

HURLSTONE AGRICULTURAL HIGH SCHOOL

# PRELIMINARY HSC ASSESSMENT SCHEDULE

2017



Issued February 2017

# Year 11 Assessment Schedules 2017

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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	Task 4
		Practical Report Animal Nutrition T1 W9	Research Report Agricultural History T2 W1	Research Project T3 W2	Yearly Exam T3
	Outcomes	P2.2, P4.1	P1.1, P1.2, P1.3	P1.1, P1.2, P2.1, P3.1, P5.1	P1.1 - P5.1
Knowledge & understanding of: The physical, chemical, biological, social, historical & economic factors that interact in agricultural production systems The impact of innovation, ethics & current issues on Australian agricultural systems	<b>40%</b>	5%	5%	15%	15%
Knowledge, understanding & skills required to manage agricultural production systems in a socially & environmentally responsible manner Knowledge of, & skills in, decision-making & the evaluation of technology & management techniques used in sustainable agricultural production & marketing	<b>40%</b>	5%	10%	10%	15%
Skills in effective research, experimentation & communication	<b>20%</b>	5%	5%	5%	5%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>30%</b>	<b>35%</b>

# ENGLISH

## ENGLISH ADVANCED

### OUTCOMES

1. A student describes and explains the relationships between composer, responder, text and context in particular texts.
2. A student describes and explains relationships among texts.
3. A student develops language relevant to the study of English.
4. A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.
5. A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.
6. A student engages with a wide range of texts to develop a considered and informed personal response.
7. A student selects appropriate language forms and features, and structures to explore and express ideas and values.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
11. A student draws upon the imagination to transform experience into text.
12. A student reflects on own processes of responding and composing.
- 12A. **Advanced only**  
A student demonstrates a capacity to understand and use different ways of responding to and composing particular texts.
13. A student reflects on own processes of learning.

Components (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4
		Viewing Writing	Reading Writing	Listening Writing	Representing Speaking
	<b>OUTCOMES</b>	1, 3, 4, 5, 8	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12A	1,3,4, 5, 8, 10	1, 3, 4, 5, 7, 8, 9, 11, 12
Elective 1 Film Study	<b>15%</b>	15%			
Area of Study (Belonging)	<b>40%</b>		40%		
Elective 2 Comparison of Texts	<b>20%</b>			20%	
Elective 3 Analytical Study of Text (Shakespeare)	<b>25%</b>				25%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>40%</b>	<b>20%</b>	<b>25%</b>

# ENGLISH

## ENGLISH STANDARD

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### OUTCOMES

A student:

1. A student demonstrates understanding of the relationships between composer, responder, text and context.
2. A student identifies and describes relationships among texts.
3. A student develops language relevant to the study of English.
4. A student identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses.
5. A student describes the ways different technologies and media of production affect the language and structure of particular texts.
6. A student engages with a wide range of texts to develop a considered and informed personal response.
7. A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
11. A student draws upon the imagination to transform experience into text.
12. A student reflects on own processes of responding and composing.
13. A student reflects on own processes of learning.

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Viewing Listening	Reading Writing	Representing Writing	Speaking
	<b>OUTCOMES</b>	3, 4, 5, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 10	1, 2, 3, 4, 5, 8, 9, 12, 13	1, 3, 4, 8, 11
Elective 1 Film Study	<b>15%</b>	15%			
Area of Study (Belonging)	<b>40%</b>		40%		
Elective 2 Author Study	<b>25%</b>			25%	
Elective 3 Language Study	<b>20%</b>				20%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>40%</b>	<b>25%</b>	<b>20%</b>

# ENGLISH

## PRELIMINARY ENGLISH EXTENSION 1

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### English (Extension) Objectives

Students will develop knowledge and understanding of how and why texts are valued.

Students will develop skills in extensive independent investigation.

Students will develop skills in sustained composition.

### Preliminary English (Extension) Outcomes

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

### Preliminary English (Extension) Content

1. Students learn about how and why texts are valued in and appropriated into a range of contexts by:
  - 1.1 Recognising different kinds and degrees of appropriation and their effects
  - 1.2 Considering the relationships between a text and the culture in which it was composed
  - 1.3 Exploring and examining the ways in which language shapes and reflects values
  - 1.4 Considering the effects of different ways of responding to texts
  - 1.5 Considering the ways and reasons early and later manifestations of the text are valued
  - 1.6 Considering why some texts are considered culturally important.
2. Students learn to develop skills in independent investigation by:
  - 2.1 Engaging with a range of texts
  - 2.2 Engaging in independent investigation of specific key texts, cultures and forms.
3. Students learn to develop skills in sustained composition by:
  - 3.1 Refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expression
  - 3.2 Recreating texts by varying perspectives and contexts to demonstrate how values are maintained and changed
  - 3.3 Using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes
  - 3.4 Using stylistic devices appropriate to purpose, audience and context.

Components (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3
		Reading Writing	Speaking Listening	Reading Writing
		Creative Hand-in (submission)	Oral	Critical Essay  Yearly Exam
	<b>OUTCOMES</b>	1, 2, 3	1, 2, 3	1, 2, 3
Textual Appropriation	<b>50%</b>	15%	15%	20%
<b>Total</b>	<b>50%</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>

# HSIE

## ANCIENT HISTORY

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### OUTCOMES

A student develops the skills to:

- P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context
- P2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world
- P3.1 locate, select and organize relevant information from a variety of sources
- P3.2 identify relevant problems of sources in reconstructing the past
- P3.3 comprehend sources and analyse them for their usefulness and reliability
- P3.4 identify and account for differing perspectives and interpretations of the past
- P3.5 discuss issues relating to ownership and custodianship of the past
- P3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- P4.1 uses historical terms and concepts appropriately
- P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Source-Based Analysis	Research and Oral Presentation	Yearly Exam
	Outcomes	P1.1, P2.1, P3.1, P3.2, P3.3, P4.2	P1.1, P3.1, P3.5, P3.6, P4.2	P1.1, P2.1, P3.1, P3.3, P3.4, P4.1
Knowledge & Understanding of Course Content	40%	10%	15%	15%
Source-Based Skills	20%	10%		10%
Historical Inquiry & Research	20%	5%	10%	5%
Communication of Historical Understanding in Appropriate Forms	20%	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:

- P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present
- P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present
- P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present
- P3.1 ask relevant historical questions
- P3.2 locate, select and organise relevant information from different types of sources
- P3.3 comprehend and analyse sources for their usefulness and reliability
- P3.4 identify and account for differing perspectives and interpretations of the past
- P3.5 plans and present the findings of historical investigations, analyzing and synthesizing information from different types of sources
- P4.1 uses historical terms and concepts appropriately
- P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Source Analysis	Research & Oral Presentation	Yearly Exam
	Outcomes	P1.1, P1.2, P2.1, P3.3, P3.4, P4.1, P4.2	P1.2, P2.1, P3.1, P3.2, P3.4, 3.5, P4.2	P1.1, P1.2, P2.1, P4.1, P4.2
Knowledge & Understanding of Course Content	<b>40%</b>	15%		<b>25%</b>
Source-Based Skills: Analysis, Synthesis & Evaluation of Historical Information From A Variety Of Sources	<b>20%</b>	20%		
Historical Inquiry & Research Including Mandatory Historical Investigation	<b>20%</b>		20%	
Communication of Historical Understanding in Appropriate Forms	<b>20%</b>		20%	
<b>Total</b>	<b>100%</b>	<b>35%</b>	<b>40%</b>	<b>25%</b>



# HSIE

## BUSINESS STUDIES

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### 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
	<b>Outcomes</b>	P1, P2, P3, P4, P6, P9	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

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### 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 presentation and Report	Research & In - Class Essay	Yearly Exam
	<b>Outcomes</b>	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
		P2, P3, P4, P5, P6, P8, P9	P1, P3, 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, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P7, P8, P9
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	Task 4
		Reading Comprehension Task	Half Yearly Exam	Listening Task	Yearly Exam
Outcomes	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, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	P3.1, 3.2, 3.3, 3.4, 3.5, 3.6	P1.1-P4.3	
Speaking	<b>20%</b>		10%		10%
Listening and Responding	<b>30%</b>			20%	10%
Reading and Responding	<b>40%</b>	10%	10%		20%
Writing in Japanese	<b>10%</b>		5%		5%
<b>Total</b>	<b>100%</b>	<b>10%</b>	<b>25%</b>	<b>20%</b>	<b>45%</b>

NB: Please note that the listening and speaking examinations for the half year and yearly examinations will be held 1 to 2 weeks prior to the examination period.

# SCIENCE

## BIOLOGY

### OUTCOMES

A student:

- P1 outlines the historical development of major biological principles, concepts and ideas
- P2 applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology
- P3 assesses the impact of particular technological advances on understanding in biology
- P4 describes applications of biology which affect society or the environment
- P5 describes the scientific principles employed in particular areas of biological research
- P6 explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- P7 describes the range of organisms in terms of specialisation for a habitat
- P8 analyses the interrelationships of organisms within the ecosystem
- P9 explains how processes of reproduction ensure continuity of species
- P10 identifies and describes the evidence for evolution
- P11 identifies and implements improvements to investigation plans
- P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13 identifies appropriate terminology and reporting styles to communicate information and understanding in biology
- P14 draws valid conclusions from gathered data and information
- P15 implements strategies to work effectively as an individual or as a team member
- P16 demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Practical Fieldwork and Processing	Half Yearly Practical and processes	Half Yearly Knowledge & Scientific thinking / problem solving	Research / Processing Information	Yearly Exam
Outcomes		P2, P8, P11, P12, P13, P14, P15	P2, P6, P11, P12, P13, P14	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P3, P4, P5, P7, P8, P12, P13, P16	P1-P15*
Knowledge and Understanding	<b>40%</b>			10%	10%	20%
First-hand Investigations Communication	<b>30%</b>	10%	10%		5%	5%
Scientific thinking and problem solving	<b>30%</b>	5%	10%	5%		10%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>15%</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

### OUTCOMES

A student:

- P1. outlines the historical development of major principles, concepts and ideas in chemistry
- P2. applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in chemistry
- P3. assesses the impact of particular technological advances on understanding in chemistry
- P4. describes applications of chemistry which affect society or the environment
- P5. describes the scientific principles employed in particular areas of research in chemistry
- P6. explains trends and relationships between elements in terms of atomic structure and bonding
- P7. describes chemical changes in terms of energy inputs and outputs
- P8. describes factors that influence the type and rate of chemical reactions
- P9. relates the uses of carbon to the unique nature of carbon chemistry
- P10. applies simple stoichiometric relationships
- P11. identifies and implements improvements to investigation plans
- P12. discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13. identifies appropriate terminology and reporting styles to communicate information and understanding
- P14. draws valid conclusions from gathered data and information
- P15. implements strategies to work effectively as an individual or as a member of a team
- P16. demonstrates positive values about, and attitude 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

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Research / Processing Information	Half Yearly Practical and processes	Half Yearly Knowledge & Scientific thinking / problem solving	Practical and Processing	Yearly Exam
	Outcomes	P1, P3, P4, P5, P8, P12, P13, P14	P2, P6, P9, P10, P11, P12, P13, P14	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P10, P11, P12, 13, P14, P15	P1-P15*
Knowledge and Understanding	40%	10%		10%		20%
First-hand Investigations Communication	30%	5%	5%		15%	5%
Scientific thinking and problem solving	30%		10%	5%	5%	10%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>20%</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

## EARTH AND ENVIRONMENTAL SCIENCE

### OUTCOMES

A student:

- P1 outlines the historical development of major Earth and Environmental Science principles, concepts and ideas
- P2 applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in Earth and Environmental Science
- P3 assesses the impact of particular technological advances on understanding in Earth and Environmental Science
- P4 describes applications of Earth and Environmental Science which affect society or the environment
- P5 describes the scientific principles employed in particular areas of Earth and Environmental Science research
- P6 identifies the origins of Earth's resources
- P7 identifies and describes the physical and chemical features of the environment
- P8 discusses the interplay between the internal and external forces which constantly reshape the Earth's surface
- P9 describes and locates available resources in Australian environments
- P10 describes human impact on the local environment
- P11 identifies and implements improvements to investigation plans
- P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13 identifies appropriate terminology and reporting styles to communicate information and understanding in Earth and Environmental Science
- P14 draws valid conclusions from gathered data and information
- P15 implements strategies to work effectively as an individual or as a member of a team
- P16 demonstrates positive values about, and attitudes towards, both the living and non-living components of the environment; ethical behaviour; and a desire for critical evaluation of the consequences of the applications of science

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Research / Processing Information	Half Yearly Practical and processes	Half Yearly Knowledge & Scientific thinking / problem solving	Practical Fieldwork and Processing	Yearly Exam
	Outcomes	P1, P3, P5, P7, P8, P12, P13, P14	P2, P6, P9, P11 - P14	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P11, P12, 13, P14, P15	P1-P15*
Knowledge and Understanding	40%	10%		10%		20%
First-hand Investigations Communication	30%	5%	5%		15%	5%
Scientific thinking and problem solving	30%		10%	5%	5%	10%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>20%</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:

- P1. outlines the historical development of major principles, concepts and ideas in physics
- P2. applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics
- P3. assesses the impact of particular technological advances on understanding in physics
- P4. describes applications of physics which affect society or the environment
- P5. describes the scientific principles employed in particular areas of research in physics
- P6. describes the forces acting on an object which causes changes in its motion
- P7. describes the effects of energy transfers and energy transformations
- P8. explains wave motions in terms of energy sources and the oscillations produced
- P9. describes the relationship between force and potential energy in fields
- P10. describes theories and models in relation to the origins of matter and relates these to the forces involved
- P11. identifies and implements improvements to investigation plans
- P12. discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- P13. identifies appropriate terminology and reporting styles to communicate information and understanding in physics
- P14. draws valid conclusions from gathered data and information
- P15. implements strategies to work effectively as an individual or as a member of a team
- P16. demonstrates positive values about, and attitude 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

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Research / Processing Information	Half Yearly Practical and processes	Half Yearly Knowledge & Scientific thinking / problem solving	Practical and Processing	Yearly Exam
	Outcomes	P1, P3, P4, P7, P8, P12, P13, P14	P2, P6, P9, P10, P11, P12, P13, P14	P1, P2, P3, P4, P5, P6, P9, P10	P11, P12, P13, P14, P15	P1-P15*
Knowledge and Understanding	<b>40%</b>	10%		10%		20%
First-hand Investigations Communication	<b>30%</b>	5%	5%		15%	5%
Scientific thinking and problem solving	<b>30%</b>		10%	5%	5%	10%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>20%</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	Task 4
		Artmaking Portfolio	Half Yearly Exam	Artmaking Portfolio	Yearly Exam
	Outcomes	P1-6	P7-10	P1-6	P7-10
Art History & Art Criticism	<b>50%</b>		20%		30%
Art Making	<b>50%</b>	25%		25%	
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>

\* 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	Task 4
		Half Yearly Examination	Design Portfolio 1	Yearly Examination	Design Portfolio 2
	Outcomes	CH1, 2,3	DM1, 2, 3, 4, 5, 6	CH1, 2, 3, 4	DM1, 2, 3, 4, 5, 6
Critical and Historical Studies	<b>30%</b>	10%		20%	
Designing and Making	<b>70%</b>		20%		50%
<b>Total</b>	<b>100%</b>	<b>10%</b>	<b>20%</b>	<b>20%</b>	<b>50%</b>

# VISUAL ARTS

## PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

### OUTCOMES

A student:

M1 Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2 Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3 Investigates different points of view in the making of photographs and/or videos and/or digital images

M4 Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5 Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6 Takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works

CH1 Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2 Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 Distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4 Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5 Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Half Yearly Examination	Photographic Portfolio	Yearly Examination	Photographic Portfolio
	Outcomes	CH1, CH2, CH3,	M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6
Critical & Historical Studies	<b>30%</b>	10%		20%	
Making	<b>70%</b>		30%		40%
<b>Total</b>	<b>100%</b>	<b>10%</b>	<b>30%</b>	<b>20%</b>	<b>40%</b>

# TAS

## ENGINEERING STUDIES

### OUTCOMES

A student:

- P1.1 identifies the scope of engineering and recognises current innovations
- P1.2 explains the relationship between properties, uses and applications of materials in engineering
- P2.1 describes the types of materials, components and processes and explains their implications for engineering development
- P2.2 describes the nature of engineering in specific fields and its importance to society
- P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2 develops written, oral and presentation skills and applies these to engineering reports
- P3.3 applies graphics as a communication tool
- P4.1 describes developments in technology and their impact on engineering products
- P4.2 describes the influence of technological change on engineering and its effect on people
- P4.3 identifies the social, environmental and cultural implications of technological change in engineering
- P5.1 demonstrates the ability to work both individually and in teams
- P5.2 applies management and planning skills related to engineering
- P6.1 applies knowledge and skills in research and problem-solving related to engineering
- P6.2 applies skills in analysis, synthesis and experimentation related to engineering

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Engineering Report 1	Half Yearly	Engineering Report 2	Yearly Examination
Outcomes	P1.2, 2.1, 3.1, 3.2, 3.3, 6.1, 6.2	P1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 4.2, 4.3, 6.1, 6.2	P2.1, 3.1, 3.2, 3.3, 5.1, 6.1, 6.2	P1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 6.1, 6.2	
Knowledge and understanding of engineering principles and developments in technology	<b>50%</b>	5%	10%	10%	25%
Skills in research, problem solving and communication related to engineering	<b>30%</b>	10%	5%	10%	5%
Understanding the scope and role of engineering including management and problem solving	<b>20%</b>	5%	5%	5%	5%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>25%</b>	<b>35%</b>

# TAS

## COMPUTING APPLICATIONS

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### OUTCOMES

A student:

- 1.1 describes the function and application of a variety of computer software
- 1.2 applies computing terminology appropriately in practical situations
- 1.3 uses appropriate computer software in a given context
- 2.1 describes aspects of human activity which have developed into computer applications
- 2.2 explains the principles and functions of specific hardware components
- 2.3 evaluates the suitability of hardware in a particular context
- 3.1 applies a range of project management techniques in the development of a solution
- 3.2 analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions
- 3.3 implements, tests, debugs and evaluates solutions using current common application packages
- 4.1 identifies and reflects on the social and technological implications when making decisions about the use of computer software
- 4.2 evaluates the use of a computer-based solution compared to non-computer solutions
- 4.3 identifies social and ethical issues related to the use of computer software
- 5.1 evaluates the suitability of software applications in a particular context

Components (Syllabus)	WEIGHTING (Syllabus)	Task 1	Task 2	Task 3
		Project 1	Half Yearly Exam	Project 2
Use, understanding and evaluation of a range of computer software and related terminology	<b>20%</b>	5%	5%	10%
Knowledge and understanding of the development of computer-based systems, their operations and functions	<b>20%</b>	5%	10%	5%
Application of project management techniques to solve problems in a range of contexts	<b>40%</b>	15%	5%	20%
Knowledge and understanding of the ethics and impact of computer-based technology and emerging trends on society	<b>20%</b>	5%	10%	5%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# TAS

## TEXTILES AND DESIGN

### OUTCOMES

A student:

- P1.1 describes the elements and principles of design and uses them in a variety of applications
- P1.2 identifies the functional and aesthetic requirements and features of a range of textile items
- P2.1 demonstrates the use of a variety of communication skills, including computer-based technology
- P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment
- P2.3 manages the design and manufacture of textile projects
- P3.1 identifies properties of a variety of fabrics, yarns and fibres
- P3.2 justifies the selection of fabrics, yarns and fibres for end-uses
- P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation.
- P5.1 examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
- P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
- P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society.

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Area of Study: Design	Area of Study: Properties and Performance of Textiles	Area of Study: Design , Properties and Performance of Textiles Australian Textile, Clothing, Footwear and Allied Industries
	Outcomes	Preliminary Textile Project 1	Preliminary Textile Project 2	Yearly Exam
		P1.1,P1.2, P2.1, P2.2, P2.3, P4.1	P2.1, P2.2, P2.3, P3., P3.1, P3.2, P4.1	P1.1,P1.2, P2.1, P2.2, P4.1, P5.1, P5.2, P6.1
Knowledge & Understanding of textiles and the textiles industry	<b>50%</b>	20%	20%	10%
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	<b>50%</b>	20%	20%	10%
<b>Total</b>	<b>100%</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>



# TAS

## DESIGN AND TECHNOLOGY

### OUTCOMES

A student:

- P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects
- P2.1 identifies design and production processes in domestic, community, industrial and commercial settings
- P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
- P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing
- P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities
- P4.2 uses resources effectively and safely in the development and production of design solutions
- P4.3 evaluates the processes and outcomes of designing and producing
- P5.1 uses a variety of management techniques and tools to develop design projects
- P5.2 communicates ideas and solutions using a range of techniques
- P5.3 uses a variety of research methods to inform the development and modification of design ideas
- P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects
- P6.2 evaluates and uses computer-based technologies in designing and producing

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Case Study	Practical Project and Folio 1	Practical Project and Folio 2	Yearly Examination
Outcomes	P1.1, 3.1	P1.1, 2.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.2	P2.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2	P1.1, 5.2, 6.1	
Knowledge and skills in: Innovation and emerging technologies	<b>40%</b>	15%			25%
Designing and Producing	<b>60%</b>		25%	35%	
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>35%</b>	<b>25%</b>

# MUSIC

## MUSIC I

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### 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	Task 4
		Topic One	Half Yearly Exam	Topic Three	Yearly Exam
	Outcomes	P1-P11	P1-P11	P1-P11	P1-P11
Performance	25%		10%		15%
Aural	25%		10%		15%
Composition	25%	10%		15%	
Musicology	25%	5%	5%	10%	5%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>25%</b>	<b>35%</b>

# MATHEMATICS

## MATHEMATICS GENERAL

### OUTCOMES

A student:

- MGP-1 uses mathematics and statistics to compare alternative solutions to contextual problems
- MGP-2 represents information in symbolic, graphical and tabular form
- MGP-3 represents the relationships between changing quantities in algebraic and graphical form
- MGP-4 performs calculations in relation to two-dimensional and three-dimensional figures
- MGP-5 demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units
- MGP-6 models financial situations relevant to the student's current life using appropriate tools
- MGP-7 determines an appropriate form of organisation and representation of collected data
- MGP-8 performs simple calculations in relation to the likelihood of familiar events
- MGP-9 uses appropriate technology to organise information from a limited range of practical and everyday contexts
- MGP-10 justifies a response to a given problem using appropriate mathematical terminology
- MGP-VA develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation

### ASSESSMENT TASKS

Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Half Yearly Examination	In Class Test	Research Project	Yearly Examination
	Outcomes (Selected from)	MGP2, MGP3, MGP4, MGP5, MGP6, MGP10	MGP2, MGP3, MGP4, MGP5, MGP6, MGP10	MGP2, MGP3, MGP4, MGP5, MGP6, MGP7, MGP8, MGP9, MGP10	MGP2, MGP3, MGP4, MGP5, MGP6, MGP7, MGP8, MGP9, MGP10
Use of concepts, skills & techniques to solve mathematical problems & interpret practical situations	50%	10%	10%	10%	20%
Application of reasoning & communication in appropriate forms to construct mathematical arguments & to interpret & use mathematical models	50%	10%	5%	15%	20%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>15%</b>	<b>25%</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
		Half Yearly Examination	In Class Test	Yearly Examination
	Outcomes (Selected from)	P2, P3, P4	P2, P3, P4, P5	P2, P3, P4, P5, P6, P7, P8
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%	10%	25%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>25%</b>	<b>45%</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
		Half Yearly Examination	In Class Test	Yearly Examination
		Outcomes (Selected from)	P2, P3, P4, P5, PE2, PE3	P3, P4, P5, P6, P7 PE5, PE6
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%	10%	25%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>25%</b>	<b>45%</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	Task 4	Task 5
		First Aid Practical & Theory	Assignment	Option 2	Anatomy	Yearly Exam
	Outcomes	P6, P12, P15, P16	P2, P3, P4, P5, P6	P10, P14	P7, P9, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P15, P16
Knowledge & understanding of the factors that affect health & the way the body moves	<b>40%</b>	5%	5%		15%	15%
Skills in influencing personal & community health & taking action to improve participation & performance in physical activity	<b>30%</b>	10%	5%	10%		5%
Skills in critical thinking, research & analysis	<b>30%</b>	5%	5%	10%		10%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>30%</b>

# PDHPE

## SPORT, LIFESTYLE AND RECREATION

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### 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	<b>50%</b>	10%	10%	30%
Skills	<b>50%</b>	20%	20%	10%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



TERM	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	HSC STATUSES	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	Prelim and HSC Exam weightings to total 100%**
<b>7 PRELIMINARY UOCs</b>							
Term 1-2	AHCWHS201	Participate in work health and safety processes	C	M	15	<b>Cluster A: Livestock</b> Written, Observation, Teacher questioning	240 HSC Indicative Hours over 2 years  10 % Prelim Half Yearly Exam
	AHCLSK205	Handle livestock using basic techniques	E	E	15		
	AHCLSK204	Carry out regular livestock observation	E	E	10		
Terms 2-3	AHCLSK202	Care for health and welfare of livestock	S	M	20	<b>Cluster B: Care for livestock</b> Research, Written, Presentation, Observation	20 % Prelim Yearly Exam
	AHCLSK211	Provide feed for livestock	E	E	10		
	AHCLSK209	Monitor water supplies	E	E	10		
	AHCLSK206	Identify and mark livestock	E	E	10		
<b>10 HSC UOCs</b>							
Term 4	AHCCHM201	Apply chemicals under supervision	E	M	20	<b>Cluster C: Chemicals</b> Research, Written, Observation	35 hrs Work placement  30 % HSC Half Yearly
	AHCPMG201	Treat weeds	E	E	10		
	AHCPCM201	Recognise plants	E	E	20		
Term 5	AHCWRK201	Observe and report on weather	E	M	15	<b>Cluster D: The Environment</b> Research, Written, Observation	40 % Trial HSC Exam
	AHCWRK209	Participate in environmentally sustainable work practices	C	M	15		
	AHC BIO201	Inspect and clean machinery for plant, animal and soil materials	E	E	10		
Term 6	AHCNSY203	Undertake propagation activities	E	E	20	<b>Cluster E: Machinery</b> Research, Written, Observation	35 hrs Work placement  The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
	AHCMOM202	Operate tractors	E	E	20		
	AHCSOL202	Assist with soil or growing media sampling and testing	E	E	15		
Term 7	AHCWRK204	Work effectively in the industry	C	M	20	<b>Cluster F: Fencing</b> Research, Written, Observation Third Party Evidence	
	AHCINF202	Install, maintain and repair farm fencing <b>OR</b>	E	E	10		
	AHCINF201	Carry out basic electric fencing operations	E	E	10		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours		265	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



# 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.*