application of the rules of differentiation.
- P8 understands and uses the language and notation of calculus.

HIGHER SCHOOL CERTIFICATE COURSE 2009
MATHEMATICS EXTENSION 1
ASSESSMENT SCHEDULE

Outcomes referred to	Components	Weightings (Syllabus) %	Task 1	Task 2	Task 3	Task 4
			Date Term 4 Week 6	Date Term 1 Week 5	Date Term 2 Week 1/2	Date Term 3 Weeks 3/4
			Topics: Applications of calculus to physical world Probability Linear Functions and Inequalities	Topics: All previous topics and Induction Circle Geom Parabola Inverse functions	Topics: All previous topics and Further application of calculus inc. SHM	Topics: All previous topics and Trigonometry Polynomials Binomial Theorem Permutations Combinations Harder 2 Unit
			Class test	Alternative: eg assignment	Half Yearly	Trial
P1, P2, P3, P4, P5, P6, HE1, HE2, HE3, HE4, HE5, HE6, HE7	A Knowledge Understanding and skills	70%	7%	15%	20%	28%
HE1, HE2, HE3, HE4, HE5, HE6, HE7	B Reasoning Interpretive Explanatory and Communicative Abilities	30%	3%	5%	10%	12%
	Marks	100%	10%	20%	30%	40%
OUTCOMES REFERRED TO IN THE TASK			HE3, HE7, PE5, PE3	HE2, HE4, HE7, PE2, PE3, PE4	HE2, HE3, HE4, PE2, HE5, PE6	HE2, HE3, HE4, HE5, HE6, HE7, PE2-6

Note that the internal assessment in Mathematics Extension 1 Stage 6 may involve all the Preliminary course, hence the Preliminary outcomes are listed below the HSC outcomes and are assumed knowledge.

HSC Course Outcomes are as follows:

A student

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

Preliminary Outcomes

A student

PE1 appreciates the role of mathematics in the solution of practical problems

PE2 uses multi-step deductive reasoning in a variety of contexts.

PE3 solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations.

PE4 uses the parametric representation together with differentiation to identify geometric properties of parabolas.

PE5 demonstrates derivatives which require the application of more than one rule of differentiation.

PE6 makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations.

HIGHER SCHOOL CERTIFICATE COURSE 2009
MATHEMATICS EXTENSION 2
ASSESSMENT SCHEDULE

Outcomes referred to	Components	Weightings (Syllabus) %	Task 1	Task 2	Task 3	Task 4
			Date Term 4 Week 6	Date Term 1 Week 5	Date Term 2 Week 1/2	Date Term 3 Week 3/4
			Topics: Complex Numbers	Topics: Complex Numbers Graphs Integration	Topics: Complex Numbers Graphs Integration Volumes Conics	Topics: Complex Numbers Graphs Integration Conics Polynomials Volumes Mechanics Harder Ext 1
			Class test	Alternative: eg assignment	Half Yearly	Trial
E3, E4 E5, E6 E7, E8	A Knowledge Understanding And skills	60%	5%	10%	20%	25%
E2 E9	B Reasoning Interpretive Explanatory & Communicative Skills	40%	5%	10%	10%	15%
	Marks	100%	10%	20%	30%	40%
OUTCOMES REFERRED TO IN THE TASK			E2, E3, E9	E2, E3, E6, E8	E2, E3, E4, E6, E7, E8	E2, E3, E4, E5, E6, E7, E8, E9

HSC Course Outcomes are as follows:

A student

- E1 appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems.
- E2 chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings.
- E3 uses the relationship between algebraic and geometric representations of complex numbers and of conic sections.
- E4 uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials.
- E5 uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion.
- E6 combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions.
- E7 uses the techniques of slicing and cylindrical shells to determine volumes.
- E8 applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems.
- E9 communicates abstract ideas and relationships using appropriate notation and logical argument.

HIGHER SCHOOL CERTIFICATE COURSE 2009
MATHEMATICS GENERAL
ASSESSMENT SCHEDULE

Outcomes referred to	Components	Weightings (Syllabus) %	Task 1	Task 2	Task 3	Task 4
			Date Term 4 Week 6	Date Term 1 Week 5	Date Term 2 Week 1/2	Date Term 3 Weeks 3/4
			Topics: Further Application of Area and Volume; Trigonometry; Applications of Trigonometry	Topics: All previous topics and Credit and Borrowing; Annuities and Loan repayments; Depreciation; Data Analysis; Algebraic Skills and Techniques	Topics: All previous topics and Modelling linear and non-linear relationships; Probability of multistage events	Topics: All previous topics and Applications of probability; Normal Distribution & Correlation; Spherical Geometry
			Common Test	Alternative: eg Assignment	Half Yearly	Trial
H3, H4, H7, H10	Knowledge and Skills	40%	5%	10%	10%	15%
H2, H5, H6, H8, H9, H11	Application	60%	5%	10%	20%	25%
	Marks	100%	10%	20%	30%	40%
OUTCOMES REFERRED TO IN THE TASK			H2, H3, H6, H7, H11	H2, H3, H5, H7, H8, H11	H2, H3, H4, H5, H6, H7, H8, H10, H11	H2, H3, H4, H5, H6, H7, H8, H9, H10, H11

Note that up to 30% of the internal assessment in General Mathematics Stage 6 may be based on the Preliminary course. Hence the Preliminary outcomes related are assumed knowledge and listed below the HSC outcomes for convenience. In Task1 for example P2, P3, P6, P7 and P11 are assumed knowledge.

HSC Course Outcomes are as follows:

A student

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

H11 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating his/her position clearly to others.

Preliminary Outcomes

A student

- P1 develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation.
- P2 applies mathematical knowledge and skills to solving problems within familiar contexts.
- P3 develops rules to represent patterns arising from numerical and other sources.
- P4 represents information in symbolic, graphical and tabular forms.
- P5 represents the relationships between changing quantities in algebraic and graphical form.
- P6 performs calculations in relation to two-dimensional and three-dimensional figures
- P7 determines the degree of accuracy of measurements and calculations.
- P8 models financial situations using appropriate tools.
- P9 determines an appropriate form of organisation and representation of collected data.
- P10 performs simple calculations in relation to the likelihood of familiar events.
- P11 justifies his/her response to a given problem using appropriate mathematical terminology.

HIGHER SCHOOL CERTIFICATE COURSE 2009
MODERN HISTORY
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	HSC OUTCOMES REFERRED TO	COMPONENT WEIGHTING	
1	28 th Nov 2008	15%	WWI Source-based task (Sources 15%)	H1.2,H2.1,H3.2 H3.3,H4.1,H4.2	Pt. I Core Study	15%
2	3rd April 2009	15%	Germany 1918-1939 Research/Source Task (Research 10% Source 5%)	H1.1,H1.2,H2.1 H3.1,H3.2,H3.4 H3.5	Pt. II National Study	15%
3	Weeks ½ Term 2 2009	15%	Half yearly exams	H1.2,H2.1,H3.1 H3.3, H3.4,H4.1,H4.2	Pt I Core Personality National Study	5% 5% 5%
4	Week 3 Term 2 2009	15%	Personality Task (Speer) (Oral 10%; Research 5%)	H1.1,H1.2,H3.1 H3.2,H3.4,H3.5 H4.1,H4.2	Pt III Personalities in 20 th .Century	15%
5	29th July 2009	15%	Conflict in Europe Task (Research 10%; Source 5%)	H1.2,H2.1,H3.1 H3.2,H3.3,H3.4 ,H3.5,H4.2	Pt IV International Study	15%
6	Weeks 3/4 Term 3 2009	25%	Trial HSC exam	H1.1,H1.2,H2.1 H3.1,H3.3,H3.4 H4.1,H4.2	Pt I Pt II Pt III Pt IV	5% 5% 5% 10%
Total		100%			100%	

HSC Course Outcomes are as follows:

A student can

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

HIGHER SCHOOL CERTIFICATE COURSE 2009

MUSIC 1

ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	HSC OUTCOMES REFERRED TO
1	Wk 1 Term 1	10%	Portfolio Presentation Elective 1	Composition – H2,3,4,8,9 <i>and</i> Performance – H10,11,12 (x1) <i>and</i> Musicology – H4,5,6,7
2	Wk 1 Term 1	10%	Core Musicology task	Musicology core H4,5,6,7
3	Wk 9 Term 1	10%	Portfolio Presentation Elective 2	Composition – H2,3,4,8,9 <i>and</i> Performance – H10,11,12 (x1) <i>and</i> Musicology – H4,5,6,7
4	Wk 9 Term 1	10%	Core Composition task	Composition – H2,3,4,8,9
5	Week 1-2 Term 2 Exam Week	10%	Half-yearly examinations	Musicology/Aural H4,5,6,7
6	Week 8 Term 2	10%	Portfolio Presentation Elective 3	Composition – H2,3,4,8,9 <i>and</i> Performance – H10,11,12 (x1) <i>and</i> Musicology – H4,5,6,7
7	Wks 3-4 Term 3 Exam week	15%	Trial HSC exams	Musicology/Aural H2,4,5,6,7,8
8	Wks 3-4 Tm 3 Exam week	10%	Core performance	Core performance H1,10,11,12 (x1)
9	Wks 3-4 Term 3 Exam week	15%	Elective performances three (3)	Elective performances H1,10,11,12
Total		100%		

Performance Core	10	Elective 1	15
Composition Core	10	Elective 2	15
Musicology Core	10	Elective 3	15
Aural	25		

Objectives and Outcomes are as follows:

Objective:

to develop knowledge and skills about the concepts of Music and of Music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.

Through activities in performance, composition, musicology and aural, a student:

- H1 performs stylistically, Music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.

Objective:

to develop the skills to evaluate music critically.

Through activities in performance, composition, musicology and aural, a student:

- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.

Objective:

to develop an understanding of the impact of technology on music.

Through activities in performance, composition, musicology and aural, a student:

- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music.

Objective:

to develop personal values about music.

Through activities in performance, composition, musicology and aural, a student:

- H9 performs as a means of self-expression and communication
- H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 demonstrates a willingness to accept and use constructive criticism.

HIGHER SCHOOL CERTIFICATE COURSE 2009

MUSIC 2

ASSESSMENT SCHEDULE

TASK	DATE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES
1.	Term 1 Week 2	10%	Core Performance (1) Mandatory Topic	H1,7,10,11,12
2.	Term 1 Week 10	20%	Musicology Assignment Elective Topic	H2,4,5,6,7
3.	Term 2 Week 1	10%	Musicology and Aural Written Examination	H2,4,5,6,7,8
4.	Term 2 Week 1	10%	Elective Performance (1) or Musicology or Composition	H1,2,3,4,5,6,7,8,9,10, 11,12
5.	Term 2 Week 1	10%	Composition Portfolio	H3,7,8
6.	Term 3 Week 3	10%	Musicology and Aural Written Examination	H2,4,5,6,7,8
7.	Term 3 Week 3	10%	Core Performance (1) and Sight-Singing	H1,7,10,11,12
8.	Term 3 Week 3	10%	Elective Performances (2) or Musicology Assignment or Composition	H1,2,3,4,5,6,7,8,9,10, 11,12
9.	Term 3 Week 6	10%	Core Composition plus Portfolio	H3,7,8
Total		100%		

Core Performance	20
Core Composition	20
Core Musicology	20
Core Aural	20
Elective P/C or M	20

Objectives and Outcomes are as follows:

Objective:

to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.

Through activities in performance, composition, musicology and aural, a student:

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.

Objective:

to develop the skills to evaluate music critically.

Through activities in performance, composition, musicology and aural, a student:

- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.

Objective:

to develop an understanding of the impact of technology on music.

Through activities in performance, composition, musicology and aural, a student:

- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music.

Objective:

to develop personal values about music.

Through activities in performance, composition, musicology and aural, a student:

- H9 performs as a means of self-expression and communication
- H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 demonstrates a willingness to accept and use constructive criticism.

HIGHER SCHOOL CERTIFICATE COURSE 2009
MUSIC EXTENSION
ASSESSMENT SCHEDULE

TASK	DATE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES
1.	Term Two Week 1	25%	Extension Performances (2), or Musicology Draft, or Composition 1	E1,4,5,6
2.	Term Three Week 3	25%	Extension Performances (3), including one ensemble item, or Musicology Draft, or Composition 2.	E1,4,5,6
Total		50%		

HIGHER SCHOOL CERTIFICATE COURSE 2009
PERSONAL DEVELOPMENT, HEALTH
AND PHYSICAL EDUCATION
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	OUTCOMES REFERRED TO	COMPONENT WEIGHTINGS
1	Term 4 Week 7 (17/11/08)	10%	Research Project: A written research task focussing on Energy Systems in relation to a selected physical activity/sport.	H7, H8, H9, H10, H16, H17.	Core 2 = 10%
2	Term 1 Week 5 (26/2/09)* and Week 10 (2/4/09)*	20%	Case Studies: A two part task involving a series of questions based upon case studies. Part (a) due Week 5; Part (b) due Week 9.	(a) H2, H4, H5, H6, H14, H15, H16. (b) H7, H8, H9, H10, H11, H16, H17.	Option 1 = 10% Option 4 = 10%
3	Term 2 Week 1/2	20%	Half-yearly examination: A two hour written paper containing multiple choice and extended response questions.	H1, H2, H3, H4, H5, H6 H7, H8, H9, H10, H11, H14, H15, H17.	Core 2 = 10% Option 1 = 5% Option 4 = 5%
4	Term 2 Week 7 (10/6/09)*	20%	Critique: A critical analysis of media articles on Australia's health priority areas.	H1, H2, H3, H4, H5, H14, H15.	Core 1 = 20%
5	Term 3 Week 3-5	30%	HSC Trial: A three hour written paper containing multiple choice and extended response questions.	H1, H2, H3, H4, H5, H6 H7, H8, H9, H10, H11, H14, H15, H17.	Core 1 = 10% Core 2 = 10% Option 1 = 5% Option 4 = 5%
Total		100%			100%

* = anticipated dates.

HSC Course Outcomes are as follows:

A student:

- H1 describes the nature and justifies the choice of Australia's health priorities.
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk.
- H3 analyses the determinants of health and health inequities.
- H4 argues the case for the new public health approach to health promotion.
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities.
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health.
- H7 explains the relationship between physiology and movement potential.
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity.
- H9 explains how movement skill is acquired and appraised.
- H10 designs and implements training plans to improve performance.
- H11 designs psychological strategies and nutritional plans in response to individual performance needs.
- H12 analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport (Option 2).
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3).
- H14 argues the benefits of health-promoting actions and choices that promote social justice.

- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts.
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

HIGHER SCHOOL CERTIFICATE COURSE 2009

PHYSICS

ASSESSMENT SCHEDULE

- Components:**
1. Knowledge and Understanding
 2. Investigation Related Skills
 3. Thinking and Communication Skills

TASK	WEIGHT	DATE DUE	DESCRIPTION	OUTCOMES	COMPONENT WEIGHTINGS		
					1	2	3
1	15%	Last week of Term 2	Class Practical Work	H11, H12, H13, H14		15%	
2	10%	April	Semester 1 Exam	H6, H7, H8, H9, H10	6%		4%
3	15%	Term 2 Week 5	Practical Examination	H11, H12, H13, H14		15%	
4	20%	Last week of Term 2	Poster & Presentation	H1, H2, H3, H4, H5, H13, H15, H16	10%		10%
5	40%	August	Semester 2 Exam	H6, H7, H8, H9, H10	24%		16%
Total = 100%					40%	30%	30%

HSC course Outcomes are as follows:

A student

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

HIGHER SCHOOL CERTIFICATE COURSE 2009
SENIOR SCIENCE
ASSESSMENT SCHEDULE

- Components:**
1. Knowledge and Understanding
 2. Investigation Related Skills
 3. Thinking and Communication Skills

Task	Weight	Date	Description	Outcomes	Component Weightings		
					1	2	3
1	15%	Term 2 Week 2	Semester 1 Examination	H1, H2, H4, H6-9, H11, H12, H14	10%		5%
2	25%	Term 2, Week 7	Investigations and Presentations	H1, H3, H4, H6, H10-16	5%	10%	10%
3	25%	Term 3, Week 1	Practical Work and Reports	H1-9 H11-16		20%	5%
4	35%	Term 3, Week 3	Semester 2 Examinations	H1-12, H14	25%		10%
Total = 100%					40%	30%	30%

HSC course Outcomes are as follows:

A student

- H1.** Discusses major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2.** Applies the processes that are used to test and validate models, theories, and laws to investigations.
- H3.** Assesses the contribution of scientific advances to the development of technologies.
- H4.** Assesses the impacts and implications of scientific research on society and the environment.
- H5.** Describes possible future directions of scientific research.
- H6.** Describes the uses of the Earth's resources
- H7.** Identifies effects of internal and external environmental changes on the human body.
- H8.** Relates the properties of chemicals to their use.
- H9.** Relates the structure of body organs and systems to their functions.
- H10.** Discusses ways in which different forms of energy and energy transfers and transformations are used.
- H11.** Justifies the appropriateness of a particular investigation plan.
- H12.** Evaluates ways in which accuracy and reliability could be improved in first hand and secondary investigations.
- H13.** Uses 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.** Demonstrates and justifies their positive values about and attitudes towards the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science.

HIGHER SCHOOL CERTIFICATE COURSE 2009
SOFTWARE DESIGN AND DEVELOPMENT
ASSESSMENT SCHEDULE

TASK	APPROX DATE DUE	WEIGHT OF TASK	DESCRIPTION	HSC OUTCOMES REFERRED TO	COMPONENT WEIGHTING	SYLLABUS WEIGHTING		
1	Term 4 2008 Submit last lesson of Week 4 Present in Week 5	20%	Group Research & Presentation - Social and Ethical Issues	2.2, 3.1, 4.2, 4.3, 5.1, 5.3, 6.3	C1 C3 C4	10% 5% 5%	20%	
2	Term 2 2009 Weeks 1/2	20%	Semester One Exam (Practical COTS Task)	1.1, 1.2, 1.3, 2.2, 3.1, 4.1, 6.1, 6.3	C1 C2	5% 15%	20%	
3	Term 2 2009 Wednesday Lesson of Week 8	25%	Individual Software Development Project (Final Submission - Stage 1 & Stage 2 submitted in Term 1 Week 2 & Term 1 Week 6 respectively)	1.2, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3	C3 C4	5% 20%	25%	
4	Term 3 2009 Week 4/5	35%	Trial HSC Exam	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 5.2, 6.1, 6.3	C1 C2 C3	5% 20% 10%	35%	
TOTAL		100%					100%	

Syllabus Assessment Components

C1	knowledge and understanding about development and impact of software solutions and the software development cycle	20%
C2	design and development of software solutions	35%
C3	project management techniques, including documentation, teamwork and communication	20%
C4	project(s)	25%

Syllabus Outcomes

A student

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

HIGHER SCHOOL CERTIFICATE COURSE 2009

VISUAL ARTS
ASSESSMENT SCHEDULE

Semester 1 Report

TASK	APPROX DATE DUE	RAW MARKS	DESCRIPTION	HSC OUTCOMES REFERRED TO	COMPONENT WEIGHTING
1	Term 4 Week 6	15	Research Assignment 1 (Case Study 1)	H 7, 8, 9, 10	C2 15%
2	Term 4 Week 8	10	VAPD 1 (Progress 1)	H 1, 3, 4	C1 25%
3	Term 4 Week 9	15	Research Assignment 2 (Case Study 2)	H 7, 9, 10	C2 15%
4	Term 2 Week 3	25	VAPD 2 (Progress 2)	H 1, 2, 3	C1 25%
5	Term 2 Week 2	50	Half yearly exam	H 7, 8, 9, 10	C2 20%
					100%

Semester 2 Report

TASK	APPROX DATE DUE	RAW MARKS	DESCRIPTION	HSC OUTCOMES REFERRED TO	COMPONENT WEIGHTING
6	Term 2 Week 8	20	Research Assignment 4 (Case Study 4)	H 7, 8, 9, 10	C1 15%
7	Term 3 Week 1	15	Research Assignment 5 (Case Study 5)	H 7, 8, 9, 10	C1 15%
8	Term 3 Week 1	15	VAPD 3 / Presentation (Progress 3)	H 1, 2, 3, 4, 5, 6	C2 15%
9	Term 3 Week 4	50	Trial Exam	H 7, 8, 9, 10	C1 20%
10	Term 3 Week 5	50	Artwork (Resolved)	H 1, 2, 3, 4, 5, 6	C2 35%
					100%

HSC Course Outcomes are as follows:

A student -

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

HIGHER SCHOOL CERTIFICATE COURSE 2009

VISUAL ARTS
ASSESSMENT SCHEDULE

Task	Due Date	Raw Marks	Description	HSC outcomes	Component weighting	
1	Week 8 Term 4 Nov 27	10	VAPD 1 (Progress 1)	H 1, 3,4	C1	10%
2	Term 1 Week 11 April 7	20	Research Assignment 3 (Case Study 3)	H 7, 8, 9, 10	C2	10%
3	Term 2 Week 2 May 6	50	Half yearly exam	H 7, 8, 9, 10	C2	10%
4	Term 2 Week 8 June 16	20	Research Assignment 4 (Case Study 4)	H 7, 8, 9, 10	C2	15%
5	Term 3 Week 1 July 30	15	VAPD 3 / Presentation (Progress 3)	H 1, 2, 3, 4, 5, 6	C1	15%
6	Term 3 Week 4 Aug 19	50	Trial HSC Exam	H 7, 8, 9, 10	C2	15%
7	Term 3 Week 5 Aug 27	25	Artwork (Resolved)	H 1, 2, 3, 4, 5, 6	C1	25%
					100%	

HSC Course Outcomes are as follows:

A student -

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

HIGHER SCHOOL CERTIFICATE COURSE 2009
VISUAL DESIGN
ASSESSMENT SCHEDULE

Task	Due Date	Weight of Task	Description	HSC outcomes	Component weighting
1	Week 8 Term 4	15%	Visual Design process diary; Music Graphics (CD cover, Music poster)	DM 1, 3, 4, 5, 6	5%
2	Week 5 Term 1	15%	Research Assignment (Design movements / designer)	CH 1, 2, 3, 4	7.5%
3	Week 10 Term 1	20%	Visual Design process diary (Corporate identity logo, business card, letterhead)	DM 1, 2, 3, 4, 5, 6	10%
4	Week 8 Term 2	15%	VAPD design process diary “Beat the Drum” progress (Broadcast TV design)	DM 1, 2, 3, 4, 5	10%
5	Week 8 Term 3	20%	“Beat the Drum” TV programme design package	DM 1, 2, 3, 4, 5, 6	10%
6	Week 3 Term 3	15%	Trial HSC Exam	CH 1, 2, 3, 4	7.5%
Total		100%			50%

HSC course outcomes are as follows:

A student

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of occupational health and safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Part C – Exam Dates 2009

Semester 1:

Exams commence Monday 27th April 2009.

Exams end Friday 8th May, 2009.

Trial Higher School Certificate (*anticipated dates*)

Exams commence Monday 10th August 2009.

Exams end Monday 24th August 2009.

Higher School Certificate exams

At time of printing, the Board of Studies had not announced dates for the 2009 Higher School Certificate.

Name: _____

Teacher: _____

Were you granted an extension? **Yes / No**
If Yes, attach completed Extension Approval behind this sheet.



TRINITY GRAMMAR SCHOOL

ASSESSMENT TASK COVER SHEET

(This sheet must be attached to your completed Assessment Task before handing it in)

Course:

Subject:

Date Due:

Hand completed Task to:

*Obtain this form from
Head of Department*

Boys are reminded that:

- extensions of time must be applied for in advance,
- they must retain a second copy of any Assessment Task completed at home,
- there are significant penalties for late or non-submission of an Assessment Task.

The School's Assessment Policy, including details of all requirements, is available at the School Website, www.trinity.nsw.edu.au.



TRINITY GRAMMAR SCHOOL

APPLICATION FOR EXTENSION FOR AN ASSESSMENT TASK

(Boys are reminded that Applications for an Extension must be submitted to the Head of Department prior to the due date. If granted, this completed sheet must be attached to your completed Assessment Task before handing in.)

This section to be retained by student:

Name: _____ Year: _____ House: _____

Subject: _____ Class teacher: _____

Assessment Task for which Extension is sought: _____

Date due: _____ No of days extension sought: _____

Reason Extension is sought: _____

Supporting documentation attached:
[] Doctor's Certificate (illness)
[] Parent's letter (misadventure)
[] Other (Specify) _____

Extension granted: Yes/No If granted, new Date Due: _____

Head of Department's Signature: _____ Date: _____

X-----X

This section to be retained by Head of Department:

Name: _____ Year: _____ House: _____

Subject: _____ Course: _____ Teacher: _____

Extension granted (circle): Yes / No If granted, new Date Due: _____

Supporting Documentation:
[] Doctor's Certificate (illness)
[] Parent's letter (misadventure)
[] Other (Specify) _____

Head of Department's Signature: _____ Date: _____