

HURLSTONE AGRICULTURAL HIGH SCHOOL

# PRELIMINARY HSC ASSESSMENT SCHEDULE

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2018



**Issued February 2018**

# Year 11 Assessment Schedules 2018

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# AGRICULTURE

## AGRICULTURE

### OUTCOMES

A student:

- P1.1 describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2 describes the factors that influence agricultural systems
- P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P2.3 describes the farm as a basic unit of production
- P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- P4.1 applies the principles and procedures of experimental design and agricultural research
- P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Components (Syllabus)	Weighting	Task 1	Task 2	Task 3
		Practical Report Animal Nutrition	Research Project	Yearly Exam
Outcomes		P2.2, P4.1	P1.1, P1.2, P2.1, P3.1, P5.1	P1.1-P5.1
Knowledge and understanding of: The physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems  The impact of innovation, ethics and current issues on Australian agricultural systems	<b>40%</b>	10%	15%	15%
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner  Knowledge of, and skills in, decision making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing	<b>40%</b>	10%	10%	20%
Skills in effective research, experimentation and communication	<b>20%</b>	10%	5%	5%
<b>Total</b>	<b>100%</b>	30%	30%	40%

# ENGLISH

## ENGLISH ADVANCED

### OBJECTIVES AND OUTCOMES

#### Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing

**EA11-1** responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EA11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

#### Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context

**EA11-3** analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

**EA11-4** strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

#### Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical

**EA11-5** thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

**EA11-6** investigates and evaluates the relationships between texts

#### Objective D

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world

**EA11-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

**EA11-8** explains and evaluates cultural assumptions and values in texts and their effects on meaning

#### Objective E

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English

**EA11-9** reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop an independent learner

Components (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3
		Writing Creative and Reflection	Multimodal	Extended Writing – Essay
OUTCOMES		EA11-1, EA11-4, EA11-5, EA11-9	EA11-2, EA11-6, EA11-7, EA11-8	EA11-3, EA11-4, EA11-5
Common Content Read to Write	30%	30%		
Module A Narratives that Shape Our World	40%		40%	
Module B Critical Study of Text	30%			30%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

# ENGLISH

## ENGLISH STANDARD

### OBJECTIVES AND OUTCOMES

#### Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing

**EN11-1** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

**EN11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

#### Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context

**EN11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

**EN11-4** applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

#### Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical

**EN11-5** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

**EN11-6** investigates and explains the relationships between texts

#### Objective D

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world

**EN11-7** understands and explains the diverse ways texts can represent personal and public worlds

**EN11-8** identifies and explains cultural assumptions in texts and their effects on meaning

#### Objective E

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English

**EN11-9** reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Components (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3
		Writing Creative and Reflection	Multimodal	Extended Writing – Essay
OUTCOMES		EN11-1, EN11-4, EA11-5, EA11-9	EN11-2, EN11-6, EN11-7, EN11-8	EN11-3, EN11-4, EN11-5
Common Content Read to Write	30%	30%		
Module A Contemporary Possibilities	40%		40%	
Module B Close Study of Text	30%			30%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

# ENGLISH

## PRELIMINARY ENGLISH EXTENSION 1

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### English (Extension) Objectives and Outcomes

#### Objective A

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

articulate understanding through speaking, listening, reading, writing, viewing and representing

**EE11-1** demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

#### Objective B

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts

**EE11-2** analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

#### Objective C

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values

**EE11-3** thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

**EE11-4** develops skills in research methodology to undertake effective independent investigation

#### Objective D

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

express understanding of how cultural, historical and social contexts are represented in critical and creative texts

**EE11-5** articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

#### Objective E

Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

reflect on and evaluate their own processes of learning and creativity

**EE11-6** reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Component	Weighting %	Task 1	Task 2	Task 3
		Imaginative response	Multimodal presentation	Extended written response
Outcomes		EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5
Knowledge and Understanding of texts and why they are valued	50%	15%	20%	15%
Skills in complex analysis composition and investigation	50%	15%	20%	15%
<b>Total %</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

# HSIE

## ANCIENT HISTORY

### OUTCOMES

A student develops the skills to:

- AH11-1 describes the nature of continuity and change in the ancient world
- AH11-2 proposes ideas about the varying causes and effects of events and developments
- AH11-3 analyses the role of historical features, individuals and groups in shaping the past
- AH11-4 accounts for the different perspectives of individuals and groups
- AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 discusses and evaluates differing interpretations and representations of the past
- AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Source-Based Analysis	Research and Oral Presentation	Yearly Exam
		AH11-1, AH11-4, AH11-6, AH11-9	AH11-2, AH11-3, AH11-8, AH11-9, AH11-10	AH11-4 AH11-5 AH11-7 AH11-9 AH11-10
Knowledge and understanding of course content	<b>40%</b>	10%	15%	15%
Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>	10%		10%
Historical inquiry and research	<b>20%</b>	5%	10%	5%
Communication of historical understanding in appropriate forms	<b>20%</b>	5%	5%	10%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# HSIE

## MODERN HISTORY

### OUTCOMES

A student develops the skills to:

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups
- MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 discusses and evaluates differing interpretations and representations of the past
- MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Source Analysis	Research & Oral Presentation	Yearly Exam
Outcomes		MH11-1, MH11-3, MH11-4, MH11-5 MH11-6 MH11-7 MH11-8	MH11-2, MH11-3, MH11-4, MH11-7, MH11-9, MH11-10	MH11-1 MH11-3 MH11-5 MH11-6 MH11-8 MH11-9
Knowledge and understanding of course content	<b>40%</b>	10%	20%	10%
Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>	10%		10%
Historical inquiry and research	<b>20%</b>	10%	10%	
Communication of historical understanding in appropriate forms	<b>20%</b>		10%	10%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>



# HSIE

## BUSINESS STUDIES

### OUTCOMES

A student:

- P1 discusses the nature of business, its role in society & types of business structure
- P2 explains the internal & external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes & interdependence of key business functions
- P5 examines the application of management theories & strategies
- P6 analyses the responsibilities of business to internal & external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual & hypothetical business situations
- P9 communicates business information & issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Business Report	Small Business Plan	Yearly Exam
Outcomes		P1, P2, P3, P4, P6, P9	P2, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10
Knowledge & Understanding of Course Content	<b>40%</b>	10%	20%	10%
Stimulus Based Skills	<b>20%</b>	10%		10%
Inquiry & Research	<b>20%</b>		20%	
Communication of Business Ideas, Information & Issues in Appropriate Forms	<b>20%</b>	5%	10%	5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>50%</b>	<b>25%</b>

# HSIE

## ECONOMICS

### OUTCOMES

A student:

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Core Study Report	Research & In - Class Essay	Yearly Exam
Outcomes		P1, P4, P8, P9, P10, P12	P2, P5, P6, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11
Knowledge & Understanding of Course Content	<b>40%</b>	10%	10%	20%
Stimulus Based Skills	<b>20%</b>		5%	15%
Inquiry & Research	<b>20%</b>	10%	10%	
Communication of Economic Ideas, Information & Issues in Appropriate Forms	<b>20%</b>	10%	5%	5%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# HSIE

## LEGAL STUDIES

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### OUTCOMES

A student:

- P1 identifies & applies legal concepts and terminology
- P2 describes the key features of Australian and international law
- P3 describes the operation of domestic & international legal systems
- P4 discusses the effectiveness of the legal system in addressing issues
- P5 describes the role of law in encouraging co-operation & resolving conflict, as well as initiating & responding to change
- P6 explains the nature of the inter-relationship between the legal system & society
- P7 evaluates the effectiveness of the law in achieving justice
- P8 locates, selects & organises legal information from a variety of sources including legislation, cases, media, international instruments & documents
- P9 communicates legal information using well-structured responses
- P10 accounts for differing perspectives & interpretations of legal information & issues

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Research Investigation	Individual and the Law Extended Response	Yearly Exam
	<b>Outcomes</b>	P1, P2, P4, P6, P8, P9	P5, P6, P7, P8, P9, P10	P1, P2, P3, P6, P7, P9, P10
Knowledge & Understanding	<b>60%</b>	10%	15%	35%
Research	<b>20%</b>	10%	10%	
Communication	<b>20%</b>	5%	10%	5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

# HSIE

## STUDIES OF RELIGION I

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### OUTCOMES

A student:

- P1 describes the characteristics of religion & belief systems
- P2 identifies the influence of religion & belief systems on individuals & society
- P3 investigates religious traditions & beliefs
- P4 examines significant aspects of religious traditions
- P5 describes the influence of religious traditions in the life of adherents
- P6 selects & uses relevant information about religion from a variety of sources
- P7 undertakes effective research about religion, making appropriate use of time & resources
- P8 uses appropriate terminology related to religion & belief systems
- P9 effectively communicates information, ideas & issues using appropriate written, oral & graphic forms

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2
		Research Report	Yearly Examination
Outcomes		P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9
Knowledge & Understanding of Course Content	<b>20%</b>	5%	15%
Source-Based Skills	<b>10%</b>	5%	5%
Investigation & Research	<b>10%</b>	10%	
Communication of Information, Ideas & Issues in Appropriate Forms	<b>10%</b>	5%	5%
<b>Total</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>

# HSIE

## SOCIETY AND CULTURE

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### OUTCOMES

A student develops the skills to:

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Social and Cultural Research Task	Personal and Social Identity Extended Response	Yearly Exam
	Outcomes	P1, P3, P6, P8, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P7, P8, P9, P10
Knowledge and understanding of course content	50%	10%	15%	25%
Application and evaluation of social and cultural research methods	30%	15%	10%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	15%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# LANGUAGE

## Japanese Continuers

### OUTCOMES

A student:

- P1.1 uses a range of strategies to maintain communication
- P1.2 conveys information appropriate to context, purpose and audience
- P1.3 exchanges and justifies opinions and ideas
- P1.4 reflects on aspects of past, present and future experience
- P2.1 applies knowledge of language structures to create original text  
(written or spoken texts created by students incorporating their own ideas)
- P2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- P2.3 structures and sequences ideas and information
- P3.1 identifies and conveys the gist, main points and supporting points and detailed items of specific information
- P3.2 summarises, interprets and evaluates information
- P3.3 identifies the tone, purpose, context and audience
- P3.4 draws conclusions from or justifies an opinion
- P3.5 interprets, analyses and evaluates information
- P3.6 infers points of view, attitude or emotions from language and context
- P4.1 recognises and employs language appropriate to different social contexts
- P4.2 identifies values, attitudes and beliefs of cultural significance
- P4.3 reflects upon significant aspects of language and culture

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Writing and Speaking "Family and Friends" Task	Reading and Listening "Routine and Neighbourhood" Task	Yearly Exam
Outcomes	P1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3	P1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	P1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Speaking	<b>20%</b>	10%		10%
Listening and Responding	<b>30%</b>		20%	10%
Reading and Responding	<b>30%</b>		20%	10%
Writing in Japanese	<b>20%</b>	10%		10%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

# LANGUAGE

## Korean Beginners

### OUTCOMES

A student:

- P1.1 establishes and maintains communication in Korean
- P1.2 manipulates linguistic structures to express ideas effectively in Korean
- P1.3 sequences ideas and information
- P1.4 applies knowledge of the culture of Korean-speaking communities to interact appropriately
- P2.1 understands and interprets information in texts using a range of strategies
- P2.2 conveys the gist of and identifies specific information in texts
- P2.3 summarises the main points of a text
- P2.4 draws conclusions from or justifies an opinion about a text
- P2.5 identifies the purpose, context and audience of a text
- P2.6 identifies and explains aspects of the culture of Korean-speaking communities in texts
- P3.1 produces texts appropriate to audience, purpose and context
- P3.2 structures and sequences ideas and information
- P3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Korean
- P3.4 applies knowledge of the culture of Korean-speaking communities to the production of texts.

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Writing and Speaking	Listening and Reading	Yearly Exam
Outcomes		P1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3
Speaking	<b>20%</b>	10%		10%
Listening	<b>30%</b>		20%	10%
Reading	<b>30%</b>		20%	10%
Writing	<b>20%</b>	10%		10%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

# SCIENCE

## Biology

### OUTCOMES

A student:

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Depth study*	Practical & Scientific thinking / problem solving*	Yearly Exam
	Outcomes	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO 11-8 BIO11-9.	BIO11-1 to BIO11-11
Knowledge and Understanding	<b>40%</b>	10%	10%	20%
Working scientifically	<b>60%</b>	25%	20%	15%
<b>Total</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>

\* NOT ALL THIS GROUP OF OUTCOMES WILL NECESSARILY BE ASSESSED IN THIS TASK. STUDENTS WILL BE ADVISED OF THE SPECIFIC OUTCOMES IN THE INDIVIDUAL NOTICE



# SCIENCE

## Chemistry

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### OUTCOMES

A student:

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Depth study*	Practical & Scientific thinking / problem solving*	Yearly Exam
	Outcomes	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10 CH11-11	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-8, CH11-9, CH11-10 CH11-11.	CH11-1 to CH 11-11
Knowledge and Understanding	40%	10%	10%	20%
Working scientifically	60%	25%	20%	15%
<b>Total</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>

\* NOT ALL THIS GROUP OF OUTCOMES WILL NECESSARILY BE ASSESSED IN THIS TASK. STUDENTS WILL BE ADVISED OF THE SPECIFIC OUTCOMES IN THE INDIVIDUAL NOTICE

# SCIENCE

## Physics

### OUTCOMES

A student:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Depth study*	Practical & Scientific thinking / problem solving*	Yearly Exam
	Outcomes	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10 PH11-11	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-8, PH11-9, PH11-10 PH11-11.	PH11-1 to PH 11-11
Knowledge and Understanding	<b>40%</b>	10%	10%	20%
Working scientifically	<b>60%</b>	25%	20%	15%
<b>Total</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>

\* NOT ALL THIS GROUP OF OUTCOMES WILL NECESSARILY BE ASSESSED IN THIS TASK. STUDENTS WILL BE ADVISED OF THE SPECIFIC OUTCOMES IN THE INDIVIDUAL NOTICE

# VISUAL ARTS

## VISUAL ARTS

### OUTCOMES

A student:

- P1 explores the conventions of practice in artmaking
- P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3 identifies the frames as the basis of understanding expressive representation through the making of art
- P4 investigates subject matter and forms as representations in artmaking
- P5 investigates ways of developing coherence and layers of meaning in the making of art
- P6 explores a range of material techniques in ways that support artistic intentions
- P7 explores the conventions of practice in art criticism and art history
- P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Artmaking Portfolio #1	Yearly Exam	Artmaking Portfolio #2
	Outcomes	P1-6	P7-10	P1-6
Art History & Art Criticism	<b>50%</b>		50%	
Art Making	<b>50%</b>	25%		25%
<b>Total</b>	<b>100%</b>	25%	50%	25%

\* PLEASE NOTE THAT ALL ARTMAKING 'HAND IN' TASKS REQUIRE STUDENTS TO ATTEND THAT LESSON TO SET UP THEIR WORKS FOR DISPLAY.

# VISUAL ARTS

## VISUAL DESIGN

### OUTCOMES

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

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Design Portfolio 1	Yearly Examination	Design Portfolio 2
Outcomes	DM1, 2, 3, 4, 5, 6	CH1, 2, 3, 4	DM1, 2, 3, 4, 5, 6	
Critical and Historical Studies	<b>30%</b>		30%	
Designing and Making	<b>70%</b>	20%		50%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>50%</b>

# TAS

## Software Design and Development

### OUTCOMES

A student:

- P1.1 describes the functions of hardware and software
- P1.2 describes and uses appropriate data types
- P1.3 describes the interactions between the elements of a computer system
- P2.1 describes developments in the levels of programming languages
- P2.2 describes the effects of program language developments on current practices
- P3.1 identifies the issues relating to the use of software solutions
- P4.1 analyses a given problem in order to generate a computer-based solution
- P4.2 investigates a structured approach in the design and implementation of a software solution
- P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.1 uses and justifies the need for appropriate project management techniques
- P5.2 uses and develops documentation to communicate software solutions to others
- P6.1 describes the skills involved in software development
- P6.2 communicates with appropriate personnel throughout the software development process
- P6.3 designs and constructs software solutions with appropriate interfaces

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Research and project	Project	Yearly Examination
	Outcomes	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P 6.1, P6.2, P 6.3	P1.1, P1.2, P 1.3, P2.1, P2.2, P3.1, P4.1, P 4.2, P4.3, P5.1, P 5.2, P 6.1, P6.2, P6.3	All except P4.3, P6.3
Knowledge and understanding of course content	<b>50%</b>	20%		30%
Knowledge and skills in the design and development of software solutions	<b>50%</b>	15%	35%	
<b>Total</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

# MUSIC

## MUSIC I

### OUTCOMES

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

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Musicology Composition Performance	Composition Performance Musicology	Yearly Examination Listening test Solo performances
	Outcomes	P2, P6, P10	P3, P5, P8, P11	P1, P4, P7, P9
Performance	25%	5%	10%	10%
Aural	25%			25%
Composition	25%	10%	15%	
Musicology	25%	15%	10%	
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

# MATHEMATICS

## Mathematics Standard

### OUTCOMES

A student:

- MS11-1** uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2** represents information in symbolic, graphical and tabular form
- MS11-3** solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4** performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5** models relevant financial situations using appropriate tools
- MS11-6** makes predictions about everyday situations based on simple mathematical models
- MS11-7** develops and carries out simple statistical processes to answer questions posed
- MS11-8** solves probability problems involving multistage events
- MS11-9** uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10** justifies a response to a given problem using appropriate mathematical terminology and/or calculations

### ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		In-class test (Topics covered during Term 1)	Assignment / Investigation	Yearly Examination (Topics covered during Terms 1-3)
	Outcomes (Selected from)	MS11-2 MS11-7 MS11-9 MS11-10	MS11-1 MS11-3 MS11-4 MS11-6 MS11-8 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10
Understanding, Fluency and Communicating	<b>50</b>	15	15	20
Problem Solving, Reasoning and Justification	<b>50</b>	15	15	20
<b>Total %</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# MATHEMATICS

## Mathematics

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### 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 concept 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

### ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		In-class test (Topics covered during Term 1)	In-class test (Topics covered during Term 2)	Yearly Examination (Topics covered during Terms 1-3)
	Outcomes (Selected from)	P2, P3, P4	P2, P3, P4, P5, P6	P2, P3, P4, P5, P6, P7, P8
Use of concepts, skills & techniques to solve mathematical problems & interpret practical situations	<b>50%</b>	15%	15%	20%
Application of reasoning & communication in appropriate forms to construct mathematical arguments & to interpret & use mathematical models	<b>50%</b>	15%	15%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# MATHEMATICS

## Mathematics Extension 1 Additional

### OUTCOMES

A student:

#### Extension 1 Outcomes ~ Preliminary Course

- 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 determines 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
- HE2 uses inductive reasoning in the construction of proofs

#### Mathematics Outcomes ~ Preliminary Course

- 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 concept 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
- 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
- H9 communicates using mathematical language, notation, diagrams and graphs

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		In-class test (Topics covered during Term 1)	In-class test (Topics covered during Term 2)	Yearly Examination (Topics covered during Terms 1-3)
		P2, P3, P4, P5 PE2, PE3	P3, P4, P5, P6, P7 PE5, PE6	P2, P3, P4, P5, P6, P7, P8, H4, H5, H6, H7, H9 PE2, HE2
Use of concepts, skills & techniques to solve mathematical problems & interpret practical situations	50%	15%	15%	20%
Application of reasoning & communication in appropriate forms to construct mathematical arguments & to interpret & use mathematical models	50%	15%	15%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# PDHPE

## PDHPE

### OUTCOMES

A student:

- P1 identifies and examines why people give different meanings to health and to physical activity
- P2 explains how nutrition, physical activity, drug use and relationships affect personal health
- P3 recognises that health is determined by socio-cultural, economic and environmental factors
- P4 identifies aspects of health over which individuals can exert some control
- P5 plans for and can implement actions that can support the health of others
- P6 proposes actions that can improve and maintain personal health
- P7 explains how body structures influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Health Report	Option 2 Presentation	Yearly Examination
	<b>Outcomes</b>	P2-6, P16	P2, P4, P6, P10, P14, P15	P1-P9, P15, P16
Knowledge & understanding of course content	<b>40%</b>	10%	10%	20%
Skills in critical thinking, research, analysing and communicating	<b>60%</b>	20%	20%	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# PDHPE

## SPORT, LIFESTYLE AND RECREATION

### OUTCOMES

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Team Sports	Individual Sports	Coaching
	Outcomes	P1.1, P3.1, P4.4	P1.1, P2.3, P3.1, P4.4	P2.1, P3.4, P4.1, P4.2
Knowledge and Understanding	50%	10%	10%	30%
Skills	50%	20%	20%	10%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# STUDY SKILLS CHECK-UP

Your success at school can be greatly enhanced by developing your personal study skills.

Complete the checklist below to determine what areas you need to work on at school this year (your focus may need to change each year).

## CLASSROOM SKILLS

*The amount of time you will need to study for tests and exams will depend on how effectively you use your class time. It makes sense to make the most of your time in class!*

- |   |     |
|---|-----|
| Are you on time for school and classes?                                 | Y/N |
| Do you bring everything needed for class?                               | Y/N |
| Do you listen to your teacher and not talk when you should be focusing? | Y/N |
| Do you work well in class and make the most of class time?              | Y/N |
| Do you participate and get involved in the lesson?                      | Y/N |
| Do you respect others' ideas?   | Y/N |

## ORGANISATIONAL SKILLS

*Managing your papers for school is essential to ensure you can find what you need and that you have everything you will need to study from at exam time. Make sure you paste or file any loose sheets straight away. It is also a good idea to have a file or folder at home for each subject so you can keep everything together for that subject.*

- |   |     |
|---|-----|
| Are all of your books clearly labelled?                                     | Y/N |
| Do you paste sheets in straight away or else have a folder to keep them in? | Y/N |
| Are your notes and papers well organised?                                   | Y/N |
| At home do you have a folder for each subject to keep everything together?  | Y/N |
| Do you file away all past tests and assignments?                            | Y/N |

## HOMEWORK SKILLS

*The main thing to remember about homework is that your teacher sets homework for a reason – to help you understand the work better. If you let yourself fall behind in homework, you'll soon discover that there are gaps in your understanding. Keep up to date with your homework and see your teacher if you are having any problems.*

- |   |     |
|---|-----|
| Do you complete all the homework that is set by the due date?             | Y/N |
| Do you try and put effort into your homework and do it properly?          | Y/N |
| Do you ask your teacher for help if you can't understand work?            | Y/N |
| If you are absent, do you chase up what you have missed?                  | Y/N |
| If you don't finish work, do you reschedule and plan when you will do it? | Y/N |

## TIME MANAGEMENT SKILLS

*Working effectively at home is a real challenge as there are so many other things you can do at home! To work effectively at home or in the boarding school, separate schoolwork time and personal time, don't try and combine these. Work in half hour blocks and remove distractions during this time. Each afternoon make a plan of what you want to get done that night and when you are going to do it.*

- Do you work in half hour blocks at home and turn off distractions during this time? Y/N
- Do you make a plan each afternoon of what you want to get done that night? Y/N
- Do you have set periods of time that you allocate to schoolwork? Y/N
- Do you have a good system for keeping track of what work you haven't completed yet? Y/N

## PLANNING SKILLS

*The best way to manage your workload is to write a plan in your diary for when you will do the necessary work for assignments and tests. Every time you are told about a task, break it down into steps and in your diary write in when you will do each step. Use your plan as a starting point and reschedule steps when necessary.*

- Do you complete all assignments in time by the due date? Y/N
- Do you start assignments early rather than leaving them to the last minute? Y/N
- Do you break your assignments down into smaller more manageable steps? Y/N
- Do you have a wall calendar where you can clearly see when things are due? Y/N
- Do you do a plan in your diary of when you will do the work for assignments and tests? Y/N

## STUDY NOTES SKILLS

*One of the best ways to prepare for a test or an exam is to make study notes. Ideally, you should do your study notes as you go throughout the year, at the end of a topic or section. This will mean that when you get to your exams you have time to learn the information in your notes and do lots of practice as well.*

- Do you condense and organise the information from class notes and text books? Y/N
- Do you make study notes on a regular basis so they are ready at exam time? Y/N
- Are your study notes in point form? Y/N
- Are your study notes visual? Y/N
- Do you ask your teacher for feedback on your study notes? Y/N
- If you don't have much homework, do you use spare time to work on study notes? Y/N

## STUDY SKILLS

*Making study notes is not enough. You also have to understand and learn the information so you can remember it in a test or exam, and do lots of questions as practice to ensure you can apply your knowledge.*

- Do you start studying for tests early? Y/N
- Do you do lots of revision questions, asking for help if needed? Y/N
- Do you test yourself on your study notes? Y/N
- Do you try and use a wide range of study techniques? Y/N
- Do you do some of your practice under examination conditions? Y/N

*Now go back and highlight the top 5 suggestions that you need to focus on for this year.*

*Visit the freebies on [www.enhanced-learning.net](http://www.enhanced-learning.net) for more helpful study skills resources.*