



HUNTER RIVER HIGH SCHOOL

INDIVIDUAL COURSE ASSESSMENT BOOKLET

HSC COURSE

2023 - 2024



The information in this booklet is accurate at the time of publishing. If changes are made, students will be notified and the booklet updated.

Date published: 17 October 2023

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ABORIGINAL STUDIES

The structure of Aboriginal Studies

	Preliminary Course Pre-contact to 1960s (120 indicative hours)		HSC Course 1960s onwards	
Core 20%	Core Part I: Aboriginality and the Land <ul style="list-style-type: none"> Aboriginal peoples' relationship to Country Dispossession and dislocation of Aboriginal peoples from Country Impact of British colonisation on Country. 		Core Part I: A – Global Perspective <ul style="list-style-type: none"> Global understanding of human rights and social justice 	Core 20%
Core 30%	Core Part II: Heritage and Identity <ul style="list-style-type: none"> The Dreaming and cultural ownership Diversity of Aboriginal cultural and social life Impact of colonisation on Aboriginal cultures and families Impact of racism and stereotyping. 		Core Part I: B – Comparative Study <ul style="list-style-type: none"> A comparative case study on an Aboriginal and international Indigenous community, in relation to Two of the following topics: <ol style="list-style-type: none"> Health Education Housing Employment Criminal Justice Economic Independence. 	Core 30%
Core 25%	Core Part III: International Indigenous Community: Comparative Study <ul style="list-style-type: none"> Location, environment and features of an international Indigenous community Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to: <ul style="list-style-type: none"> – Aboriginality and the Land – Heritage and Identity. 		Core Part II: A. Aboriginality and the Land <ul style="list-style-type: none"> The Land Rights movement and the recognition of native title Government policies and legislation Non-Aboriginal responses 	Option 20%
Core	Core Part IV: Research and Inquiry Methods: Local Community Case Study An aspect of the local community from pre-contact to the present		Core Part III: Research and Inquiry Methods – Major Project A student's Major Research project on an aspect of the HSC course	Core

25%	<p>Methods and skills relating to:</p> <ul style="list-style-type: none"> • Community consultation • Planning research • Acquiring information • Processing information • Communicating information. 	<p>Methods and skills relating to:</p> <ul style="list-style-type: none"> • Community consultation • Planning research • Acquiring information • Processing information • Communicating information 	30%
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Objectives and outcomes

<p>Objectives</p> <p><i>A student develops knowledge and understanding about:</i></p>	<p>Preliminary Course Outcomes</p> <p><i>A student:</i></p>	<p>HSC Course Outcomes</p> <p><i>A student:</i></p>
<p>1.social justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples</p>	<p>P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples</p> <p>P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights</p> <p>P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures</p>	<p>H1.1evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples</p> <p>H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples</p> <p>H1.3assesses the representation of Aboriginal peoples and cultures for bias and stereotyping</p>

<p>2. the diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic life</p>	<p>P2.1 explains the meaning of the Dreaming to Aboriginal peoples</p> <p>P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples</p>	<p>H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity</p> <p>H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life</p>
<p>3. government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples</p>	<p>P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination</p> <p>P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity</p> <p>P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions</p>	<p>H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination</p> <p>H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities</p> <p>H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples</p>
<p><i>A student develops skills to:</i></p>	<p><i>A student:</i></p>	<p><i>A student:</i></p>

<p>1. investigate issues and communicate information from a variety of perspectives</p>	<p>P4.1plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives</p> <p>P4.2undertakes community consultation and fieldwork and applies ethical research practices</p> <p>P4.3investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples</p>	<p>H4.1plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives</p> <p>H4.2undertakes community consultation and fieldwork and applies ethical research practices</p> <p>H4.3investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples</p>
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Assessment Schedule

Syllabus Outcomes	Syllabus Component Weight	Task 1: In-class Essay	Task 2: Major Project	Task 3: Media Presentation	Task 4: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 2 Week 8	Date: Term 3 Week 3/4
		Outcomes: H1.2, 1.3, 2.1, 2.2	Outcomes: H4.1, 4.2	Outcomes: H1.2, 3.1, 3.2, 3.3, 4.1, 4.3	Outcomes: H1.1, 1.2, 2.2, 3.1, 3.2, 3.3
		TASK WEIGHTINGS			
Knowledge & understanding of content	40%	10%	10%	5%	15%
Investigation, analysis, synthesis and evaluation of information from a variety of sources & perspectives	15%		10%	5%	
Research & enquiry methods	20%		15%	5%	
Communication of information, ideas & issues in appropriate forms	25%	5%	5%	10%	5%
Total	100%	15%	40%	25%	20%

Outcomes

A student:

H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples

H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples

H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping

H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity

H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life

H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination

H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities

H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples

H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives

H4.2 undertakes community consultation and fieldwork and applies ethical research practices

H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Performance Band Descriptions

The typical performance in this band:

Band 6

- displays extensive knowledge and understanding of social justice, human rights and other contemporary issues and how they impact on Aboriginal and other Indigenous peoples
- comprehensively compares and evaluates the experiences of Aboriginal peoples and other Indigenous peoples using relevant and specific examples
- displays a comprehensive, detailed and contextual knowledge and understanding of the commonalities and differences in the histories and cultures of Aboriginal and other Indigenous peoples in a global context
- investigates, analyses and synthesises information from a variety of Aboriginal, non-Aboriginal and other Indigenous peoples' perspectives
- communicates comprehensive analysis from a variety of local, national and/or global perspectives
- extensive knowledge of appropriate Indigenous research methodologies and their application in undertaking community consultation and fieldwork

Band 5

- displays detailed knowledge and understanding of social justice, human rights and other contemporary issues and their significance to Aboriginal and other Indigenous peoples
- thoroughly compares and contrasts the experience of Aboriginal peoples and Indigenous peoples using relevant examples
- displays a detailed and contextual knowledge and understanding of the commonalities and differences in the histories and cultures of Aboriginal and other Indigenous peoples in a global context
- investigates and analyses information from a variety of Aboriginal, non-Aboriginal and Indigenous peoples' perspectives
- communicates detailed analysis from a variety of local, national and/or global perspectives
- accomplished knowledge of Indigenous research methodologies and their relevance to community consultation and fieldwork

Band 4

- demonstrates sound knowledge of social justice, human rights and other contemporary issues and how they relate to Aboriginal and other Indigenous peoples
- compares the experiences of Aboriginal peoples and Indigenous peoples using some applicable examples
- demonstrates sound knowledge of the histories and cultures of Aboriginal and other Indigenous peoples in a global context
- investigates information from a variety of Aboriginal, non-Aboriginal and other Indigenous people's perspectives
- communicates a variety of local, national and/or global perspectives
- sound knowledge of Indigenous research methodologies and their connection with community consultation and fieldwork

Band 3

- demonstrates knowledge of social justice, human rights and other contemporary issues and how they relate to Aboriginal and other Indigenous peoples
- recounts the experiences of Aboriginal peoples and Indigenous peoples using some examples
- recounts the histories and cultures of Aboriginal and other Indigenous peoples
- recounts information from a variety of Aboriginal, non-Aboriginal and other Indigenous people's perspectives
- endeavours to communicate using local, national and/or global perspectives

- basic knowledge of Indigenous research methodologies and their importance to community consultation and fieldwork

Band 2

- demonstrates awareness of and attempts to recall elementary knowledge of social justice, human rights and other contemporary issues and what they mean to Aboriginal and other Indigenous peoples
- expresses opinions about Aboriginal peoples and other Indigenous peoples with minimal supporting evidence
- limited reference to the histories and cultures of Aboriginal and other Indigenous peoples
- attempts to recount information from a variety of Aboriginal, non-Aboriginal and other Indigenous people's perspectives
- expresses a personal point of view using local, national and/or global perspectives
- some knowledge of Indigenous research methodologies and their role in community consultation and fieldwork

Band 1

Scope and Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Part 1- A: Social Justice and Human Rights Issues - The Global Perspective Outcomes: H1.1, 1.2, 1.3 3.1, 3.2, 3.3, 4.1, 4.3									
	<ul style="list-style-type: none"> Aboriginal and Indigenous human rights and social justice issues from a global perspective racism and its effects on human rights and social justice Aboriginal and other Indigenous responses and initiatives to improve their legal and political status, including political struggle and protest government policies, legislation and inquiries on improving the social justice and human rights of Aboriginal and other Indigenous peoples. 									
Term 2	Part 3: Research and Inquiry Methods: Major Project Outcomes: H4.1, 4.2									
	<ul style="list-style-type: none"> Community consultation Planning research Acquiring information Processing information Communicating information 									
Term 3	Part 1 - B: Social Justice and Human Rights Issues: Comparative Study Outcomes: H1.1, 1.2, 1.3 3.1, 3.2, 3.3, 4.1, 4.3									
	<ul style="list-style-type: none"> the impact of colonialism since the 1960s on key factors for Aboriginal and other Indigenous people the socioeconomic status of Aboriginal and other Indigenous peoples and their communities government programs and strategies to address Aboriginal and other Indigenous peoples' needs Aboriginal and Indigenous peoples' initiatives in addressing factors that impact on socioeconomic status social and political changes necessary to improve Aboriginal and other Indigenous peoples' wellbeing similarities and differences in the issues for Aboriginal and other Indigenous peoples and their communities. 									
Term	Part 2: Aboriginality and the Land Outcomes: H1.1, 1.2, 1.3 2.1, 2.2, 3.2, 3.3, 4.1									

4	<ul style="list-style-type: none">• Concepts, history and impacts of land rights, native title and government legislation• Aboriginal responses and initiatives to Land and Water Rights• Non-Aboriginal responses and media representations around water and land rights.	
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Syllabus Topic 1: A – The Global Perspective

Content

Students will examine key issues of social justice and human rights as they refer to the lived experiences of Aboriginal and other Indigenous peoples. A broad understanding of these issues is applied to the comparative study in Section B.

Students learn about:

- Aboriginal and Indigenous human rights and social justice issues from a global perspective
 - definition of key terms: citizenship rights, land rights, sovereignty, treaty rights of Indigenous peoples
 - international declarations, agreements and covenants that address Indigenous human rights and social justice
- current socioeconomic status of Aboriginal and Indigenous peoples
 - indicators of socioeconomic status
 - the socioeconomic status of Indigenous peoples
 - the extent to which Aboriginal and other Indigenous peoples have achieved social equality within the broader society
- racism and its effects on human rights and social justice
 - the manifestations of racism and its impact on the social justice and human rights of Aboriginal peoples
 - Australian and international government initiatives in addressing racism
 - Aboriginal and other Indigenous peoples' initiatives to address racism
- Aboriginal and other Indigenous responses and initiatives to improve their legal and political status, including political struggle and protest
- government policies, legislation and inquiries on improving the social justice and human rights of Aboriginal and other Indigenous peoples.

Students learn to:

- assess the impact of international agreements, commonwealth and state government policies, legislation and inquiries on Aboriginal peoples' social justice and human rights
- use social indicators to analyse Aboriginal and other Indigenous peoples' socioeconomic status
- construct coherent texts to explain and evaluate the impact of racism on Aboriginal and other Indigenous peoples' social justice and human rights
- analyse and discuss Aboriginal and government initiatives to address social justice and human rights issues
- compare and contrast the human rights and social justice experiences of both Aboriginal and other Indigenous peoples
- evaluate the initiatives undertaken by Aboriginal and other Indigenous peoples to improve their social justice and human rights.



Student Name:	
Subject/Course:	HSC Aboriginal Studies
Teacher:	Miss K Miller
Assessment Task No.	1
Assessment Task Name:	Social Justice and Human Rights Issues: A Global Perspective Essay
Date Issued:	Week 6, Term 4
Date and Time Due:	Week 9, Term 4 2023
Weighting:	15%
Class Time Allocated:	2 class periods
Presentation and Submission Guidelines:	In-class essay response, 1 hour lesson duration
Marking Process:	Tasks will be marked by Miss Miller using the included criteria.
Outcomes Assessed:	
Syllabus Code	Syllabus Description
H. 1.2	analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
H 1.3	assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
H. 2.1	examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
H. 2.2	analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
Participant Declaration:	
I declare that the submitted assessment task represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment task has not been submitted for any other form of credit, in any other learning environment.	
Participant's Signature: _____	

Task Description:

For this assessment task you will examine social justice and human rights issues faced by Indigenous peoples. This is an in-class assessment, and you will be given 2 periods of class time to prepare for your response.

You are required to compose ONE essay response to the provided question relating to the current socioeconomic status of Aboriginal and Indigenous Peoples.

Question 1 (15 Marks)

Assess the impact of government policies and initiatives since the 1960s on addressing racism experienced by First Nations and other Indigenous peoples.

Success Criteria:

Students will be assessed on their ability to:

- Accurately include key terms
- Demonstrate an understanding of issues relating to experiences of racism for Aboriginal peoples as well as an international Indigenous community
- Include relevant statistical evidence to support their response
- Make effective judgements on the contributions of policies and initiatives to address racism.

Marking Criteria

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates comprehensive knowledge of government policies and initiatives that address racism towards Aboriginal and Indigenous peoples• Makes a clear judgement, supported with extensive evidence, about the impact government policies and initiatives have had to address racism• Presents a sustained, logical and cohesive response integrating relevant concepts and terms• Makes detailed reference to an Australian Aboriginal community AND an international Indigenous community	13-15
<ul style="list-style-type: none">• Demonstrates detailed knowledge of government policies and initiatives that address racism towards Aboriginal and Indigenous peoples• Makes a judgement, supported with evidence, about the impact government policies and initiatives have had to address racism• Presents a logical and cohesive response using relevant concepts and terms• Makes some reference to an Australian Aboriginal community AND an international Indigenous community	10-12
<ul style="list-style-type: none">• Demonstrates sound knowledge of government policies and initiatives that address racism towards Aboriginal and Indigenous peoples• Makes a judgement about the impact government policies and initiatives have had to address racism• Presents a logical response using relevant concepts and terms	7-9

<ul style="list-style-type: none"> • Refers to an Australian Aboriginal community AND/OR an international Indigenous community 	
<ul style="list-style-type: none"> • Demonstrates limited knowledge about government policies and/or initiatives that address racism towards Aboriginal and Indigenous peoples • Attempts to make judgements about the impact government policies and initiatives have had to address racism • May refer to an Australian Aboriginal community AND/OR an international Indigenous community 	4-6
<ul style="list-style-type: none"> • Makes general statements about racism AND/OR government policies • May refer to an Australian Aboriginal community AND/OR an international Indigenous community 	1-3

Syllabus Topic 3: Research and Inquiry Methods - Major Project

Background

The Major Project is to be a topic of the student's own choice that is related to an aspect of the course, and negotiated with their teacher and appropriate Aboriginal community members. It will allow students to apply their knowledge and skills in planning, acquiring, processing and communicating information, and participating in community consultation.

While the Major Project will be an original piece of work, published materials should be used to provide students with background information and raw data. A project proposal should be submitted before the teacher gives the student approval to begin their project. This will ensure that students have chosen an appropriate and manageable topic that can be explored within the bounds of consultation with Aboriginal people.

Students learn about:

Community consultation

- protocols and methods for effective and genuine community consultation and fieldwork including the importance of ongoing community consultation
- recognition of cultural differences and sensitivities
- applying ethical research practices, including the recognition of Indigenous knowledges

Planning research

- outlining methods of investigation and identifying potential resources
- identifying different research methodologies including Indigenous research methodologies
- applying a project proposal that includes defining its parameters
- maintaining a log, including the recording of all fieldwork and community consultation, correspondence and reading, and matters related to research methods and ethical issues encountered through the project

Acquiring information

- collecting data from primary and secondary sources including texts, reports, bibliographies, and print and digital media
- using qualitative and quantitative methodologies such as surveys, structured interviews, observation, statistical analysis, focus groups
- applying ethical research practices including issues of copyright, Aboriginal perspectives on ethics and cultural ownership

Processing information

- analysing information from a variety of sources including statistical data to interpret meaning and make generalisations
- judging usefulness and reliability of data including identifying propaganda and bias

Communicating information

- reflecting Aboriginal viewpoints in submitted work
- using a variety of media to express ideas
- communicating to appropriate audiences using various methods such as letters, phone calls, emails, and accessing the internet and other appropriate technologies for information exchange.

Students learn to:

- undertake a project and investigate an independently chosen topic including defining the parameters of a project and identifying useful and reliable resources required to complete the project
- identify and develop a range of research tools and methodologies, including Indigenous research methodologies, appropriate to working with Aboriginal peoples
- analyse data to interpret meaning and differentiate between fact and opinion and distinguish between quantitative and qualitative data
- synthesise information from a variety of sources and perspectives
- maintain accurate and thorough records as part of a log
- consult with members of an Aboriginal community in a culturally appropriate and ethical manner and demonstrating an empathy with Aboriginal peoples' views and experiences
- apply ethical research practices including acknowledging moral rights, Aboriginal perspectives on ethics, and use and acknowledgement of Aboriginal knowledges
- recognise cultural differences which may exist and accept that some community members may not be willing to share particular information with non-Aboriginal people
- respond to and incorporate feedback from community members throughout the process of consultation
- produce an original project that communicates ideas effectively, ensuring content is accurate using the most appropriate media for presenting information
- manage time and resources effectively to ensure the project is completed.

The log

The log is an integral component of the Major Project and as such must reflect the conceptual and sequential development of the project, capturing key activities, decisions, resources and the formulation of ideas and intentions that determine the scope and form of what is reflected in the Major Project.

Community fieldwork

Community fieldwork should be ongoing throughout the duration of the Major Project, and must be thoroughly documented within the log. This includes a record of key issues raised specific to the project, including meetings, correspondence, emails and interviews.



Student Name:	
Subject/Course:	HSC Aboriginal Studies
Teacher:	Miss K Miller
Assessment Task No.	2
Assessment Task Name:	Part 3 – Research and Inquiry Methods: Major Project
Date Issued:	Week 10, Term 1 2024
Date and Time Due:	
Weighting:	40%
Class Time Allocated:	Yes
Presentation and Submission Guidelines:	Students to submit completed Major Project, explanation and justification of project, logbook of progress and community consultation and bibliography of sources.
Marking Process:	Projects will be marked by Miss Miller using the included criteria.
Outcomes Assessed:	
Syllabus Code	Syllabus Description
H. 4.1	plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
H. 4.2	undertakes community consultation and fieldwork and applies ethical research practices

Participant Declaration:
I declare that the submitted assessment task represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment task has not been submitted for any other form of credit, in any other learning environment.
<i>Participant's Signature:</i> _____

Task Description:

The Aboriginal Studies course has focused on four key topics. You are to choose one topic that you are interested in and create a research project that demonstrates your knowledge, interest and understanding of that topic.

The topics you can choose from include:

Aboriginality and the Land- (the connection Aboriginal people have with the land)

Heritage and Identity- (What Aboriginality means to Aboriginal people)

International Indigenous Communities- (How the experiences of Aboriginal Australians are similar/different to other Indigenous people around the world)

Social Justice and Human Rights Issues - (How Aboriginal people have fought for social equality)

Your major project could take a variety of forms and it is up to you to come up with a way to present your work. Some things you might think about doing include:

- dance, song or performance
- play, poetry or picture book
- written report
- teaching/learning kit
- photographic essay
- video presentation
- painting
- website

Along with your major project, you need to include documentation that explains what your project is, what it represents, how it links to the topic as well as how you created it and used the local community to inform your research.

Section 1: Presentation (25 Marks)

Each student must present the following things by the due date:

- The completed major work
- An information booklet or PowerPoint describing your project aim and process, the research methods used to investigate your topic and how your major work links to the Aboriginal Studies course content.
- A bibliography of any referenced materials used.
- Evidence and reflection on community consultation with members of the local Aboriginal community (copies of emails, interviews, letters or photographs)

Section 2: The Logbook (15 Marks)

Each student must compose and submit a logbook that includes regular entries and details:

- Dates of entries
- Your ideas and planning of the task
- The process of your research including a variety of research methods
- Any contact or interviews that take place
- Appropriate community consultation
- Evidence of participants' permission requests and agreements

Success Criteria:

Students will be assessed on their ability to:

- Plan an investigation and identify what is required to complete it
- Select and organise resources and evaluate their usefulness
- Display a clear understanding of the role of Community Consultation in your project
- Communicate clearly and directly using appropriate language and concepts
- Research ethically and respectfully of Aboriginal perspectives and experiences
- Think creatively to produce an original and meaningful major work

Marking Criteria

Research and Project

Criteria	Mark
<ul style="list-style-type: none"> critically analyses a wide variety of visual and written stimulus material in relation to the study of Aboriginal people/s investigates, analyses and synthesises information from Aboriginal people's perspectives extensive knowledge of appropriate research practices and their application in undertaking community consultation and fieldwork plans and designs a research framework in a highly organised manner which gives a clear description of the purpose and focus of the project effectively communicates information in the final presentation with all the key concepts covered superior skills in processing information 	21 – 25
<ul style="list-style-type: none"> analyses competently a wide variety of visual and written stimulus material in relation to the study of Aboriginal people/s investigates and analyses information from Aboriginal people's perspective accomplished knowledge of appropriate research practices and their application in undertaking community consultation and fieldwork plans and designs a research framework in an organised manner which gives a clear description of the purpose and focus of the project satisfactorily communicates information in the final presentation with most of the key concepts covered shows competent skills in processing information 	16 - 20
<ul style="list-style-type: none"> investigates a variety of visual and written stimulus material in relation to the study of Aboriginal people/s investigates information from Aboriginal people's perspective sound knowledge of appropriate research practices and their application in undertaking community consultation and fieldwork plans and designs a research framework by attempting to use source information descriptively. The purpose and focus of the Project is evident. communicates information in the final presentation with most of the key concepts covered shows some competent skills in processing information 	11 - 15
<ul style="list-style-type: none"> draws on a variety of visual and written stimulus material in relation to the study of Aboriginal people/s recounts information from Aboriginal people's perspective some knowledge of appropriate research practices and their application in undertaking community consultation and fieldwork endeavours to plan research framework by attempting to use source information descriptively. Some evidence of the purpose and/or focus of the Project are evident. attempts to communicate information in the final presentation with limited reference to key concepts covered. shows minimal skills in processing information 	6 - 10
<ul style="list-style-type: none"> attempts to recount information from Aboriginal people's perspective limited knowledge of some research practices limited evidence of community consultation and/or fieldwork 	1 - 5

<ul style="list-style-type: none"> • limited evidence of planning or what the purpose or focus of the Project was. • attempts to recount information in the final presentation with limited reference to key concepts covered. • shows minimal skills in processing information 	
<ul style="list-style-type: none"> • non-attempt 	0

Logbook

Criteria	Mark
<ul style="list-style-type: none"> • Makes regular entries in the logbook • Records all events relevant to the project including setbacks and reconsiderations • Includes all significant correspondence, reflecting ethical practice and respectful consultation • Records all research conducted correctly referencing a variety of sources, such as websites, newspapers, interviews, documentaries, books, and phone calls. • Provides comprehensive evidence of community consultation and reflection • Includes evidence of all participants' written agreement and permission to be involved with the project 	13 - 15
<ul style="list-style-type: none"> • Makes regular entries in the logbook • Records most events relevant to the project including setbacks and reconsiderations • Includes detailed correspondence, reflecting ethical practice and respectful consultation • Records most research conducted referencing multiple sources, such as websites, newspapers, interviews, documentaries, books, and phone calls. • Provides evidence of community consultation and reflection • Includes evidence of participants' written agreement and permission to be involved with the project 	10 – 12
<ul style="list-style-type: none"> • Makes irregular entries in the logbook but has soundly demonstrated their process • Records events relevant to the project including setbacks and/or reconsiderations • Includes correspondence related to the project • Records satisfactory research from multiple sources, such as websites, newspapers, interviews, documentaries, books, and phone calls. • Provides evidence of community consultation • Includes evidence of participants' written agreement and permission to be involved with the project 	7 – 9
<ul style="list-style-type: none"> • Makes few and irregular entries in the logbook • Records some events relevant to the project • Includes evidence of attempts at correspondence • Records some research from one or more sources, such as websites, newspapers, interviews, documentaries, books, and phone calls. • Provides evidence of some community consultation • Makes some attempts to demonstrate ethical practice 	4 - 6
<ul style="list-style-type: none"> • Makes insufficient entries in the logbook 	0 - 3

- | | |
|---|--|
| <ul style="list-style-type: none">• Makes limited attempts to records events relevant to the project• Limited evidence of correspondence, research OR referencing• Makes minimal attempts to consult with community members• May include some reference to ethical practices | |
|---|--|

Syllabus Topic 1: B - Comparative Study

Content

Students will examine one Aboriginal and one international Indigenous community in order to develop a detailed contextual understanding of the key concepts of social justice and human rights through a study of two of the following topics. The two communities may differ for each chosen topic.

Education

Students learn about:

- the impact of colonialism since the 1960s on Aboriginal and other Indigenous peoples' education
- statistics about the participation and outcomes of Aboriginal and other Indigenous peoples in education
- government education programs and strategies to address Aboriginal and other Indigenous peoples' education issues
- Aboriginal and other Indigenous peoples' community-based initiatives in addressing education issues
- social and political changes necessary to improve Aboriginal and other Indigenous peoples' education opportunities and outcomes
- similarities and differences in the education issues for Aboriginal and other Indigenous peoples and their communities.

Students learn to:

- draw conclusions on the impact of colonialism since the late 1960s on the educational outcomes of Aboriginal and other Indigenous peoples
- assess the educational outcomes of Aboriginal and other Indigenous peoples through an analysis of statistical data
- analyse how the socioeconomic status of Aboriginal and other Indigenous peoples influences their educational achievements and outcomes
- investigate and evaluate a variety of government education programs and strategies
- evaluate and compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their educational outcomes
- construct hypotheses about the future of Aboriginal and other Indigenous peoples' educational needs and assess the implications in relation to social justice and human rights issues.
- identify similarities and differences in the educational issues affecting Aboriginal and other Indigenous peoples and their community.

Criminal Justice

Students learn about:

- the impact of colonialism since the 1960s on Aboriginal and other Indigenous peoples' over-representation in the criminal justice system
- the status of Aboriginal and other Indigenous peoples in respect of the criminal justice system
- government programs and strategies to address the over-representation of Aboriginal and other Indigenous peoples in the criminal justice system
- Aboriginal and other Indigenous peoples' initiatives that address their over-representation in the criminal justice system

- social and political changes necessary to address the over-representation of Aboriginal and other Indigenous peoples in the criminal justice system
- similarities and differences in criminal justice issues for Aboriginal and other Indigenous peoples and their communities.

Students learn to:

- draw conclusions on the impact of colonialism since the 1960s on the over-representation of Aboriginal and other Indigenous peoples in the criminal justice system
- assess the status of Aboriginal and other Indigenous peoples within the criminal justice system through an analysis of statistical data
- analyse how the socioeconomic status of Aboriginal and other Indigenous peoples influences their over-representation in the criminal justice system
- investigate and evaluate a variety of government programs and strategies developed to address the over-representation of Aboriginal and other Indigenous peoples within the criminal justice system
- evaluate and compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic status to reduce their over-representation in the criminal justice system
- construct hypotheses about the future of Aboriginal and other Indigenous peoples' involvement in the criminal justice system and assess the implications in relation to social justice and human rights issues.
- identify similarities and differences in the criminal justice issues for Aboriginal and other Indigenous peoples and their community.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	HSC Aboriginal Studies
Teacher:	Miss Miller
Assessment Task No.	3
Task Name:	Media Presentation
Date Issued:	Week 4, Term 2, 2024
Date and Time Due:	Week 8, Term 2, 2024
Weighting:	25%
Class Time Allocated:	4 lessons
Submission Guidelines:	Students are to submit a link for their media presentation including a bibliography of sources.
Marking Process:	Tasks will be marked by your teacher using the included criteria.
Outcomes Assessed:	
Syllabus Code	Syllabus Description
H. 1.2	analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
H. 3.2	evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
H. 3.3	evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
H. 4.1	plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
Participant Declaration:	
I declare that the submitted assessment task represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment task has not been submitted for any other form of credit, in any other learning environment.	
Participant's Signature: _____	

Task Description:	
<p>Media Presentation</p> <p>This assessment task requires students to research and reflect on ONE social justice issue impacting First Nations Australians and an international Indigenous community.</p> <p>Students will then create a media presentation; referring to at least 3 relevant and reliable sources; that addresses the required information for the chosen issue.</p> <p>Select EITHER</p> <p><u>Option 1: Education</u></p> <ul style="list-style-type: none"> • Explain the social justice issues relating to education and the impacts for Aboriginal and other Indigenous peoples. • Evaluate one government program or community initiative that aims to address the issue. <p>OR</p> <p><u>Option 2: Criminal Justice</u></p> <ul style="list-style-type: none"> • Explain the social justice issues relating to criminal justice and the impacts for Aboriginal and other Indigenous peoples. • Evaluate one government program or community initiative that aims to address the over-representation of Aboriginal and Indigenous people in the criminal justice system. <p>The final submission will include the media link.</p> <p>Students must also reference their sources in a bibliography.</p>	
Success Criteria	
<ul style="list-style-type: none"> • I can research and analyse social justice issues that impact on Aboriginal and Indigenous communities • I can make connections between socio-economic status and experiences of social justice • I can make an informed judgement about the effectiveness of a government or community strategy that has been developed to address social justice issues • I can communicate my understanding in written and visual forms 	

Marking criteria	Mark
<ul style="list-style-type: none"> • Provides detailed, relevant and accurate information about the selected social justice issue • Demonstrates outstanding knowledge of the relationship between socioeconomic status and the selected social justice issue for Aboriginal and other Indigenous peoples • Clearly evaluates, using evidence to support, the main features of ONE government or community strategy that aims to address the social justice issue of Aboriginal peoples • Presents well-structured and clearly communicated responses, using sophisticated terms, concepts and graphics • Makes detailed reference to ONE Aboriginal community and ONE other Indigenous community • Sources are accurately referenced in a bibliography; information is gathered from 5 or more relevant sources 	17 - 20
<ul style="list-style-type: none"> • Provides detailed knowledge and understanding of the selected social justice issue and its impact on Aboriginal and other Indigenous peoples • Demonstrates thorough knowledge of the relationship between socioeconomic status and the selected social justice issue for Aboriginal and other Indigenous peoples • Clearly evaluates the main features of ONE government or community strategy that aims to address the social justice issue of Aboriginal peoples 	13 - 16

<ul style="list-style-type: none"> • Presents logical and cohesive responses integrating relevant terms, concepts and graphics • Makes reference to ONE Aboriginal community and ONE other Indigenous community • Sources are accurately referenced in a bibliography; information is gathered from a selection of relevant sources 	
<ul style="list-style-type: none"> • Provides some knowledge and understanding of the selected social justice issue and its impact on Aboriginal and other Indigenous peoples • Demonstrates sound knowledge of the relationship between socioeconomic status and the selected social justice issue for Aboriginal and other Indigenous peoples • Evaluates ONE government or community strategy that aims to address the social justice issue of Aboriginal and other Indigenous peoples • Presents logical responses using relevant terms and concepts, may include graphics • Makes reference to ONE Aboriginal community and AND/OR ONE other Indigenous community • Sources are referenced in a bibliography. 	9 - 12
<ul style="list-style-type: none"> • Provides a basic understanding of the selected social justice issue and its impact on Aboriginal and other Indigenous peoples. • Demonstrates basic knowledge about how socioeconomic status affects the selected social justice issue for Aboriginal and other Indigenous peoples • Makes a general statement about a government or community strategy that relates to the selected social justice issue of Aboriginal and other Indigenous peoples • Presents responses with some relevant terms, concepts, and/or graphics • May make reference to an Aboriginal community and AND/OR other Indigenous community • Source list may be included. 	5 – 8
<ul style="list-style-type: none"> • Provides basic statements about the selected social justice issue • Demonstrates limited information about socioeconomic status relating to Aboriginal and other Indigenous peoples • May identify a government or community strategy that relates to EITHER the selected social justice issue OR Aboriginal and other Indigenous peoples • May attempt to respond with basic terms and concepts • May make reference to an Aboriginal community and AND/OR other Indigenous community • Source list may be included. 	1– 4
<ul style="list-style-type: none"> • Student has made no attempt to complete task 	0

Syllabus Topic 2: A – Aboriginality and the Land

Content

The focus of this section is the evaluation of contemporary issues through an Aboriginal community study in relation to Aboriginality and the Land; examining the efforts made by Aboriginal peoples to reassert their sovereign title to Country and the impact that these efforts have had on Aboriginal peoples and the wider Australian community. In this section teachers may draw upon the experiences of more than one Aboriginal community as they relate to course content.

Students learn about:

- key concepts related to land rights and native title, land and water rights and native title legislation, Country, customary lore, traditional law, spirituality, *terra nullius*, sovereignty
- the history of the land rights movement and native title, and government responses through legislation and policies
- the impact of Land and Water Rights legislation and Native Title legislation (including relevant High Court decisions) on Aboriginal communities
- Aboriginal responses to Land and Water Rights, Native Title legislation, and subsequent government policies and legislation
- the role of Country in Aboriginal peoples' culture, heritage and identity
- the importance of gaining land and water rights and native title for Aboriginal peoples, including its impact on their socioeconomic status
- non-Aboriginal responses and media and representations of land rights and native title.

Students learn to:

- analyse and discuss key contemporary issues of Aboriginal peoples' social, economic and spiritual lives related to the land and water rights movement and native title
- evaluate the significance of key historical events and issues that informed Aboriginal peoples' efforts to achieve land rights
- assess the impact of Land and Water Rights and/or Native Title legislation and associated government policies on an Aboriginal community
- present a balanced and coherent argument on the importance of land and water rights and/or native title to an Aboriginal community
- assess the importance of Country to Aboriginal peoples' culture, heritage and identity
- evaluate the importance of Country to Aboriginal peoples' socioeconomic status
- analyse the responses and representations of the various groups affected by land and water rights and native title.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	HSC Aboriginal Studies
Teacher:	
Assessment Task No.	4
Assessment Task Name:	Trial Examination
Date Issued:	
Date and Time Due:	Week 3/4, Term 3 2024
Weighting:	20%
Class Time Allocated:	No
Presentation and Submission Guidelines:	Students to complete examination during Trial Examination period Combination of multiple choice, short answer and extended response questions covering the HSC Aboriginal Studies content.
Marking Process:	Exams will be marked by teacher.
Outcomes Assessed:	
Syllabus Code	Syllabus Description
H. 1.1	evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
H. 1.2	analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
H. 2.2	analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
H. 3.1	assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
H. 3.2	evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
H. 3.3	evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples



ANCIENT HISTORY

Ancient History Year 12 Course Content

Year 12 Course Structure and Requirements

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

The course comprises four sections. Students are required to study all four sections of the course.

Year 12 course (120 hours)	Ancient History	Indicative hours
	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
	Ancient Societies	30
	Personalities in their Times	30
	Historical Periods	30

Historical concepts and skills

The Historical concepts and skills content is to be integrated throughout the course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.

The course comprises a study of:

1. Core Study: Cities of Vesuvius – Pompeii and Herculaneum
2. ONE 'Ancient Societies' topic
3. ONE 'Personalities in their Times' topic
4. ONE 'Historical Periods' topic.

The course requires study from at least TWO of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome.

The core study, 'Cities of Vesuvius – Pompeii and Herculaneum', is a Roman study.

Topics in the Year 12 course consist of two sections – 'Survey' and 'Focus of study'. The following time allocations provide guidance to teachers about the depth of study for each section:

- Survey (a maximum of 3 hours)
- Focus of study (a minimum of 27 hours).

Scope and Sequence

The Historical concepts and skills content is integrated throughout the course.

Term 4	Week 1	Week2	Week3	Week4	Weeks	Week6	Week7	Week8	Week9	Week 10
	Ancient Societies: Spartan Society to the Battle of Leuctra 371BC									
	Historical concepts and skills									
	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9									

Term 1	Week 1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
	Core Study: Cities of Vesuvius - Pompeii and Herculaneum									
	Historical concepts and skills									
	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10									

Term 2	Week 1	Week2	Week3	Week4	Weeks	Week6	Week7	Weeks	Week9	Week 10
	Historical Periods: Greek World 500-440BC									
	Historical concepts and skills									
	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9									

Term 3	Week 1	Week2	Week3	Week4	Weeks	Week6	Week7	Week8	Week9	Week 10
	Personalities in their Times: Xerxes									
	Historical concepts and skills									
	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9									

Ancient History

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 3:</u>	<u>Task 4:</u>
		Spartan Society Historical Analysis Task	Pompeii and Herculaneum Source Analysis	Greek World Research / In-Class Essay	Trial HSC Examination
		<u>Date:</u>	<u>Date:</u>	<u>Date:</u>	<u>Date:</u>
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 6	Term 3 Week 3/4
		<u>Outcomes:</u>	<u>Outcomes:</u>	<u>Outcomes:</u>	<u>Outcomes:</u>
		AH 12.3, 12.8, 12.9	AH 12.1, 12.9, 12.10	AH 12.2, 12.7, 12.9	AH 12.4, 12.5, 12.6, 12.9
TASK WEIGHTINGS					
Knowledge & understanding of content	40%	5%	10%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretation	20%		5%	5%	10%
Historical inquiry and research	20%	15%		5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	20%	25%	30%

Outcomes

A student:

- AH12-1** accounts for the nature of continuity and change in the ancient world
- AH12-2** proposes arguments about the varying causes and effects of events and developments
- AH12-3** evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4** analyses the different perspectives of individuals and groups in their historical context
- AH12-5** assesses the significance of historical features, people, places, events and developments of the ancient world
- AH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7** discusses and evaluates differing interpretations and representations of the past
- AH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10** analyses issues relating to the ownership, custodianship and conservation of the ancient past

Ancient Societies

Outcomes

A student:

- › accounts for the nature of continuity and change in the ancient world AH12-1
- › proposes arguments about the varying causes and effects of events and developments AH12-2
- › evaluates the role of historical features, individuals and groups in shaping the past AH12-3
- › analyses the different perspectives of individuals and groups in their historical context AH12-4
- › assesses the significance of historical features, people, places, events and developments of the ancient world AH12-5
- › analyses and interprets different types of sources for evidence to support an historical account or argument AH12-6
- › discusses and evaluates differing interpretations and representations of the past AH12-7
- › plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH12-8
- › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9

Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-10, AHLS6-11, AHLS6-12

Content Focus

Students investigate key features of ONE ancient society through a range of archaeological and written sources and relevant historiographical issues.

The Historical concepts and skills content is to be integrated as appropriate.

Students study key features and issues of the history of ONE of the following:

- A. New Kingdom Egypt society to the death of Amenhotep III
- B. New Kingdom Egypt society during the Ramesside period
- C. Society in Israel from Solomon to the fall of Samaria
- D. Persian society at the time of Darius and Xerxes
- E. Society in China during the Han Dynasty 206 BC–AD 220
- F. Bronze Age – Minoan Crete
- G. Spartan society to the Battle of Leuctra 371 BC
- H. Athenian society in the time of Pericles.

The study selected must address the outcomes listed above.

Option G: Spartan society to the Battle of Leuctra 371 BC

Content Focus

Through an investigation of key features of Spartan society to the Battle of Leuctra 371 BC, and their interrelated nature, students examine a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical and geographical context, including:
 - geographical setting, natural features and resources of ancient Sparta (ACHAH105) 🌐
 - significant sites: Sparta (ACHAH105)

Focus of study

- Social structure and political organisation, including:
 - the Great Rhetra: the issue of Lycurgus (ACHAH109, ACHAH185) ⚙️ 🌐 🗳️
 - roles and privileges of the two kings (ACHAH109, ACHAH110)
 - government: *ephorate*, *gerousia*, *ekklesia* (ACHAH110) 🗳️
 - social structure and occupations: Spartiates, *periokoi*, ‘inferiors’, helots (ACHAH106, ACHAH115, ACHAH116, ACHAH117, ACHAH118) 🏠 🗳️ 🌐 ⚔️
 - the Spartan army: training (*agoge*), composition (ACHAH126, ACHAH127)
 - control of the helots: the military, *syssitia*, *krypteia* (ACHAH108, ACHAH129) ⚙️ 🗳️ 🏠
 - role and status of women: land ownership, inheritance, education (ACHAH107, ACHAH108) 🏠 🌐 🗳️ ⚔️
- The economy, including:
 - land ownership: agriculture, *kleroi*, helots (ACHAH112, ACHAH117) 🌐
 - technology: weapons, armour, pottery (ACHAH132)
 - economic roles of the *periokoi* and helots (ACHAH112) ⚔️
 - economic exchange: use of iron bars, trade (ACHAH114) ⚔️
- Religion, death and burial, including:
 - gods and goddesses: Artemis Orthia, Poseidon, Apollo (ACHAH141) 🗳️ 🌐
 - myths and legends: Lycurgus and the Dioscuri (ACHAH141) 🌐
 - festivals: *Hyakinthia*, *Gymnopaedia*, *Karneia* (ACHAH141) 🌐
 - religious role of the kings
 - funerary customs and rituals (ACHAH144) 🌐
- Cultural and everyday life, including:
 - art: sculpture, painted vases, bone and ivory carving (ACHAH120, ACHAH121, ACHAH123) 🌐
 - architecture: Amyklaion, Menelaion, the Sanctuary of Artemis Orthia (ACHAH120, ACHAH122)
 - writing and literature: Alcman and Tyrtaeus 🌐 🗳️
 - Greek writers’ views of Sparta: Herodotus, Thucydides, Xenophon, Aristotle, Pausanias, Plutarch 🗳️ 🌐 🗳️
 - leisure activities (ACHAH136) 🌐 ⚔️
 - marriage customs (ACHAH136) 🗳️ 🌐



Hunter River High School ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Year 12 Ancient History
Teacher:	Mr Winter
Assessment Task Number:	1
Assessment Task Name:	Spartan Society Historical Analysis
Date Issued:	Term 4, Week 2
Date and Time Due:	Term 4, Week 9
Weighting:	25%
Class Time Allocated:	2 periods
Presentation and Submission Guidelines:	Submit annotated portfolio in Canvas and complete essay in class under examination conditions.
Marking Process:	Teacher will mark using the marking criteria. Written feedback will be provided on student responses. Students will read their responses and use the teacher comments to record their medals and missions. Marks and ranks will be provided after the reflection process.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
AH 12.3	evaluates the role of historical features, individuals and groups in shaping the past
AH 12.8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH 12.9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Participant Declaration:
<p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>

Task Description:

A. Annotated Source Portfolio

Choose an essay question from the options provided below. Gather a range (at least 6) of sources of evidence to support your essay response. Each source of evidence must be submitted with a 100-200 word annotation that explains what it reveals about your chosen essay question.

B. The Essay

Utilising your source portfolio, prepare a response to your chosen essay question. You will then be required to write a response to your chosen essay question under examination conditions. The expected length of your response is 5-6 pages. 10 minutes will be allocated to revision/ planning time. 45 minutes will be allocated for writing time. This is not an open-book assessment and therefore notes / supporting material is not allowed.

Marking Rubric

You will be assessed on how well you:

- Gather and annotate a range of relevant sources
- Present a sustained, logical and well-structured answer to the question
- Use relevant sources to support your answer
- Use historical terms and concepts appropriately

2020

What evidence do archaeological and written sources provide about the Spartan economy in this period?

2019

Explain how religious festivals help us to understand Spartan society in this period. Support your response using evidence from Source K and other relevant sources.

[T]he Karneia at Sparta is a representation of their military discipline. There are, namely, places numbering nine, which they call 'sunshades' because they bear some likeness to tents; and nine men eat in each, and a herald proclaims everything by order. Each 'shade', moreover, holds three brotherhoods, and the festival of the Karneia is held for nine days.

Source K: Athenaeus, *Deipnosophistae* 4.141F

'The Deipnosophistae of Athenaeus' Published in Vol 2 of the *Loeb Classical Library* edition, 1928

2018

What does evidence reveal about the economy in this period? In your answer, refer to Source P, other sources, and your own knowledge.

Lycurgus persuaded the citizens to pool all the land and then redistribute it afresh. Then they would all live on equal terms with one another, with the same amount of property to support each... First he declared that all gold and silver coinage was now invalid, and decreed that only iron should be used as currency...

Source P: Plutarch, *Life of Lycurgus* 8–9

2017

What does evidence reveal about cultural life in this period? In your answer, refer to Source Q, other sources, and your own knowledge.



Source Q: Laconian Cup

2016

What does evidence reveal about the structure of Spartan society? In your answer, refer to Source P, other sources, and your own knowledge.

For one of the noble and blessed privileges which Lycurgus provided for his fellow-citizens, was abundance of leisure, since he forbade their engaging in any mechanical art whatsoever, and as for money-making, with its laborious efforts to amass wealth, there was no need of it at all, since wealth awakened no envy and brought no honour. Besides, the Helots tilled their ground for them ...

Source P: Plutarch, Life of Lycurgus 24

2015

What does evidence reveal about the roles of the king in Spartan society? In your answer, use Source R, other sources, and your own knowledge.



Source R: Portrait bust of Spartan warrior once linked to Leonidas

2014

What does evidence reveal about the role and status of women in this period? In your answer, use Source S, other sources, and your own knowledge.



Source S: Bronze statuette of girl

2013

With reference to Source Q and other sources, what does the evidence reveal about economic activity in this period?

As for the penalties with which they [the Spartans] mistreated the Messenians, there are the verses composed by Tyrtaeus: like asses worn out by heavy burdens, bringing to their [Spartan] masters out of grievous necessity half of all the produce that the land brings forth.

Source Q: Pausanias, Description of Greece IV.14.5 [Tyrtaeus, Fragment 6]

Marking criteria

Annotated Source Portfolio

Criteria	Marks
<ul style="list-style-type: none"> Gathers a range of relevant written and archaeological sources Annotations show a deep understanding of what the sources reveal about the chosen topic 	9-10
<ul style="list-style-type: none"> Gathers a range of relevant written and archaeological sources Annotations show a very good understanding of what the sources reveal about the chosen topic 	7-8
<ul style="list-style-type: none"> Gathers a range of written and archaeological sources Annotations show a sound understanding of what the sources reveal about the chosen topic 	5-6
<ul style="list-style-type: none"> Gathers some written and archaeological sources Annotation reveals a basic understanding of what the sources reveal about the chosen topic 	3-4
<ul style="list-style-type: none"> Gathers a basic range of written and archaeological sources Annotations show a limited understanding of what the sources reveal about the chosen topic 	0-2

Essay

Criteria	Marks
<ul style="list-style-type: none"> Provides comprehensive and detailed information about the evidence and what it reveals in relation to the question Refers directly to the source provided and to other sources Provides a well-structured response Uses historical terms and concepts appropriately 	13-15
<ul style="list-style-type: none"> Provides relevant information about the evidence and what it reveals in relation to the question Refers directly or indirectly to the source provided and to other sources Provides a structured response Uses historical terms and concepts appropriately 	10-12
<ul style="list-style-type: none"> Provides some information about the evidence and what it reveals in relation to the question Refers directly or indirectly to the source provided and/or to other sources Provides a response using some historical terms and concepts appropriately 	7-9
<ul style="list-style-type: none"> Provides limited information relevant to the question May refer to the source provided or to other sources Makes limited use of historical terms and concepts 	4-6
<ul style="list-style-type: none"> Makes general statements in relation to the question May use historical terms and concepts 	1-3

Core Study: Cities of Vesuvius – Pompeii and Herculaneum

Outcomes

A student:

- › accounts for the nature of continuity and change in the ancient world AH12-1
- › proposes arguments about the varying causes and effects of events and developments AH12-2
- › evaluates the role of historical features, individuals and groups in shaping the past AH12-3
- › analyses the different perspectives of individuals and groups in their historical context AH12-4
- › assesses the significance of historical features, people, places, events and developments of the ancient world AH12-5
- › analyses and interprets different types of sources for evidence to support an historical account or argument AH12-6
- › discusses and evaluates differing interpretations and representations of the past AH12-7
- › plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH12-8
- › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9
- › analyses issues relating to the ownership, custodianship and conservation of the ancient past AH12-10

Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-10, AHLS6-11, AHLS6-12

Content Focus

Students investigate the range and nature of archaeological and written sources for the study of the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past.

In investigating this topic, students develop and apply their knowledge and skills to understand different types of sources and relevant issues.

The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- the geographical setting and natural features of Campania (ACHAH365, ACHAH371) ✨
- the eruption of AD 79 and its impact on Pompeii and Herculaneum (ACHAH367, ACHAH372) 🖼️
- early discoveries and the changing nature of excavations in the 19th and 20th centuries (ACHAH369) 🏛️ 🖼️ 🌐
- representations of Pompeii and Herculaneum over time (ACHAH383) 🖼️ 📖

Focus of study

Investigating and interpreting the sources for Pompeii and Herculaneum

- the evidence provided by the range of sources, including site layout, streetscapes, public and private buildings, ancient writers, official inscriptions, graffiti, wall paintings, statues, mosaics, human, animal and plant remains from Pompeii and Herculaneum, as relevant for:
 - the economy: role of the forum, trade, commerce, industries, occupations (ACHAH374) 🌐 ⚙️
 - the social structure: men, women, freedmen, slaves (ACHAH375) 🏛️ 🌐
 - local political life: decuriones, magistrates, comitium (ACHAH373) 🌐 🗳️
 - everyday life: housing, leisure activities, food and dining, clothing, health, baths, water supply, sanitation (ACHAH377) 🌐 ⚙️
 - religion: household gods, temples, foreign cults and religions, tombs (ACHAH376) 🌐
 - the influence of Greek and Egyptian cultures: art and architecture (ACHAH378) 🌐

Reconstructing and conserving the past

- changing interpretations: impact of new research and technologies (ACHAH381, ACHAH385) ⚙️ 🖼️
- issues of conservation and reconstruction: Italian and international contributions and responsibilities (ACHAH370) ⚙️ 🏛️
- ethical issues: excavation and conservation, study and display of human remains (ACHAH370) ⚙️ 🏛️
- value and impact of tourism: problems and solutions (ACHAH370) 🏛️



Student Name:	
Subject/Course:	Year 12 Ancient History
Teacher:	Mr Winter
Assessment Task Number:	2
Assessment Task Name:	Pompeii and Herculaneum Source Analysis
Date Issued:	Term 1, Week 1
Date and Time Due:	Term 1, Week 10
Weighting:	20%
Class Time Allocated:	2 Periods
Presentation and Submission Guidelines:	Completed under examination conditions
Marking Process:	Teacher will mark using the marking criteria. Written feedback will be provided on student responses. Students will read their responses and use the teacher comments to record their medals and missions. Marks and ranks will be provided after the reflection process.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
AH 12.1	accounts for the nature of continuity and change in the ancient world
AH 12.9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH 12.10	analyses issues relating to the ownership, custodianship and conservation of the ancient past

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____

Task Description:

In this task you will demonstrate your ability to respond to questions in the style and format of Section I from the HSC Ancient History Examination: Cities of Vesuvius – Pompeii and Herculaneum.

The task will be completed under examination conditions and the time allocated is 1 hour.

There are **three** questions and each contains a source that must be referred to throughout the response.

You will be assessed on four separate areas from the syllabus and this is indicated below in the breakdown of each question that will be in the examination.

The mark value of each question and the area(s) of the syllabus being assessed is as follows:

Question 1: 5 Marks

- the economy: role of the forum, trade, commerce, industries, occupations

Question 2: 5 Marks

- everyday life: housing, leisure activities, food and dining, clothing, health, baths, water supply, sanitation

Question 3: 15 Marks

- local political life: decuriones, magistrates, comitium
- religion: household gods, temples, foreign cults and religions, tomb

Historical Periods

Outcomes

A student:

- › accounts for the nature of continuity and change in the ancient world AH12-1
- › proposes arguments about the varying causes and effects of events and developments AH12-2
- › evaluates the role of historical features, individuals and groups in shaping the past AH12-3
- › analyses the different perspectives of individuals and groups in their historical context AH12-4
- › assesses the significance of historical features, people, places, events and developments of the ancient world AH12-5
- › analyses and interprets different types of sources for evidence to support an historical account or argument AH12-6
- › discusses and evaluates differing interpretations and representations of the past AH12-7
- › plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH12-8
- › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9

Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-10, AHLS6-11, AHLS6-12

Content Focus

Through an investigation of the archaeological and written sources of ONE historical period, students learn about the nature of power and authority, significant developments that shaped the historical period, as well as relevant historiographical issues.

The Historical concepts and skills content is to be integrated as appropriate.

Students study key features of ONE of the following historical periods:

- A. New Kingdom Egypt to the Death of Thutmose IV
- B. New Kingdom Egypt – Amenhotep III to the Death of Ramesses II
- C. The Ancient Levant – First Temple Period c. 970–586 BC
- D. Persia – Cyrus II to the Death of Darius III
- E. Imperial China – The Qin and Han 247–87 BC
- F. The Greek World 500–440 BC
- G. 4th–Century Greece to the Death of Philip II
- H. The fall of the Roman Republic 78–31 BC
- I. The Augustan Age 44 BC–AD 14
- J. The Julio-Claudians AD 14–69.

The study selected must address the outcomes listed above.

Option F: The Greek World 500–440 BC

Content Focus

Through an investigation of the archaeological and written sources for the Greek world 500–440 BC, students examine the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- the chronological and geographical context of ancient Greece in the Mediterranean and the Near East, key powers in the region and the nature of contact with other societies 🌐

Focus of study

- Persian Wars, including:
 - origins: Persian imperialism, Ionian Revolt (ACHAH192) 🌐
 - invasion of 490 BC: Battle of Marathon, role of Miltiades (ACHAH194)
 - inter-war period: preparation and developments in Persia and Greece (ACHAH195)
 - invasion of 480–479 BC: Battles of Thermopylae and Artemisium, Salamis, Plataea and Mycale (ACHAH196)
 - role and contribution of Themistocles, Leonidas, Pausanias, Eurybiades (ACHAH196) ⚙️ 🌐
 - reasons for Greek victory and Persian defeat ⚙️ 🌐
- Development of Athens and the Athenian Empire, including:
 - Delian League: origins, aims, organisation and activities to the Battle of the Eurymedon River, role and contribution of Cimon and Aristides the Just (ACHAH197) 🌐
 - transformation of the Delian League into the Athenian Empire (ACHAH198) ⚙️ 🌐
 - nature of Athenian imperialism, changing relations with allies (ACHAH201) 🌐
 - key democratic developments: influence of the *thetes*, ostracism, citizenship law (ACHAH199) 🌐 🗳️
- Athens and Sparta, including:
 - impact of Persian Wars (ACHAH200) ⚙️
 - nature, composition and activities of the Peloponnesian League: Spartan responses to Athenian imperialism (ACHAH200) ⚙️ 🌐



Student Name:	
Subject/Course:	Year 12 Ancient History
Teacher:	Mr Winter
Assessment Task Number:	3
Assessment Task Name:	Greek World In-Class Essay
Date Issued:	Term 2, Week 1
Date and Time Due:	Term 2, Week 6
Weighting:	25%
Class Time Allocated:	2 class periods
Presentation and Submission Guidelines:	Part A (Essay plan) is submitted on the due date and Part B (Essay) is completed under examination conditions in class.
Marking Process:	Teacher will mark using the marking criteria. Written feedback will be provided on student responses. Students will read their responses and use the teacher comments to record their medals and missions. Marks and ranks will be provided after the reflection process.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
AH 12.2	proposes arguments about the varying causes and effects of events and developments
AH 12.7	discusses and evaluates differing interpretations and representations of the past
AH 12.9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Participant Declaration:
<p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>

Essay Plan – Marking Criteria	Marks
<ul style="list-style-type: none"> - Comprehensive and highly detailed essay plan with all components completed accurately. - Highly effective introduction with a well-articulated thesis statement and central arguments. - Clear and concise topic sentences, highly relevant supporting evidence and well-considered conclusion. 	9-10
<ul style="list-style-type: none"> - Thorough essay plan with most components completed accurately and in detail. - Effective introduction that communicates thesis statement and central arguments. - Clear topic sentences, relevant supporting evidence and effective conclusion. 	6-8
<ul style="list-style-type: none"> - Sound essay plan with all components completed with satisfactory detail and accuracy. - Introduction is evident and contains a generic thesis statement and central arguments. - Topic sentences are evident, some relevant supporting evidence and conclusion. 	3-5
<ul style="list-style-type: none"> - Limited / basic essay plan - Minimal evidence of planning. - Unclear introduction / conclusion, absence of topic sentences, irrelevant/ minimal supporting evidence. 	0-2

Essay – Marking Criteria	Marks
<ul style="list-style-type: none"> - Provides a comprehensive judgment relevant to the question - Demonstrates comprehensive and accurate historical knowledge and understanding relevant to the question - Supports the response with detailed and accurate historical knowledge and understanding relevant to the question - Presents a sustained, logical and cohesive response using a range of appropriate historical terms and concepts 	21-25
<ul style="list-style-type: none"> - Provides a logical judgment relevant to the question - Demonstrates sound historical knowledge and understanding relevant to the question - Supports the response with accurate information from relevant sources - Presents a logical and cohesive response using appropriate historical terms and concepts 	16-20
<ul style="list-style-type: none"> - May make some judgment relevant to the question - Demonstrates some historical knowledge and understanding relevant to the question\ - Provides a response with some information from relevant sources - Presents a response using some historical terms and concepts 	11-15
<ul style="list-style-type: none"> - Makes statements relevant to the question - Demonstrates limited historical knowledge and/or understanding relevant to the question - May provide basic information from relevant sources - Presents a limited response with basic use of historical terms and concepts 	6-10
<ul style="list-style-type: none"> - Presents a very limited narration/description of people and/or events from this period - May make very limited use historical terms and concepts 	1-5

Personalities in their Times

Outcomes

A student:

- › accounts for the nature of continuity and change in the ancient world AH12-1
- › proposes arguments about the varying causes and effects of events and developments AH12-2
- › evaluates the role of historical features, individuals and groups in shaping the past AH12-3
- › analyses the different perspectives of individuals and groups in their historical context AH12-4
- › assesses the significance of historical features, people, places, events and developments of the ancient world AH12-5
- › analyses and interprets different types of sources for evidence to support an historical account or argument AH12-6
- › discusses and evaluates differing interpretations and representations of the past AH12-7
- › plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources AH12-8
- › communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9

Related Life Skills outcomes: AHLS6-1, AHLS6-2, AHLS6-3, AHLS6-4, AHLS6-5, AHLS6-6, AHLS6-7, AHLS6-8, AHLS6-9, AHLS6-10, AHLS6-11, AHLS6-12

Content Focus

Students develop an understanding of ONE ancient personality in the context of their time, through a range of archaeological and written sources and relevant historiographical issues.

The Historical concepts and skills content is to be integrated as appropriate.

Students study key features of ONE of the following personalities:

- A. Egypt – Hatshepsut
- B. Egypt – Akhenaten
- C. The Near East – Sennacherib
- D. The Near East – Xerxes
- E. China – Qin Shihuangdi
- F. Greece – Pericles
- G. Greece – Alexander the Great
- H. Rome – Tiberius Gracchus
- I. Rome – Julius Caesar
- J. Rome – Agrippina the Younger.

The study selected must address the outcomes listed above.

Option D: The Near East – Xerxes

Content Focus

Students develop an understanding of Xerxes in the context of his time, through a range of archaeological and written sources and relevant historiographical issues. The Historical concepts and skills content is to be integrated as appropriate.

Content

Students investigate:

Survey

- The historical context, including:
 - geography, topography and resources of the Persian Empire (ACHAH105, ACHAH171) 📍
 - an overview of Persian political, social and military structures (ACHAH172) 🌐 🏰 🏰
 - expansion of the Persian Empire 🌐 🏰
 - an overview of religion in the Persian Empire (ACHAH172) 🌐
 - Persian concept of kingship 🌐

Focus of study

- Background and rise to prominence, including:
 - family background and status (ACHAH239)
 - succession to kingship (ACHAH240)
 - Key features and developments, including:
 - administration of the Persian Empire (ACHAH175)
 - revolts in the empire: Egypt, Babylon
 - religious policy (ACHAH178) 🌐
 - building program: Persepolis (ACHAH177)
 - images and representations of Xerxes as king 🏰
 - foreign policy: role in the invasion of the Greek mainland (ACHAH176) 🌐 🏰 🏰
 - relationship with prominent Persians and non-Persians 🌐 🏰
 - manner and impact of his death (ACHAH247)
 - Evaluation, including:
 - impact and influence on his time (ACHAH249) ⚙️ 🌐 🏰
 - assessment of his life and reign (ACHAH248) ⚙️ 🌐
 - legacy (ACHAH250) ⚙️ 🌐
 - ancient and modern images and interpretations of Xerxes (ACHAH251, ACHAH252, ACHAH253) ⚙️ 📖 🏰
 - ONE particular source or type of source (eg Herodotus, Books V–IX; Persepolis) for Xerxes, including:
 - the value and limitations of the source ⚙️ 🌐 🏰
- an evaluation of the source in the context of other available sources, including problems of evidence ⚙️ 🌐 🏰



Student Name:	
Subject/Course:	Year 12 Ancient History
Teacher:	Mr Winter
Assessment Task Number:	4
Assessment Task Name:	Trial HSC Examination
Date Issued:	Term 3, Week 1
Date and Time Due:	Term 3, Trial Examination Period
Weighting:	30%
Class Time Allocated:	Nil
Presentation and Submission Guidelines:	Students will complete the assessment task under examination conditions
Marking Process:	Teacher will mark using the marking criteria provided in the Assessment Task

Outcomes Assessed:	
Syllabus Code	Syllabus Description
AH 12.4	analyses the different perspectives of individuals and groups in their historical context
AH 12.5	assesses the significance of historical features, people, places, events and developments of the ancient world
AH 12.6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH 12.9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms



BIOLOGY

Biology

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Modelling Transcription and Translation	Task 2: Research: Gene Technology	Task 3: Depth Study: Microbial Growth	Task 4: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 2 Week 9	Date: Term 3 Week 3/4
		Outcomes: BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-12	Outcomes: BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO 11/12-13	Outcomes: BIO11/12 -1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11/12-14	Outcomes: BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4, BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11/12-12 BIO 11/12-13 BIO11/12-14 BIO11/12-15
		TASK WEIGHTINGS			
Modules Assessed		Module 5:	Module 6:	Module 7	Modules 5 to 8
Skills in working scientifically	60%	20%	15%	20%	5%
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Total	100%	25%	25%	25%	25%

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
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Biology
Teacher:	Robson
Assessment Task Number:	1
Assessment Task Name:	Modelling Transcription and Translation
Date Issued:	
Date and Time Due:	
Weighting:	25%
Class Time Allocated:	1 period
Presentation and Submission Guidelines:	You will submit your models for marking at the conclusion of the lesson.
Marking Process:	You will be marked according to the attached marking criteria.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
BIOL12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIOL12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIOL12-5	Analyses and evaluates primary and secondary data and information
BIOL12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIOL12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIOL12-12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

This is a practical task in which students will be required to model the process of polypeptide synthesis, given a specific DNA sequence. You are required to transcribe and translate the DNA strand, and determine the final sequence of amino acids.

Scientists have sequenced the haemoglobin gene of a person travelling to Africa. There is a disease named “sickle cell anaemia” which results from a change in the haemoglobin gene. People with sickle cell anaemia are protected against Malaria and do not need medication. Those who have the gene which produces “normal” haemoglobin do not have this natural protection and must take medication to protect themselves from Malaria.

On the day of the assessment task, you will be given the DNA sequence of the traveller to transcribe, the normal amino acid sequence and the sickle cell anaemia amino acid sequence.

Using this information, you need to complete 3 things:

1. Create a model of transcription using the provided DNA sequence.
2. Create a model of translation using the provided DNA sequence.
3. Decide if the traveller requires medication or not (including a justification).

You will also be given material to create your models, such as coloured paper, plasticine and A3 paper. The material you will be working with will be shown to you before you carry out the task.

You will be expected to label your models of transcription and translation using the following terms:

Nucleus, DNA, base, RNA polymerase, mRNA, cytoplasm, ribosome, tRNA, amino acid, polypeptide, peptide bond.



Hunter River High School ASSESSMENT TASK NOTIFICATION

You will also need to annotate your model. An annotation is a brief description of what different parts of your model are showing. For example, 'the mRNA in the ribosome serves as a template for codon/anticodon pairing with tRNA.

In preparation for your task, it is ESSENTIAL that you are familiar with the process of transcription and translation. Your notes and handout from class will greatly assist in your ability to create the model. The following video may also assist in your understanding:

1. PBS Learning

Watch the Overview, Transcription and Translation animations.

https://www.pbslearningmedia.org/asset/lsp07_int_celltrans/EN/

Go to the following web address

<https://www.pbslearningmedia.org/resource/lsp07.sci.life.stru.celltrans/cell-transcription-and-translation/#.XjE922eP42w>

Scroll down and complete the Background Reading and Discussion Questions associated with the above animations.

2. YouTube

Watch the following clips:

Transcription and Translation: From DNA to Protein (Professor Dave Explains)

<https://www.youtube.com/watch?v=bKlpDtJdK8Q>

Protein Synthesis (Updated) (Amoeba Sisters)

<https://www.youtube.com/watch?v=oefAl2x2CQM>

Transcription and Translation - Protein Synthesis From DNA - Biology (The Organic Chemistry Tutor)

<https://www.youtube.com/watch?v=8wAwLwJAGHs>

It is strongly recommended that you arrive to class with a plan of how you will construct your model.



Hunter River High School ASSESSMENT TASK NOTIFICATION

Total	/50
Course Performance Descriptors	Marks
<ul style="list-style-type: none"> demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios 	A (B6) 45-50
<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding, logically, and effectively using correct scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making some modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, and valid primary and secondary data, and scientific evidence, by applying processes, and formats applies knowledge and information to unfamiliar situations to propose explanations for scientific issues or scenarios 	B (B5) 40-45
<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of scientific concepts communicates scientific understanding effectively using scientific terms and application of nomenclature designs and plans investigations to obtain primary and secondary data and evaluates risks processes and interprets primary and secondary data, and represents it using a range of scientific formats identifies scientific problems, questions, or hypotheses and applies processes, and formats to primary or secondary data applies knowledge and information relevant to scientific issues or scenarios 	C (B4) 25-39
<ul style="list-style-type: none"> demonstrates basic knowledge and understanding of scientific concepts communicates scientific understanding using basic scientific terms and application of nomenclature implements scientific processes to obtain primary and secondary data and identifies risks processes primary or secondary data, and represents it using scientific formats responds to scientific problems, questions, or hypotheses recalls scientific knowledge and information 	D (B3) 10-24
<ul style="list-style-type: none"> demonstrates limited knowledge and understanding of scientific concepts communicates scientific understanding using limited scientific terms partially outlines investigations to obtain data and information provides simple descriptions of scientific phenomena recalls basic scientific knowledge and information 	E (B2) 0-9



Hunter River High School ASSESSMENT TASK NOTIFICATION

Self-Assessment

A self-assessment allows you to reflect on your task and identify ways you could improve. To help you right your self-assessment, you may want to consider the following:

- *According to the success criteria and marking guidelines, what grade and/or mark do I deserve?*
- *Did I submit a draft for feedback? If I received feedback, did I incorporate the feedback into my final submission?*
- *Is this my best work?*
- *Did I manage my time effectively or did I complete it at the last minute?*
- *What can I do next time to improve my chances of success?*

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Outcomes:				
	1	2-3	4-5	6
BIOL12-3: Conducts investigations to collect valid and reliable primary and secondary data and information. BIOL12-4: Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.	Demonstrates organisational skills. OR Uses some scientific language.	Demonstrates some organisational skills and some ability to work within a time limit. The information is conveyed using scientific language.	Demonstrates organisational skills and the ability to work within a time limit. The information is conveyed using scientific language that is specific to transcription and translation.	Demonstrates highly developed organisational skills and the ability to work within a time limit. The information is conveyed consistently using scientific language that is specific to transcription and translation.
BIOL12-5: Analyses and evaluates primary and secondary data and information	Demonstrates the ability to analyse secondary data to transcribe and/or translate a sequence of DNA.	Demonstrates the ability to analyse secondary data to transcribe and translate a sequence of DNA.	Demonstrates the ability to analyse secondary data to correctly transcribe and/or translate a sequence of DNA.	Demonstrates the ability to analyse secondary data to correctly transcribe and translate a sequence of DNA.
BIOL12-6: Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	Attempts to make a justification.	Justifies the decision to use medication based on scientific evidence.	Justifies the decision to use medication based on accurate scientific evidence.	Justifies the decision to use medication based on clear and accurate scientific evidence.
BIOL12-7: Communicates scientific understanding using suitable language and terminology for a specific audience or purpose	The information is presented with labels.	The information is presented with labels and annotations.	The information is mostly presented professionally with labels and annotations.	The information is consistently presented professionally with labels and annotations.
BIOL12-12: Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species	Demonstrates limited knowledge of transcription and translation.	Demonstrates some knowledge of transcription and translation.	Demonstrates a thorough knowledge of transcription and translation.	Demonstrates a comprehensive knowledge of transcription and translation.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Biology
Teacher:	
Assessment Task Number:	2
Assessment Task Name:	Research: Gene Technology
Date Issued:	
Date and Time Due:	
Weighting:	25%
Class Time Allocated:	8 Lessons
Presentation and Submission Guidelines:	Drafts can be submitted for feedback until 24 hours before the due date.
Marking Process:	You will be marked according to the attached marking criteria.

Outcomes Assessed:
BIOL12-3 Conducts investigations to collect valid and reliable primary and secondary data and information
BIOL12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIOL12-5 Analyses and evaluates primary and secondary data and information
BIOL12-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIOL12-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIOL12-13 Explains natural genetic change and the use of genetic technologies to induce genetic change

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Task Description:

Your research will involve researching the following dot point:

- investigate the uses and applications of biotechnology (past, present and future), including:
 - analysing the social implications and ethical uses of biotechnology, including plant and animal examples
 - researching future directions of the use of biotechnology
 - evaluating the potential benefits for society of research using genetic technologies
 - evaluating the changes to the Earth's biodiversity due to genetic techniques

You will need to choose an example of a past, present and future use of biotechnology from the list below:

- **The Pre-20th Century:**
 - Fermentation to Produce Foods:
 - Final products of these techniques were wine, beer, vinegar and bread using microorganisms, primarily yeast. Yogurt was produced by lactic acid bacteria in milk and molds were used to produce cheese.
 - Food Preservation:
 - The process of drying, salting and freezing food to prevent spoilage was being practiced long before anyone really understood why these steps worked or even fully understood what caused food to spoil in the first place.
 - Selective Plant Breeding:
 - Crop improvement (i.e., selecting seeds from the most successful plants and producing a new crop with the most desirable traits) is a form of early crop technology.
- **Modern Biotechnology:**
 - Medicine
 - Gene modification or transgenesis are used to produce therapeutic human proteins in cells or whole organisms. The cell or organism used depends upon how large and complex the protein is. For example, human insulin, a small protein used to treat diabetes, is made in genetically engineered bacteria, whereas large, more complex proteins like hormones or antibodies are made in mammalian cells or transgenic animals.
 - Agriculture
 - Plants and animals can be improved by selectively breeding for particular traits or by genetic modification.



Hunter River High School ASSESSMENT TASK NOTIFICATION

- Forensics
 - DNA profiling is used in forensic analysis to identify DNA samples at a crime scene or to determine parentage.
- Bioremediation
 - Organisms or parts of organisms can be used to clean up pollution in soil, water or air.
- **Future uses of Biotechnology:**
 - Personalized Medicine:
 - Customization of healthcare that is tailored to the individual patient where a patient's genetic content, or other molecular analysis such as genetic polymorphisms for drug metabolism, is used to select medical treatments.
 - Biomufacturing:
 - Uses biotechnology approaches to produce commodity products, biologically based molecules, or molecules that can be used in construction of materials.
 - Synthetic biology:
 - A discipline that focuses on making synthetic organic, living organisms or devices with properties that do not occur in nature, offers great promise in controlled design of new technologies using biological engineering.
 - Gene therapy:
 - Gene therapy may be used for treating, or even curing, genetic and acquired diseases like cancer and AIDS by using normal genes to supplement or replace defective genes or to bolster a normal function such as immunity.

Your report will need to have the following components:

Introduction (100-150 words): This is an overview of what you will talk about in your report. You should define biotechnology in this section and provide an overview of what you will talk about in your report.

Body (1200-1500 words): This section is where you talk about past, present and future applications of biotechnology, social and ethical implications, potential benefits and impact on biodiversity. You are encouraged to use diagrams to support your information, but make sure you refer to them in the text and you acknowledge where your diagrams come from in your references. Specific examples will also strengthen your report. How you structure this section is up to you but organising your ideas into paragraphs is essential.

Conclusion (100-150 words): This is where you summarise what you have discussed and provide a concluding statement on the importance and impact of biotechnology in society.



Hunter River High School ASSESSMENT TASK NOTIFICATION

Reliability and Validity (100-150 words): In this section you will need to talk about how you ensured the information in your report was reliable (the information was the same between sources) and valid (the information came from reputable sources).

References: You will need at least 15 references from a variety of sources to support the ideas in the report.



Hunter River High School

ASSESSMENT TASK NOTIFICATION

Total	/30
Course Performance Descriptors	Marks
<ul style="list-style-type: none"> demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios 	<p>A (B6)</p> <p>26-30</p>
<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding, logically, and effectively using correct scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making some modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, and valid primary and secondary data, and scientific evidence, by applying processes, and formats applies knowledge and information to unfamiliar situations to propose explanations for scientific issues or scenarios 	<p>B (B5)</p> <p>22-25</p>
<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of scientific concepts communicates scientific understanding effectively using scientific terms and application of nomenclature designs and plans investigations to obtain primary and secondary data and evaluates risks processes and interprets primary and secondary data, and represents it using a range of scientific formats identifies scientific problems, questions, or hypotheses and applies processes, and formats to primary or secondary data applies knowledge and information relevant to scientific issues or scenarios 	<p>C (B4)</p> <p>15-21</p>
<ul style="list-style-type: none"> demonstrates basic knowledge and understanding of scientific concepts communicates scientific understanding using basic scientific terms and application of nomenclature implements scientific processes to obtain primary and secondary data and identifies risks processes primary or secondary data, and represents it using scientific formats responds to scientific problems, questions, or hypotheses recalls scientific knowledge and information 	<p>D (B3)</p> <p>8-14</p>
<ul style="list-style-type: none"> demonstrates limited knowledge and understanding of scientific concepts communicates scientific understanding using limited scientific terms partially outlines investigations to obtain data and information provides simple descriptions of scientific phenomena recalls basic scientific knowledge and information 	<p>E (B2)</p> <p>0-7</p>



A self-assessment allows you to reflect on your task and identify ways you could improve. To help you right your self-assessment, you may want to consider the following:

- *According to the success criteria and marking guidelines, what grade and/or mark do I deserve?*
- *Did I submit a draft for feedback? If I received feedback, did I incorporate the feedback into my final submission?*
- *Is this my best work?*
- *Did I manage my time effectively or did I complete it at the last minute?*
- *What can I do next time to improve my chances of success?*

[illegible]

Outcomes:				
	1	2-3	4-5	6
BIOL12-3: Conducts investigations to collect valid and reliable primary and secondary data and information BIOL12-5: Analyses and evaluates primary and secondary data and information	Makes references to reliability or validity.	Provides an explanation of strategies to ensure information is reliable and valid.	Provides a thorough explanation of strategies to ensure information is reliable and valid.	Provides a comprehensive explanation of strategies to ensure information is reliable and valid.
BIOL12-4: Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.	Includes 1-3 references.	Includes 4-8 references.	Includes 9-13 references from a range of sources.	Provides at least 15 references from a range of sources.
BIOL12-6: Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes	Makes some reference to ethical and social implications.	Demonstrates some understanding of the ethical and social implications of biotechnology.	Demonstrates the ability to discuss the ethical and social implications of biotechnology	Demonstrates an outstanding ability to discuss the ethical and social implications of biotechnology.
BIOL12-7: Communicates scientific understanding using suitable language and terminology for a specific audience or purpose	Some use of scientific terminology is present.	The information contains scientific terminology and is structured into coherent paragraphs.	The information contains suitable scientific terminology and is structured into coherent paragraphs.	The information contains extensive and considered scientific terminology and is structured into coherent paragraphs.
BIOL12-13: Explains natural genetic change and the use of genetic technologies to induce genetic change.	Demonstrates a basic understanding of biotechnology and its impact on biodiversity.	Demonstrates a sound understanding of biotechnology and its impact on biodiversity.	Demonstrates a thorough understanding of biotechnology and its impact on biodiversity.	Demonstrates a comprehensive understanding of biotechnology and its impact on biodiversity.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Biology
Teacher:	
Assessment Task Number:	3
Assessment Task Name:	Depth Study – Microbial Growth
Date Issued:	
Date and Time Due:	
Weighting:	25%
Class Time Allocated:	8 Lessons
Presentation and Submission Guidelines:	Drafts can be submitted for feedback until 24 hours before the due date.
Marking Process:	You will be marked according to the attached marking criteria.

Outcomes Assessed:

BIO12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO12-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO12-5 Analyses and evaluates primary and secondary data and information

BIO12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

This assessment task will involve you performing an experiment, collecting the data and writing a scientific report.

The investigation you will conduct will attempt to answer the following question. How effective are different chemicals in killing microorganisms?

Your report must contain the following sections:

Introduction: Background information relevant to the investigation.

Aim: A statement that describes the purpose of your investigation.

Hypothesis: One sentence relating one variable to another.

Materials and Method: A brief explanation of how you conducted the experiment.

Results: A detailed description of your observations (including pictures). Any data collected is displayed in tables and presented in a graph.

Discussion: This section has three parts –

1. An explanation of the results using your knowledge of biology.
2. An explanation of how you ensured validity, reliability and accuracy in your experiment.
3. An evaluation of your experiment, including ways it could be improved in the future.

Conclusion: One sentence where you indicate if your results support or don't support your hypothesis.

References: An acknowledgement of the sources where you found information.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Total	/50
Course Performance Descriptors	Marks
<ul style="list-style-type: none">demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideascommunicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contextsdesigns and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidenceselects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictionsdesigns solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formatsapplies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios	A (B6) 46-50
<ul style="list-style-type: none">demonstrates thorough knowledge and understanding of scientific concepts, including complex and abstract ideascommunicates scientific understanding, logically, and effectively using correct scientific terms and application of nomenclature in a variety of formats and wide range of contextsdesigns and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making some modifications in response to new evidenceselects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationshipsdesigns solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, and valid primary and secondary data, and scientific evidence, by applying processes, and formatsapplies knowledge and information to unfamiliar situations to propose explanations for scientific issues or scenarios	B (B5) 40-45
<ul style="list-style-type: none">demonstrates sound knowledge and understanding of scientific conceptscommunicates scientific understanding effectively using scientific terms and application of nomenclaturedesigns and plans investigations to obtain primary and secondary data and evaluates risksprocesses and interprets primary and secondary data, and represents it using a range of scientific formatsidentifies scientific problems, questions, or hypotheses and applies processes, and formats to primary or secondary dataapplies knowledge and information relevant to scientific issues or scenarios	C (B4) 25-39
<ul style="list-style-type: none">demonstrates basic knowledge and understanding of scientific conceptscommunicates scientific understanding using basic scientific terms and application of nomenclatureimplements scientific processes to obtain primary and secondary data and identifies risksprocesses primary or secondary data, and represents it using scientific formatsresponds to scientific problems, questions, or hypothesesrecalls scientific knowledge and information	D (B3) 10-24
<ul style="list-style-type: none">demonstrates limited knowledge and understanding of scientific conceptscommunicates scientific understanding using limited scientific termspartially outlines investigations to obtain data and informationprovides simple descriptions of scientific phenomenarecalls basic scientific knowledge and information	E (B2) 0-9



A self-assessment allows you to reflect on your task and identify ways you could improve. To help you right your self-assessment, you may want to consider the following:

- *According to the success criteria and marking guidelines, what grade and/or mark do I deserve?*
- *Did I submit a draft for feedback? If I received feedback, did I incorporate the feedback into my final submission?*
- *Is this my best work?*
- *Did I manage my time effectively or did I complete it at the last minute?*
- *What can I do next time to improve my chances of success?*

This image shows a full page of a worksheet designed for handwriting practice. It features 18 evenly spaced, horizontal dashed lines across the entire width of the page. The background is plain white, providing a clear guide for letter height and placement. There are no margins, text, or other markings present.

	1	2	3	4
1. Introduction: (11/12-7, BIO12-14)	Performed limited or general background research.	Present background research with some relevance to the subject of investigation.	Presents background research with relevance to the subject of investigation. Secondary sources are referenced mostly in the correct format.	Presents background research with relevance to the subject of investigation. Secondary sources are referenced consistently in the correct format. Information is communicated using effective metalanguage.
2. Aim: (11/12-1)	Aim without independent OR dependent variable OR not linked to the hypothesis.	Aim includes independent and dependant variable that is linked to the hypothesis.		
3. Hypothesis: (11/12-2)	Hypothesis without independent OR dependent variable.	Hypothesis includes independent and dependant variable but not linked to aim.	Hypothesis includes independent and dependant variable and is linked to the aim.	
4. Materials and Method: (11/12-2, 11/12-3)	An attempt at describing the materials and method is made.	Some steps of the method are described. Some equipment is included in the method.	Most steps of the method are described. Most of the equipment is included in the method. Evidence of a fair test is present.	Method is described in sufficient detail. The use of appropriate equipment is included in the method. Evidence of a fair test is present.
5. Risk Assessment: (11/12-2, 11/12-3)	A hazard is identified	A hazard is identified and a strategy to minimise the risk included.	Multiple hazards identified with a strategy to minimise the risk of each.	

6. Results – Table: (11/12-4)	Some attempt to present data in a table is made.	Data is presented clearly. Table includes most of the necessary features.	Data is presented clearly. Table has all correct headings (including units where appropriate).	
7. Results – Graph: (11/12-4)	Some attempt at producing a graph is made.	Most of the features of the graph are present.	The majority of features of the graph are present.	Appropriate type of graph is used. Axes are scaled correctly and labelled with correct units. Appropriate data is plotted accurately.
8. Results – Diagrams/Images	The diagrams/images do not assist in understanding the investigation.	The diagrams/images of the investigation assist the reader in understanding the investigation.		
9. Results – Accompanying Text: (11/12-4)	Some attempt to describe the results is made.	Tables, graphs and diagrams are accompanied by text that describes the results.	Tables, graphs and diagrams are accompanied by text that describes the results. Trends in data are identified.	Tables, graphs and diagrams are accompanied by detailed text that describes the results. Trends in data are identified.
10. Discussion – Analysis of Data: (11/12-5, BIO12-14)	Some attempt is made to explain the results.	Explanation of the trends identified in the results.	Explanation of the trends identified in the results. Comparison between hypothesis and results.	Explanation of the trends identified in the results using knowledge from background information. Comparison between hypothesis and results.

11. Discussion – Validity: (11/12-5)	Some reference to variables is made.	Independent and dependent variables are correctly identified. One control variable identified.	Independent and dependent variables are correctly identified. Description of how the other variables were kept constant.	Independent and dependent variables are correctly identified. Detailed description of how the other variables were kept constant. Evaluation of the validity of the experiment.
12. Discussion – Reliability and Accuracy: (11/12-5)	Some reference to reliability or accuracy is evident.	ONE feature of reliability is discussed in relation to the investigation. OR ONE step taken to ensure accuracy is discussed.	ONE feature of reliability is discussed in relation to the investigation. ONE step taken to ensure accuracy is discussed.	TWO features of reliability are discussed in relation to the investigation. Steps taken to ensure accuracy are discussed. Evaluation of the accuracy and reliability of the investigation.
13. Discussion – Suggested Improvements: (11/12-5)	ONE possible improvement to the investigation is made.	ONE possible improvement to the investigation is made. The improvement is related specifically to validity, reliability or accuracy.	TWO possible improvements to the investigation are made. Each improvement is related specifically to validity, reliability or accuracy.	THREE possible improvements to the investigation are made. Each improvement is related specifically to validity, reliability or accuracy.
14. Conclusion: (11/12-1)	Conclusion does not refer to the hypothesis.	Conclusion states if the results support the hypothesis.		
15. References: (11/12-7)	Three or less sources are referenced.	Four to seven sources are referenced. References are set out in an appropriate format.	Eight or more sources are referenced. References are set out in an appropriate format.	



BUSINESS STUDIES

Year 12 Course Structure and Requirements

Business Studies aims to develop knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment

The course comprises four sections. Students are required to study all four sections of the course.

HSC course structure (120 indicative hours)

Topic	Indicative hours	% of course time
Operations	30	25
Marketing	30	25
Finance	30	25
Human resources	30	25

Objectives and Outcomes

Objectives The student develops knowledge and understanding about:	Preliminary outcomes The student:	HSC outcomes The student:
The nature, role and structure of business	P1 discusses the nature of business, its role in society and types of business structure	H1 critically analyses the role of business in Australia and globally
Internal and external influences on business	P2 explains the internal and external influences on businesses	H2 evaluates management strategies in response to changes in internal and external influences
	P3 describes the factors contributing to the success or failure of small to medium enterprises	H3 discusses the social and ethical responsibilities of management
The functions and processes of business activity	P4 assesses the processes and interdependence of key business functions	H4 analyses business functions and processes in large and global businesses
Management strategies and their effectiveness	P5 examines the application of management theories and strategies	H5 explains management strategies and their impact on businesses
	P6 analyses the responsibilities of business to internal and external stakeholders	H6 evaluates the effectiveness of management in the performance of businesses

The student develops skills to:	The student:	The student:
investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations	P7 plans and conducts investigations into contemporary business issues	H7 plans and conducts investigations into contemporary business issues
	P8 evaluates information for actual and hypothetical business situations	H8 organises and evaluates information for actual and hypothetical business situations
communicate business information and issues using appropriate formats	P9 communicates business information and issues in appropriate formats	H9 communicates business information, issues and concepts in appropriate formats
apply mathematical concepts appropriate to business situations	P10 applies mathematical concepts appropriately in business situations	H10 applies mathematical concepts appropriately in business situations

Business Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Operations Topic Test	Task 2: Finance Business Report	Task 3: Human Resources Extended Response	Task 4: Trial HSC Exam
		Date: Term 4 Week 8	Date: Term 1 Week 8	Date: Term 3 Week 9	Date: Term 3 Week 3/4
		Outcomes: H2, H4, H5, H9	Outcomes: H5, H8-10	Outcomes: H4, H9	Outcomes: H1-6, H8-10
		TASK WEIGHTINGS			
Knowledge & understanding of course content	40%	5%	15%	5%	15%
Stimulus based interpretation skills	20%	10%			10%
Research & enquiry	20%		5%	15%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	20%	25%	25%	30%

Outcomes

A student:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

Scope and sequence – Business Studies – Year 12 – 2022/2023

TERM FOUR	1	2	3	4	5	6	7	8	9	10
TOPC	Operations (25% Indicative Time) Contemporary business issues; business case studies Operations – management, influences, processes, strategies									
OUTCOMES	H1, H2, H3, H4, H5, H6, H7, H8, H9									
ASSESSMENT								Assessment Task 1- Topic Test		

TERM ONE	1	2	3	4	5	6	7	8	9	10
TOPIC	Finance (25% Indicative Time) Contemporary business issues; business case studies Financial management – role, influences, processes, strategies									
OUTCOMES	H2, H3, H4, H5, H6, H7, H8, H9, H10									
ASSESSMENT								Assessment Task 2- Financial Business Report analysis		

TERM TWO	1	2	3	4	5	6	7	8	9	10
TOPIC	Human resources (25% Indicative Time) Contemporary business issues; business case studies Human resource management – role, influences, processes, strategies, effectiveness									
OUTCOMES	H2, H3, H4, H5, H6, H7, H8, H9									
ASSESSMENT								Assessment Task 3- Extended Response		

TERM THREE	1	2	3	4	5	6	7	8	9	10
TOPIC	Marketing (25% Indicative Time) Contemporary business issues; business case studies Marketing – role, influences, processes, strategies									
OUTCOMES	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10									
ASSESSMENT			Assessment Task 4- HSC Trial Examination							

Content: Business Studies HSC course

Topic 1: Operations

The focus of this topic is the strategies for effective operations management in large businesses.

Outcomes

The student:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats

Content

Students learn to:

examine contemporary business issues to:

- discuss the balance between cost and quality in operations strategy
- examine the impact of globalisation on operations strategy
- identify the breadth of government policies that affect operations management
- explain why corporate social responsibility is a key concern in operations management

investigate aspects of business using hypothetical situations and actual business case studies to:

- describe the features of operations management for businesses in a tertiary industry
- assess the relationship between operations and the other key business functions in two actual businesses
- explain how operations strategy can help a business sustain its competitive advantage
- recommend possible operations strategies for one hypothetical business

Students learn about:

role of operations management

- strategic role of operations management – cost leadership, good/service differentiation
- goods and/or services in different industries

- interdependence with other key business functions

influences

- globalisation, technology, quality expectations, cost-based competition, government
- policies, legal regulation, environmental sustainability
- corporate social responsibility
 - the difference between legal compliance and ethical responsibility
 - environmental sustainability and social responsibility

operations processes

- inputs
 - transformed resources (materials, information, customers)
 - transforming resources (human resources, facilities)
 - transformation processes
 - the influence of volume, variety, variation in demand and visibility (customer contact)
 - sequencing and scheduling – Gantt charts, critical path analysis
 - technology, task design and process layout
 - monitoring, control and improvement
- outputs
 - customer service
 - warranties

operations strategies

- performance objectives – quality, speed, dependability, flexibility, customisation, cost
- new product or service design and development
- supply chain management – logistics, e-commerce, global sourcing
- outsourcing – advantages and disadvantages
- technology – leading edge, established
- inventory management – advantages and disadvantages of holding stock, LIFO (last-in-first-out), FIFO (first-in-first-out), JIT (just-in-time)
- quality management
 - control
 - assurance
 - improvement
- overcoming resistance to change – financial costs, purchasing new equipment, redundancy payments, retraining, reorganising plant layout, inertia
- global factors – global sourcing, economies of scale, scanning and learning, research and development



Student Name:	
Subject/Course:	Year 12 Business Studies
Teacher:	Miss R. Di Rienzo
Assessment Task Number:	1
Assessment Task Name:	Operations Topic Test
Date Issued:	Term 4, Week 6 2023
Date and Time Due:	Term 4, Week 8 2023
Weighting:	20%
Class Time Allocated:	1 class period
Presentation and Submission Guidelines:	Students are to complete the multiple choice and short answer question paper under exam conditions in class during the allocated period set by the teacher. An answer booklet will be provided to write answers.
Marking Process:	Classroom teacher will mark using marking guidelines

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H2	Evaluates management strategies in response to changes in internal and external influences
H4	Analyses business functions and processes in large and global businesses
H5	Explains management strategies and their impact on businesses
H9	communicates business information, issues and concepts in appropriate formats

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____

Task Description:

Students are to complete a topic test on the unit Operations covered in Term 4. The test has TWO sections (Section 1: Multiple Choice and Section 2: Short Answer). Students are to attempt ALL questions, writing in blue or black pen.

Section 1 is worth 20 marks. It is recommended to allow 20 minutes to complete this section. Section 2 is worth 40 marks. It is recommended to allow 40 minutes for this section.

Success Criteria:

To be successful in this examination student can:

- Attempt ALL questions within BOTH sections of the paper
- Address the directive HSC terms/verbs in the short answer questions
- Communicate ideas through appropriate business terminology

Feedback:**Medals**

•

Missions

•

Final mark/grade:**Student Reflection:**

Topic 2: Finance

The focus of this topic is the role of interpreting financial information in the planning and management of a business.

Outcomes

The student:

H2 evaluates management strategies in response to changes in internal and external influences

H3 discusses the social and ethical responsibilities of management

H4 analyses business functions and processes in large and global businesses

H5 explains management strategies and their impact on businesses

H6 evaluates the effectiveness of management in the performance of businesses

H7 plans and conducts investigations into contemporary business issues

H8 organises and evaluates information for actual and hypothetical business situations

H9 communicates business information, issues and concepts in appropriate formats

H10 applies mathematical concepts appropriately in business situations

Content

Students learn to:

examine contemporary business issues to:

- explain potential conflicts between short-term and long-term financial objectives
- analyse the influence of government and the global market on financial management
- identify the limitations of financial reporting
- compare the risks involved in domestic and global financial transactions

investigate aspects of business using hypothetical situations and actual business case studies to:

- calculate key financial ratios
- assess business performance using comparative ratio analysis
- recommend strategies to improve financial performance
- examine ethical financial reporting practices

Students learn about:

role of financial management

- strategic role of financial management
- objectives of financial management
 - profitability, growth, efficiency, liquidity, solvency
 - short-term and long-term

- interdependence with other key business functions

influences on financial management

- internal sources of finance – retained profits
- external sources of finance
 - debt
 - short-term borrowing (overdraft, commercial bills, factoring), long-term borrowing (mortgage, debentures, unsecured notes, leasing)
 - equity
 - ordinary shares (new issues, rights issues, placements, share purchase plans), private equity
- financial institutions – banks, investment banks, finance companies, superannuation funds, life insurance companies, unit trusts and the Australian Securities Exchange influence of government – Australian Securities and Investments Commission, company taxation
- global market influences – economic outlook, availability of funds, interest rates

processes of financial management

- planning and implementing – financial needs, budgets, record systems, financial risks, financial controls
 - debt and equity financing – advantages and disadvantages of each
 - matching the terms and source of finance to business purpose
- monitoring and controlling – cash flow statement, income statement, balance sheet
- financial ratios
 - liquidity – current ratio ($\text{current assets} \div \text{current liabilities}$)
 - gearing – debt to equity ratio ($\text{total liabilities} \div \text{total equity}$)
 - profitability – gross profit ratio ($\text{gross profit} \div \text{sales}$); net profit ratio ($\text{net profit} \div \text{sales}$); return on equity ratio ($\text{net profit} \div \text{total equity}$)
 - efficiency – expense ratio ($\text{total expenses} \div \text{sales}$), accounts receivable turnover ratio ($\text{sales} \div \text{accounts receivable}$)
 - comparative ratio analysis – over different time periods, against standards, with similar businesses
- limitations of financial reports – normalised earnings, capitalising expenses, valuing assets, timing issues, debt repayments, notes to the financial statements
- ethical issues related to financial reports

financial management strategies

- cash flow management
 - cash flow statements
 - distribution of payments, discounts for early payment, factoring
- working capital management
 - control of current assets – cash, receivables, inventories
 - control of current liabilities – payables, loans, overdrafts
 - strategies – leasing, sale and lease back
- profitability management
 - cost controls – fixed and variable, cost centres, expense minimisation
 - revenue controls – marketing objectives
- global financial management
 - exchange rates
 - interest rates

- methods of international payment – payment in advance, letter of credit, clean payment, bill of exchange
- hedging
- derivatives



Student Name:	
Subject/Course:	Year 12 Business Studies
Teacher:	Miss R. Di Rienzo
Assessment Task Number:	2
Assessment Task Name:	Finance Business Report
Date Issued:	Term 1, Week 6 2024
Date and Time Due:	Term 1, Week 8 2024
Weighting:	25%
Class Time Allocated:	3 class period
Presentation and Submission Guidelines:	Students will be provided 2 class periods to work on draft responses of the business report, utilising the support of the teacher to apply feedback. Students will then complete the task writing it under exam conditions during the allocated period by the classroom teacher. Students will be provided with lined paper to complete their report.
Marking Process:	Classroom teacher will mark using marking guidelines.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H5	Explains management strategies and their impact on businesses
H8	Organises and evaluates information for actual and hypothetical business situations
H9	Communicates business information, issues and concepts in appropriate formats
H10	Applies mathematical concepts appropriately in business situations

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____

Task Description:**Finance Business Report**

A business, Roo's Outback Eatery Pty Ltd, is opening an additional restaurant in NSW. They plan to position the restaurant as an exclusive restaurant specialising in Modern Australian food with quality customer service. The owners require assistance with the following:

- Appropriate operation strategies to support the new store to transition through the business life cycle
- Additional funds for the day to day running of the business
- The close monitoring of working capital

You have been hired as a consultant to write a report for the owners. In your report:

- Describe the role of operations management for this business.
- Recommend TWO appropriate working capital management strategies for this business.
- Explain how operations and finance are interdependent with each other at Roo's Outback Eatery.

Marking Criteria	Marks
<ul style="list-style-type: none"> • Clearly provides reasons in favour of operations strategies which will improve business performance. • Provides detailed reasons in favour of TWO appropriate working capital management strategies. • Provides how and/or why operations and finance are interdependent. • Makes effective use of the information provided, demonstrating extensive knowledge and understanding relevant to the question. • Presents a sustained, logical and cohesive business report integrating relevant business terminology and concepts 	17–20
<ul style="list-style-type: none"> • Provides reasons in favour of operations strategies which will improve business performance. • Provides reasons in favour of TWO working capital management strategies. • Provides characteristics and features of connections between operations and finance. • Makes some use of the information provided, demonstrating knowledge and understanding of the question. • Presents a logical and cohesive business report and uses relevant business terminology and concepts. 	13–16
<ul style="list-style-type: none"> • Outlines reasons in favour of operations strategies which will improve business performance. • Provides characteristics and features of working capital management OR reasons for ONE working capital management strategy. • Includes features of a business report and uses some business terminology and concepts. • Sketches in general terms how operations and finance are linked. 	9–12
<ul style="list-style-type: none"> • Sketches in general terms a financial strategy/strategies. • Sketches in general terms the operations and/or finance functions. • Includes some features of a business report and uses basic business terminology. 	5–8
<ul style="list-style-type: none"> • Uses basic business terminology. • May make reference to finance OR operations . 	1–4

Success Criteria:

To be successful in this task a student can:

- Apply the hypothetical business situation
- Communicate using relevant business terminology and concepts
- Present a sustained, logical and cohesive response in the form of a business report

Topic 3: Human Resources

The focus of this topic is the contribution of human resource management to business performance.

Outcomes

The student:

H2 evaluates management strategies in response to changes in internal and external influences

H3 discusses the social and ethical responsibilities of management

H4 analyses business functions and processes in large and global businesses

H5 explains management strategies and their impact on businesses

H6 evaluates the effectiveness of management in the performance of businesses

H7 plans and conducts investigations into contemporary business issues

H8 organises and evaluates information for actual and hypothetical business situations

H9 communicates business information, issues and concepts in appropriate formats

Content

Students learn to:

examine contemporary business issues to:

- discuss the influence of government on the process of determining employment contracts
- explain how businesses exhibit corporate social responsibility in the management of human resources
- analyse the causes of two workplace disputes and the strategies used to resolve them
- examine the advantages of a diverse, culturally competent workforce for a global business

investigate aspects of business using hypothetical situations and actual business case studies to:

- explain the interdependence between human resources and other key business functions
- compare the process of negotiating enterprise/collective agreements with the negotiation of individual contracts
- discuss the advantages and disadvantages of outsourcing in the global market
- evaluate the effectiveness of human resource management for one business and
- recommend appropriate alternative strategies

Students learn about:

role of human resource management

- strategic role of human resources
- interdependence with other key business functions

- outsourcing
 - human resource functions
 - using contractors – domestic, global

key influences

- stakeholders – employers, employees, employer associations, unions, government organisations, society
- legal – the current legal framework
 - the employment contract – common law (rights and obligations of employers and employees), minimum employment standards, minimum wage rates, awards, enterprise agreements, other employment contracts
 - work health and safety and workers compensation
 - antidiscrimination and equal employment opportunity
- economic
- technological
- social – changing work patterns, living standards
- ethics and corporate social responsibility

processes of human resource management

- acquisition
- development
- maintenance
- separation

strategies in human resource management

- leadership style
- job design – general or specific tasks
- recruitment – internal or external, general or specific skills
- training and development – current or future skills
- performance management – developmental or administrative
- rewards – monetary and non-monetary, individual or group, performance pay
- global – costs, skills, supply
- workplace disputes
 - resolution – negotiation, mediation, grievance procedures, involvement of courts and tribunals

effectiveness of human resource management

- indicators
 - corporate culture
 - benchmarking key variables
 - changes in staff turnover
 - absenteeism
 - accidents
 - levels of disputation
 - worker satisfaction



Student Name:	
Subject/Course:	Year 12 Business Studies
Teacher:	Miss R. Di Rienzo
Assessment Task Number:	2
Assessment Task Name:	Human Resources Extended Response
Date Issued:	Term 2, Week 7 2023
Date and Time Due:	Term 2, Week 9 2023
Weighting:	25%
Class Time Allocated:	1 class period
Presentation and Submission Guidelines:	Part A (Essay plan) is submitted on the due date and Part B (Essay) is completed under test conditions in class.
Marking Process:	Classroom teacher will mark using marking guidelines

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H4	analyses business functions and processes in large and global businesses
H6	evaluates the effectiveness of management in the performance of businesses
H8	organises and evaluates information for actual and hypothetical business situations
H9	communicates business information, issues and concepts in appropriate formats
H10	applies mathematical concepts appropriately in business situations

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____

The Task

For your task you will be completing TWO parts (Part A: Research/Essay Plan and Part B: In-class Essay).

Part A: Research / Essay Plan

The **HSC Business Studies Essay** makes up **20 marks of Section IV** in the HSC exam.

It is also often known as the '**Case Study**' essay, because students are expected to integrate case studies or real-life business examples into their response.

The general marking criteria for a Band 6 in the HSC Business Studies Essay is that a student:

- Applies relevant case study/studies and contemporary business issues
- Presents a sustained, logical and cohesive response and communicates clearly using relevant business terminology and concepts

Step 1: Conduct research on the following syllabus bullet points in preparation for the in-class essay:

Step 2: Consolidate your understanding of the **case study McDonalds** that has been studied in class, taking notes of how Kathmandu reflect the above syllabus dot points.

Step 3: Complete an essay plan using the scaffold provided or a scaffold of your choosing approved by your teacher. For the essay, your body paragraphs are to follow the TEEEC structure.

Show the teacher your plan as it develops to ensure you are making satisfactory progress. Submit the essay plan to the teacher on the day of the essay.

Part B: In-Class Essay

In-Class Essay Questions- Please choose ONE of the questions below:

Evaluate human resource strategies used to achieve THREE indicators of effective human resource management.

OR

Analyse the response of human resource management to economic, technological, and social influences.

Success Criteria:

I will be successful if I can:

- Demonstrate knowledge and understanding relevant to the question
- Apply relevant business case study/studies and contemporary business issues
- Communicate using relevant business terminology
- Present a sustained, logical and cohesive response

Essay Plan – Marking Criteria		Marks
<ul style="list-style-type: none"> - Comprehensive and highly detailed essay plan with all components completed accurately. - Highly effective introduction with a well-articulated thesis statement and central arguments. - Clear and concise topic sentences, highly relevant supporting evidence and well-considered conclusion. 		9-10
<ul style="list-style-type: none"> - Thorough essay plan with most components completed accurately and in detail. - Effective introduction that communicates thesis statement and central arguments. - Clear topic sentences, relevant supporting evidence and effective conclusion. 		6-8
<ul style="list-style-type: none"> - Sound essay plan with all components completed with satisfactory detail and accuracy. - Introduction is evident and contains a generic thesis statement and central arguments. - Topic sentences are evident, some relevant supporting evidence and conclusion. 		3-5
<ul style="list-style-type: none"> - Limited / basic essay plan - Minimal evidence of planning. - Unclear introduction / conclusion, absence of topic sentences, irrelevant/ minimal supporting evidence. 		0-2

Marking Criteria for Question 1	
<ul style="list-style-type: none"> • Makes judgements about the human resource strategies used to achieve three indicators of effective human resource management • Applies relevant case study/studies and contemporary business issues • Presents a sustained, logical and cohesive response and communicates clearly using relevant business terminology and concepts 	17-20
<ul style="list-style-type: none"> • Makes evident the relationship between the human resource strategies and three indicators of effective human resource management • Uses relevant case study/studies and contemporary business issues • Presents a logical and cohesive response using relevant business terminology and concepts 	13-16
<ul style="list-style-type: none"> • Provides characteristics and features of human resource strategies and three indicators of effective human resource management • Makes reference to case study/studies and/or contemporary business issues • Communicates using relevant business terminology and concepts 	9-12
<ul style="list-style-type: none"> • Sketches in general terms human resource strategies and three indicators of effective human resource management • Makes reference to relevant case study/studies and contemporary business issues • Communicates using some business terminology and concepts 	5-8
<ul style="list-style-type: none"> • Makes limited reference to human resource strategies and/or effective human resource management • May identify case study/studies • Uses basic business terminology 	1-4

Marking Criteria for Question 2	
<ul style="list-style-type: none"> • Draws out and clearly relates the response of human resource management to economic, technological and social influences • Applies relevant case study/studies and contemporary business issues • Presents a sustained, logical and cohesive response and communicates clearly using relevant business terminology and concepts 	17-20
<ul style="list-style-type: none"> • Makes evident the response of human resource management to economic, technological and social influences • Uses relevant case study/studies and contemporary business issues • Presents a logical and cohesive response using relevant business terminology and concepts 	13-16
<ul style="list-style-type: none"> • Provides characteristics and features of economic, technological and social influences on human resource management • May make reference to case study/studies and contemporary business issues • Communicates using business terminology and concepts 	9-12
<ul style="list-style-type: none"> • Sketches in general terms economic and/or technological and/or social influences • May make reference to case study/studies and contemporary business issues • Communicates using business terminology and concepts 	5-8
<ul style="list-style-type: none"> • Makes limited reference to human resource management • May identify case study/studies • Uses basic business terminology 	1-4

Topic 4: Marketing

The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies.

Outcomes

The student:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

Content

Students learn to:

examine contemporary business issues to:

- explain why goods and/or services are central to both marketing and operations
- examine why ethical behaviour and government regulation are important in marketing
- assess why a mix of promotional strategies is important in the marketing of goods and services

investigate aspects of business using hypothetical situations and actual business case studies to:

- evaluate the marketing strategies for a good or service
- analyse a marketing plan for a business
- explain how globalisation has affected marketing management

Students learn about:

role of marketing

- strategic role of marketing goods and services
- interdependence with other key business functions

- production, selling, marketing approaches
- types of markets – resource, industrial, intermediate, consumer, mass, niche

influences on marketing

- factors influencing customer choice – psychological, sociocultural, economic, government
- consumer laws
 - deceptive and misleading advertising
 - price discrimination
 - implied conditions
 - warranties
- ethical – truth, accuracy and good taste in advertising, products that may damage health, engaging in fair competition, suggesting marketing process
- situational analysis – SWOT, product life cycle
- market research
- establishing market objectives
- identifying target markets
- developing marketing strategies
- implementation, monitoring and controlling – developing a financial forecast; comparing actual and planned results, revising the marketing strategy

marketing strategies

- market segmentation, product/service differentiation and positioning
- products – goods and/or services
 - branding
 - packaging
- price including pricing methods – cost, market, competition-based
 - pricing strategies – skimming, penetration, loss leaders, price points
 - price and quality interaction
- promotion
 - elements of the promotion mix – advertising, personal selling and relationship marketing, sales promotions, publicity and public relations
 - the communication process – opinion leaders, word of mouth
- place/distribution
 - distribution channels
 - channel choice – intensive, selective, exclusive
 - physical distribution issues – transport, warehousing, inventory
- people, processes and physical evidence
- e-marketing
- global marketing
 - global branding
 - standardisation
 - customisation
 - global pricing
 - competitive positioning



Student Name:	
Subject/Course:	Year 12 Business Studies
Teacher:	Miss R. Di Rienzo
Assessment Task Number:	4
Assessment Task Name:	HSC Trial Examination
Date Issued:	Term 3, Week 1 2023
Date and Time Due:	Term 3, Week 3&4 2023
Weighting:	30%
Class Time Allocated:	None
Presentation and Submission Guidelines:	Students to complete trial HSC examination during the examination period. The paper will consist of multiple choice, short answer, business report and case study extended response covering the Business Studies HSC course.
Marking Process:	Classroom teacher will mark using marking guidelines associated with examination paper.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H1	critically analyses the role of business in Australia and globally
H2	evaluates management strategies in response to changes in internal and external influences
H3	discusses the social and ethical responsibilities of management
H4	analyses business functions and processes in large and global businesses
H5	explains management strategies and their impact on businesses
H6	evaluates the effectiveness of management in the performance of businesses
H7	plans and conducts investigations into contemporary business issues
H8	organises and evaluates information for actual and hypothetical business situations
H9	communicates business information, issues and concepts in appropriate formats
H10	applies mathematical concepts appropriately in business situations

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



**COMMUNITY & FAMILY
STUDIES**

Community & Family Studies

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: IRP	Task 2: Lobbying Proposal	Task 3: Research/Response	Task 4: Trial HSC
		Date: Term 4 Week 8	Date: Term 1 Week 9	Date: Term 2 Week 9	Date: Term 3 Week 3/4
		Outcomes: H4.1, H4.2, H5.6, H6.2	Outcomes: H1.1, H2.2, H3.1, H4.1, H4.2, H5.1, H6.2	Outcomes: H2.3, H3.4, H4.1, H4.2, H6.1	Outcomes: all
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%	5%	5%	15%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	20%	10%	15%
Total	100%	20%	25%	25%	30%

Outcomes

A student:

- H1.1** analyses the effect of resource management on the well-being of individuals, groups, families and Communities
- H2.1** analyses different approaches to parenting and caring relationships
- H2.2** evaluates strategies to contribute to positive relationships and the well-being of individuals, groups, families and communities
- H2.3** critically examines how individual rights and responsibilities in various environments contribute to well being
- H3.1** analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2** evaluates networks available to individuals, groups and families within communities
- H3.3** critically analyses the role of policy and community structures in supporting diversity
- H3.4** critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1** justifies and applies appropriate research methodologies
- H4.2** communicates ideas, debates issues and justifies opinions
- H5.1** proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2** develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1** analyses how the empowerment of women and men influences the way they function within society
- H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Year 12 Community and Family Studies
Teacher:	Hirst
Assessment Task Number:	1
Assessment Task Name:	Independent Research Project - IRP
Date Issued:	Term 4, Week 1
Date and Time Due:	Project Plan - Term 4 - Friday Week 3 Completed project – Term 4 - Wednesday week 8
Weighting:	20%
Class Time Allocated:	Minimum 5 lesson offered throughout term 4
Presentation and Submission Guidelines:	Single A4 plastic sleeve, submitted to teacher
Marking Process:	Marked by Mrs Hirst

Outcomes Assessed:
H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1 justifies and applies appropriate research methodologies
H4.2 communicates ideas, debates issues and justifies opinions
H5.2 Develops strategies for managing multiple roles and demands of family, work and other environments
H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



Hunter River High School ASSESSMENT TASK NOTIFICATION

Task Description:

Complete an Independent Research Project by conducting your own research on a particular subject/focus and construct a report detailing your research. The IRP will consist of two phases:

Part A - The project plan (5 marks)

Part B - The project diary (5 marks)

Part C - The project product (10 marks)

The IRP should relate to the course content of one or more of the following areas:

- individuals
- groups
- families
- communities
- resource management.

Part A: The project plan (20 marks)

Present a plan for the Independent Research Project that provides an initial summary of the project and an outline of the research process to be undertaken.

It needs to include:

- the proposed research topic and related question and hypothesis.
- an explanation of why the project was chosen, and the relationship between the focus of the project and the selected course content area/s of Community and Family Studies.
- a description of the primary research methodologies to be used, including the sampling process. You also need to justify why each method was/was not selected and explain the sampling method/s that will be utilised.
- an outline of possible secondary sources of data specific to your topic and details of information required to support your research.
- proposed expected outcomes of the research – what do you hope or expect to find out.
- guidelines to address issues such as bias and ethics
- a realistic timeline indicating how and when resources will be used
- a description of the proposed project product
- a list of terminology related to your research and their definitions (Glossary).



Hunter River High School ASSESSMENT TASK NOTIFICATION

Part B: The project diary (20 marks)

Your diary should include:

- a. a record of thoughts and feelings as your project ideas take shape
- b. any options for the final presentation of the product
- c. evidence of contacts, conversations, readings and sources of secondary data
- d. an honest reflection on problems and concerns
- e. a regular series of diary entries reflecting the timeline - Make frequent entries (minimum - once a week).

Part C: The project product (60 marks)

Your product should include:

- a. **Introduction**- brief description of the intentions of the project and the relevant syllabus content.
- b. **Acknowledgments** – recognition of specific sources of support.
- c. **Description** of how the **research was carried out** and the **sample group** used.
- d. Documentation of relevant **secondary data**.
- e. **Analysis** and discussion of data collected (e.g. statistics, overview of evidence/feelings/ideas found through data collection) including graphical representation of statistics.
- f. **Summary / conclusions / recommendations**.
- g. **Bibliography**
- h. **Appendix** including:
 - finished copies of primary research questions and responses
 - supporting material.

Presentation:

Students may choose from a range of mediums including using video, multimedia presentations, electronic forms or an oral presentation. They can also continue to present the IRP as a written report. The method of presentation needs to be negotiated between the teacher and student at the time of submission of the project plan.



Hunter River High School ASSESSMENT TASK NOTIFICATION

Structure Detail

Overview

- **Title page** – Name, Subject, Due date, Research Question & Hypothesis.
- **Contents page** – clearly identify where each section is throughout the project. All pages should be labelled and correlate with the information on the contents page.
- **Acknowledgements** - recognise specific 'sources of data' (refer to syllabus) that assisted in the research process and acknowledge the support given.

Main Body of Report

1. **Introduction** – describe the intentions of the project and link to relevant syllabus content. (Include your research hypothesis and question).
2. **Literature review** – discuss the secondary data related to your research topic. (Show the information that already exists for/against your research topic)
3. **Research methodologies** – describe the primary research methods used to collect data. (Specify – who, what, when, why and how they were conducted. Include details of the sampling method/s used.)
4. **Results** – present the data collected using graphs and/or tables and outline the significant points in writing (describe the data presented in the graphs/tables). It is suggested that you show both the data that supports your hypothesis and the data that does not support your hypothesis. Note: **DO NOT** give reasons for the data in this section.
5. **Analysis and discussion** – interpret research findings/results. (Suggest reasons for the data; show any relationships between the primary and secondary data, present information both for and against your hypothesis, show links between the data and your hypothesis).
6. **Conclusion** – provide a summary of analysis and discussion (Determine the final outcome or conclusion to research, make a judgment as to whether your hypothesis was correct or incorrect based on your findings). All conclusions should be supported with data and be based on evidence already discussed. There should be no new information in this section.
7. **Future recommendations** – outline the problems encountered during research, any issues of concern, and make relevant suggestions for improvement.

Additional information

- **Bibliography** – list all secondary sources of data using a recognised referencing technique. (refer to the information given in class on referencing secondary sources)
- **Appendix** – File all relevant materials utilised for the research but not needed in the main body of the report – e.g. copies of questionnaires, interviews or other research methodologies records, secondary information materials, articles etc.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Success Criteria	
PART A: THE PROJECT PLAN - Criteria	Mark
<ul style="list-style-type: none">Clearly defines the research proposal.Perceptively and effectively communicates the relationship between the focus of the project and the course content area.Describes the primary and secondary research methodologies in detail.Demonstrates thorough understanding of bias and ethics in research.Displays expertise in developing a timeline for the management of the project.Shows a clear understanding of the requirements for the project product	18 – 20
<ul style="list-style-type: none">Soundly outlines the research proposal.Effectively identifies the relationship between the focus of the project and the course content area.Describes the primary and secondary research methodologies in some detail.Demonstrates a sound understanding of bias and ethics in research.Displays sound skill in developing a timeline for the management of the project.Shows a sound understanding of the requirements for the project product	14 - 17
<ul style="list-style-type: none">Outlines the research proposal.Identifies the relationship between the focus of the project and the course content area.Describes the primary and secondary research methodologies.Demonstrates a satisfactory understanding of bias and ethics in research.Displays some skill in developing a timeline for the management of the project.Shows some understanding of the requirements for the project product	10 - 13
<ul style="list-style-type: none">The research proposal lacks clarity.Establishes a tenuous relationship between the focus of the project and the course content area.Lists a limited range of primary and secondary research methodologies.Identifies some basic issues related to bias and ethics in research.Displays an elementary timeline for the management of the project.Shows little understanding of the requirements for the project product.	4 - 9
<ul style="list-style-type: none">Limited attemptVery basic understanding of the requirements of the project	1 - 3



Hunter River High School
ASSESSMENT TASK NOTIFICATION

PART B: THE PROJECT DIARY - Criteria	Mark
<ul style="list-style-type: none">• Thoroughly documented evidence of project development.• Clearly and effectively identifies and explains the process for determining the nature of the product.• Critically documents relevant secondary sources and information.• Structured regular entries are made in line with appropriate time line.• Strong evidence of problem-solving to resolve any issues arising.• Documents conversations, readings and relevant contacts in a logical and concise way	18 – 20
<ul style="list-style-type: none">• Documented evidence of project development.• Identifies a range of possible product options.• Documents relevant secondary sources and information with explanations.• Regular entries are made in line with appropriate time line.• Evidence of problem-solving to resolve any issues arising.• Records descriptive accounts of relevant conversations, readings and contacts.	14 - 17
<ul style="list-style-type: none">• Basic documented evidence of project development.• Identifies some possible product options.• Documents relevant secondary sources and information with basic explanations.• Entries are made but may not be in line with appropriate timeline.• Some evidence of problem-solving to resolve any issues arising.• Records some accounts of conversations, readings and contacts.	10 - 13
<ul style="list-style-type: none">• Vague evidence of project development.• Limited (1 or 2) possible product options.• One or two references made to relevant secondary sources and information.• Irregular entries are made.• Little evidence of problem-solving to resolve any issues arising.• Incomplete record of conversations and relevant contacts	4 - 9
<ul style="list-style-type: none">• Limited attempt• Very basic understanding of the requirements of the diary	1 - 3



Hunter River High School
ASSESSMENT TASK NOTIFICATION

PART C: THE PRODUCT - Criteria	Mark
<ul style="list-style-type: none">• The collection of data is highly appropriate to the research proposal.• Product presentation clearly and effectively communicates central ideas.• Clearly articulates the intentions of the project and relates specifically to syllabus content area/s.• Effectively acknowledges the relevant sources of support for the completion of the project.• Logical and coherent primary research methodologies are used and are evident in samples provided.• Research data is accurately represented in a clear and concise manner.• Secondary data is analysed, interpreted and interrelated in conjunction with primary research data.• Superior analysis and interpretation of data is demonstrated which effectively communicates relevant information.• Research data is critically analysed to provide a detailed summary and conclusion.• Recommendations demonstrate direct correlation to the purpose of the project.• A comprehensive and extensive bibliography is presented (contains a range of sources).• An appendix contains samples of primary research responses and other relevant information	50 – 60
<ul style="list-style-type: none">• The collection of data is appropriate to the research proposal.• Product presentation clearly communicates central ideas.• Outlines the intentions of the project and relates specifically to syllabus content area/s.• Acknowledges the relevant sources of support for the completion of the project.• Satisfactory primary research methodologies are used and are evident in samples provided.• Research data is represented in a clear manner.• Secondary data is discussed in relation to project topic.• Sound analysis and interpretation of data is demonstrated and communicates relevant information.• Research data is analysed and a summary and conclusion is provided.• Some recommendations demonstrate a direct correlation to the purpose of the project.• A bibliography is relatively extensive.• An appendix contains samples of primary research responses and other relevant information.	40 – 49



Hunter River High School

ASSESSMENT TASK NOTIFICATION

<ul style="list-style-type: none"> • Most of the collection of data is appropriate to the research proposal. • Product presentation communicates central ideas. • Some discussion of aims of the project and relationship to syllabus content area/s. • Acknowledges some of the relevant sources of support for the completion of the project. • Primary research methodologies demonstrate some structure and relevance to the research proposal. • Research data is not clearly presented or is limited in presentation. • Secondary data is discussed with little depth and understanding with no interrelation to primary research data. • Some analysis and interpretation of data is demonstrated. • A brief summary and conclusion of a few relevant points. • Limited number of valid recommendations. • A satisfactory bibliography is presented (contains few sources). • An appendix contains some evidence of primary research. 	30 – 39
<ul style="list-style-type: none"> • Some of the collection of data is appropriate to the research proposal. • Product presentation communicates in a limited manner central ideas. • Limited discussion of aims of the project and relationship to syllabus content area/s. • Acknowledges some of the relevant sources of support for the completion of the project. • Primary research methodologies demonstrate poor structure, little relevance to the research proposal. • Research data is not clearly presented or is very limited in presentation. • Secondary data is discussed but with no interrelation to primary research data. • Limited analysis and interpretation of data is demonstrated. • A brief summary and conclusion of one or two relevant points. • Limited number of recommendations, may or may not be valid. • A basic or limited bibliography is presented (contains few sources). • An appendix contains little or no evidence of primary research. 	20 - 29
<ul style="list-style-type: none"> • Inappropriate collection of data. • Poor communication of central ideas. • Introduction poor or not included. • Acknowledges some of the relevant sources of support for the completion of the project. • Poor or no evidence of primary research methodologies. • Research data is not presented or has little relevance. • Superficial discussion of one or two sources of secondary data with no interrelationship to primary research data. • Limited or no analysis and interpretation of data. • Basic summary and narrow conclusion with little relevance to the topic. • Limited recommendations or recommendations not validated. • Limited bibliography with incomplete references and inaccurate details. • Appendix contains irrelevant information. 	1 - 19



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Year 12 Community and Family Studies
Teacher:	
Assessment Task Number:	2
Assessment Task Name:	Lobbying Proposal
Date Issued:	
Date and Time Due:	Term 1, Week 9, Friday 3:20pm
Weighting:	25%
Class Time Allocated:	
Presentation and Submission Guidelines:	Single A4 plastic sleeve, submitted to teacher
Marking Process:	Marking by Mrs Hirst in line with marking criteria provided

Outcomes Assessed:
H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
H4.1 justifies and applies appropriate research methodologies
H4.2 communicates ideas, debates issues and justifies opinions
H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

You are to write a report providing a snapshot of the equity of HOMELESS people of Australia. To complete this report, you need to:

- Examine government policy and legislation to determine its role in ensuring equity for Homeless Australians
- Critically analyse the extent to which organisations within the community assist in satisfying the needs of Homeless Australians
- Investigate a current inequity issue faced by Homeless Australians and propose 3 strategies to address the issue
- Explore ONE example of what each group has done to try to improve community attitudes, and assess the impact this has had on the wellbeing of Homeless Australians
- Outline how community organisations advocate for Homeless Australians and describe the positive influence it can have on community attitudes



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Success Criteria	
	Mark
Examine government policy and legislation to determine its role in ensuring equity for Homeless Australians	
Inquire into government policy/legislation and their role in ensuring equity for homeless Australians with examples	7
Attempts to inquire into government policy/legislation and their role in ensuring equity for homeless Australians	6
Provide numerous characteristics and features government policy and legislation in terms of homeless people with examples	4-5
Sketch in general terms government policy or legislation and homeless people OR Provide characteristics and features government policy and legislation in terms of homeless people	2-3
Provides some relevant information about government policy/ legislation OR homeless people	1

Critically analyse the extent to which organisations within the community assist in satisfying the needs of Homeless Australians	
Critically identify organisations in the community and homeless Australians and the relationship between them. Draw out the satisfactions of needs for homeless Australians and implications of this Provides relevant examples	9-10
Identify organisations in the community and homeless Australians and the relationship between them. Attempts to draw out the satisfactions of needs for homeless Australians and implications of this Provides examples	7-8
Identify organisations in the community and homeless Australians and the relationship between them OR. Attempts to draw out the satisfactions of needs for homeless Australians and implications of this	5-6
Identify organisations in the community or homeless Australians OR. Briefly describes satisfactions of needs for homeless Australians	3-4
Provides some relevant information about community organisations OR homeless people	1-2



Hunter River High School ASSESSMENT TASK NOTIFICATION

Investigate a current inequity issue faced by Homeless Australians and propose 3 strategies to address the issue	
Inquire into and draw conclusions about a current inequity issue faced by homeless Australians and explains 3 strategies to address the issue	9-10
Briefly inquire into and draw conclusions about a current inequity issue faced by homeless Australians and explains 2-3 strategies to address the issue	7-8
Briefly inquire into and draw conclusions about a current inequity issue faced by homeless Australians and describes 2-3 strategies to address the issue	5-6
Outlines a current inequity issue faced by homeless Australians and identifies 2-3 strategies to address the issue	3-4
Outlines a current inequity issue faced by homeless Australians OR Identifies 2-3 strategies to address the issue	1-2

Explore ONE example of what Homeless Australians has done to try to improve community attitudes, and assess the impact this has had on the wellbeing of Homeless Australians	
Outline 1 example of how the homeless have improved community attitudes and makes a detailed judgement of outcomes this has had on homeless people	7
Outline 1 example of how the homeless have improved community attitudes and makes a brief judgement of outcomes this has had on homeless people	5-6
Outline 1 example of how the homeless have improved community attitudes and describes the outcome this has had on homeless people	3-4
Outline 1 example of how the homeless have improved community attitude	1-2

Outline how community organisations advocate for Homeless Australians and describe the positive influence it can have on community attitudes	
Sketch in general terms how community organisations advocate for homeless and provide characteristics and features of the positive influence this has on communities	5-6
Sketch in general terms how community organisations advocate for homeless and sketch in general terms the positive influence this has on communities	3-4
Identifies community organisations that advocate for homeless OR Identifies the positive influence that advocacy has on communities	1-2



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Year 12 Community and Family Studies
Teacher:	Mrs Hirst
Assessment Task Number:	3
Assessment Task Name:	Parenting and Caring – In Class Task
Date Issued:	
Date and Time Due:	Term 2, Week 9, Friday 3:20pm
Weighting:	25%
Class Time Allocated:	
Presentation and Submission Guidelines:	This Task will be completed in class and submitted to the classroom teacher. You will answer the questions on the paper provided. You may have one single sided A4 sheet of hand written notes to assist you.
Marking Process:	Marking by teacher

Outcomes Assessed:
H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
H3.2 evaluates networks available to individuals, groups and families within communities

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Task Description:

In Class Task – 25 marks

Time Allowed: 60 Minutes

The task will consist of two sections.

Section 1: 5 Multiple Choice Questions (5 marks)

You will receive 5 multiple choice questions based on content covered in Core 3 – Parenting and Caring.

Each multiple-choice question will be worth 1 mark.

Section 2: Short Answer Questions (20 marks)

You will be required to answer a range of short answer questions (from 4 – 10 marks) from content covered in Core 3 - Parenting and Caring.

To prepare for this section of the task, you must research and revise parenting styles, social and technological changes, social parents, characteristics of the dependent and formal support services.

You may use one A4 sized page of hand written notes (single side only) to refer to when completing the task.

Your notes are to be submitted with the task.

Question	Syllabus Link	Verb	Outcomes	Marks
6.	Parenting & Caring	How	H1.1	4 marks
7.	Parenting & Caring	Compare	H2.2	6 marks
8.	Parenting & Caring	Explain	H5.2 H3.2	10 marks

HSC Verbs:

How	Relate cause and effect; make the relationships between things evident
Compare	Show how things are similar or different
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Success Criteria
<p>A marking criterion for each question will be provided on the day.</p> <p>Recommended Preparation:</p> <ul style="list-style-type: none">➤ Have completed and memorized study notes for core parenting and caring➤ Have completed past HSC questions for parenting and caring➤ Sought feedback on completed past HSC questions➤ Have created a glossary of terms for parenting and caring➤ View Atomi HSC clips and completed supporting quizzes



DANCE

What you will need for the year:

- 4 separate workbooks of A4 size (no small books).
ONE with lines for Appreciation & THREE art books for Composition, Performance and Major work.
- Laptop or access to Google Classroom – Code: 3xozwhd & Canvas
- Dance attire-EVERY LESSON!! You need to be in tights/bike shorts to be able to see quality of line, rather than track pants or school shorts.
- Water!!! (Every lesson)
- Commitment to me and to coming to class. HSC year is about being organised and staying on task during each lesson. Engage in all activities to reach your true potential.
- Dedication and commitment!! Remember to get the best marks you need to go beyond classwork. Remember the more effort you put in the greater the results.

Areas of Study:

1. Performance 20%

2. Composition 20%

3. Appreciation 20%

4. Major Work 40% - You choose from below.

Major Work selections:

1.	Performance	4 – 6 minute dance, choreographed by the teacher.
2.	Composition	4 – 6 minute work, with 2 – 3 dancers.
3.	Appreciation	3 essays, independent analysis.
4.	Dance & Technology	4 – 6 minute dance film, 2 – 3 dancers.

YEAR 12 DANCE TIMELINE:

TERM 4: Core Performance 15%

W1	W2	W3	W4	W5	W6	W7	W8	W9	W10
CP > CA – Terrain >								PERFORMANCE DUE - 15%	

TERM 1: Core Composition & Core Appreciation 30%

W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11
CC > CA – Juliet & Romeo >						COMPOSITION DUE 10% APPRECIATION 20%				

TERM 2: Major Study 25% & HSC Practical Trials 30%

W1	W2	W3	W4	W5	W6	W7	W8	W9	W10
MS >					MAJOR STUDY DUE - 25%	Rehearsal > CC, CP, MS			HSC PRAC TRIALS - 30%

TERM 3:

W1	W2	W3	W4	W5	W6	W7	W8	W9	W10
Rehearsal > CC, CP, MS			HSC PRACTICAL EXAM		CA - Juliet & Romeo > Terrain >				

Scope and Sequence - Year 12 Dance (2024)

Term 4	Term 1	Term 2	Term 3
Performance: H1.1, H1.2, H1.3, H2.1, H2.2, H2.3	Performance: H1.1, H1.2, H1.3, H2.1, H2.2, H2.3	Performance: H1.1, H1.2, H1.3, H2.1, H2.2, H2.3	Performance: H1.1, H1.2, H1.3, H2.1, H2.2, H2.3
10 periods (approximately)	5 periods (approximately)	8 periods (approximately)	8 periods (approximately)
Core Performance: Students learn the Core Performance Dance. Revision of CP areas of study and build upon Preliminary knowledge of Dance Technique, Safe Dance Practice and Performance Quality. Assessment Task 1: <i>Term 4, Week 9 – 15%</i> Core Performance + Process Journal	Core Performance: Rehearse/revise CP Dance. Students personalize dance individually. Explicit instruction and practice of the interview.	Core Performance: Student's rehearse/refine performance working on Personalising the dance and individual areas for development – in own time.	Core Performance: Rehearse and refine for HSC Practical Exams in weeks 4-5 . Practice Interview.
Composition: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H3.4	Composition: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H3.4	Composition: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H3.4	Composition: H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H3.4
10 periods (approximately)	10 periods (approximately)	7 periods (approximately)	8 periods (approximately)
Core Composition: Students initiate the development of their Core Composition dance with a focus on concept/intent and the generation of movement. Focus area of study 1 and 2.	Core Composition: Continue to develop Core Composition – completed draft for assessment task 2. Focus on area of study 3 Organising the movement. Assessment Task 2: <i>Term 2, Week 7 – 10%</i> Core Composition + Interview + Dance Journal	Core Composition: Focus on Selection and Refinement after Assessment Task 2 feedback and area of study 4 – Organising the Dance. Work with dancer weekly.	Core Composition: Rehearse and refine for HSC Practical Exams in weeks 4-5 . Practice Interview.
Appreciation: H1.2, H1.3, H4.1, H4.2, H4.3, H4.4, H4.5	Appreciation: H1.2, H1.3, H4.1, H4.2, H4.3, H4.4, H4.5	Appreciation: H1.2, H1.3, H4.1, H4.2, H4.3, H4.4, H4.5	Appreciation: H1.2, H1.3, H4.1, H4.2, H4.3, H4.4, H4.5
10 periods (approximately)	10 periods (approximately)	5 periods (approximately)	8 periods (approximately)
Core Appreciation: Students learn to appreciate dance works through the written form. Students begin study of dance work, <i>Juliet & Romeo</i> by Mats Ek.	Core Appreciation: Weeks 1-6 <i>Juliet & Romeo</i> Week 6-11 Students study the dance work, <i>Terrain</i> by Frances Rings (Bangarra Dance Theatre). Students learn how to write the Dance Essay and submit with Assessment task 2. Assessment Task 2: <i>Term 1, Week 7 – 20%</i> Core Appreciation Essays	Core Appreciation: Students continue study of the work, <i>Terrian</i> .	Core Appreciation: After Practical HSC Exams, students focus on Appreciation. Revision of set works and practice essay writing.
Major Study: Outcomes relevant to chosen MS option	Major Study: Outcomes relevant to chosen MS option	Major Study: Outcomes relevant to chosen MS option	Major Study: Outcomes relevant to chosen MS option
5 periods (approximately)	10 periods (approximately)	15 periods (approximately)	8 periods (approximately)
Students are introduced to Major Study options – Have conversation with teacher and peers about what option to best explore. Students considering electing to do Major Study Composition or Major Study Film brainstorm ideas.	Performance students learn Major Study Work. Composition and Film students develop movement and work through tasks to develop Major Study Work.	Continue development of Major Study Works. Reflect and completion. Assessment Task 3: <i>Term 2, Week 6 – 25%</i> Major Study Option + Interview + Process Journal	Rehearse and refine for HSC Practical Exams in weeks 4-5 . Practice Interview. Assessment Task 4: <i>Term 2, Week 10 – 30%</i> Core Performance + Interview + Process Journal Core Composition + Interview + Process Journal Major Study Option + Interview + Process Journal

Assessment	Assessment	Assessment	Assessment
Total 15 % - Due Date: Term 4, Week 9	Total 30 % - Due Date: Term 1, Week 7	Total 25 % - Due Date: Term 2, Week 6	Total 30 % - Due Date: Term 2, Week 10
Task 1: Core Performance: Demonstration of draft Core Performance dance, discussion of set questions and submission of process diary. Outcomes: H1.2, H2.1, H2.2	Task 2: Core Appreciation: Research and analytical response Core Composition: Work in progress, process diary and discussion (10% Core Composition & 20% Core Appreciation = 30%) Outcomes: H1.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H4.4	Task 3: Major Study: Presents progress of major study option with interview and process diary. Outcomes: Based on the Major Study option selected by student	Task 4: Trial HSC Examination -Practical (5% Core Performance, 10% Core Composition & 15% Major Study = 30%) Outcomes: H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3

Dance

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Demonstration of draft Core Performance dance, discussion of set questions and submission of process diary	Task 2: Core Appreciation: research and analytical response Core Composition: Work in progress, process diary and discussion	Task 3: Major Study: Presents progress of major study option with interview and process diary	Task 4: Trial HSC Examination - Practical
		Date: Term 4 Week 9	Date: Term 1 Week 7	Date: Term 2 Week 6	Date: Term 2 Weeks 10
		Outcomes: H1.2, H2.1, H2.2,	Outcomes: H1.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H4.4	Outcomes: Based on the Major Study option selected by student	Outcomes: H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3
		TASK WEIGHTINGS			
Performance Core	20%	15%			5%
Composition Core	20%		10%		10%
Appreciation Core	20%		20%		
Major Study Elective	40%			25%	15%
Total	100%	15%	30%	25%	30%

Outcomes

Through activities in performance, composition and appreciation, a student:

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form.
- H1.2 performs, composes and appreciates dance as an artform.
- H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances.
- H1.4 acknowledges and appreciates the relationship of dance and other media.
- H2.1 understands performance quality, interpretation and style relating to dance performance.
- H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.
- H2.3 values the diversity of dance performance.
- H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent.
- H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent.
- H3.3 recognises and values the role of dance in achieving individual expression.
- H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent.
- H4.1 understands the concept of differing artistic, social and cultural contexts of dance.
- H4.2 recognises, analyses and evaluates the distinguishing features of major dance works.
- H4.3 utilises the skills of research and analysis to examine dance as an artform.
- H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance.
- H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study

Aim

Dance in Stage 6 is designed for students to experience, understand and value dance as an artform through the study of the performance, composition and appreciation of dance.

Objectives

Through Dance studies, students will develop knowledge and understanding, skills, values and attitudes about:

- dance as an artform
- dance performance
- dance composition
- dance appreciation.

HSC Course

120 indicative hours

Core Performance	20%
Core Composition	20%
Core Appreciation	20%
Major Study	40%

Major Study: One to be completed — 40% of total course time

Major Study Performance 40%	OR	Major Study Composition 40%	OR	Major Study Appreciation 40%	OR	Major Study Dance and Technology 40%
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In the HSC course, students continue their study of dance as an artform. They continue core study in the three core components. Students also undertake an in-depth study of dance in one of the major study components, either Performance, Composition, Appreciation or Dance and Technology. The three core study components are each allocated 20 percent of time, and the major study is allocated 40 percent.

Performance

HSC Course Outcomes

A student:

H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form

H1.2 performs, composes and appreciates dance as an artform

H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances

H2.1 understands performance quality, interpretation and style relating to dance performance

H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices

H2.3 values the diversity of dance performance.

Content

Core Performance is a compulsory component. All students study Performance in both the Preliminary and HSC courses.

Performance consists of three areas of study. Firstly, there is the knowledge, understanding and skills that physically prepare the body for dance. The second area in the study of Performance relates to the knowledge, understanding and skills in which this physical preparation is applied to dance performance in the context of safe dance practice. The third area consists of the knowledge, understanding and skills of technique and performance applied to a 'Dance'.

The Dance Stage 6 Syllabus employs a generic training described as Dance Technique, based on the fundamentals of classical ballet and modern dance techniques, safe dance practice and anatomical principles of movement. Students also develop a working knowledge of the systems of the body as they relate to the dancer, and the common causes, prevention and care of dance injury.

Areas of Study

Preliminary course (40%) and HSC course (20%)

I. Dance Technique

Students learn about:

1. Body skills
 - body awareness
 - principles of alignment/body placement
 - body articulation
 - axial movement

- locomotor movement
 - turns
 - falls
 - balance
 - control
 - elevation
 - kinaesthetic awareness.
2. Sequencing (locomotor and non-locomotor)
 - combinations, phrases and sequences
 - temporal variations
 - dynamic variations.
 3. Safe dance practice
 - warm-up/cool-down
 - stretching
 - alignment
 - body awareness
 - body limitations
 - causes, prevention and treatment of injury
 - environmental
 - body maintenance.
 4. Variety of structures/components of a dance class which may include
 - floor work, barre work, centre work, moving in space, jumps and aerial work.

II. Dance Technique applied to Dance Performance

The study of Dance Technique is not an end in itself, but a means to allow the student the freedom to perform dance to the fullest extent.

Students learn about:

1. Elements of dance as they relate to performance
 - space
 - level
 - direction
 - pathways/floor patterns
 - spatial relationships
 - dimension
 - shape

- time
 - accent
 - rhythm
 - metre
 - phrasing
 - duration
 - tempo
 - momentum
 - stillness
 - dynamics
 - release of energy
 - weight/force.
2. Performance quality
- control/variation of dynamics
 - quality of line
 - projection
 - kinaesthetic awareness.
3. Interpretation
- application of Dance Technique to performance of a dance.

The performer uses all these aspects of dance performance to realise the context/intent of the dance.

III. The Core Performance Dance

The 'Dance' is prepared as an outgrowth of classwork under the guidance of the teacher. The 'Dance' should be considered to be a coherent organisation of technical sequences, phrases and sections that contribute to the overall unity of the 'Dance', but need not be driven by thematic considerations.

Students learn about:

- anatomical structure in relation to execution
- performing complex sequences relative to:
 - anatomical structure
 - strength
 - endurance
 - coordination
 - consistency in kinaesthetic awareness
- developing consistency of interpretation
- developing strength, endurance and coordination related to the 'Dance'.

Composition

HSC Course Outcomes

A student:

H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form

H1.2 performs, composes and appreciates dance as an artform

H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances

H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent

H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent

H3.3 recognises and values the role of dance in achieving individual expression.

Content

Core Composition is a compulsory component. All students study Composition in both the Preliminary and HSC courses.

Composition provides students firstly with opportunities to develop knowledge and understanding of the theories, principles, processes and practices of composition. Secondly, students develop the skills of composition through practice, observation and reflection that enable students to make choices in their own process.

Students engage in exploration through problem-solving tasks to find movement for dance compositions. They learn essential aspects of the craft of composition, which they employ to communicate their intent through movement.

The compositional process is designed to foster student's individual creativity. Students are encouraged to draw on their own movement vocabulary experiences in composing and selecting movement to create and develop a personal response that communicates their intent.

Areas of Study

Students learn about:

1. Manipulation of the elements of dance as they relate to dance composition
 - space
 - level
 - geometry of space (direction, dimension, plane)
 - shape
 - floor pattern
 - design in space
 - personal space
 - active space
 - performance space
 - time
 - tempo
 - duration
 - momentum
 - regular/irregular
 - accent
 - metre
 - natural rhythms
 - stillness
 - dynamics
 - release of energy
 - weight/force.

2. Generating movement as it relates to dance composition
 - stimulus material
 - conception — intent or motivating factors.
 - generating movement relevant to a concept/intent
 - abstraction
 - exploration/improvisation
 - reflection/evaluation
 - selection and refinement.
3. Organising the movement as it relates to dance composition
 - motif
 - phrase
 - motif into phrase.
4. Organising the dance (form/structure)
 - sequencing
 - transition
 - repetition
 - variation and contrast
 - formal structures
 - unity
 - appraisal and evaluation.

Appreciation

Core Appreciation is a compulsory component. All students study Appreciation in both the Preliminary and HSC courses.

HSC Course Outcomes

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an artform
- H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H4.1 understands the concept of differing artistic, social and cultural contexts of dance
- H4.2 recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3 utilises the skills of research and analysis to examine dance as an artform
- H4.4 demonstrate, in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.

HSC Course Content

In core Appreciation in the HSC course, students have the opportunity to study specific choreographers and prescribed works from the past 200 years. Students apply the knowledge, skills and understanding gained from analysis, writing and criticism to the in-depth study of a prescribed choreographer and their work.

HSC Course Areas of Study

Students learn about:

1. Skills of analysis
 - components
 - movement
 - spatial elements
 - dynamic elements
 - aural elements
 - dancers
 - setting and environment
 - organising the movement (form/structure)
 - motif
 - phrase
 - motif into phrase
 - organising the dance
 - sequencing
 - transition
 - repetition

- variation and contrast
- formal structure
- unity
- appraisal and evaluation
- interpretation of the work
 - context
 - genre
 - subject matter
 - meaning
 - significance
- evaluation
 - concepts under which evaluation is made
 - general values of society
 - specific values in the context of the work
 - worth and merit
 - effectiveness/appropriateness of the work
 - effectiveness/appropriateness of the performance.

2. Writing and criticism

- reading and writing reviews – newspapers, magazines, journals
- the role of the critic in dance
- placing the criticism in context.

3. Prescribed choreographers and works

- era/period in which they work
- background/training
- influences
- choreographic style.

Content: Dance HSC Course — Major Study

In the HSC course, the core study of Performance, Composition and Appreciation is carried over from the Preliminary course and underpins the specialisation chosen for the major study. This provides students with an in-depth study and experience in one of the major study components of Performance, Composition, Appreciation or Dance and Technology where the students apply their general knowledge gained from the Preliminary course.

Major Study — Performance

Outcomes

A student:

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an artform
- H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H2.1 understands performance quality, interpretation and style relating to dance performance
- H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration for safe dance practices
- H2.3 values the diversity of dance performance.

Content

The major study Performance component in the HSC course provides students with the opportunity for an in-depth study of dance performance.

The Dance Stage 6 Syllabus employs a generic training described as Dance Technique, based on the fundamentals of classical ballet and modern dance techniques, safe dance practice and anatomical principles of movement. Students also develop a working knowledge of the systems of the body as they relate to the dancer, and the common causes, prevention and care of dance injury.

Major study Performance consists of three areas of study. Firstly, there is the knowledge, understanding and skills of dance technique. The second area relates to the knowledge, understanding and skills in which dance technique is applied to dance performance in the context of safe dance practice. The third area is the knowledge, understanding and skills of technique and performance applied to the 'Work'.

The major study Performance component does not advocate, name or limit specific dance styles. The vehicle for the 'Work' is seen in terms of providing for the further study of technique and performance as it relates to dance as an artform.

It is intended that the additional time allocation given to the major study in Performance is devoted to enhancing, developing and refining dance technique and performance.

Areas of Study

I. Dance Technique

Students continue their learning from core Performance:

1. Body skills
 - principles of alignment
 - body articulation
 - kinaesthetic awareness.
2. Sequencing (locomotor and non-locomotor)
 - combinations, phrases and sequences to challenge the dancer to use the full range of exercises and techniques covered during the course
 - temporal variations
 - dynamic variations.
3. Variety of structure/components of a dance class which may include
 - floor work, barre work, centre work, moving in space, jumps and aerial work.
4. Safe dance practice
 - fundamental body mechanics — the dancing body
 - respiration and circulation.
5. Kinaesthetic awareness
 - the body as the instrument of dance as employed in the major study 'Work' to realise efficiency, aesthetics and context/intent.

II. Dance Technique Applied to Dance Performance

Students learn further and apply:

1. Elements of dance as they relate to performance
 - space
 - level
 - direction
 - pathways/floor patterns
 - spatial relationships
 - dimension
 - shape

- time
 - accent
 - rhythm
 - metre
 - phrasing
 - duration
 - tempo
 - momentum
 - stillness
 - dynamics
 - release of energy
 - weight/force.
2. Performance quality
 - control/variation of dynamics/energy
 - quality of line
 - projection.
 3. Interpretation
 - application of technique to dance performance
 - performance quality in relation to dance performance.
 4. Relevant music principles
 - the link between the accompaniment and the physical realisation (interpretation) of the 'Work'
 5. General characteristics of dance performance
 - relevant sociocultural context.
 6. The language of dance
 - dance terminology
 - names of specific terms related to performance, style and movement patterns, where applicable
 - relevant stage terminology.

III. The Major Study Work

The 'Work' is prepared as an outgrowth of classwork under the guidance of the teacher. In major study Performance, a 'Dance' and a 'Work' are differentiated in terms of context/intent. A 'Work' is considered to be a coherent organisation of technical phrases and sections driven by thematic considerations that create a unified whole.

Students learn about:

- anatomical structure in relation to execution
- performing complex sequences relative to
 - anatomical structure
 - strength
 - endurance
 - coordination
 - consistency in kinaesthetic awareness
- developing consistency of interpretation
- developing strength, endurance and coordination related to the 'Work'.

Major Study — Composition

Outcomes

A student:

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an artform
- H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
- H3.2 demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
- H3.3 recognises and values the role of dance in achieving individual expression.

Content

This major study provides students with the opportunity for an in-depth study of dance composition. Students will expand the knowledge and understanding and skills acquired from the study of core Composition.

It is intended that the additional time allocation to major study Composition be devoted to the concept of a choreography for two to three dancers.

The majority of academic writings at this time use the terms 'composition' and 'choreography' interchangeably. However, these writings also indicate that the term 'choreography' encompasses additional considerations. For the purpose of this document, composition is subsumed under choreography, which encompasses additional considerations such as the number of dancers, simple costumes, use of simple props, and accompaniment linked to the concept/intent of the work.

Areas of Study

Students learn about choreography for two or three dancers:

1. Manipulation of the elements of dance as they relate to dance choreography
 - space
 - level
 - geometry of space (direction, dimension, plane)
 - shape
 - floor pattern
 - design in space
 - personal space
 - active space
 - performance space
 - time
 - tempo
 - duration

- momentum
 - regular/irregular
 - accent
 - metre
 - natural rhythms
 - stillness
 - dynamics
 - release of energy
 - weight/force.
2. Generating movement as it relates to dance choreography
- stimulus material
 - conception — intent or motivating factors
 - generating movement relevant to a concept/intent
 - abstraction
 - exploration/improvisation
 - reflection/evaluation
 - selection and refinement.
3. Organising the movement as it relates to dance choreography
- motif
 - phrase
 - motif into phrase.
4. Organising the work (form/structure)
- sequencing
 - transition
 - repetition
 - variation and contrast
 - formal structures
 - unity
 - appraisal and evaluation.
5. Additional considerations that arise from the intent of the work
- number of dancers
 - other considerations (not compulsory) that may arise from the intent of the work
 - simple costumes and props
 - choice of accompaniment.

Major Study — Appreciation

Outcomes

A student:

H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form

H1.2 performs, composes and appreciates dance as an artform

H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances

H4.1 understands the concept of differing artistic, social and cultural contexts of dance

H4.2 recognises, analyses and evaluates the distinguishing features of major dance works

H4.3 utilises the skills of research and analysis to examine dance as an artform

H4.4 demonstrates, in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance

H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.

Content

The major study Appreciation component in the HSC course will provide students with the opportunity to undertake a greater amount of theoretical study to expand upon their knowledge and understanding and skills in critical analysis of dance and its sociocultural context. They will learn about prescribed seminal artists and works from the past 200 years, and the sociohistoric context in which the artists and their works exist/ed.

A seminal artist/work is one which has significantly influenced how dance as an artform is perceived. An era is an identifiable period of time in which significant development in dance took place that relates to a developmental aspect of dance as an artform.

All candidates study a set seminal work. The teacher and candidates also choose one of the two prescribed eras and prescribed artists for study.

Areas of Study

Students learn about:

1. The seminal work
 - analysis
 - components
 - form
 - interpretation
 - evaluation
 - writing and criticism
 - the choreographer
 - communication of ideas through the work

- other works
 - contextual background
 - present context
 - history of the work
 - the contribution of the work to dance as an artform.
2. Era
- historical context
 - sociocultural influences which shape the characteristics
 - how the characteristics are reflected in the arts
 - impact on the development of dance as an artform.
3. Prescribed artists
- why the prescribed artist is considered a seminal artist in relation to dance and the era
 - how the prescribed artist's work establishes him or her as a seminal artist.

Major Study — Dance and Technology

Students should choose ONE of the following options for major study Dance and Technology:

Option 1. Choreographing the Virtual Body

OR

Option 2. Film and Video

Option 1. Choreographing the Virtual Body

Outcomes

A student:

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an artform
- H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H1.4 acknowledges and appreciates the relationship of dance and other media
- H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
- H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent
- H3.3 recognises and values the role of dance in achieving individual expression
- H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent.

Content

The integration of dance and computer-based technology has created new approaches to analysis of human movement and choreographic practice, and a new performance genre. This major study focuses on the opportunities and limitations inherent in using 3D animation software to create dance works. In this study, students will explore the use of computer software as a choreographic tool. As they explore the use of computer technology as a medium for artistic expression they will develop skill in the use of 3D animation software. They will investigate the relationship between the real and virtual body and the application of computer-based technologies in the works of professional choreographers.

Areas of Study

I. Choreography for two or three dancers

Students learn about:

1. Manipulation of the elements of dance as they relate to dance choreography
 - space
 - level
 - geometry of space (direction, dimension, plane)
 - shape
 - floor pattern
 - design in space
 - personal space
 - active space
 - performance space
 - time
 - tempo
 - duration
 - momentum
 - regular/irregular
 - accent
 - metre
 - natural rhythms
 - stillness
 - dynamics
 - release of energy
 - weight/force.
2. Generating movement as it relates to dance choreography
 - stimulus material
 - conception — intent or motivating factors
 - generating movement relevant to a concept/intent
 - abstraction
 - exploration/improvisation
 - reflection/evaluation
 - selection and refinement.
3. Organising the movement as it relates to dance choreography
 - motif
 - phrase
 - motif into phrase.
4. Organising the work (form/structure)
 - sequencing
 - transition
 - repetition
 - variation and contrast

- formal structures
- unity
- appraisal and evaluation.
- 5. Additional considerations that arise from the intent of the work.
 - number of dancers
 - other considerations (not compulsory) that may arise from the intent of the work
 - simple costumes and props
 - choice of accompaniment.

II. Computer technology as a medium for artistic expression

Students learn about:

1. Computer-based choreographic tools
 - analysis and creation of human movement
 - creating movement, phrases, transitions and sequences
 - manipulating elements of space, time, dynamics
 - creating and integrating solo and group phrasing and pathways.
2. A study of artists and examples, such as
 - virtual spaces for dance — websites, CD ROM
 - Merce Cunningham
 - William Forsythe
 - Bill T. Jones
 - Metro Screen Project.
3. Virtual dance
 - the conventions of dance and obeying laws of physical possibility v the potential of the virtual dancer
 - creating virtual dancers — individual style and character
 - rendering figures and environments
 - manipulating space — size of the virtual performance space, the viewing plane
 - interface between software packages.

Option 2. Film and Video

Outcomes

A student:

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an artform
- H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H1.4 acknowledges and appreciates the relationship of dance and other media
- H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
- H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent
- H3.3 recognises and values the role of dance in achieving individual expression
- H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent.

Content

Historically, there is great diversity in the use of film and video in relation to dance works. Pioneer, Loie Fuller explored early film devices and effects. Merce Cunningham choreographed works specifically with the camera viewpoint in mind, and an explosion of dance works for television in recent years fuses choreographic and video elements. This study focuses on types and functions of dance film/video and the practice of using the two media to create works.

As a result of this study, students will research types, functions and examples of dance film/video. They will consider the relationship of dance and technology; the changing form of dance in contemporary culture; the question of authenticity of mediated dance; the definition of boundaries between arts disciplines; the choreographer's intent in using another medium to express ideas; and the relationship between dance on film/video and its audience. Students will manipulate choreographic ideas and devices for film/video, and will explore the use of film/video technology in filming dance.

Areas of Study

I. Choreography for two or three dancers

Students learn about:

1. Manipulation of the elements of dance as they relate to dance choreography
 - space
 - level
 - geometry of space (direction, dimension, plane)
 - shape
 - floor pattern
 - design in space
 - personal space
 - active space
 - performance space
 - time
 - tempo
 - duration
 - momentum
 - regular/irregular
 - accent
 - metre
 - natural rhythms
 - stillness
 - dynamics
 - release of energy
 - weight/force.
2. Generating movement as it relates to dance choreography
 - stimulus material
 - conception — intent or motivating factors
 - generating movement relevant to a concept/intent
 - abstraction
 - exploration/improvisation
 - reflection/evaluation
 - selection and refinement.
3. Organising the movement as it relates to dance choreography
 - motif
 - phrase
 - motif into phrase.
4. Organising the work (form/structure)
 - sequencing
 - transition
 - repetition

- variation and contrast
- formal structures
- unity
- appraisal and evaluation.

II. The use of film and video to create dance works

Students learn about:

1. Analysis of types and functions of dance on film/video
 - dance choreographed for the stage and filmed for archival or restaging purposes
 - stage dance recreated for film/video entertainment
 - dance choreographed for film/video, making use of illusions and effects
 - dance fused with film/video medium — both dance and film/video are deliberately manipulated to enhance each other
 - popular video clips where dance is used to enhance music performance.
2. A Study of examples
 - documentary footage
 - recording for historical, documentary, teaching or marketing purposes
 - examples: Sydney Dance Company promotional video
Martha Graham, The Dancer Revealed
 - stage dance re-created for TV broadcast
 - comparisons between live and mediated versions
 - the choreographer's role in selection of material and editing
 - changing intent to accommodate TV space and time
 - examples: Sydney Dance Company, Boxes
Bangarra Dance Company, Fish
 - musicals and filmed adaptations of stage musicals
 - use of illusions/effects
 - role of the dance and its contribution to the narrative
 - relationship of dance elements to musical elements
 - relationship of dance and character
 - choreographic elements and style
 - examples: The movie, Oklahoma
The movie, West Side Story

- dance video/film
 - theme or narrative and structure
 - framing bodies and movement
 - manipulation of space and time (choreographic and video/film)
 - television time: the '10 second aesthetic'
 - filming and editing effects
 - exaggeration of sensory elements
 - controlling the audience gaze and the interpretation of the dance
- examples:
 - Sydney Dance Company, Seven Deadly Sins
 - Sydney Dance Company, Sensing
 - The movie, The Red Shoes
 - The Australian Ballet, Don Quixote.

- 3. Choreographic considerations
 - dance elements
 - emphasising body-parts
 - framing, following locomotor and aerial work
 - spatial patterns: floor patterns, groupings and formations
 - framing shapes
 - capturing and emphasising dynamic elements
 - visual/aural elements
 - use and production of sound and music
 - setting, spaces
 - costuming and makeup
 - lighting the performer/s
 - using lighting to define space.

- 4. Filming and editing considerations
 - using the camera
 - focus, zoom, fade, tilt, pan
 - angle, height and range of shot
 - cropping
 - manipulating camera movement
 - editing
 - digital and analogue systems
 - conventional editing techniques
 - using effects.

- 5. Additional considerations that arise from the intent of the work.
 - number of dancers
 - other considerations (not compulsory) that may arise from the intent of the work
 - simple costumes and props
 - choice of accompaniment.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	HSC DANCE
Teacher:	Mrs Dickason
Assessment Task	Task 1
Assessment Task Name:	Performance: Core Performance & Process Diary
Date Issued:	Week 7, Term 4 2023
Date and Time Due:	Week 9, Term 4 2023
Weighting:	15%
Class Time Allocated:	There will be class time allocated each lesson, for the preparation and feedback of the task in the lead up to the due date.
Presentation and Submission Guidelines:	1 x 15-minute time slot allocated during period 2-4 for Performance. Submit Video for marking via Sea Saw to be handed in at the same time as above time slot for performance
Marking Process:	Performance uploaded to See Saw & Marked by: Mrs Dickason
Outcomes Assessed:	
Syllabus Code	Syllabus Description
H.1.2	Performs, composes and appreciates dance as an artform.
H.2.1	Understands performance quality, interpretation and style relating to dance performance
H.2.2	Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
Participant Declaration:	
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.	
Participants Signature: _____	



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Task Description:

PART 1 (15%) - PERFORMANCE

Part 1 will be presented in a 15-minute individual time slot.

1. **Instructional Video: Safe Dance Practice - Body Skill Analysis**
You will be required to create a 4-minute instructional video on a body skill of your choice using iMovie or something similar. This will need to be uploaded in via See Saw prior to your practical performance exam.

Choose a body skill and describe it in movement terms. **(Refer to major Bones, muscles and joints.)**
 - (A) Explain and demonstrate the correct **alignment**, execution and potential injury of this movement using an **example from your class dance**.
 - (B) Outline and demonstrate how you may adjust this body skill according to your **limitations and capabilities**.
 - (C) Outline certain **exercises** that may help develop this skill and explain how and why.
2. **Performance**
Perform your class performance dance and demonstrate appropriate dance technique, control, balance, strength, endurance, coordination appropriate to your anatomical structure. Also consider your limitations and capabilities when performing to ensure you are incorporating Safe Dance Practices.
3. **Interview (max 3 mins)**
You will be asked 1 or 2 questions base on your chosen body skill. You will be required to demonstrate knowledge on safe dance practices by providing definitions, demonstrations and examples from class exercises and your performance dance.

Success Criteria:

PERFORMANCE:

You will be assessed on your ability to:

- Perform the dance demonstrating appropriate skeletal alignment, body part articulation, strength, coordination and performance quality.
- Describe the body skill in movement terms and utilising correct terminology of movement, muscles, joints and bones.
- Understand and demonstrate correct alignment and potential injury
- Present a 4 min instructional video of demonstrating your knowledge and understanding of chosen body skill.
- Acknowledge safe dance practices related to the execution of the body skill.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Marking Guidelines: Part 1: Instructional Video	Marks
<ul style="list-style-type: none">Physically and oral demonstrates a skilful understanding of the chosen body skill including correct bones, muscles and jointsSkilfully outlines correct alignment providing informative demonstrations and examples from the class dance.Skilfully outlines any adjustments made due to personal limitations and capabilities.Provides skilful instructions on what exercises and class exercises are helpful in terms of the body skill.	A 8-10
<ul style="list-style-type: none">Physically and oral demonstrates a high understanding of the chosen body skill including most correct bones, muscles and jointsA high understanding of correct alignment providing informative demonstrations and examples from the class dance.High understanding of any adjustments made due to personal limitations and capabilities.Provides a high level of instructions on what exercises and class exercises are helpful in terms of the body skill.	B 6-7
<ul style="list-style-type: none">Physically and oral demonstrates a sound understanding of the chosen body skill including some correct bones, muscles and jointsA sound understanding of correct alignment providing demonstrations and examples from the class dance.Sound understanding of some adjustments made due to personal limitations and capabilities.Provides a sound level of instructions on some exercises and class exercises.	C 4-5
<ul style="list-style-type: none">Limited understanding of chosen body skillLimited understanding of alignmentLimited understanding of adjustments needed due to personal limitations and capabilities.Limited examples of exercises and class exercises	D 2-3
<ul style="list-style-type: none">Limited to no understanding of chosen body skillLimited to no understanding of alignmentLimited to no examples of exercises and class exercises shown	E 0-1
<ul style="list-style-type: none">Student failed to submit	N



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Marking Guidelines: Part 1: Performance and Interview	Marks
<ul style="list-style-type: none"> • Skilfully and consistently demonstrates appropriate skeletal alignment, body articulation, strength, flexibility, agility and co ordination. • Skilfully performs a range of body skills consistently maintaining correct safe dance practices while considering their personal capabilities and limitations. • Orally and physically demonstrates a skilful and consistent understanding of the body skill chosen. • Skilfully identifies the complex physiology of the human body, while performing a specific body skill through oral presentation. • Skilfully uses the correct anatomical terminology in the description of the execution of a specific Body skill. 	<p style="text-align: center;">A 8-10</p>
<ul style="list-style-type: none"> • Highly demonstrates appropriate skeletal alignment, body articulation, strength, flexibility, agility and co ordination. • Performs a high range of body skills maintaining correct safe dance practices while considering their personal capabilities and limitations. • Orally and physically demonstrates a high understanding of the body skill • High ability to identifies the physiology of the human body, while performing a specific body skill through oral presentation. • Uses high anatomical terminology in the description of the execution of a specific Body skill. 	<p style="text-align: center;">B 6-7</p>
<ul style="list-style-type: none"> • Demonstrates a sound execution of skeletal alignment, body articulation, strength, flexibility, agility and co ordination with some inconsistencies. • Performs a sound range of body skills, demonstrating inconsistent safe dance practices while considering their personal capabilities and limitations. • Orally and physically demonstrates a sound consistent understanding of the body skill chosen. • Sound ability to identify the physiology of the human body, while performing a specific body skill through oral presentation. • Sound usage of some of anatomical terminology in the description of the execution of a specific Body skill. 	<p style="text-align: center;">C 4-5</p>
<ul style="list-style-type: none"> • Demonstrates a limited execution of skeletal alignment. • Performs a limited range of body skills.. • Demonstrates limited understanding of the physiology of the human body and lacks terminology. • Limited physical demonstrations 	<p style="text-align: center;">D 2-3</p>
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the body skill chosen. • Demonstrates limited understanding of the physiology of the human body and lacks terminology. • Limited physical demonstrations 	<p style="text-align: center;">E 0-1</p>
<ul style="list-style-type: none"> • Student failed to submit 	<p style="text-align: center;">N</p>



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	DANCE
Teacher:	Mrs Dickason
Assessment Task Number:	Task 2
Assessment Task Name:	Composition: work in progress, process diary and discussion. Appreciation: research and analytical response
Date Issued:	Week 5, Term 1
Date and Time Due:	Week 7, Term 1
Weighting:	30%
Class Time Allocated:	There will be class time allocated each lesson, for the preparation and feedback of the task in the lead up to the due date.
Presentation and Submission Guidelines:	1 x 15 minute time slot allocated during class for Core Composition Students will submit their process journals and essay questions either in a book or via Google classroom on the due date at the time of practical presentation.
Marking Process:	Video uploaded to See Saw & Marked by: Mrs Dickason
Outcomes Assessed:	
Syllabus Code	Syllabus Description
H1.1	understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form.
H3.1	identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent.
H.3.2	demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent.
H3.3	recognises and values the role of dance in achieving individual expression.
H.4.1	understands the concept of differing artistic, social and cultural contexts of dance.
H4.2	recognises, analyses and evaluates the distinguishing features of major dance works.
H4.3	utilises the skills of research and analysis to examine dance as an artform.
H4.4	demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

TASK 1 (10%) - COMPOSITION

Part 1 will be presented in a 15-minute individual time slot. You will need to select your time slot.

- Students will **submit their process journals** either in a book or via Google classroom.
- Process Diary to be handed in and contain the following:
 - Completed rationale;
 - Stimulus;
 - Brainstorming;
 - Description of your intent & structure;
 - Motif;
 - Music choice and analysis; and
 - Regular journal entries showing your process.
- Students participate in a **discussion** around their composition process of up to 6 mins. Considering your manipulations of Space, Time and Dynamics within exploring your intent, structure, and motif into phrase.
- Students **perform their own work in progress Core Composition** of between 2:00 – 4:00 mins. Students will be marked on how well they demonstrate the choreographic process.

TASK 2 (20%) - APPRECIATION

You will be given an essay question 2 weeks prior to the essay due date. You will be required to write TWO essay on the prescribed artists and their works you have been studying. Your answers must be in essay format. The question will be derived from the Areas of Study found in the Syllabus.

Question 1 (10 marks) How is the connection between people and land demonstrated by Frances Rings' use of space in Terrain?

In your response, provide specific examples from the work.

Question 2 (10 marks) Explain how Mats Ek uses movement to explore the theme of love through the relationship between Juliet and Romeo.

In your response, provide specific examples from the work.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Success Criteria:

COMPOSITION:

You will be assessed on:

- Identifies and explores the elements of dance
- Understands the compositional process
- Understands the function and structure as it relates to dance composition
- Devises movement material in a personal style in response to creative intent

APPRECIATION:

You will be assessed on:

- address all aspects of the question
- demonstrate a substantial level of knowledge and understanding of the work, linking parts of the question by referring to relevant examples
- provide appropriate detail when explaining the examples
- structure their response with clear, concise sentences, forming paragraphs with a consistent focus
- introduce their response with a strong opening paragraph which directly refers to the question, clearly establishing their intended structure, which is then followed throughout the response
- answer the questions asked rather than recalling information about the work and/or choreographer or providing lists of information
- structure responses in a logical and coherent manner, using appropriate and relevant dance vocabulary and terminology.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Marking Guidelines: <i>Criterion 1a: Generating movement in relation to dance composition based on a stated concept/intent (4 marks)</i> The candidate will be assessed on how well she: <ul style="list-style-type: none">• composes movement in a personal style based on a stated concept/intent within the context of dance as an artform. The candidate demonstrates skills and understanding of: <ul style="list-style-type: none">– manipulation of the elements of dance (space, time and dynamics)– personal style– abstraction	Marks
<ul style="list-style-type: none">• Demonstrates a skilled, personalised manipulation of the elements of dance in response to a clearly established concept/intent• Consistently composes appropriately abstracted movements in response to a clearly established concept/intent• Physically and orally demonstrates a consistent understanding of the link between a concept/intent and the generation of movement	A 4
<ul style="list-style-type: none">• Demonstrates a sound, personalised manipulation of the elements of dance but may lack consistency in establishing relevance to a concept/intent• Demonstrates sound skills in composing abstracted movements but has inconsistencies in relation to the appropriateness of the abstraction to support the establishment of a concept/intent• Physically and orally demonstrates a sound understanding of the link between a concept/intent and the generation of movement	B 3
<ul style="list-style-type: none">• Demonstrates a limited use of aspects of the elements of dance and/or personalisation in establishing a concept/intent• Shows a limited level/appropriateness of abstraction in establishing a concept/intent• Physically and orally demonstrates a limited understanding of the link between a concept/intent and the generation of movement	C 2
<ul style="list-style-type: none">• Attempts to use aspects of the elements of dance but has minimal personalisation and/or relationship to a concept/intent• Attempts movements with minimal abstraction and/or minimally linked to a concept/intent• Physically and orally demonstrates a minimal understanding of the link between a concept/intent and/or the generation of movement	D 1
<ul style="list-style-type: none">• Student failed to submit	N



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Marking Guidelines: <i>Criterion 1b: Organising movement in relation to a stated concept/intent (8 marks)</i> The candidate will be assessed on how well she: <ul style="list-style-type: none">organises the motif(s) into phrases relative to the stated concept/intent within the context of dance as an artform. The candidate demonstrates skills and understanding of the manipulation of space, time and dynamics to: <ul style="list-style-type: none">– establish motif(s)– manipulate motif(s) to create phrases– develop phrases to support a concept/intent	Marks
<ul style="list-style-type: none">Demonstrates consistent manipulation of the elements of dance to establish motif(s) relevant to a concept/intentDemonstrates consistent manipulation of motif(s) to create and develop phrases relevant to a concept/intentPhysically and orally demonstrates a consistent understanding of the link between a concept/intent and the organisation of movement	A 7-8
<ul style="list-style-type: none">Demonstrates a sound manipulation of the elements of dance to establish motif(s) but may have inconsistencies in the relationship to a concept/intentDemonstrates sound manipulation of motif(s) to create and develop phrases but with inconsistencies and/or inconsistencies in the relationship to a concept/intentPhysically and orally demonstrates a sound understanding of the link between a concept/intent and the organisation of movement	B 5-6
<ul style="list-style-type: none">Makes an attempt to manipulate aspects of the elements of dance, but is limited in establishing a motif(s) and/or is inconsistent in the relationship to a concept/intentMakes an attempt to create phrases but this is not clearly developed using motif(s), and/or not linked to a concept/intentPhysically and orally demonstrates a limited understanding of the link between a concept/intent and the organisation of movement	C 3-4
<ul style="list-style-type: none">Attempts to use aspects of the elements of dance but shows minimal evidence of establishing a motif(s) and/or a minimal relationship to a concept/intentShows movements with minimal evidence of phrases and/or link to a concept/intentPhysically and orally demonstrates a minimal understanding of the link between a concept/intent and/or the organisation of movement	D 1-2
<ul style="list-style-type: none">Student failed to submit	N



Hunter River High School
ASSESSMENT TASK NOTIFICATION

<p>Marking Criteria: <i>Criterion 2: The candidate demonstrates in the dance and rationale, the ability to organise the dance based on a concept/intent within the context of the study of dance as an artform</i> (8 marks)</p> <p>The candidate will be assessed on how well she:</p> <ul style="list-style-type: none">• structures the dance in a form relevant to a stated concept/intent, within the context of dance as an artform. <p>The candidate demonstrates skills and understanding of:</p> <ul style="list-style-type: none">– form/structure in relation to concept/intent;– organisation of the phrases/sequences/sections which achieves unity in relation to a concept/intent– unity achieved through the use of transition, repetition, variation and contrast in relation to a concept/intent.	Marks
<ul style="list-style-type: none">• Demonstrates a skilled organisation of phrases/sequences/sections which achieves a clear sense of unity in a form relevant to a concept/intent• Demonstrates a skilled application of transitions, repetition, variation and contrast which contributes to the achievement of unity in relation to a concept/intent• Physically and orally demonstrates a consistent understanding of the link between a concept/intent and the organisation of the dance	A 7-8
<ul style="list-style-type: none">• Demonstrates a sound organisation of phrases/sequences/sections but with inconsistencies affecting unity relative to form and/or a concept/intent.• Demonstrates a sound application of transitions, repetition, variation and contrast but with inconsistencies which affect unity, relative to a concept/intent• Physically and orally demonstrates a sound understanding of the link between a concept/intent and the organisation of the dance	B 5-6
<ul style="list-style-type: none">• Attempts organisation of phrases/sequences/sections but with inconsistencies throughout affecting unity relative to form and/or a concept/intent• Shows limited skills in the use of transitions and/or repetition and/or variation and contrast in relation to a concept/intent• Physically and orally demonstrates a limited understanding of the link between a concept/intent and the organisation of the dance	C 3-4
<ul style="list-style-type: none">• Shows minimal understanding of the organisation of the dance in relation to form and/or a concept/intent• Shows minimal understanding of the use of transitions, repetition, variation and contrast, in relation to a concept/intent• Physically and orally demonstrates a minimal understanding of the link between a concept/intent and/or the organisation of the dance	D 1-2
<ul style="list-style-type: none">• Student failed to submit	N



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Marking Guidelines: Core Appreciation Question 1	Marks
<ul style="list-style-type: none">Provides a detailed explanation of how connection between people and land is demonstrated by Frances Rings' use of space in TerrainUses appropriate examples and language to clearly support the responsePresents a logical and cohesive response	A 9-10
<ul style="list-style-type: none">Provides a sound explanation of how connection between people and land is demonstrated by Frances Rings' use of space in TerrainUses appropriate examples and language to support the response with inconsistenciesPresents a logical response	B 7-8
<ul style="list-style-type: none">Provides a general explanation of how connection between people and land is demonstrated by Frances Rings' use of space in TerrainUses adequate and/or general examples and language with inconsistenciesAttempts to present a structured response	C 5-6
<ul style="list-style-type: none">Provides limited knowledge and/or understanding of the connection between people and land is demonstrated by Frances Rings' use of space in TerrainUses basic examples and languagePresents a limited response	D 3-4
<ul style="list-style-type: none">Provides information about aspects of TerrainPresents a minimal response	E 1-2
<ul style="list-style-type: none">Student failed to submit	N
Marking Guidelines: Core Appreciation Question 2	Marks
<ul style="list-style-type: none">Provides a detailed explanation of how Mats Ek uses movement to explore the theme of Love through the relationship between Juliet and RomeoUses appropriate examples and language to clearly support the responsePresents a logical and cohesive response	A 9-10
<ul style="list-style-type: none">Provides a sound explanation of how Mats Ek uses movement to explore the theme of Love through the relationship between Juliet and RomeoUses appropriate examples and language to support the response with inconsistenciesPresents a logical response	B 7-8
<ul style="list-style-type: none">Provides a general explanation of how Mats Ek uses movement to explore the theme of Love through the relationship between Juliet and RomeoUses adequate and/or general examples and language with inconsistenciesAttempts to present a structured response	C 5-6
<ul style="list-style-type: none">Provides limited knowledge and/or understanding of Mats Ek use of movement to explore the theme of Love through the relationship between Juliet and RomeoUses basic examples and languagePresents a limited response	D 3-4
<ul style="list-style-type: none">Provides information about aspects of Juliet & RomeoPresents a minimal response	E 1-2
<ul style="list-style-type: none">Student failed to submit	N



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	HSC DANCE
Teacher:	Mrs Dickason
Assessment Task Number:	Task 3
Assessment Task Name:	Major Study Elective: Submission/ Performance of draft Major Study Elective, MSP: elaboration interview and process diary including evidence of research for Performance. MSA: written exam paper showing evidence of research for each work.
Date Issued:	Week 4, Term 2
Date and Time Due:	Week 6, Term 2
Weighting:	25%
Class Time Allocated:	There will be class time allocated each lesson, for the preparation and feedback of the task in the lead up to the due date.
Presentation and Submission Guidelines:	1 x 15-minute time slot allocated during period 1 for Major Study Performance (in Dance Studio) 1 x hour written paper during period 1 for Major Study Appreciation (in Common Room) Submit process diary for marking as either book or digital copy via Google Classroom to be handed in at the same time as above time slot for performance.
Marking Process:	Video uploaded to See Saw & Marked by: Mrs Dickason
Outcomes Assessed:	
Syllabus Code	Syllabus Description
H.2.1	understands performance quality, interpretation and style relating to dance performance.
H.2.2	performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.
H4.2	Recognizes, analyses and evaluates the distinguishing features of major dance works
H.4.4	demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

PART 1 (25%) - MAJOR STUDY PERFORMANCE

Part 1 will be presented in a 15-minute individual time slot.

Submission/ Performance of draft Major Study Elective, discussion and hand in of process diary including evidence of research

- Students perform their Major Performance as a work in progress. Students will be marked on how well they demonstrate Safe Dance Practice, Technique, Performance Quality and Interpretation.
- Students participate in a discussion (orally & physically demonstrating knowledge) around Interpretation of the work, Performance Quality to aid the work and correct use of terminology and safe Dance Practice of up to 9mins.
- Submit their process diary for marking. The process diary for Major Study – Performance is to include observations, research and practices relating to the characteristics of the major study Work, within the context of dance as an artform that have been completed during lessons.

OR

PART 1 (25%) - MAJOR STUDY APPRECIATION

- Time allowed: 1 hour and 15 minutes plus 5 minutes reading time in the common room
- There will be 3 extended response questions.
- 2 extended response questions will each be worth 10 marks. Each question will have an expected length of response of around 3 pages of an examination writing booklet (approximately 400 words).
- 1 extended response question will be worth 20 marks, with an expected length of response of around 6 pages of an examination writing booklet (approximately 800 words).



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Success Criteria: Major Study Performance

Marking criteria 1: Dance Technique incorporating Safe Dance Practice (20 marks)

The candidate will be assessed on how well they demonstrate:

Dance technique applied to the Work performed and/or during the interview, within the context of the study of dance as an artform. The candidate demonstrates skills and understanding of:

the execution of body skills in the Work performed

the control of complex locomotor and non-locomotor sequences, relative to strength, flexibility, endurance and coordination

the application of the elements of dance to the performance of body skills.

Safe Dance Practice applied to the Work performed and/or during the interview. The candidate demonstrates skills and understanding of:

fundamental body mechanics

anatomical structure in relation to execution

body awareness and limitations

placement and control of alignment

body maintenance.

Success Criteria: Major Study Performance

Marking criteria 2: Performance Quality (20 marks)

The candidate will be assessed on how well they demonstrate performance quality applied to the Work performed and/or during the interview, within the context of the study of dance as an artform. The candidate demonstrates skills and understanding of:

control and manipulation of the elements of dance as they relate to performance

quality of line

projection and focus

commitment and consistency

kinaesthetic awareness

interpretation/intent related to a context

the link between the accompaniment and the physical realisation of the Work

the language of dance.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Success Criteria: Major Study Appreciation

Marking criteria: Major Study Appreciation (40 marks)

Students will be assessed on their deep knowledge, understanding and skills through major study dance appreciation works:

- exploring and understanding the various artistic, social and cultural contexts of dance and their socio-historic contexts
- developing skills in recording information for active dance research and critical analysis
- valuing, appreciating and making judgments which analyse and critique artistic works and the reflective process of dance.

Marking Guidelines: Major Study Appreciation Section II Question 1	Marks
<ul style="list-style-type: none">• Provides a detailed explanation of how Crystal Pite communicates personal struggles in Betroffenheit• Uses detailed examples and language to clearly support the response• Presents a logical and cohesive response	A 17-20
<ul style="list-style-type: none">• Provides a sound explanation of how Crystal Pite communicates personal struggles in Betroffenheit• Uses relevant examples and language to support the response• Presents a logical response	B 13-16
<ul style="list-style-type: none">• Provides a general explanation of how Crystal Pite communicates personal struggles in Betroffenheit• Uses some examples and language• Attempts to present a structured response	C 9-12
<ul style="list-style-type: none">• Provides a limited understanding of Betroffenheit• Uses basic examples and /or language• Presents a limited response	D 5-8
<ul style="list-style-type: none">• Provides information about aspects of Betroffenheit• Presents a minimal response	E 1-4



Hunter River High School ASSESSMENT TASK NOTIFICATION

Marking Guidelines: Major Study Appreciation Section II Question 2	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of how Merce Cunningham extended the boundaries of dance to reflect the era 1955–1975 Uses detailed examples and language to clearly support the response Presents a logical and cohesive response 	A 9-10
<ul style="list-style-type: none"> Provides a sound explanation of how Merce Cunningham extended the boundaries of dance to reflect the era 1955–1975 Uses relevant examples and language to support the response Presents a logical response 	B 7-8
<ul style="list-style-type: none"> Provides a general explanation of how Merce Cunningham extended the boundaries of dance to reflect the era 1955–1975 Uses some examples and language Attempts to present a structured response 	C 5-6
<ul style="list-style-type: none"> Provides a limited understanding of Merce Cunningham and/or the era 1955–1975 Uses basic examples and /or language Presents a limited response 	D 3-4
<ul style="list-style-type: none"> Provides information about aspects of Merce Cunningham Presents a minimal response 	E 1-2

Marking Guidelines: Major Study Appreciation Section II Question 3	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of how Lucinda Childs' ideas about dance have established her as a seminal artist Uses detailed examples and language to clearly support the response Presents a logical and cohesive response 	A 9-10
<ul style="list-style-type: none"> Provides a sound explanation of how Lucinda Childs' ideas about dance have established her as a seminal artist Uses relevant examples and language to support the response Presents a logical response 	B 7-8
<ul style="list-style-type: none"> Provides a general explanation of how Lucinda Childs' ideas about dance have established her as a seminal artist Uses some examples and language Attempts to present a structured response 	C 5-6
<ul style="list-style-type: none"> Provides a limited understanding of Lucinda Childs' ideas about dance and/or being a seminal artist Uses basic examples and /or language Presents a limited response 	D 3-4
<ul style="list-style-type: none"> Provides information about aspects of Lucinda Childs Presents a minimal response 	E 1-2



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Marking Guidelines: Major Study Performance Criteria 1: Dance Technique	Marks
<ul style="list-style-type: none">Sustains a skilled performance of a range of complex body skills, locomotor and non-locomotor sequences of varying complexity (incorporating the elements of dance applied to the Work performed)Consistently demonstrates understanding and control of anatomical structure, alignment, body limitations, capabilities and body maintenancePhysically and orally demonstrates a consistent understanding of Dance Technique incorporating Safe Dance Practice applied to the Work performed, within the study of dance as an artform	A 17-20
<ul style="list-style-type: none">Demonstrates a sound performance of a range of body skills, locomotor and non locomotor sequences of varying complexity (incorporating the elements of dance applied to the Work performed)Demonstrates a sound understanding and control of anatomical structure, alignment, body limitations, capabilities and body maintenance, with inconsistencies seen in the application throughout the WorkPhysically and orally demonstrates a sound understanding of Dance Technique incorporating Safe Dance Practice applied to the Work performed, within the study of dance as an artform	B 13-16
<ul style="list-style-type: none">Demonstrates an adequate execution of body skills, locomotor and non-locomotor sequences of varying complexity (incorporating the elements of dance applied to the Work performed)Demonstrates an adequate understanding and control of aspects of anatomical structure, alignment, body limitations, capabilities and body maintenance, with inconsistencies seen in the application throughout the WorkPhysically and orally demonstrates an adequate understanding of aspects of Dance Technique incorporating Safe Dance Practice applied to the Work performed, within the study of dance as an artform	C 9-12
<ul style="list-style-type: none">Presents a limited execution of body skills, locomotor and non-locomotor sequences of varying complexity (using aspects of the elements of dance applied to the dance performed)Demonstrates a limited understanding and/or control of aspects of anatomical structure, alignment, body limitations, capabilities and body maintenance, with inconsistencies seen in the application throughout the dancePhysically and orally demonstrates limited understanding of aspects of Dance Technique incorporating Safe Dance Practice applied to the dance performed, within the study of dance as an artform	D 5-8
<ul style="list-style-type: none">Presents minimal body skills, simple locomotor and non-locomotor sequences (using minimal aspects of the elements of dance applied to the dance performed)• Demonstrates a minimal understanding and/or control of aspects of anatomical structure and/or alignment and/or body limitations and/or capabilities and/or body maintenance• Physically and orally demonstrates minimal understanding of aspects of Dance Technique incorporating Safe Dance Practice applied to the dance performed, within the study of dance as an artform	E 1-4



Hunter River High School ASSESSMENT TASK NOTIFICATION

Marking Guidelines: Major Study Performance Criteria 2: Performance Quality	Marks
<ul style="list-style-type: none"> Sustains control and consistency in the manipulation of space, time and dynamics which leads to a clear interpretation of the Work performed Sustains commitment, focus, projection, and consistently controls quality of line, kinaesthetic awareness and the link between the accompaniment and the physical realisation of the Work Physically and orally demonstrates a consistent understanding of Performance Quality and the language of dance applied to the Work performed, within the study of dance as an artform 	<p style="text-align: center;">A</p> <p style="text-align: center;">17-20</p>
<ul style="list-style-type: none"> Demonstrates sound control and manipulation of the elements of dance, but not able to maintain overall consistency which affects the interpretation of the Work performed Demonstrates commitment, focus, projection, quality of line, kinaesthetic awareness and the link between the accompaniment and the physical realisation of the Work, but may not be able to sustain these consistently Physically and orally demonstrates a sound understanding of Performance Quality and the language of dance applied to the Work performed, within the study of dance as an artform 	<p style="text-align: center;">B</p> <p style="text-align: center;">13-16</p>
<ul style="list-style-type: none"> Demonstrates adequate control and manipulation of aspects of the elements of dance, but not able to maintain overall consistency which affects the interpretation of the Work performed Demonstrates aspects of commitment, focus, projection, quality of line, kinaesthetic awareness and the link between the accompaniment and the physical realisation of the Work, but may not be able to demonstrate these consistently Physically and orally demonstrates an adequate understanding of aspects of Performance Quality and/or the language of dance applied to the Work performed, within the study of dance as an artform 	<p style="text-align: center;">C</p> <p style="text-align: center;">9-12</p>
<ul style="list-style-type: none"> Presents movement with limited use and/or variation of aspects of the elements of dance which limits the sense of interpretation, so that it becomes a dance Presents movement with limited evidence of aspects of commitment and/or focus, and/or projection, and/or quality of line, and/or kinaesthetic awareness and/or the link between the accompaniment and the physical realisation of the dance Physically and orally demonstrates a limited understanding of aspects of Performance Quality and/or the language of dance applied to the dance performed within the study of dance as an artform 	<p style="text-align: center;">D</p> <p style="text-align: center;">5-8</p>
<ul style="list-style-type: none"> Moves with minimal use of aspects of the elements of dance with minimal sense of interpretation Moves with minimal sense of commitment, and/or focus and/or projection, and/or quality of line and/or kinaesthetic awareness, and/or the link between the accompaniment and the physical realisation of the dance Physically and orally demonstrates minimal understanding of aspects of Performance Quality and/or the language of dance applied to the dance performed, within the study of dance as an artform 	<p style="text-align: center;">E</p> <p style="text-align: center;">1-4</p>



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	HSC DANCE
Teacher:	Mrs Dickason
Assessment Task No:	Task 4
Assessment Task Name:	HSC DANCE TRIALS - Practical
Date Issued:	Week 8, Term 2
Date and Time Due:	Week 10, Term 2
Weighting:	30%
Class Time Allocated:	There will be class time allocated each lesson for the preparation and feedback of the task in the led up to the due date.
Presentation and Submission Guidelines:	Presentation of all practical components for feedback: Core Performance, Core Composition & Major Study Performance 20 min individual time slot will be allocated for each component.
Marking Process:	Video uploaded to See Saw & Marked by: Mrs Dickason & Miss Turnbull
Outcomes Assessed:	
Syllabus Code	Syllabus Description
H1.3	appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances.
H.2.1	understands performance quality, interpretation and style relating to dance performance
H.2.2	performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.
H.2.3	Values the diversity of dance performance.
H3.1	identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent.
H3.2	demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent.
H3.3	recognises and values the role of dance in achieving individual expression.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

TASK 1 (5%) – CORE PERFORMANCE – Practical Exam

Task 1 will be presented in a 20-minute individual time slot.

Submission/ Performance of Core Performance, elaboration interview and process diary including evidence of research

- Students perform their Core Performance Students will be marked on how well they demonstrate Safe Dance Practice, Technique, Performance Quality and Interpretation.
- Students participate in a discussion around Interpretation of the work, Performance Quality to aid the work and correct use of terminology and safe Dance Practice of up to 6 mins.
- Submit their process diary for marking. The process diary for Core Performance is to include observations, research and practices relating to the characteristics of the Core Performance Work, within the context of dance as an artform.
-

TASK 2 (10%) – CORE COMPOSITION – Practical Exam

Task 2 will be presented in a 20-minute individual time slot.

Submission/ Performance of Major Study Elective, elaboration interview and process diary including evidence of research

- Submit their process diary for marking. The process diary for Core Composition is to include observations, research and completed rationale, stimulus ideas, brainstorming, intent and structure, motif development, music choice, manipulation of the elements of dance relevant to concept/intent.



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ASSESSMENT TASK NOTIFICATION

- Students participate in a **discussion** around their composition process of up to 6 mins. Considering your manipulations of Space, Time and Dynamics within exploring your intent, structure, and motif into phrase.
- Students allow their dancers to perform their Core Compositions. Students will be marked on how well they demonstrate the choreographic process.

TASK 3 (15%) – MAJOR STUDY PERFORMANCE – Practical Exam

Task 3 will be presented in a 20-minute individual time slot.

Submission/ Performance of Major Study Elective, elaboration interview and process diary including evidence of research

- Students perform their Major Performance Students will be marked on how well they demonstrate Safe Dance Practice, Technique, Performance Quality and Interpretation.
- Students participate in a discussion around Interpretation of the work, Performance Quality to aid the work and correct use of terminology and safe Dance Practice of up to 9mins.
- Submit their process diary for marking. The process diary for Major Study – Performance is to include observations, research and practices relating to the characteristics of the major study Work, within the context of dance as an artform.



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ASSESSMENT TASK NOTIFICATION

Success Criteria: Performance, Composition & Major Study Performance

PERFORMANCE:

You will be assessed on your ability to:

- Perform the dance demonstrating appropriate skeletal alignment, body part articulation, strength, coordination and performance quality.
- Describe the body skill in movement terms and utilising correct terminology of movement, muscles, joints and bones.
- Understand and demonstrate correct alignment and potential injury
- Present a 4 min instructional video of demonstrating your knowledge and understanding of chosen body skill.
- Acknowledge safe dance practices related to the execution of the body skill.

COMPOSITION:

You will be assessed on your ability to:

- Identifies and explores the elements of dance
- Understands the compositional process
- Understands the function and structure as it relates to dance composition
- Devises movement material in a personal style in response to creative intent

MAJOR STUDY PERFORMANCE:

You will be assessed on your ability to demonstrate :

- the execution of body skills in the Work performed
- the control of complex locomotor and non-locomotor sequences, relative to strength, flexibility, endurance and coordination
- the application of the elements of dance to the performance of body skills.
- fundamental body mechanics
- anatomical structure in relation to execution
- body awareness and limitations
- placement and control of alignment
- body maintenance.
- control and manipulation of the elements of dance as they relate to performance
- quality of line
- projection and focus



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ASSESSMENT TASK NOTIFICATION

Marking Guidelines: Core Performance Criterion 1: Dance Technique incorporating Safe Dance Practice (12 marks) The candidate will be assessed on how well he/she: <ul style="list-style-type: none"> demonstrates Dance Technique applied to the dance performed, and/or during the interview, within the context of the study of dance as an artform. 	Marks
<ul style="list-style-type: none"> Sustains a skilled performance of a range of complex body skills, locomotor and non-locomotor sequences of varying complexity (incorporating the elements of dance applied to the dance performed) Consistently demonstrates understanding and control of anatomical structure, alignment, body limitations, capabilities and body maintenance Physically and orally demonstrates a consistent understanding of Dance Technique incorporating Safe Dance Practice applied to the dance performed, within the study of dance as an artform 	A 10-12
<ul style="list-style-type: none"> Demonstrates a sound performance of a range of body skills, locomotor and nonlocomotor sequences of varying complexity (incorporating the elements of dance applied to the dance performed) Demonstrates a sound understanding and control of anatomical structure, alignment, body limitations, capabilities and body maintenance, with inconsistencies seen in the application throughout the dance Physically and orally demonstrates a sound understanding of Dance Technique incorporating Safe Dance Practice applied to the dance performed, within the study of dance as an artform 	B 7-9
<ul style="list-style-type: none"> Presents a limited range of body skills, locomotor and non-locomotor sequences of varying complexity (using aspects of the elements of dance applied to the dance performed) Demonstrates a limited understanding and control of anatomical structure, alignment, body limitations, capabilities and body maintenance, with inconsistencies seen in the application throughout the dance Physically and orally demonstrates limited understanding of Dance Technique incorporating Safe Dance Practice applied to the dance performed, within the study of dance as an artform 	C 4-6
<ul style="list-style-type: none"> Presents minimal body skills, simple locomotor and non-locomotor sequences (using minimal aspects of the elements of dance applied to the dance performed) Demonstrates a minimal understanding and/or control of anatomical structure and/or alignment and/or body limitations and/or capabilities and/or body maintenance Physically and orally demonstrates minimal understanding of Dance Technique incorporating Safe Dance Practice applied to the dance performed, within the study of dance as an artform 	D 1-3
<ul style="list-style-type: none"> Student failed to submit 	N



Hunter River High School

ASSESSMENT TASK NOTIFICATION

Marking Guidelines: Core Performance Criterion 2: Performance Quality (8 marks) The candidate will be assessed on how well he/she: <ul style="list-style-type: none"> demonstrates Performance Quality applied to the dance performed, and/or during the interview, within the context of the study of dance as an artform. 	Marks
<ul style="list-style-type: none"> Sustains control and consistency in the manipulation of space, time and dynamics performed which leads to a clear interpretation of the dance performed Sustains commitment, focus, projection and consistently controls quality of line and kinaesthetic awareness, in relation to the dance performed Physically and orally demonstrates a consistent understanding of Performance Quality applied to the dance performed, within the study of dance as an artform 	A 7-8
<ul style="list-style-type: none"> Demonstrates sound control and manipulation of the elements of dance but may not maintain overall consistency which affects the interpretation of the dance performed Demonstrates commitment, focus, projection, quality of line and kinaesthetic awareness, but may not sustain these consistently in relation to the dance performed Physically and orally demonstrates a sound understanding of Performance Quality applied to the dance performed, within the study of dance as an artform 	B 5-6
<ul style="list-style-type: none"> Presents movement with limited use and/or variation of aspects of the elements of dance, which limits the sense of interpretation Presents movement with limited evidence of aspects of commitment and/or focus, and/or projection, and/or quality of line, and/or kinaesthetic awareness in relation to the dance performed Physically and orally demonstrates a limited understanding of aspects of Performance Quality applied to the dance performed, within the study of dance as an artform 	C 3-4
<ul style="list-style-type: none"> Moves with minimal use of the elements of dance with minimal sense of Interpretation Moves with minimal sense of commitment and/or focus and/or projection and/or quality of line and/or kinaesthetic awareness Physically and orally demonstrates minimal understanding of Performance Quality applied to the dance performed within the study of dance as an artform 	D 1-3
<ul style="list-style-type: none"> Student failed to submit 	N



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Marking Guidelines: Core Composition Criterion 1a: Generating movement in relation to dance composition based on a stated concept/intent (4 marks)	Marks
<p>The candidate will be assessed on how well she:</p> <ul style="list-style-type: none">• composes movement in a personal style based on a stated concept/intent within the context of dance as an artform. <p>The candidate demonstrates skills and understanding of:</p> <ul style="list-style-type: none">– manipulation of the elements of dance (space, time and dynamics)– personal style– abstraction	
<ul style="list-style-type: none">• Demonstrates a skilled, personalised manipulation of the elements of dance in response to a clearly established concept/intent• Consistently composes appropriately abstracted movements in response to a clearly established concept/intent• Physically and orally demonstrates a consistent understanding of the link between a concept/intent and the generation of movement	A 4
<ul style="list-style-type: none">• Demonstrates a sound, personalised manipulation of the elements of dance but may lack consistency in establishing relevance to a concept/intent• Demonstrates sound skills in composing abstracted movements but has inconsistencies in relation to the appropriateness of the abstraction to support the establishment of a concept/intent• Physically and orally demonstrates a sound understanding of the link between a concept/intent and the generation of movement	B 3
<ul style="list-style-type: none">• Demonstrates a limited use of aspects of the elements of dance and/or personalisation in establishing a concept/intent• Shows a limited level/appropriateness of abstraction in establishing a concept/intent• Physically and orally demonstrates a limited understanding of the link between a concept/intent and the generation of movement	C 2
<ul style="list-style-type: none">• Attempts to use aspects of the elements of dance but has minimal personalisation and/or relationship to a concept/intent• Attempts movements with minimal abstraction and/or minimally linked to a concept/intent• Physically and orally demonstrates a minimal understanding of the link between a concept/intent and/or the generation of movement	D 1
<ul style="list-style-type: none">• Student failed to submit	N



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Marking Guidelines: Core Composition Criterion 1b: Organising movement in relation to a stated concept/intent (8 marks)	Marks
<p>The candidate will be assessed on how well she:</p> <ul style="list-style-type: none">organises the motif(s) into phrases relative to the stated concept/intent within the context of dance as an artform. <p>The candidate demonstrates skills and understanding of the manipulation of space, time and dynamics to:</p> <ul style="list-style-type: none">– establish motif(s)– manipulate motif(s) to create phrases– develop phrases to support a concept/intent	
<ul style="list-style-type: none">Demonstrates consistent manipulation of the elements of dance to establish motif(s) relevant to a concept/intentDemonstrates consistent manipulation of motif(s) to create and develop phrases relevant to a concept/intentPhysically and orally demonstrates a consistent understanding of the link between a concept/intent and the organisation of movement	A 7-8
<ul style="list-style-type: none">Demonstrates a sound manipulation of the elements of dance to establish motif(s) but may have inconsistencies in the relationship to a concept/intentDemonstrates sound manipulation of motif(s) to create and develop phrases but with inconsistencies and/or inconsistencies in the relationship to a concept/intentPhysically and orally demonstrates a sound understanding of the link between a concept/intent and the organisation of movement	B 5-6
<ul style="list-style-type: none">Makes an attempt to manipulate aspects of the elements of dance, but is limited in establishing a motif(s) and/or is inconsistent in the relationship to a concept/intentMakes an attempt to create phrases but this is not clearly developed using motif(s), and/or not linked to a concept/intentPhysically and orally demonstrates a limited understanding of the link between a concept/intent and the organisation of movement	C 3-4
<ul style="list-style-type: none">Attempts to use aspects of the elements of dance but shows minimal evidence of establishing a motif(s) and/or a minimal relationship to a concept/intentShows movements with minimal evidence of phrases and/or link to a concept/intentPhysically and orally demonstrates a minimal understanding of the link between a concept/intent and/or the organisation of movement	D 1-2
<ul style="list-style-type: none">Student failed to submit	N



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Marking Criteria: Core Composition Criterion 2: The candidate demonstrates in the dance and rationale, the ability to organise the dance based on a concept/intent within the context of the study of dance as an artform (8 marks) The candidate will be assessed on how well she: <ul style="list-style-type: none">• structures the dance in a form relevant to a stated concept/intent, within the context of dance as an artform. The candidate demonstrates skills and understanding of: <ul style="list-style-type: none">– form/structure in relation to concept/intent;– organisation of the phrases/sequences/sections which achieves unity in relation to a concept/intent– unity achieved through the use of transition, repetition, variation and contrast in relation to a concept/intent.	Marks
<ul style="list-style-type: none">• Demonstrates a skilled organisation of phrases/sequences/sections which achieves a clear sense of unity in a form relevant to a concept/intent• Demonstrates a skilled application of transitions, repetition, variation and contrast which contributes to the achievement of unity in relation to a concept/intent• Physically and orally demonstrates a consistent understanding of the link between a concept/intent and the organisation of the dance	A 7-8
<ul style="list-style-type: none">• Demonstrates a sound organisation of phrases/sequences/sections but with inconsistencies affecting unity relative to form and/or a concept/intent.• Demonstrates a sound application of transitions, repetition, variation and contrast but with inconsistencies which affect unity, relative to a concept/intent• Physically and orally demonstrates a sound understanding of the link between a concept/intent and the organisation of the dance	B 5-6
<ul style="list-style-type: none">• Attempts organisation of phrases/sequences/sections but with inconsistencies throughout affecting unity relative to form and/or a concept/intent• Shows limited skills in the use of transitions and/or repetition and/or variation and contrast in relation to a concept/intent• Physically and orally demonstrates a limited understanding of the link between a concept/intent and the organisation of the dance	C 3-4
<ul style="list-style-type: none">• Shows minimal understanding of the organisation of the dance in relation to form and/or a concept/intent• Shows minimal understanding of the use of transitions, repetition, variation and contrast, in relation to a concept/intent• Physically and orally demonstrates a minimal understanding of the link between a concept/intent and/or the organisation of the dance	D 1-2
<ul style="list-style-type: none">• Student failed to submit	N



Hunter River High School ASSESSMENT TASK NOTIFICATION

Marking Guidelines: Major Performance Criteria 1: Dance Technique	Marks
<ul style="list-style-type: none"> Sustains a skilled performance of a range of complex body skills, locomotor and non-locomotor sequences of varying complexity (incorporating the elements of dance applied to the Work performed) Consistently demonstrates understanding and control of anatomical structure, alignment, body limitations, capabilities and body maintenance Physically and orally demonstrates a consistent understanding of Dance Technique incorporating Safe Dance Practice applied to the Work performed, within the study of dance as an artform 	<p style="text-align: center;">A</p> <p style="text-align: center;">17-20</p>
<ul style="list-style-type: none"> Demonstrates a sound performance of a range of body skills, locomotor and nonlocomotor sequences of varying complexity (incorporating the elements of dance applied to the Work performed) Demonstrates a sound understanding and control of anatomical structure, alignment, body limitations, capabilities and body maintenance, with inconsistencies seen in the application throughout the Work Physically and orally demonstrates a sound understanding of Dance Technique incorporating Safe Dance Practice applied to the Work performed, within the study of dance as an artform 	<p style="text-align: center;">B</p> <p style="text-align: center;">13-16</p>
<ul style="list-style-type: none"> Demonstrates an adequate execution of body skills, locomotor and non-locomotor sequences of varying complexity (incorporating the elements of dance applied to the Work performed) Demonstrates an adequate understanding and control of aspects of anatomical structure, alignment, body limitations, capabilities and body maintenance, with inconsistencies seen in the application throughout the Work Physically and orally demonstrates an adequate understanding of aspects of Dance Technique incorporating Safe Dance Practice applied to the Work performed, within the study of dance as an artform 	<p style="text-align: center;">C</p> <p style="text-align: center;">9-12</p>
<ul style="list-style-type: none"> Presents a limited execution of body skills, locomotor and non-locomotor sequences of varying complexity (using aspects of the elements of dance applied to the dance performed) Demonstrates a limited understanding and/or control of aspects of anatomical structure, alignment, body limitations, capabilities and body maintenance, with inconsistencies seen in the application throughout the dance Physically and orally demonstrates limited understanding of aspects of Dance Technique incorporating Safe Dance Practice applied to the dance performed, within the study of dance as an artform 	<p style="text-align: center;">D</p> <p style="text-align: center;">5-8</p>
<ul style="list-style-type: none"> Presents minimal body skills, simple locomotor and non-locomotor sequences (using minimal aspects of the elements of dance applied to the dance performed) Demonstrates a minimal understanding and/or control of aspects of anatomical structure and/or alignment and/or body limitations and/or capabilities and/or body maintenance Physically and orally demonstrates minimal understanding of aspects of Dance Technique incorporating Safe Dance Practice applied to the dance performed, within the study of dance as an artform 	<p style="text-align: center;">E</p> <p style="text-align: center;">1-4</p>



Hunter River High School ASSESSMENT TASK NOTIFICATION

Marking Guidelines: Major Performance Criteria 2: Performance Quality	Marks
<ul style="list-style-type: none"> Sustains control and consistency in the manipulation of space, time and dynamics which leads to a clear interpretation of the Work performed Sustains commitment, focus, projection, and consistently controls quality of line, kinaesthetic awareness and the link between the accompaniment and the physical realisation of the Work Physically and orally demonstrates a consistent understanding of Performance Quality and the language of dance applied to the Work performed, within the study of dance as an artform 	<p style="text-align: center;">A</p> <p style="text-align: center;">17-20</p>
<ul style="list-style-type: none"> Demonstrates sound control and manipulation of the elements of dance, but not able to maintain overall consistency which affects the interpretation of the Work performed Demonstrates commitment, focus, projection, quality of line, kinaesthetic awareness and the link between the accompaniment and the physical realisation of the Work, but may not be able to sustain these consistently Physically and orally demonstrates a sound understanding of Performance Quality and the language of dance applied to the Work performed, within the study of dance as an artform 	<p style="text-align: center;">B</p> <p style="text-align: center;">13-16</p>
<ul style="list-style-type: none"> Demonstrates adequate control and manipulation of aspects of the elements of dance, but not able to maintain overall consistency which affects the interpretation of the Work performed Demonstrates aspects of commitment, focus, projection, quality of line, kinaesthetic awareness and the link between the accompaniment and the physical realisation of the Work, but may not be able to demonstrate these consistently Physically and orally demonstrates an adequate understanding of aspects of Performance Quality and/or the language of dance applied to the Work performed, within the study of dance as an artform 	<p style="text-align: center;">C</p> <p style="text-align: center;">9-12</p>
<ul style="list-style-type: none"> Presents movement with limited use and/or variation of aspects of the elements of dance which limits the sense of interpretation, so that it becomes a dance Presents movement with limited evidence of aspects of commitment and/or focus, and/or projection, and/or quality of line, and/or kinaesthetic awareness and/or the link between the accompaniment and the physical realisation of the dance Physically and orally demonstrates a limited understanding of aspects of Performance Quality and/or the language of dance applied to the dance performed within the study of dance as an artform 	<p style="text-align: center;">D</p> <p style="text-align: center;">5-8</p>
<ul style="list-style-type: none"> Moves with minimal use of aspects of the elements of dance with minimal sense of interpretation Moves with minimal sense of commitment, and/or focus and/or projection, and/or quality of line and/or kinaesthetic awareness, and/or the link between the accompaniment and the physical realisation of the dance Physically and orally demonstrates minimal understanding of aspects of Performance Quality and/or the language of dance applied to the dance performed, within the study of dance as an artform 	<p style="text-align: center;">E</p> <p style="text-align: center;">1-4</p>



DESIGN & TECHNOLOGY

Design & Technology

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Presentation and Project Plan	<u>Task 2:</u> Case Study of an Innovation	<u>Task 3:</u> Project Progress Report	<u>Task 4:</u> Trial HSC (Written Examination)
		<u>Date:</u> Term 4 Week 10	<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 10	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> H1.1 H4.1 H5.1 H5.2	<u>Outcomes:</u> H1.1 H2.2 H3.1 H6.2	<u>Outcomes:</u> H3.2 H4.1 H4.2 H4.3 H5.1 H5.2	<u>Outcomes:</u> H1.1 H1.2 H2.1 H3.1 H3.2 H4.1 H4.3 H5.2 H6.2
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%		20%	20%	
Knowledge and skills in the design, management, communication and production of a Major Project	60%	30%			30%
Total	100%	30%	20%	20%	30%

Outcomes

A student:

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



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Year 12 Design and Technology
Teacher:	Mr Gallienne
Assessment Task Number:	1
Assessment Task Name:	Project Proposal and Management Presentation
Date Issued:	
Date and Time Due:	Term 4 Week 10 - 13 th December (Wednesday)
Weighting:	30%
Class Time Allocated:	<p>Students will be required to present their Major Project proposal and development to the class using a PowerPoint Presentation.</p> <p>Students will have 3-5 minutes to present their proposal, and additional time to receive class feedback. This will enable your peers to make possible suggestions and assist you with further idea generation.</p>
Presentation and Submission Guidelines:	A hard copy of your portfolio components is due at the beginning of the presentation lesson. (Wednesday 13/12/23). Students will have between 3 - 5 minutes to present their project plan using PowerPoint or other digital presentation application to support their plan.
Marking Process:	Marking will be completed by the classroom teacher (Mr. Gallienne) and follow the marking criteria provided.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H 1.1	critically analyses the factors affecting design and the development and success of design projects
H 4.1	identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H 5.1	manages the development of a quality major design project
H 5.2	selects and uses appropriate research methods and communication techniques

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Task Description:

To enable the student to begin construction of the Major Project, they must have completed or made substantial progress in the development of their Major Project design. This will be outlined and assessed through a class presentation of a Major Project Plan.

Major Project Plan (Power Point Presentation)

The project plan is due for submission in Week 10, Term 4. The marking scale shows the tasks that need to be completed and will be assessed. The Marking Rubric outlines the detail required to gain maximum marks.

Students will be required to present their Major Project proposal and development to the class using a Power Point Presentation.

Students will have 3-5 minutes to present their proposal using and an additional time to receive class feedback. This will enable your peers to make possible suggestions and assist you with further idea generation.

Success Criteria:

Marks will be issued as per the indicated weighting of task, taking into account the marking guidelines provided.

Ensure that you use the guide titled - 'Folio Scaffold', when completing the tasks required in the plan.

Using appropriate software, students will need to type up each of the tasks. Responses need to be in the student's own words and should be formatted in an appropriate manner, using professional layout, including a title page and table of contents.

Design Proposal - Major Design Project (MDP)

Prepare a Design Proposal addressing the following:

1. Identify a **NEED/PROBLEM/OPPORTUNITY for your MDP.**

Explore this need/problem by writing a **DESIGN BRIEF** using the following subheadings:

- Design Situation (background information/context)
- Identification of the Need (what is the problem/need?)
- Exploration of the Need (why is it a problem? Severity level? Who is involved? Research findings)
- Design Brief (final sentence or two that justifies a possible solution to need/problem)

2. Prepare a **MOOD BOARD** for your design solution (visual collage with annotations)

3. List all required **AREAS FOR INVESTIGATION** (minimum of 4) "need-to-knows" Be specific! Explain why each would be necessary, describe your findings, and what direction it provides you (where to next).

4. Set a **CRITERIA FOR SUCCESS** and explain what each criteria is, how you would test whether they were met and why it is important (justification). (Minimum of 4)

5. Generate 1 A4 page of **BRAINSTORMING SKETCHES** (small, rough, thumbnail sketches) to generate some ideas. Include labels and evaluation 'thought bubbles.'

6. Sketch in detail and accuracy **3 DESIGN IDEAS** that solve your need/problem in an innovative, creative, and practical way.

- Represent these 3 design ideas in the form of sketches (electronic or by hand). They must be at least A4 in size each and include colour and labels.
- Conduct a PMI (plus, minus, improvement) analysis after each sketch to evaluate effectiveness.

7. List the relevant **FACTORS AFFECTING DESIGN** and critically analyse how each would influence your project. (Minimum of 4 factors)
8. Generate a detailed **TIME** and **ACTION PLAN**. (Plan of ALL steps to use as goals in a Gantt Chart)

NOTE: Any images and/or sketches need to be scanned and inserted into the plan. Similarly, CAD images should also be inserted into the documentation and referred to in the table of contents.

Each student will have 3-5 minutes to present their proposal and **MUST** use appropriate computer software (such as PowerPoint) and the data projector to present their ideas. This being the case, any images and/or sketches need to be scanned and available electronically. Similarly, CAD images need to be accessible for their presentation.

As part of the presentation, an additional 3-5 minutes will be allocated to each student for question time. All students are encouraged to ask questions, provide feedback and analysis of each other's proposals.

Marking Guidelines:

MAJOR PROJECT PLAN RUBRIC:

Outcome	A 110-85	B 84-70	69-50	D 49-35	E 30-1
	10-9	8-7	6-5	4-3	2-1
Class Presentation 10 Marks	Presents project plan and management clearly and succinctly, fielding questions from staff and class. Presents within the 3-5-minute time limit	Presents project plan and management clearly, fielding some questions Presents within the 3-5-minute time limit	Presents project plan and management with some assistance clarifying Presents 1 minute above or below the time limit	Presents project plan and management unclearly with some assistance Presents more than 1minute above or below the time limit.	Does not present project plan and management
5.1 Management techniques and tools (H5.1) 20 marks	20-19 In depth reflection of all steps involved in developing a MDP to generate a detailed time and action plan.	18-16 Identifies all steps involved in developing a MDP to generate a detailed time and action plan.	15-11 Realises some steps involved in developing a MDP to generate a time and action plan.	10-6 Generates a limited time and action plan.	5-1 Generates a minimal and/or unclear time and action plan.
1.1 Factors affecting design (H1.1) 10marks	10-9 Critically analyses the factors affecting design	8-7 Analyses the factors affecting design	6-5 Explains the factors affecting design	4-3 Lists the factors affecting design	2-1 Minimal evidence of the factors affecting design
4.1 Design development responding to MDP need/opportunity (H4.1) 15marks	15-12 Critically examines a legitimate need, problem, or opportunity within a detailed Design Brief. (Design Brief)	11-9 Examines a legitimate need, problem, or opportunity within a detailed Design Brief. (Design Brief)	8-6 Describes a need, problem, or opportunity within a Design Brief. (Design Brief)	5-3 Lists a need, problem, or opportunity. (Design Brief)	2-1 Minimal evidence of need, problem, or opportunity. (Design Brief)
4.1 Design development responding to MDP need/opportunity (H4.1) 15marks	15-12 Succinctly communicates design ideas effectively, using a wide range of visual and creative techniques. (sketches & mood-board)	11-9 Communicates design ideas effectively, using a wide range of visual and creative techniques. (sketches & mood-board)	8-6 Communicates design ideas using a range of visual and creative techniques. (sketches & mood-board)	5-3 Communicates design ideas using minimal visual techniques. (sketches & mood-board)	2-1 Communication of design ideas unclear (sketches & mood-board)
4.1 Design development responding to MDP need/opportunity (H4.1) 10 marks	10-9 Develops and refines design ideas using on-going evaluation tools. (PMI)	8-7 Develops design ideas using on-going evaluation tools. (PMI)	6-5 Includes on-going evaluation to design ideas (PMI)	4-3 Includes some on-going evaluation to design ideas (PMI)	2-1 Includes minimal and/or unclear on-going evaluation to design ideas (PMI)

	15-12	11-9	8-6	5-3	2-1
5.2 Research methods and communication techniques (H5.2) 15marks	In depth understanding and application of relevant design factors involved in setting a criteria for success. (Criteria for success)	Understanding and application of relevant design factors involved in setting a criteria for success. (Criteria for success)	Relevant design factors outlined in criteria for success. (Criteria for success)	Limited design factors outlined in criteria for success. (Criteria for success)	Minimal and/or unclear criteria for success (Criteria for success)



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Year 12 Design and Technology
Teacher:	Mr Gallienne
Assessment Task Number:	2
Assessment Task Name:	Innovation case study (emerging technologies)
Date Issued:	
Date and Time Due:	Term 1 Week 11 Thursday 3:20pm
Weighting:	20%
Class Time Allocated:	3 periods
Presentation and Submission Guidelines:	Via: Hardcopy and in class. You will need to print out a hard copy of section 1 BEFORE section 2; the Open Book In-Class Report. To Mr Gallienne in the TAS staffroom. If absent email to tyler.gallienne4@det.nsw.edu.au
Marking Process:	This task will be marked by Mr Gallienne

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H 1.1	critically analyses the factors affecting design and the development and success of design projects
H 2.2	evaluates the impact of design and innovation on society and the environment
H 3.1	analyses the factors that influence innovation and the success of innovation
H 6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____

Task Description:

A case study is a document or presentation used to demonstrate how a specific situation or problem was initially identified, which solution was chosen to resolve the identified issue, and provide a concise summary of the results. Developing your case study will involve answering the following ten identified areas of research and issues for consideration when gathering information

Success Criteria:

Section 1: Research and select an Australian/ International Innovation (within the last 5 years). Using a presentation format of your choice, answer the following questions:

(Note: Digital presentations (eg: PowerPoint) have a level of flexibility & impact that is difficult to match in print). They can be dynamic, include animations, video footage and other visual means of supplementing the text content).

1. Identify and describe your chosen innovation. Include specific information on
 - The need that it meets
 - Its functionality
 - The aesthetic values present in the design
2. Research and record the important phases of development that occurred with your chosen innovation. Identify and describe the design processes used. (Note: A timeline is a good method to explain sequence of events).
3. Describe how the ideas were developed or adapted by the designer of the chosen innovation. Determine the extent of creativity employed by the innovator or designer.

4. The following factors often impact on the success of innovations: marketing strategies, timing, political, economic, cultural and legal factors. Identify those that have impacted on your innovation's success. Give simple explanations to justify your choices.
5. Describe the range and use of technologies in the development of the innovation placing emphasis on available and emerging technologies.

Section 2: Students will sit an open book REPORT in class completing four questions relating to their selected innovation to the following areas.

1. Government, commercial, industrial or other agencies play a significant role in determining the success of the innovation.
2. A designer needs to consider the ethical and social issues arising from their design, both from a personal view and that of the wider society.
3. Environmental considerations can impact on the work of designers.
4. The development of an innovation can contribute to or detract from the quality of life in society. (Note: Students may use ANY resources available to answer the FOUR questions. Questions will be allocated equal marks)

Marking Criteria

Criteria	Marks
<ul style="list-style-type: none"> • Critically analyse ethical and environmental issues in relation to innovation. • Identify all of the factors which contribute to the efficiency and sustainability of technologies. • Differentiate between factors which have contributed to the success or failure of innovation. • Evaluate the role of a variety of agencies that influence the development, implementation and acceptance of innovation. • Discuss the influence of entrepreneurial activity on successful design and innovation. • Appraises each of the ecological, economic, social, ethical and legal implications of new and emerging technologies. • Analyse the impact of emerging technologies on innovation. 	60-70
<ul style="list-style-type: none"> • Analyses ethical and environmental issues in relation to innovation. • Identifies many factors which contribute to the efficiency and sustainability of technologies. • Explain how the factors have contributed to the success or failure of innovation. • Analyses the role of a variety of agencies that influence the development, implementation and of innovation. • Explains the influence of entrepreneurial activity on successful design and innovation. • Appraises some of the ecological, economic, social, ethical and legal implications of new and emerging technologies. • Explain the impact of emerging technologies on innovation. 	50-59
<ul style="list-style-type: none"> • Describes the ethical and environmental issues in relation to innovation. • Identify the factors which contribute to the efficiency and sustainability of technologies. • Discuss the factors which have contributed to the success or failure of innovation. • Describe the role of a variety of agencies that influence the development, implementation and acceptance of innovation. • Discuss the influence of entrepreneurial activity on design and innovation. • Explains the ecological, economic, social, ethical and legal implications of new and emerging technologies. • Describe the impact of emerging technologies on innovation. 	40-49
<ul style="list-style-type: none"> • Identifies the ethical and environmental issues in relation to innovation. • Identifies some factors which contribute to the efficiency and sustainability of technologies. • Describe the factors which have contributed to the success or failure of innovation. • Identify and describe the role of an agency that influences the development, implementation and acceptance of innovation. • Describe the entrepreneurial activity used in successful design and innovation. • Describes the ecological, economic, social, ethical and legal implications of new and emerging technologies. • Identify the impact of emerging technologies on innovation. 	20-39
<ul style="list-style-type: none"> • Discuss ethical and environmental considerations for designers and society in general. • Identify a few factors which contribute to the efficiency and sustainability of technologies. • List the factors which have contributed to the success or failure of innovation. • Lists a variety of agencies that influence the development, implementation and acceptance of innovation. • Identifies the use of entrepreneurial activity in innovation. • States the ecological, economic, social, ethical and legal issues in emerging technologies. • Identify emerging technologies. 	0-19

Section 1 Innovation Case Study		Marks /50
Identify and describe your chosen innovation. Include specific information on: The need that it meets Its functionality		/ 10
Research and record the important phases of development that occurred with your chosen innovation. Identify and describe the design processes used.		/ 10
Describe how the ideas were developed or adapted by the designer of the chosen innovation. Determine the extent of creativity employed by the innovator or designer.		/ 10
The following factors often impact on the success of innovations: marketing strategies, timing, political, economic, cultural and legal factors. Identify those that have impacted on your innovation's success. Give simple explanations to justify your choices.		/ 10
Describe the range and use of technologies in the development of the innovation placing emphasis on available and emerging technologies.		/ 10
Comment:		/ 50

Section 2 Open Book Report		Marks /20
<ul style="list-style-type: none"> Completion of open book Report in class consisting four questions relating to identified areas as described in Section 2. 		
Comment:		/20



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Year 12 Design and Technology
Teacher:	Mr Gallienne
Assessment Task Number:	4
Assessment Task Name:	Major Design Project Report: Project Development and Realisation Report
Date Issued:	
Date and Time Due:	Term 2 Week 10 Wednesday
Weighting:	30%
Class Time Allocated:	
Presentation and Submission Guidelines:	<i>Via: Portfolio submitted digitally via email Tyler.gallienne4@det.nsw.edu.au, practical component submitted to Mr Gallienne in J2 by 3:20pm</i>
Marking Process:	This task will be marked by Mr Gallienne

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H 3.2	uses creative and innovative approaches in designing and producing
H 4.1	identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H 4.2	selects and uses resources responsibly and safely to realise a quality major design project
H 4.3	evaluates the processes undertaken and the impacts of the major design project
H5.1	manages the development of a quality major design project
H 5.2	selects and uses appropriate research methods and communication techniques

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____

Task Description:**Project Development and Realisation Report:**

This assessment task formally assesses the Project Development and Realisation progress of the Major Design Project and provides students with suggested changes prior to the final submission for external marking. Students are to submit their portfolio ready for marking. i.e. formatted correctly, page numbers, student number on each page.

The practical project must also be submitted, providing students with a final chance to make alterations prior to submission for external marking on Thursday 29 August 2022

Success Criteria:

Use all Google Classroom resources, along with other sources of research to inform your design process, techniques and choices. The practical item should respond to a problem thoroughly with all choices justified relating to the statement of intent, design brief, success criteria and backed by research.

Success criteria:

Students must include the following in their Major Design Projects

Evidence of creativity	Ideas Generation	
	Degree of Difference	
	Exploration of existing ideas	
Consideration of design factors		
Appropriate Research and Experimentation	Materials, tools and techniques	
	Design solutions	
Application of conclusions		
Identification and justification of ideas and resources used		
Use of communication and presentation techniques		
		/60

Evidence and application of practical skills to produce a quality project	High quality product	
	A range of high-quality skills	
	Use of appropriate materials, processes, and technologies	
	Final product meets the design brief	
		/40

Total	/100
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Marking Rubric:

Design Management and Communication										
	60	48	47	35	34	22	21	10	9	1
Evidence of Creativity – Ideas Generation	Demonstrates the substantial application of creativity in generation of design ideas	Demonstrates application of creativity in generation of design ideas	Demonstrates some creativity in generation of design ideas	Demonstrates some creativity in identifying the PSE’s degree of difference	Demonstrates some creativity in exploring existing ideas on the market	Demonstrates some creativity in exploring existing ideas on the market	Some evidence of generating ideas	Limited evidence of generating ideas		
Evidence of Creativity – Degree of Difference	Demonstrates the substantial application of creativity in analysing the PSE’s degree of difference	Demonstrates application of creativity in discussing the PSE’s degree of difference	Demonstrates some creativity in identifying the PSE’s degree of difference	Demonstrates some creativity in exploring existing ideas on the market	Demonstrates some creativity in exploring existing ideas on the market	Demonstrates some creativity in exploring existing ideas on the market	Some evidence of identifying the PSE’s degree of difference	Limited evidence identifying the PSE’s degree of difference		
Evidence of Creativity – Exploration of existing Ideas	Demonstrates the substantial application of creativity in exploring existing ideas on the market	Demonstrates application of creativity in exploring existing ideas on the market	Demonstrates some creativity in exploring existing ideas on the market	Demonstrates some creativity in exploring existing ideas on the market	Demonstrates some creativity in exploring existing ideas on the market	Demonstrates some creativity in exploring existing ideas on the market	Some evidence of exploration of existing ideas	Limited evidence of exploration of existing ideas		
Consideration of design factors	Analyses a range of relevant design factors	Describes a range of relevant design factors	Describes some of relevant design factors	Evidence of some relevant design factors	Evidence of some relevant design factors	Evidence of some relevant design factors	Evidence of some relevant design factors	Evidence of some relevant design factors	Few design factors listed , some irrelevant	
Appropriate Research and Experimentation – Materials, tools and techniques	Conducts and evaluates a range of appropriate research of relevant materials, tools and techniques.	Conducts and evaluates appropriate research of relevant materials, tools and techniques.	Conducts and evaluates some appropriate research of relevant materials, tools and techniques.	Conducts and evaluates some appropriate research of relevant materials, tools and techniques.	Conducts and evaluates some appropriate research of relevant materials, tools and techniques.	Conducts and evaluates some appropriate research of relevant materials, tools and techniques.	Conducts and evaluates limited research of relevant materials, tools and techniques.	Limited evidence of appropriate research.		
Appropriate Research and Experimentation – Design Solutions	Evaluates a range of experimentation and design solution testing in the development of the MDP	Evaluates experimentation and design solution testing in the development of the MDP	Undertakes and evaluates some experimentation and design solution testing.	Undertakes and evaluates limited experimentation and design solution testing.	Undertakes and evaluates limited experimentation and design solution testing.	Undertakes and evaluates limited experimentation and design solution testing.	Undertakes and evaluates limited experimentation and design solution testing.	Minimal evidence of experimentation and design solution testing		
Application of Conclusions	Applies conclusions drawn from research and experimentation and design solution testing to the MDP	Demonstrates some application of conclusions drawn from the research and experimentation and/or design solution testing to the MDP	Demonstrates some application of conclusions drawn from research and/or experimentation and/or design solution testing	Demonstrates some application of conclusions drawn from research and/or experimentation and/or design solution testing	Demonstrates some application of conclusions drawn from research and/or experimentation and/or design solution testing	Demonstrates some application of conclusions drawn from research and/or experimentation and/or design solution testing	Demonstrates limited application of conclusions drawn from research and/or experimentation and/or design solution testing	Demonstrates minimal application of conclusions drawn from research and/or experimentation and/or design solution testing		
Identification and justification of ideas and resources used	Justifies the selection and use of ideas and resources used	Explains the selection and use of ideas and resources	Describes the selection and use of ideas and/or resource	Describes the selection and use of ideas and/or resource	Describes the selection and use of ideas and/or resource	Describes the selection and use of ideas and/or resource	Describes some ideas and/or resources used	Lists few ideas and/or resources used		
Use of communication and presentation techniques	Clearly demonstrates a range of appropriate quality communication and presentation techniques	Demonstrates varied and appropriate communication and presentation techniques in a concise manner	Demonstrates appropriate communication and presentation techniques	Demonstrates appropriate communication and presentation techniques	Demonstrates appropriate communication and presentation techniques	Demonstrates appropriate communication and presentation techniques	Demonstrates a limited range of communication and presentation techniques	Demonstrates minimal communication and presentation techniques		
							Total		/60	

Evidence and application of practical skills to produce a quality project –

High Quality Project	40	33	32	25	24	17	16	9	8	1
	Project is completed to a high-quality	Project is completed to a quality standard	Project is completed to an average quality standard	Project is completed to a low-quality standard	Project is unfinished and of low quality					
Range of high-quality skills	Demonstrates a wide range of high-quality skills	Demonstrates a wide range of quality skills	Demonstrates a range of skills	Demonstrates a limited range of skills	Demonstrates minimal, low-quality skills					
Use of appropriate materials, processes, and technologies	All materials, processes and technologies are appropriate for the PSE	Most materials, processes and technologies are appropriate for the PSE	Some materials, processes and technologies are appropriate for the PSE	Limited use of appropriate materials, processes and technologies for the PSE	Inappropriate materials, and/or processes and/or technologies used for the PSE					
Final product meets the design brief	Product meets all aspects of the design brief and functions as intended	Product meets a range of aspects from the design brief and functions as intended	Product meets some aspects of the design brief and functions mostly as intended	Project meets a limited aspect of the design brief and has functionality issues	Project does not meet the design brief and does not function					

Total	/40
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ENGLISH ADVANCED



Rationale for English Advanced

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Through their study of English students can become critical thinkers, and articulate and creative communicators. They extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

Through exploring and experimenting with processes of composition and response, students further develop understanding of how language is employed to create artistic expression in texts. They analyse the different ways in which texts may reflect and/or challenge and extend the conventions of other texts. They evaluate the meanings conveyed in these texts, and how this is achieved. Students further develop skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The modules encourage students to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.



Year 12 Course Structure and Requirements

Year 12 course (120 hours)	English Advanced	Indicative hours
	Common module: Texts and Human Experiences	30
	Module A: Textual Conversations	30
	Module B: Critical Study of Literature	30
	Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	30
Text requirements	<p>Students are required to closely study four prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none">• Shakespearean drama• prose fiction• poetry OR drama <p>The remaining text may be film, media or nonfiction text or may be selected from one of the categories above.</p> <p>The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the common module: Texts and Human Experiences.</p>	

For the **English Advanced Year 12** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A, B and C over the course.



Across Stage 6 the selection of texts **must** give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.



Objectives

Knowledge, Understanding and Skills

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

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Values and Attitudes

Students value and appreciate:

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically.



Outcomes

Table of Objectives and Outcomes – Continuum of Learning

Objective A Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: <ul style="list-style-type: none">• communicate through speaking, listening, reading, writing, viewing and representing*	
Year 11 course outcomes	Year 12 course outcomes
A student:	A student:
EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	EA12-1 independently responds to, composes and evaluates a range of 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	EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

*Some students with special education needs communicate through a variety of verbal or nonverbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students within the context of the *English Advanced Stage 6 Syllabus*.



Objective B

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

- use language to shape and make meaning according to purpose, audience and context

Year 11 course outcomes

A student:

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

Year 12 course outcomes

A student:

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies 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 develop knowledge, understanding and skills in order to:

- think in ways that are imaginative, creative, interpretive and critical

Year 11 course outcomes

A student:

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

Year 12 course outcomes

A student:

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 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 develop knowledge, understanding and skills in order to:

- express themselves and their relationships with others and their world

Year 11 course outcomes

A student:

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

Year 12 course outcomes

A student:

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced 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 develop knowledge, understanding and skills in order to:

- learn and reflect on their learning through their study of English

Year 11 course outcomes

A student:

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

Year 12 course outcomes

A student:

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4, 2022	Common Module: Texts and Human Experiences (30 hours) Students deepen their understanding of how texts represent individual and collective human experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media									Assessment Task 20% (1)	
	Prescribed text: Billy Elliot Stephen Daldry (PF) + Students select ONE related text from any form										
	Outcomes: EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9										
	Module C: The Craft of Writing (30 hours) weeks 2, 4, 6, 8, 10 = 1 lesson per cycle (5 hrs) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.										
	Prescribed text: Eulogy of Gough Whitlam (Sp) by Noel Pearson										
	Outcomes: EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1, 2023	Module A: Textual Conversations (30 hours) Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. By comparing two texts students understand how composers are influenced by other texts, contexts and values, and how this shapes meaning.									Assessment Task – 20% (2)	
	Prescribed texts: The Tempest l by William Shakespeare (S) and Hag Seed 2016 , Margaret Atwood (f)										
	Outcomes: EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8										
	Module C: The Craft of Writing (30 hours) weeks 2, 4, 6, 8, 10 = 1 lesson per cycle (5 hrs) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.										



	Prescribed text: <i>Eulogy of Gough Whitlam</i> (Sp) by Noel Pearson									
	Outcomes: EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module B: Critical Study of Literature (30 hours) Students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text						Assessment Task 30% (3)			Module B: Critical Study of Literature
	Prescribed text: T.S. Eliot (P) Selected poems: <i>The Love Song of J. Alfred Prufrock</i> , <i>Preludes</i> , <i>Rhapsody on a Windy Night</i> , <i>The Hollow Men</i> , <i>Journey of the Magi</i>									
Term 2, 2023	Outcomes: EA12-1, EA12-2, EA12-3, EA12-4, EA12-7, EA12-9									
	Module C: The Craft of Writing (30 hours) weeks 2, 4, 6, 8, 10 = 1 lesson per cycle (5 hrs)									
	Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.									
	Prescribed text: Father and Child (P) by Gwen Harwood (term 3, weeks 3-6)									
	Outcomes: EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9									
Term 3, 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module C: The Craft of Writing (15 hrs)		Assessment 4: Trial HSC examination 30% (4)				Common module: Responding to stimulus	Module A and B: Critical writing		Module C: Imaginative writing
	Prescribed text: Father and Child (P) by Gwen Harwood & Eulogy for Gough Whitlam (Sp) by Noel Pearson									
	Outcomes: EA12-1, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8		Outcomes: EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9				All prescribed texts			
Outcomes: EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8,										



HSC texts 2024

Common Module - Texts and Human Experiences

Film – Daldry, Stephen , *Billy Elliot*.

Module A - Textual Conversations

Shakespearean drama and prose fiction - Shakespeare, William, *The Tempest* AND Atwood, Margaret, *Hag-Seed*

Module B - Critical Study of Literature

Poetry - Eliot, TS, TS Eliot: Selected Poems, '*The Love Song of J. Alfred Prufrock*', '*Preludes*', '*Rhapsody on a Windy Night*', '*The Hollow Men*', '*Journey of the Magi*'

Module C - The Craft of Writing

Poerty – Harwood, Gwen, '*Father and Child*'

Prose non-fiction - Orwell, George, '*Politics and the English Language*'

Speech - Pearson, Noel, '*Eulogy for Gough Whitlam*'



Assessment Schedule

English Advanced

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Extended response	<u>Task 2:</u> Multimodal Presentation	<u>Task 3:</u> Extended response	<u>Task 4:</u> Trial HSC Examination
		Texts and Human Experiences	Textual Conversations	Critical Study of Literature The Craft of Writing (15%)	Texts and Human Experiences Textual Conversations Critical Study of Literature The Craft of Writing (10%)
		<u>Date:</u> Term 4 Week 10	<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> EA 12-1, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	<u>Outcomes:</u> EA 12-1, EA12.3-8	<u>Outcomes:</u> EA 12-2, EA12-3, EA12. 6 - 9	<u>Outcomes:</u> EA 12.1-9
TASK WEIGHTINGS					
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
Total	100%	20%	20%	30%	30%



Modules

Year 12 Common Module – Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time to express and reflect particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts.

Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world.

By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They examine how different modes and media use visual, verbal and/or digital language elements. They communicate ideas using figurative language to express universal themes and evaluative language to make informed judgements about texts. Students further develop skills in using metalanguage, correct grammar and syntax to analyse language and express a personal perspective about a text.



Student Name:	
Subject/Course:	English Advanced
Teacher:	Krick
Assessment Task Number:	1
Assessment Task Name:	Common Module- Texts and Human Experiences
Date Issued:	24 th November, 2023
Date and Time Due:	11 th December, 2023
Weighting:	20%
Class Time Allocated:	Yes
Presentation and Submission Guidelines:	Student to complete the task in class on the due date.
Marking Process:	The task will be marked by the teachers of the English Advanced course, Mrs Krick.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
EA12-1	independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA12-3	critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA12-4	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA12-5	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA12-9	reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner



Task Description:

As you study the Common Module: Texts and Human Experiences you will submit an extended response in class on the due date.

You are required to compose an analytical essay on the following question:

The human experience is highly provocative, often eliciting profoundly emotional responses from individuals and/or the collective. To what extent is this conveyed in your prescribed text and one related text?

In your response, refer to the film *Billy Elliot* and a related text.

(20 Marks)

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Success Criteria:

You will be assessed on your ability to:

- Compose a text that shows an insightful understanding of specific aspects of human experience
- Use, explain and evaluate language forms and features
- Draw links between texts and select relevant textual evidence
- Communicate your ideas effectively



Marking Guidelines:	Marks
<ul style="list-style-type: none"> • Skilfully explores the extent to which human experience elicit profoundly emotional responses from individuals and or the collective • Presents a skilful response with insightful and well-chosen textual references from the prescribed text and one other independently selected related text • Composes a sustained response using language appropriate to audience, purpose and context 	<p>A</p> <p>17 - 20</p>
<ul style="list-style-type: none"> • Effectively explores the extent to which human experience elicit profoundly emotional responses from individuals and or the collective • Presents an effective response with detailed, well-chosen textual references from the prescribed text and one other independently selected related text • Composes a well-developed response using language appropriate to audience, purpose and context 	<p>B</p> <p>13 - 16</p>
<ul style="list-style-type: none"> • Adequately explores the extent to which human experience elicit profoundly emotional responses from individuals and or the collective • Presents a sound response with detailed textual references from the prescribed text and one other independently selected related text • Composes a response using language appropriate to audience, purpose and context 	<p>C</p> <p>9 - 12</p>
<ul style="list-style-type: none"> • Demonstrates a basic understanding of the question • Describes aspects of the text/s • Attempts to compose a response with basic appropriateness to audience, purpose and context 	<p>D</p> <p>5 - 8</p>
<ul style="list-style-type: none"> • Demonstrates a minimal understanding of the question • Attempts to describes aspects of the text/s • Attempts to compose a response with minimal appropriateness to audience, purpose and context 	<p>E</p> <p>1 - 4</p>
<ul style="list-style-type: none"> • No attempt/ Non-Serious attempt 	<p>0</p>



Module A: Textual Conversations

In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted. By comparing two texts students understand how composers (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values, and how this shapes meaning.

Students identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purpose of two prescribed texts. As students engage with the texts they consider how their understanding, appreciation and enjoyment of both texts has been enhanced through the comparative study and how the personal, social, cultural and historical contextual knowledge that they bring to the texts influences their perspectives and shapes their own compositions.

By responding imaginatively, interpretively and critically students explore and evaluate individual and common textual features, concepts and values. They further develop skills in analysing the ways that various language concepts, for example motif, allusion and intertextuality, connect and distinguish texts and how innovating with language concepts, form and style can shape new meaning. They develop appropriate analytical and evaluative language required to compose informed, cohesive responses using appropriate terminology, grammar, syntax and structure.

By composing critical and creative texts in a range of modes and media, students develop the confidence, skills and appreciation to express a considered personal perspective.



Student Name:	
Subject/Course:	English Advanced
Teacher:	Krick
Assessment Task Number:	2
Assessment Task Name:	Module A – Textual Conversations
Date Issued:	Week 9, Term 1, 2024.
Date and Time Due:	This task will be completed at home and a hard/digital copy submitted to your teacher Week 11, Term 1, 2024.
Weighting:	20%
Class Time Allocated:	N/A
Presentation and Submission Guidelines:	This task will be completed at home and a hard/digital copy submitted to your teacher.
Marking Process:	This task will be marked by Mrs Krick.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
EA12-1	independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA12-3	critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA12-4	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA12-5	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-6	investigates and evaluates the relationships between texts
EA12-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA12-8	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____



Task Description:

Create a podcast transcript of an imagined conversation between Margaret Atwood and William Shakespeare. **Provide a transcript and an actual verbal interview.**

In the podcast discuss the dynamic influence of context on representation and understanding.

You must explore at least one key motif from the two texts, for example the imprisonment motif and the ideas of power in the textual conversation between Shakespeare's 'The Tempest' and Margaret Atwood's 'Hag-Seed'. Remember the *Fletcher Correctional Institute* version of the play and the plot of the novel are both an appropriation of the original play.

Other motifs that could be substituted: the theatricality of life, the corruptibility of power, the trappings of perspective, the representation of the other.

The podcast should be between 5 to 10 minutes in duration

Success Criteria:

- Skilfully explores the way texts can reveal resonances and dissonances between and within texts.
- Skilfully considers the ways that a reimagining or reframing of an aspect of a text might mirror align or collide with the details of another texts.
- Explore common or disparate issues, values, assumptions or perspectives and how they are depicted.
- Skilful understanding of how textual features, conventions, contexts, values and purpose of two prescribed texts.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> • Demonstrates insightful understanding of how composers are influenced by another text's concepts and values • A podcast that skilfully evaluates the relationships between texts and contexts • Supports arguments with judiciously selected, detailed reference to a wide range of aspects of the texts, including language forms and features. • Skilfully constructs a realistic podcast transcript, demonstrating sophisticated control of language and structure, including language forms and features appropriate to audience and purpose. 	A 17–20
<ul style="list-style-type: none"> • Demonstrates a well-developed understanding of how composers are influenced by another text's concepts and values • A podcast that effectively evaluates the relationships between texts and contexts • Supports arguments with appropriately selected, detailed reference to a range of aspects of the texts, including language forms and features. • Effectively constructs a podcast transcript, demonstrating well developed control of language and structure, including language forms and features appropriate to audience and purpose. 	B 13–16
<ul style="list-style-type: none"> • Demonstrates understanding of how composers are influenced by another text's concepts and values • A podcast that evaluates the relationships between texts and contexts • Supports arguments with relevant references to aspects of the texts, including language forms and features. • Constructs a podcast transcript, demonstrating a sound control of language and structure, including some language forms and features appropriate to audience and purpose. 	C 9–12
<ul style="list-style-type: none"> • Demonstrates some understanding of how composers are influenced by another text's concepts and values • A podcast that describes the relationships between texts and contexts • Supports arguments with some general references to aspects of the text/s, including language forms and features. • Attempts to constructs a podcast transcript, demonstrating inconsistent control of language appropriate to audience and purpose. 	D 5–8
<ul style="list-style-type: none"> • Demonstrates some understanding of how composers are influenced by other texts • Makes limited reference to specific aspects of the text, relying instead on generalisations and textual recount. • Writing and structure of text demonstrate little awareness of audience and control of language and structure. 	E 1–4
<ul style="list-style-type: none"> • Non-attempt of task 	N



Module B: Critical Study of Literature

In this module, students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Through increasingly informed and personal responses to the text in its entirety, students understand the distinctive qualities of the text, notions of textual integrity and significance.

Students study one prescribed text. Central to this study is the close analysis of the text's construction, content and language to develop students' own rich interpretation of the text, basing their judgements on detailed evidence drawn from their research and reading. In doing so, they evaluate notions of context with regard to the text's composition and reception; investigate and evaluate the perspectives of others; and explore the ideas in the text, further strengthening their informed personal perspective.

Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of the text by composing creative and critical texts of their own. Through reading, viewing or listening they critically analyse, evaluate and comment on the text's specific language features and form. They express complex ideas precisely and cohesively using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately.

Opportunities for students to engage deeply with the text as a responder and composer further develops personal and intellectual connections with the text, enabling them to express their considered perspective of its value and meaning.



Student Name:	
Subject/Course:	HSC English Advanced
Teacher:	Krick
Assessment Task Number:	3
Assessment Task Name:	Module B – Critical Study of Text
Date Issued:	Week 5, Term 2, 2024.
Date and Time Due:	This task will be completed at home and a hard/digital copy submitted to your teacher Week 7, Term 2, 2024.
Weighting:	30% (15% Module A + 15% Module C)
Class Time Allocated:	1 period
Presentation and Submission Guidelines:	This task will be completed at home and a hard/digital copy submitted to your teacher.
Marking Process:	This task will be marked by Mrs Krick.
Outcomes Assessed:	
Syllabus Code	Syllabus Description
EA12-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA12-3	Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA12-6	Investigates and evaluates the relationships between texts
EA12-7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA12-8	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA12-9	Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner
Participant Declaration:	
<p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>	



Task Description:

This term you have studied Module B – Critical Study of Text (The Poetry of T.S. Eliot).

This year you have concurrently studied Module C – Craft of Writing.

This task requires you to submit TWO tasks reflecting the skills required to be successful in these two modules.

Part 1: Module B – Critical Study of Text - Critical Response

Students will complete a critical response to the question:

Critical study of texts allows us to understand the complex nature of the discontent within our societies. To what extent do you agree with this statement?

In your response, you must make detailed reference to TWO of T.S. Eliot's poems:

1. The Love Song of J. Alfred Prufrock
2. Preludes
3. Rhapsody on a Windy Night
4. The Hollow Men
5. Journey of the Magi

Part 2: Module C – Craft of Writing – Creative Response and Reflection

The primary concern of good nonfiction is the representation of truth.

Create a piece of writing, with reference to the above statement, that reflects the techniques Gwen Harwood uses in her text, ***Father and Child***.

Once you have created your piece of writing, you must submit an annotation of the piece, detailing the techniques used and the challenges (and/or successes) of the writing process.

Success Criteria:

- I can explore the way texts can reveal the complex nature of our societies.
- I can consider the role of texts in influencing their own creative pieces.
- I can explore common or challenging issues in recreating texts specifically aligned with another author's process of writing.
- I can show understanding of how textual features, conventions, contexts, values and purpose of prescribed texts.

Marking Guidelines – Critical Response:	Marks
<ul style="list-style-type: none"> • Demonstrates insightful understanding of the complex nature of the discontent with our societies represented through the core text. • Supports arguments with judiciously selected, detailed reference to a wide range of aspects of the texts, including language forms and features. • Skilfully writes a critical response, demonstrating sophisticated control of language and structure, including language forms and features appropriate to audience and purpose. 	A 17–20
<ul style="list-style-type: none"> • Demonstrates a well-developed understanding of the complex nature of the discontent with our societies represented through the core text. • Supports arguments with appropriately selected, detailed reference to a range of aspects of the texts, including language forms and features. • Effectively writes a critical response, demonstrating well developed control of language and structure, including language forms and features appropriate to audience and purpose. 	B 13–16
<ul style="list-style-type: none"> • Demonstrates understanding of the complex nature of the discontent with our societies represented through the core text. • Supports arguments with relevant references to aspects of the texts, including language forms and features. • Constructs a critical response, demonstrating a sound control of language and structure, including some language forms and features appropriate to audience and purpose. 	C 9–12
<ul style="list-style-type: none"> • Demonstrates some understanding of the complex nature of the discontent with our societies represented through the core text. • Supports arguments with some general references to aspects of the text/s, including language forms and features. • Attempts to construct a critical response, demonstrating inconsistent control of language appropriate to audience and purpose. 	D 5–8
<ul style="list-style-type: none"> • Demonstrates some understanding of the nature of discontent with our societies represented through the core text. • Makes limited reference to specific aspects of the text, relying instead on generalisations and textual recount. • Writing and structure of text demonstrate little awareness of audience and control of language and structure. 	E 1–4
<ul style="list-style-type: none"> • Non-attempt of task 	N



Marking Guidelines – Creative Writing:	Marks
<ul style="list-style-type: none"> • Skilfully composes an engaging piece of writing that responds to the question/task. • Skilfully uses a range of language devices to create meaning. • Skilfully uses control of language and structure appropriate to audience and purpose. 	<p>A 10–12</p>
<ul style="list-style-type: none"> • Effectively composes an engaging piece of writing that responds to the question/task. • Effectively uses a range of language devices to create meaning. • Effectively uses control of language and structure appropriate to audience and purpose. 	<p>B 7–9</p>
<ul style="list-style-type: none"> • Composes a sound piece of writing that responds to the question/task. • Sound use of some language devices to create meaning. • Sound response, demonstrating a sound control of language and structure appropriate to audience and purpose. 	<p>C 4–6</p>
<ul style="list-style-type: none"> • Attempts a response based on the question/task in a basic manner. • Attempts to use one or two language devices to add meaning. • Attempts to construct a response, demonstrating inconsistent control of language appropriate to audience and purpose. 	<p>D 1–3</p>
<ul style="list-style-type: none"> • Non-attempt of task 	<p>N</p>
Marking Guidelines – Reflection:	Marks
<ul style="list-style-type: none"> • Provides a comprehensive justification of their writing decisions in their creative writing piece. • Demonstrates effective control of language appropriate to audience and purpose. 	<p>A 3</p>
<ul style="list-style-type: none"> • Provides a sound justification of their writing decisions in their creative writing piece. • Demonstrates a sound control of language appropriate to audience and purpose. 	<p>B 2</p>
<ul style="list-style-type: none"> • Provides a basic justification of their writing decisions in their creative writing piece. • Demonstrates limited control of language appropriate to audience and purpose. 	<p>C 1</p>
<ul style="list-style-type: none"> • Non-attempt of task 	<p>N</p>



Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

Students appreciate, examine and analyse at least two challenging short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own ideas and written expression. They examine how writers of complex texts use language creatively and imaginatively for a range of purposes, to describe the world around them, evoke emotion, shape a perspective or to share a vision.

Through the study of texts drawn from enduring, quality texts of the past as well as from recognised contemporary works, students appreciate, analyse and assess the importance and power of language. Through a considered appraisal of, and imaginative engagement with these texts, students reflect on the complex and recursive process of writing to further develop their ability to apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

During the pre-writing stage, students generate and explore ideas through discussion and speculations. Throughout the stages of drafting and revising, students experiment with a range of language forms and features for example imagery, rhetoric, voice, characterisation, point of view, dialogue and tone. Students consider purpose and audience to carefully shape meaning. During the editing stages students apply the conventions of syntax, spelling, punctuation and grammar appropriately and effectively for publication.

Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing crafted, imaginative, discursive, persuasive and informative texts.

Note: Students may revisit prescribed texts from other modules to enhance their experiences of quality writing.



Objective A

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

Outcome 1

A student:

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

Content

Students:

Engage personally with texts

- explain the relationship between responder, composer, text and context ⚙️ 🗣️
- appreciate the aesthetic qualities of texts and the power of language to express personal ideas and experiences 🖐️ ⚙️ 🌐 🎭
- Develop and apply contextual knowledge
- explain the personal, social, historical and cultural contexts of composing and responding, and evaluate how these contexts impact on meaning 🖐️ ⚙️ 🌐
- analyse and explain how and why texts influence and position readers and viewers (ACEEN040) 🖐️ ⚙️ 🌐
- Understand and apply knowledge of language forms and features
- analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
- explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes 🗣️
- Respond to and compose texts
- develop independent interpretations of texts supported by informed observation and close textual analysis (ACELR045) ⚙️
- compose texts that integrate elements of form, personal style, language and content for a variety of audiences and purposes 🗣️ 🗣️



Objective A

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

Outcome 2

A student:

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

Content

Students:

Engage personally with texts

- examine the ways composers (authors, poets, playwrights, directors, designers and so on) apply textual conventions to shape meaning in different modes, media and technologies
- explore the ways different media and technologies influence the relationships between texts and responders (readers, listeners, viewers or audiences and so on), for example flexible reading pathways in digital texts
- Develop and apply contextual knowledge
- select and use appropriate processes and technologies for particular purposes, audiences and contexts
- examine the relationships between emerging textual forms and their social, cultural and historical contexts
- Understand and apply knowledge of language forms and features
- explain how the reliability of texts is shaped and influenced by choices of medium
- examine the effects of combining linguistic and multimedial conventions in texts
- Respond to and compose texts
- experiment with emerging textual forms by combining different media and technologies and describe the impacts of this combination on meaning and response (ACELR018)
- explain and assess the processes of drafting, reflecting, editing, revising, refining and presenting for a range of audiences and purposes



Objective B

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

Outcome 3

A student:

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

Content

Students:

Engage personally with texts

- engage with complex texts to understand and appreciate the power of language in shaping meaning 🗣️ 📖 📝
- investigate and explain how mode, medium and form shape responses to texts, for example how spoken language can evoke particular audience reactions (ACELR002) 🗣️ 🗣️ 🗣️
- Develop and apply contextual knowledge
- explain the effect of language choices in different personal, social and cultural contexts and how these choices influence meaning 🗣️ 🌐 ⭐
- explain how changes in context influence responses to particular language choices in texts 🗣️ 🌐
- understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity 🗣️ 🗣️
- Understand and apply knowledge of language forms and features
- use appropriate language for making connections, questioning, affirming, challenging and speculating about texts with increasing clarity ⚙️ 🗣️ 🗣️
- use appropriate linguistic, stylistic, critical and creative terminology to compose and respond to texts (ACELR012)
- use accurate spelling, punctuation, syntax and metalanguage in complex creative and critical texts (ACEEN017) ⭐
- Respond to and compose texts
- explain how argument and narrative may be represented in critical and creative texts ⚙️ 🗣️ 🗣️
- experiment with language conventions and forms in the composition of persuasive and imaginative texts for a variety of purposes and audiences



Objective B

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

Outcome 4

A student:

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

Content

Students:

Engage personally with texts

- explore a wide range of texts, including those that represent the diverse experiences of Aboriginal and/or Torres Strait Islander Peoples, to engage with ideas, perspectives and conventions in familiar and new contexts 🖐️🌐🎭
- understand that significant language concepts may operate across different textual forms, for example narrative and point of view in speeches, documentaries and poems 🗣️📺
- Develop and apply contextual knowledge
- explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025) 🖐️🌐🎭
- Understand and apply knowledge of language forms and features
- investigate and experiment with combinations of specific language concepts, aspects of style and form to achieve deliberate effects in sustained compositions (ACELR017) ⚙️
- draw on knowledge and experience of literary devices, for example genre and hybridity, in creating new texts (ACELR050) 📺
- use analysis of specific language concepts and literary devices in texts to inform the composition of imaginative texts (ACELR034) ⚙️
- Respond to and compose texts
- compare and evaluate specific uses of language in a range of textual forms ⚙️
- integrate real and imagined experiences by selecting and adapting particular aspects of texts to create new texts (ACELR033) 🗣️🎭



Objective C

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

Outcome 5

A student:

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

Content

Students:

Engage personally with texts

- investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s), in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways 🖐️🌐🌐
- investigate, reflect on and explain differences between initial personal responses and more studied and complex responses (ACELR003) 🗣️
- Develop and apply contextual knowledge
- compare the ways texts may be composed and responded to in different contexts and how this influences meaning 🖐️🌐
- Understand and apply knowledge of language forms and features
- explain how text structures, language features and stylistic choices, for example metaphor, provide a framework for audience expectations, responses and interpretations of texts (ACELR023) ⚙️
- examine different points of view represented in texts, for example those of characters, narrators and the implied author, and the ways in which these points of view are created (ACELR006) 🖐️🗣️🗣️
- select and use particular aspects of language, style and convention, for example narrative point of view, syntax, modality and nominalisation
- Respond to and compose texts
- synthesise complex ideas and information in a sustained, structured argument using relevant textual evidence (ACELR011) ⚙️
- evaluate the effectiveness of argument to persuade an audience in a range of complex critical and creative texts 🖐️⚖️
- investigate complex ideas and information through sustained argument and imaginative compositions ⚙️



Objective C

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

Outcome 6

A student:

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

Content

Students:

Engage personally with texts

- compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character
- reflect on intertextual relationships between familiar texts and a widening range of new texts
👉 ⚙️ 🌐
- Develop and apply contextual knowledge
- reflect on the ways in which particular texts are influenced by other texts and contexts (ACELR019)
- examine how texts in different literary forms, media or traditions are similar or different (ACELR055) 👉 ⚙️ 📺 🌐
- Understand and apply knowledge of language forms and features
- investigate similarities and differences between and among texts that may be linked by form, perspective or genre ⚙️ ⚙️
- analyse how composers combine elements from different texts, sources and genres to create new texts for particular audiences 👉 ⚙️
- Respond to and compose texts
- select and combine specific textual elements to create new texts and assess their effectiveness for different audiences, purposes and contexts 📺
- analyse the relationships between conventions of genre, audience expectations and interpretations of texts, and the ways texts may conform or subvert these conventions (ACELR020) ⚙️



Objective D

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

Outcome 7

A student:

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

Content

Students:

Engage personally with texts

- understand that texts offer vicarious experiences of the wider world for critical reflection and pleasure (ACELR015) 🖐️🌐🌍🗣️
- appreciate the different ways in which a text can be valued, for example for its themes, aesthetic qualities or representation of cultures 🖐️🌐📺🌍🗣️
- Develop and apply contextual knowledge
- investigate and explain how composers (authors, poets, playwrights, directors, designers and so on) draw on cultural, textual and linguistic resources to represent particular perspectives in texts 🖐️🌐🌍🗣️
- Understand and apply knowledge of language forms and features
- analyse the diverse ways in which imaginative, informative and persuasive texts can explore human experience, universal themes and social, cultural and historical contexts 🖐️🌐📺🌍🗣️
- understand and analyse the effect of language and structural choices on shaping own and others' perspectives, for example figurative language or narrative point of view
- evaluate how language choices confirm or challenge personal, social and cultural identity, and recognise how they influence how a text is valued 🖐️🌐📺
- Respond to and compose texts
- analyse how and why perspectives are represented differently in a range of complex texts 🗣️📺🌐📺🗣️
- compose creative and critical texts that reflect particular values and perspectives, including their own 🗣️🗣️📺🗣️



Objective D

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

Outcome 8

A student:

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

Content

Students:

Engage personally with texts

- explain and evaluate whether their own perspectives and values align with the perspectives and values expressed in texts (ACELR039) 🗨️ 🌐 🗨️
- consider the effect of engaging with other cultures and values through texts on their own perspectives and values 🗨️ 🌐 🗨️
- Develop and apply contextual knowledge
- evaluate the impact of specific cultural references on meaning, for example historical allusion, cultural stories and symbol 🗨️ 🌐 🗨️ 🌐
- examine the ways in which authors represent Australian culture, place and identity both to Australians and the wider world (ACELR040) 🗨️ 🗨️ 🗨️
- understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
- explore how literature reflects cultural change (ACELR053) 🗨️
- Understand and apply knowledge of language forms and features
- analyse the ways that specific language features and stylistic features represent cultural assumptions and values in a range of texts (ACELR058) 🗨️ 🌐 🗨️ 🌐 🗨️
- evaluate the ways that ideas, voices and perspectives are evident in texts representing different personal, historical and cultural contexts 🗨️ 🌐 🗨️ 🌐 🗨️
- Respond to and compose texts
- compare cultural perspectives in texts from different personal, social, historical and cultural contexts, including texts by and about Aboriginal and Torres Strait Islander People(s), other Australians and people with Asian heritage 🗨️ 🌐 🗨️
- experiment and reflect on changes to texts, for example point of view, form or setting to explore different cultural meanings 🗨️



Objective E

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

Outcome 9

A student:

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

Content

Students:

Engage personally with texts

- reflect on and discuss personal preferences and insights gained from engagement with an increasingly wide repertoire of complex texts 🗨️
- Develop and apply contextual knowledge
- identify and articulate how their own processes of response and composition are the same or different to others 🗨️
- articulate and discuss the pleasures and difficulties, successes and challenges experienced in independent and collaborative work, and establish improved practices 🗨️
- Understand and apply knowledge of language forms and features
- apply knowledge and communication skills gained in collaborative and independent learning environments to new learning contexts 🗨️ 🗨️ ⭐
- select and use appropriate metalanguage and textual forms to assess and reflect on learning
- Respond to and compose texts
- assess strengths and weaknesses of their own creative and critical compositions and set learning goals accordingly 🗨️ ⭐
- use constructive, critical feedback from others to improve learning, including their own composing and responding 🗨️ ⭐



ENGLISH STANDARD



Rationale for English Standard

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

In their study of English students continue to develop their creative and critical faculties and broaden their capacity for cultural understanding. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy, and independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.



Year 12 Course Structure and Requirements

Year 12 course (120 hours)	English Standard	Indicative hours
	Common module – Texts and Human Experiences	30
	Module A: Language, Identity and Culture	30
	Module B: Close Study of Literature	30
	Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	30
Text requirements	<p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none">● prose fiction● poetry OR drama● film OR media OR nonfiction <p>The selection of texts for <i>Module C: The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the Common module: Texts and Human Experiences.</p>	

For the **English Standard Year 12** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A, B and C over the course of the year.



Across Stage 6 the selection of texts **must** give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.



Objectives

Knowledge, Understanding and Skills

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

- communicate through speaking, listening, reading, writing, viewing and representing
 - use language to shape and make meaning according to purpose, audience and context
 - think in ways that are imaginative, creative, interpretive and critical
 - express themselves and their relationships with others and their world
 - learn and reflect on their learning through their study of English.

Values and Attitudes

Students value and appreciate:

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically.



Outcomes

Table of Objectives and Outcomes – Continuum of Learning

Objective A Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: <ul style="list-style-type: none">• communicate through speaking, listening, reading, writing, viewing and representing*	
Year 11 course outcomes A student:	Year 12 course outcomes A student:
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	EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

*Some students with special education needs communicate through a variety of verbal or nonverbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students within the context of the *English Standard Stage 6 Syllabus*.

**Objective B**

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

- use language to shape and make meaning according to purpose, audience and context

Year 11 course outcomes

A student:

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

Year 12 course outcomes

A student:

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and 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 develop knowledge, understanding and skills in order to:

- think in ways that are imaginative, creative, interpretive and critical

Year 11 course outcomes

A student:

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

Year 12 course outcomes

A student:

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 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 develop knowledge, understanding and skills in order to:

- express themselves and their relationships with others and their world

Year 11 course outcomes

A student:

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

Year 12 course outcomes

A student:

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses 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 develop knowledge, understanding and skills in order to:

- learn and reflect on their learning through their study of English

Year 11 course outcomes

A student:

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

Year 12 course outcomes

A student:

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner



12 ENGLISH STANDARD 2022/2023 SCOPE AND SEQUENCE

Term 4, 2022	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Common Module: Texts and Human Experiences (30 hours) Students deepen their understanding of how texts represent individual and collective human experiences.									Assessment Task Extended Response in-class 25%	
	<i>Prescribed text:</i> Poetry <i>Selected Poems from Kenneth Slessor</i> . Students to select ORT. Suggestion for ORT: Picture Book, <i>The Island</i> , Armin Greder										
	<i>Common Module Outcomes:</i> EN12-1, EN12-2, EN12-5, EN12-6, EN12-7										

Term 1, 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module B: Close Study of Literature (30 hours) Students engage in the extensive exploration and interpretation of the text and the ways composers portray people, ideas, settings, and situations in texts.										Multimodal Presentation 25%
	<i>Prescribed text:</i> Prose Fiction, <i>The Curious Incident of the Dog in the Night-Time</i> , Mark Haddon										
	Module C: The Craft of Writing (7 hours) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision. <i>Prescribed text:</i> <i>The Pedestrian</i> , Ray Bradbury; <i>Dear Mrs Dunkley</i> , Helen Garner; <i>How To Live Before You Die</i> , Steve Jobs; <i>The Surfer</i> , Judith Wright										
<i>Module B Outcomes:</i> EN12-1, EN12-3, EN12-5, EN12-7, EN12-9											



Term 2, 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module A: Language, Identity and Culture (30 hours) Students explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts.						Assessment Task Mod A 15% Mod C 10%	Craft of Writing (10 hours)		
	Prescribed text: <i>The Castle</i> , Rob Sitch									
	Module A Outcomes: EN12-1, EN12-2, EN12-4, EN12-5, EN12-8, EN12-9									

Term 3, 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Craft of Writing and Trial Revision		Trial Exam–25% Mod C – 15%	Craft of Writing (14 Hours)				HSC Revision		
	Module C: The Craft of Writing (15 hours)									
	Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision. Prescribed text: The Pedestrian , Ray Bradbury; Dear Mrs Dunkley , Helen Garner; How To Live Before You Die , Steve Jobs; The Surfer , Judith Wright									
	Craft of Writing Outcomes: EN12-1, EN12-3, EN12-4, EN12-8									



HSC texts 2024

Common Module - Texts and Human Experiences

Poetry – Slessor, Kenneth, selected poems.

Module A - Textual Conversations

Film - Sitch, Rob, *The Castle*.

Module B - Critical Study of Literature

Prose Fiction - Haddon, Mark, *The Curious Incident of the Dog in the Night-time*

Module C - The Craft of Writing

Prose Fiction – Bradbury, Ray, '*The Pedestrian*'

Prose non-fiction - Garner, Helen, '*Dear Mrs Dunkley*'

Speech - Jobs, Steve, '*How to Live Before You Die*'



Assessment Schedule

English Standard

Syllabus Components	Syllabus Weighting	Task 1: Extended response	Task 2: Multimodal Presentation	Task 3: Extended Responses	Task 4: Trial HSC Examination
		Texts and Human Experiences In Class	Close Study of Literature	Language, Identity and Culture In Class The Craft of Writing (10%)	Texts and Human Experiences, Close Study of Literature, Language, Identity and Culture The Craft of Writing (15%)
		Date: Term 4 Week 10	Date: Term 1 Week 11	Date: Term 2 Week 7	Date: Term 3 Week 3/4
		Outcomes EN12-1, EN12-3, EN12-5, EN12-6	Outcomes EN12-1, EN12-5, EN12-7, EN12-9	Outcomes EN12-1, EN12-2, EN12-5, EN12-8	Outcomes EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7
TASK WEIGHTINGS					
Knowledge and understanding of course content	50%	15%	15%	10%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
Total	100%	25%	25%	25%	25%



Modules

Year 12 Common Module – Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time to express and reflect particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts.

Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world.

By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They examine how different modes and media use visual, verbal and/or digital language elements. They communicate ideas using figurative language to express universal themes and evaluative language to make informed judgements about texts. Students further develop skills in using metalanguage, correct grammar and syntax to analyse language and express a personal perspective about a text.



Student Name:	
Subject/Course:	English Standard
Teacher:	Lovell, Hollier and Donn
Assessment Task Number:	1
Assessment Task Name:	Common Module- Texts and Human Experiences
Date Issued:	24 th November, 2023
Date and Time Due:	11 th December, 2023
Weighting:	25%
Class Time Allocated:	Yes
Presentation and Submission Guidelines:	Student to complete the task in class on the due date.
Marking Process:	The task will be marked by the teachers of the English Standard Course: Miss Hollier, Miss Donn and Miss Lovell. Written and verbal feedback will be provided by your teacher.
Outcomes Assessed:	
Syllabus Code	Syllabus Description
EN12-1	independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN12-3	critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning



Task Description:

As you study the Common Module: Texts and Human Experiences you will submit an extended response in class on the due date.

You are required to compose an analytical essay on the following question:

The human experience is highly provocative, often eliciting profoundly emotional responses from individuals and/or the collective. To what extent is this conveyed in your prescribed text and one related text?

In your response, refer to the poems composed by Kenneth Slessor and a related text.

(20 Marks)

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Success Criteria:

You will be assessed on your ability to:

- Compose a text that shows an insightful understanding of specific aspects of human experience
- Use, explain and evaluate language forms and features
- Draw links between texts and select relevant textual evidence
- Communicate your ideas effectively



Marking Guidelines:	Marks
<ul style="list-style-type: none"> • Skilfully explores the extent to which human experience elicit profoundly emotional responses from individuals and or the collective • Presents a skilful response with insightful and well-chosen textual references from the prescribed text and one other independently selected related text • Composes a sustained response using language appropriate to audience, purpose and context 	<p>A</p> <p>17 - 20</p>
<ul style="list-style-type: none"> • Effectively explores the extent to which human experience elicit profoundly emotional responses from individuals and or the collective • Presents an effective response with detailed, well-chosen textual references from the prescribed text and one other independently selected related text • Composes a well-developed response using language appropriate to audience, purpose and context 	<p>B</p> <p>13 - 16</p>
<ul style="list-style-type: none"> • Adequately explores the extent to which human experience elicit profoundly emotional responses from individuals and or the collective • Presents a sound response with detailed textual references from the prescribed text and one other independently selected related text • Composes a response using language appropriate to audience, purpose and context 	<p>C</p> <p>9 - 12</p>
<ul style="list-style-type: none"> • Demonstrates a basic understanding of the question • Describes aspects of the text/s • Attempts to compose a response with basic appropriateness to audience, purpose and context 	<p>D</p> <p>5 - 8</p>
<ul style="list-style-type: none"> • Demonstrates a minimal understanding of the question • Attempts to describes aspects of the text/s • Attempts to compose a response with minimal appropriateness to audience, purpose and context 	<p>E</p> <p>1 - 4</p>
<ul style="list-style-type: none"> • No attempt/ Non-Serious attempt 	<p>0</p>



Module B: Critical Study of Literature

In this module, students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Through increasingly informed and personal responses to the text in its entirety, students understand the distinctive qualities of the text, notions of textual integrity and significance.

Students study one prescribed text. Central to this study is the close analysis of the text's construction, content and language to develop students' own rich interpretation of the text, basing their judgements on detailed evidence drawn from their research and reading. In doing so, they evaluate notions of context with regard to the text's composition and reception; investigate and evaluate the perspectives of others; and explore the ideas in the text, further strengthening their informed personal perspective.

Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of the text by composing creative and critical texts of their own. Through reading, viewing or listening they critically analyse, evaluate and comment on the text's specific language features and form. They express complex ideas precisely and cohesively using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately.

Opportunities for students to engage deeply with the text as a responder and composer further develops personal and intellectual connections with the text, enabling them to express their considered perspective of its value and meaning.



Student Name:	
Subject/Course:	Year 12 English Standard
Teacher:	Lovell, Donn and Hollier
Assessment Task Number:	2
Assessment Task Name:	Module B: Close Study of Literature
Date Issued:	Week 9, Term 1, 2024.
Date and Time Due:	This task will be completed at home and a hard/digital copy submitted to your teacher Week 11, Term 1, 2024.
Weighting:	25%
Class Time Allocated:	Yes = 2 x 1 hour period
Presentation and Submission Guidelines:	Podcast (digital) and transcript
Marking Process:	The task will be marked by the teachers of the English Standard Course: Miss Hollier, Miss Donn and Miss Lovell. Written and verbal feedback will be provided by your teacher.
Outcomes Assessed:	
Syllabus Code	Syllabus Description
EN12-1	A student independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EN12-5	A student thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.
EN12-7	A student explains and evaluates the diverse ways texts can represent personal and public worlds.

Participant Declaration:
<p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>

**Task Description:**

Mark Haddon has commented that in writing *The Curious Incident of the Dog in the Night-Time* he was able to get inside the head of a character whose internal world would be inaccessible if we met him in real life.

Compose a podcast and a transcript suitable for the Australian literary magazine 'VoiceWorks'.

In this podcast, discuss how Haddon uses distinctive language devices and conventions of prose fiction to 'get inside' Christopher's head.

You must submit your podcast and a written transcript to Google Classroom on the due date.

No USB or emailed tasks will be accepted.

*A podcast is a recording of audio discussion on a specific topic that a user can download to a personal device for easy listening.

Success Criteria:

Students make skilful use of a multimodal program to present an organised and appealing task. Students analyse visual and language techniques with evidence to support ideas, as well as analysis of purpose and effect on audience. Students should use different sentence structures and language conventions in composing their text.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> Constructs a podcast that discusses, effectively, how Haddon uses distinctive language devices and conventions of prose fiction to 'get inside' Christopher's head Supports discussion through reference to relevant, detailed textual knowledge with effective analysis of language forms and features Constructs a realistic podcast transcript that demonstrates effective control of language and structure appropriate to audience and purpose 	A 17–20
<ul style="list-style-type: none"> Constructs a podcast that discusses, competently, how Haddon uses distinctive language devices and conventions of prose fiction to 'get inside' Christopher's head Supports discussion through reference to relevant textual knowledge with competent analysis of language forms and features Constructs a podcast transcript that demonstrates competent control of language and structure appropriate to audience and purpose 	B 13–16
<ul style="list-style-type: none"> Constructs a podcast that discusses how Haddon uses distinctive language devices and conventions of prose fiction to 'get inside' Christopher's head Supports discussion through reference to textual knowledge with some analysis of language forms and features Constructs a podcast transcript that demonstrates sound control of language and structure appropriate to audience and purpose 	C 9–12
<ul style="list-style-type: none"> Constructs a podcast that describes aspects of the prescribed text Makes limited reference to specific aspects of the text, relying instead on generalisations and textual recount Attempts to organise ideas in the construction of a podcast transcript 	D 5–8
<ul style="list-style-type: none"> Attempts a response using limited textual knowledge Podcast and/or accompanying transcript demonstrate little awareness of audience, and control of language and structure 	E 1–4
<ul style="list-style-type: none"> Non-attempt of task 	N



Module A: Language, Identity and Culture

Language has the power to both reflect and shape individual and collective identity. In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities. Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups.

Students study one prescribed text in detail, as well as a range of textual material to explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts. They investigate how textual forms and conventions, as well as language structures and features, are used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other people and various cultural perspectives.

Through reading, viewing and listening, students analyse, assess and critique the specific language features and form of texts. In their responding and composing students develop increasingly complex arguments and express their ideas clearly and cohesively using appropriate register, structure and modality. Students also experiment with language and form to compose imaginative texts that explore representations of identity and culture, including their own. Students draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately and for particular effects.



Student Name:	
Subject/Course:	Year 12 English Standard
Teacher:	Lovell, Donn and Hollier
Assessment Task Number:	3
Assessment Task Name:	Module A: Language, Identity and Culture and Module C: Craft of Writing
Date Issued:	Week 5, Term 2 2024
Date and Time Due:	Week 7, Term 2 2024
Weighting:	25% Module A = 15% - Module C = 10%
Class Time Allocated:	1 period
Presentation and Submission Guidelines:	This task will be in class on the due date
Marking Process:	The task will be marked by the teachers of the English Standard Course: Miss Hollier, Miss Donn and Miss Lovell. Written and verbal feedback will be provided by your teacher.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
EN12-1	A student independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EN12-2	A student uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN12-5	A student thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.
EN12-8	A student explains and assesses cultural assumptions in texts and their effects on meaning

**Participant Declaration:**

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

This term you have studied '***The Castle***' directed by Rob Sitch as the prescribed text for Module A: Language, Identity and Culture. As part of this module, you have considered the ideas and notions of what it is to be Australian.

Part A – This part of the task will be completed in class on the due date (50 minutes).

Students will complete an analytical response to the question:

How has your study of texts focusing on cultural voice affirmed or challenged common stereotypes? How is this idea explored in your prescribed text?

Part B – This part of the task will be completed at home and submitted to your teacher digital/ hard copy on the due date.

In the film, '***The Castle***', Darryl Kerrigan states,

"You can't buy what I've got"

What does this suggest about Australian identity?

For this part of the task, you will compose a discursive essay that explores '*The Castle*' as being an accurate representation of the Australian identity. You should consider the quote and examine the question, thinking about the different aspects associated with the quote and how this represents Australian identity.



Part A – Module A - Analytical Response

Success Criteria:

- I can explore the way texts can focus on cultural voice(s) and affirm or challenge common stereotypes
- I can address the given statement and include **examples** from the text to support my **opinion**
- I can discuss the use of a **variety of visual techniques and language techniques** used by the director in order to construct a representation of Australian language, culture and identity
- I can effectively use correct and varying **sentences structures** for their intended purpose
- I can correctly use **spelling, grammar, punctuation and syntax**

Marking Guidelines – Analytical Response:

	Marks
<ul style="list-style-type: none">• Demonstrates insightful understanding of the cultural voice, affirming or challenging common stereotypes in the prescribed text.• Supports arguments with judiciously selected, detailed reference to a wide range of aspects of the texts, including visual techniques and language forms and features.• Skilfully writes an analytical response, demonstrating sophisticated control of language and structure, appropriate to audience and purpose.	A 17–20
<ul style="list-style-type: none">• Demonstrates a well-developed understanding of the cultural voice, affirming or challenging common stereotypes in the prescribed text.• Supports arguments with appropriately selected, detailed reference to a range of aspects of the texts, including visual techniques and language forms and features.• Effectively writes an analytical response, demonstrating well developed control of language and structure, appropriate to audience and purpose.	B 13–16
<ul style="list-style-type: none">• Demonstrates understanding of the cultural voice, affirming or challenging common stereotypes in the prescribed text.• Supports arguments with relevant references to aspects of the texts, including visual techniques and language forms and features.• Constructs an analytical response, demonstrating a sound control of language and structure, including some language forms and features appropriate to audience and purpose.	C 9–12
<ul style="list-style-type: none">• Demonstrates some understanding of the cultural voice, affirming or challenging common stereotypes in the prescribed text.• Supports arguments with some general references to aspects of the text/s, including some visual techniques and/or some language forms and features.• Attempts to construct an analytical response, demonstrating inconsistent control of language appropriate to audience and purpose.	D 5–8
<ul style="list-style-type: none">• Demonstrates limited understanding of the cultural voice, affirming or challenging common stereotypes in the prescribed text.• Makes limited reference to specific aspects of the text, relying instead on generalisations and textual recount.• Writing and structure of text demonstrate little awareness of audience and control of language and structure.	E 1–4

Part B – Module C – Discursive Response

Success Criteria:

- I can write in the form of a **discursive essay** (including an **introduction**, at least four **body paragraphs** and a **conclusion**)
- I can address the given statement and include **examples** from the text to support my **opinion**
- I can discuss the use of a **variety of language and cinematic techniques** used by the composer in order to construct a representation of Australian language, culture and identity
- I can effectively use correct and varying **sentences structures** for their intended purpose
- I can correctly use **spelling, grammar, punctuation and syntax**

Marking Guidelines: Discursive Response	Marks
<ul style="list-style-type: none"> • Composes an engaging piece of discursive writing that effectively responds to the statement that <i>The Castle</i> is an accurate representation of the Australian identity • Identifies and uses a range of language devices or stylistic features effectively to convey the Australian identity • Demonstrates effective control of language and structure appropriate to audience, purpose, context and discursive form 	A 17–20
<ul style="list-style-type: none"> • Composes an engaging piece of discursive writing that responds to the statement that <i>The Castle</i> is an accurate representation of the Australian identity • Identifies and uses a range of language devices or stylistic features competently to convey the Australian identity • Demonstrates sound control of language and structure appropriate to audience, purpose, context and discursive form 	B 13–16
<ul style="list-style-type: none"> • Composes a piece of discursive writing that adequately responds to the statement • Identifies and/or uses some language devices or stylistic features to convey the Australian identity • Demonstrates variable control of language and structure appropriate to audience, purpose, context and discursive form 	C 9–12
<ul style="list-style-type: none"> • Composes a piece of writing that attempts to respond to the statement • Makes limited reference to specific aspects of the text, relying instead on generalisations and textual recount • Attempts to organise ideas with limited control of language 	D 5–8
<ul style="list-style-type: none"> • Attempts a response to the statement, using limited textual knowledge • Response demonstrates little awareness of audience, and control of language and structure 	E 1–4
<ul style="list-style-type: none"> • Non-attempt of task 	N



Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

Students appreciate, examine and analyse at least two challenging short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own ideas and written expression. They examine how writers of complex texts use language creatively and imaginatively for a range of purposes, to describe the world around them, evoke emotion, shape a perspective or to share a vision.

Through the study of texts drawn from enduring, quality texts of the past as well as from recognised contemporary works, students appreciate, analyse and assess the importance and power of language. Through a considered appraisal of, and imaginative engagement with these texts, students reflect on the complex and recursive process of writing to further develop their ability to apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

During the pre-writing stage, students generate and explore ideas through discussion and speculations. Throughout the stages of drafting and revising, students experiment with a range of language forms and features for example imagery, rhetoric, voice, characterisation, point of view, dialogue and tone. Students consider purpose and audience to carefully shape meaning. During the editing stages students apply the conventions of syntax, spelling, punctuation and grammar appropriately and effectively for publication.

Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing crafted, imaginative, discursive, persuasive and informative texts.

Note: Students may revisit prescribed texts from other modules to enhance their experiences of quality writing.



Objective A

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

Outcome 1

A student:

- › independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN12-1

Related Life Skills outcomes: ENLS6-1, ENLS6-2, ENLS6-3

Content

Students:

Engage personally with texts

- develop deeper textual understanding that enhances enjoyment in composing and responding to a range of complex texts including those by and about Aboriginal and/or Torres Strait Islander People(s) 🙌 🎨 ⚙️ 📺
- compose considered and well-crafted personal responses to texts and critically consider the responses of others ⚙️ 📺 📺
- Develop and apply contextual knowledge
- examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts ⭐
- explain how and why texts influence and position readers and viewers (ACEEN040) ⚙️ 🗣️
- Understand and apply knowledge of language forms and features
- analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024) ⚙️
- apply and articulate criteria used to evaluate a text or its ideas
- Respond to and compose texts
- develop creative, informed and sustained interpretations of texts supported by close textual analysis (ACELR062) ⚙️ 📺 📺
- compose texts that combine different modes and media for a variety of contexts, audiences and purposes 📺



Objective A

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

Outcome 2

A student:














- › uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EN12-2

Related Life Skills outcomes: ENLS6-4, ENLS6-5, ENLS6-6

Content

Students:

Engage personally with texts

- appreciate the ways mode, medium and technology shape meaning and influence personal response  
- Develop and apply contextual knowledge
- explain and assess the effects of technological forms and conventions on meaning in personal, social, historical, cultural and workplace contexts  
- analyse and assess how choice of mode and medium shapes the response of audiences (ACEEN003)
- Understand and apply knowledge of language forms and features
- justify the use and assess the effects of using multimodal and digital conventions, for example navigation, sound and image (ACEENO26) 
- investigate the reliability of texts and how they may be shaped and influenced by choices of medium 
- analyse and assess the effects of the combination of linguistic, multimedial, interactive and navigational conventions on responses to texts
- Respond to and compose texts
- independently use and assess strategies for planning, drafting, editing and revising, correcting for errors, refining ideas and ensuring consistent and appropriate style (ACEEN055)  
- use and assess different processes and technologies, individually and in groups, to generate, investigate, clarify, organise, refine and present information and ideas   
- compose and analyse texts in different modes, media and technologies for a variety of purposes  



Objective B

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

Outcome 3

A student:

- › analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning EN12-3

Related Life Skills outcomes: ENLS6-7

Content

Students:

Engage personally with texts

- engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning ⚙️ ⚙️
- Develop and apply contextual knowledge
- understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalising 🗣️ ⭐
- analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage (ACEEN002) ⚙️ ⚙️ ⭐
- use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts (ACEEN011) ⚙️ 🗣️ ⭐
- appreciate the uses and value of Standard Australian English for a variety of purposes, audiences and contexts 🗣️ ⭐
- Understand and apply knowledge of language forms and features
- explain the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005) ⚙️
- investigate and use specific vocabulary, including evaluative language, to express shades of meaning, feeling and opinion
- use accurate spelling, punctuation, syntax and metalanguage (ACEEN017) ⭐
- analyse, assess and experiment with the interplay between imaginative, persuasive and interpretive techniques ✨ ⚙️
- Respond to and compose texts



- understand and appreciate how language features, text structures and stylistic choices are effectively integrated in a range of quality literature and other texts and apply this understanding to their own compositions 🎛️ 🏠
- control language features, text structures and stylistic choices of texts to shape meaning and influence responses 🎛️ 🎵 🏠 🎭



Objective B

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

Outcome 4

A student:

- › adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts EN12-4

Related Life Skills outcomes: ENLS6-8

Content

Students:

Engage personally with texts

- assess how their knowledge of language features, text structures and stylistic choices helps them to engage with unfamiliar texts or textual forms ⚙️ 📖 🧩
- Develop and apply contextual knowledge
- analyse and appreciate how composers (authors, poets, playwrights, directors, designers and so on) create new texts, or transform and adapt texts for different purposes, contexts and audiences ⚙️ 🌐
- adapt texts for different purposes, contexts and audiences (ACEEN050) ⚙️ ⭐
- Understand and apply knowledge of language forms and features
- make imaginative use of language features, including punctuation and syntax, for particular effects (ACEEN051) ⚙️ ⭐
- use specific language and literary devices, for example rhetoric, to communicate broad ideas for different purposes 🧩 🗣️
- Respond to and compose texts
- re-create texts by changing context, perspective or point of view and assess the effectiveness of these changes 🧩
- use and manipulate generic forms in a range of modes and media for different audiences and purposes 📖 🗣️
- use different ways of transforming experience and ideas into imaginative texts for particular audiences and contexts ⚙️ 📖
- sequence writing to produce cohesive and sustained texts



Objective C

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

Outcome 5

A student:

- › thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments EN12-5

Related Life Skills outcomes: ENLS6-9

Content

Students:

Engage personally with texts

- investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s), in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways 🖐️🌐⚙️
- appreciate the value of thinking about texts in different ways ⚙️📖🔍
- Develop and apply contextual knowledge
- analyse how the contexts of composers (authors, poets, playwrights, directors, designers and so on) or responders (readers, listeners, viewers, an audience and so on) influence their perspectives and ideas ⚙️🌐🔍
- Understand and apply knowledge of language forms and features
- understand, assess and appreciate how different language features, text structures and stylistic choices can be used to represent different perspectives and attitudes ⚙️🔍
- assess the effects of rhetorical devices, for example emphasis, emotive language and imagery in the construction of argument (ACEEN025) 📌⚙️📖🖐️
- Respond to and compose texts
- synthesise information and ideas for a range of purposes, including development of sustained, evidence-based, logical and complex argument (ACEEN071) ⚙️📖🔍
- use the information and ideas gathered from a range of texts to present perspectives in analytical, expressive and imaginative ways 📖📖📖🔍
- assess their own and others' justifications, evidence and point of view (ACELR064) ⚙️📖📖🔍



Objective C

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

Outcome 6

A student:

- › investigates and explains the relationships between texts EN12-6

Related Life Skills outcomes: ENLS6-10

Content

Students:

Engage personally with texts

- develop an increasing understanding and appreciation of new texts by making connections with familiar texts ⚙️ 🗺️ 🌐
- Develop and apply contextual knowledge
- explain similarities and differences between and among texts with reference to their contexts 🌐
- investigate the relationships between text and context by undertaking close analysis of texts (ACEEN060) 🌐
- Understand and apply knowledge of language forms and features
- compare the forms, features and structures of texts from different contexts to draw conclusions about their effectiveness in communicating ideas ⚙️ 🌐 ⚙️
- understand and explain the purposes of intertextuality
- analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
- assess the ways in which texts conform to or challenge generic conventions through their language features, text structures and stylistic choices ⚙️
- Respond to and compose texts
- explain and assess the ways in which particular texts are influenced by other texts and various contexts 🌐 🗺️
- compose imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes ⚙️ 🗺️



Objective D

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

Outcome 7

A student:

- › explains and evaluates the diverse ways texts can represent personal and public worlds EN12-7

Related Life Skills outcomes: ENLS6-11

Content

Students:

Engage personally with texts

- explain how their personal values and perspectives are reconsidered through their engagement with a variety of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s) 🗳️ 🌐
- Develop and apply contextual knowledge
- assess the impact of context on shaping the social, moral and ethical positions represented in texts 🗳️ 🌐
- explain how responses to texts vary over time and in different cultural contexts (ACEEN031) 🌐 🗳️
- Understand and apply knowledge of language forms and features
- analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts 🗳️ 🌐 🗳️ 🗳️
- analyse and assess the impact of language and structural choices on shaping own and others' perspectives (ACEEN028) 🗳️ 🗳️ 🗳️
- Respond to and compose texts
- recognise and evaluate different interpretations of texts that derive from different perspectives 🗳️ 🗳️
- compose imaginative, interpretive and critical texts that reflect particular values and perspectives, including their own 🗳️ 🗳️ 🗳️ 🗳️
- analyse, explain and evaluate the ways ideas, voices and points of view are represented for particular purposes and effects (ACEEN029) 🗳️ 🗳️ 🗳️ 🗳️



Objective D

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

Outcome 8

A student:

- › explains and assesses cultural assumptions in texts and their effects on meaning EN12-8

Related Life Skills outcomes: ENLS6-11

Content

Students:

Engage personally with texts

- identify and question cultural assumptions and values in their own texts and in their responses to the texts of others 🌐 🗣️ 📖
- Develop and apply contextual knowledge
- recognise and assess how context influences the explicit and implicit cultural assumptions that underpin their compositions, and their own and others' responses to texts 🌐 🗣️ 📖
- understand the contemporary application of Aboriginal protocols in the production of texts for the purpose of Indigenous cultural and intellectual property protection 🗣️ ⚙️
- Understand and apply knowledge of language forms and features
- assess and reflect on the ways values and assumptions are conveyed (ACELR058) 🗣️ 🌐 📖
- assess different perspectives, attitudes and values represented in texts by analysing the use of voice and point of view (ACEEN064) ⚙️
- Respond to and compose texts
- analyse how language and argument can create or reflect bias that may shape cultural perspectives 🗣️ 🌐 🗣️ 📖
- analyse literary texts created by and about a diverse range of Australian people, including Aboriginal and/or Torres Strait Islander People(s) and people with Asian heritage, and assess the different ways these texts represent people, places and issues 🗣️ 🌐 ⚙️ 📖
- analyse and assess cultural assumptions in texts, including texts by and about Aboriginal and/or Torres Strait Islander People(s) and people with Asian heritage 🗣️ 🌐 ⚙️ 📖



Objective E

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

Outcome 9

A student:

- › reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner EN12-9

Related Life Skills outcomes: ENLS6-12

Content

Students:

Engage personally with texts

- monitor and assess the effectiveness of their various learning strategies in English 🏠 ⭐
- recognise that reading, viewing and listening are active and interactive processes in which personal experiences and expectations influence understanding and interpretation
- Develop and apply contextual knowledge
- assess their own strengths and needs as learners and apply strategies for ongoing improvement 🏠 ⭐
- support the learning of others by objectively assessing their strengths and needs as learners and offering constructive feedback as appropriate 🏠 ⚙️ ⭐
- assess individual and collaborative processes appropriate for particular learning contexts 🏠 ⭐
- assess how technology can be used to enhance their learning ⚙️ 📺 🏠
- Understand and apply knowledge of language forms and features
- understand and use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others 📺 🏠 ⭐
- Respond to and compose texts
- use writing as a tool to reflect on their own learning, assessing how processes can be adjusted to ensure better learning outcomes ⚙️ 🏠
- use critical and constructive feedback from others to improve learning, including their composing and responding 🏠 ⭐
- assess the strengths and weaknesses of their own compositional style and improve compositions as a result of the process of reflection 🏠 ⭐



ENGLISH STUDIES

Rationale for English Studies

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.

Students strengthen their ability to access and comprehend information, to assess its reliability, and to synthesise knowledge gained from a variety of sources. Through its structured and focused approach to responding to and composing texts, the English Studies course also provides students with opportunities to develop in and to appreciate the imaginative and affective spheres and to recognise how texts convey, interpret and reflect ways of thinking about oneself and the world.

The English Studies course also provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding and appreciating the variety of cultural heritages and differences that make up Australian and global societies. It also encourages the continued development of skills in literacy, individual and collaborative processes and reflective learning. Such skills form the basis of investigation and analysis required for the world of work, as well as post-school training and education.

English Studies Year 12 Course Content

Year 12 Course Structure and Requirements

Year 12 course (120 hours)	English Studies	Indicative hours
	Mandatory common module – Texts and Human Experiences	30 hours
	An additional 2–4 modules to be studied	20–45 hours each
Text requirements	<p>In both Year 11 and Year 12 students are required to:</p> <ul style="list-style-type: none"> ● read, view, listen to and compose a wide range of texts including print and multimodal texts ● study at least one substantial print text (for example a novel, biography or drama) ● study at least one substantial multimodal text (for example film or a television series). <p>In Year 12 students will also be required to:</p> <ul style="list-style-type: none"> ● study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences. <p>Across Stage 6 the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> ● reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia ● Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples ● texts with a wide range of cultural, social and gender perspectives, popular and youth cultures ● a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. 	
Additional requirements	<p>In Year 12 students are required to:</p> <ul style="list-style-type: none"> ● be involved in planning, research and presentation activities as part of one individual and/or collaborative project ● develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year ● engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. 	

For the **English Studies Year 12** course:

- students complete the Year 11 course as a prerequisite
- students complete 120 indicative hours
- complete the mandatory common module – Texts and Human Experiences as the first unit of work.
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed) considering factors such as students’ needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school-designed modules should be based on the framework of the modules outlined in this syllabus

Objectives

Knowledge, Understanding and Skills

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

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Values and Attitudes

Students value and appreciate:

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically.

Outcomes

Table of Objectives and Outcomes – Continuum of Learning

Objective A Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: <ul style="list-style-type: none">• communicate through speaking, listening, reading, writing, viewing and representing*	
Year 11 course outcomes A student:	Year 12 course outcomes A student:
ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways ES11-4 composes a range of texts with increasing accuracy and clarity in different forms	ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts ES12-3 accesses, comprehends and uses information to communicate in a variety of ways ES12-4 composes proficient texts in different forms

*Some students with special education needs communicate through a variety of verbal or nonverbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students within the context of the *English Studies Stage 6 Syllabus*.

Objective B Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: <ul style="list-style-type: none"> ● use language to shape and make meaning according to purpose, audience and context 	
Year 11 course outcomes A student:	Year 12 course outcomes A student:
ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes	ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

Objective C Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: <ul style="list-style-type: none"> ● think in ways that are imaginative, creative, interpretive and critical 	
Year 11 course outcomes A student:	Year 12 course outcomes A student:
ES11-7 represents own ideas in critical, interpretive and imaginative texts ES11-8 identifies and describes relationships between texts	ES12-7 represents own ideas in critical, interpretive and imaginative texts ES12-8 understands 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 develop knowledge, understanding and skills in order to: <ul style="list-style-type: none"> ● express themselves and their relationships with others and their world 	
Year 11 course outcomes A student:	Year 12 course outcomes A student:

Objective D Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: <ul style="list-style-type: none"> • express themselves and their relationships with others and their world 	
ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade	ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
Objective E Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: <ul style="list-style-type: none"> • learn and reflect on their learning through their study of English 	
Year 11 course outcomes A student:	Year 12 course outcomes A student:
ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning	ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Yr12 ENGLISH STUDIES 2023/2024 - SCOPE AND SEQUENCE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4, 2022	COMMON MODULE: Texts and Human Experiences									Assessment Task 1 – 25% (Essay and Reflection)
	<p>In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences.</p> <p><i>Prescribed text:</i> O’Mahoney, Ivan, <i>Go Back to Where You Came From</i> – Series 1, Episodes 1, 2 and 3 and The Response, Madman, 2011 (m) + ORT (other related text)</p>									
	Outcomes: ES12-1, ES12-4, ES12-7, ES12-3									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1, 2023	MODULE C: On the Road – English and the experience of Travel										Assessment Task 2 – 25% (Multi-Modal Presentation)
	Through the study of the module <i>On the Road – English and the experience of travel</i> , students develop understanding and proficiency in the use of language related to travel, for example the language used by journalists, filmmakers and those in the travel industry.										
	<i>Prescribed text:</i> Lowry, Brigid, <i>Guitar Highway Rose</i> , Allen & Unwin, 1997 (pf)										
	Outcomes: ES12-5, ES12-6, ES12-10										

Term 2, 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	MODULE N: The Way We Were						Assessment Task 3 – 20% (In-class test)	MODULE K: The Big Screen		
	Through the study of the module <i>The Way We Were – English for exploring our past</i> , students develop understanding and proficiency in the use of language related to history, with a specific focus on the way history is presented through texts.									
	<i>Key texts as per program for Module N: The Way We Were</i>									
	Outcomes: ES12-1, ES12-3, ES12-9									

Term 3, 2023	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 (NESA marks)	Week 9	Week 10
	MODULE K: The Big Screen – English in film-making					Assessment Task 4 – 30% (Collection of Classwork)	MODULE K: The Big Screen – English in film-making			
	Through study of the module <i>The Big Screen – English in filmmaking</i> , students develop a deeper understanding of and proficiency in the use of language and techniques related to films, exploring the ways in which language is used in the production, promotion, reception and criticism of films.									
	<i>Prescribed text: Auteur study-Baz Lurhmann – selection of films (choose 3): Moulin Rouge, Strictly Ballroom, The Great Gatsby, Australia, Romeo and Juliet (f)</i>									
	Outcomes: ES12-1, ES12-2, ES12-5, ES12-8									

HSC texts 2024

Common Module - Texts and Human Experiences

Film – O'Mahoney, Ivan, *Go Back to Where You Came From* – Series 1, Episodes 1, 2 and 3 and The Response, *Madman*, 2011

MODULE C: On the Road – English and the experience of Travel

Prose fiction - Lowry, Brigid, *Guitar Highway Rose*

Module N: The Way We Were

A selection of Australian texts

MODULE K: The Big Screen – English in film-making

Auteur study-Baz Lurhmann – selection of 3 films: *Moulin Rouge*, *Strictly Ballroom*, *The Great Gatsby*, *Australia* and *Elvis*.

Assessment Schedule

English Studies

Syllabus Components â	Syllabus Weighting â	<u>Task 1:</u> Extended response	<u>Task 2:</u> Presentation	<u>Task 3:</u> In Class Test (unseen texts)	<u>Task 4:</u> Collection of classwork
		Texts and Human Experiences	Elective Module C: On the Road	Elective Module N: The Way We Were	Common Module Mod C: On the Road Mod K: Big Screen Mod N: The Way We Were
		<u>Date:</u> Term 4 Week 10	<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 6
		<u>Outcomes:</u> ES12-1 ES12-3, ES12-5, ES12-6	<u>Outcomes:</u> ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	<u>Outcomes:</u> ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	<u>Outcomes:</u> ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10
TASK WEIGHTINGS					
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50%	10%	15%	10%	15%
Total	100%	25%	25%	20%	30%

Year 12 Mandatory Common Module – Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time to express and reflect particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts.

Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world.

By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They examine how different modes and media use visual, verbal and/or digital language elements. They communicate ideas using figurative language to express universal themes and evaluative language to make informed judgements about texts. Students further develop skills in using metalanguage, correct grammar and syntax to analyse language and express a personal perspective about a text.

Student Name:	
Subject/Course:	English Studies
Teacher:	Hollier, Wheeler
Assessment Task Number:	1
Assessment Task Name:	Common Module- Texts and Human Experiences
Date Issued:	28 th November, 2023
Date and Time Due:	12 th December, 2023
Weighting:	25%
Class Time Allocated:	Yes
Presentation and Submission Guidelines:	Student to submit Part A and Part B in hard copy to your class teacher by the end of period on the due date.
Marking Process:	The task will be marked by the teachers of the English Studies Course: Ms Hollier and Mrs Wheeler. Written and verbal feedback will be provided by your teacher.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
ES12-1	comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES12-3	accesses, comprehends and uses information to communicate in a variety of ways
ES12-5	develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
ES12-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

<p>Participant Declaration:</p> <p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>
--

Task Description:

As you study the Common Module: Texts and Human Experiences you will submit a response of two parts.

PART A: You are required to compose an essay on the following question:

Humans have an innate desire to judge others.

Discuss the effects of stereotypes and judgement on an individual's sense of self in Ivan O'Mahoney's Go Back to Where You Came From.

In your response, refer to the prescribed text, ***Go Back to Where You Came From*** and the related text studied in class, ***The Last Night of the World*** by Ray Bradbury.

(20 Marks)

PART B: Recall an event you have experienced in your own life that connects to one aspect of human experience as seen in ***Go Back to Where You Came From*** and ***The Last Night of the World***.

Write a reflection about that event and consider:

- Emotions and qualities you displayed during this time
- Lessons learnt from the experience
- Anomalies and challenges that you faced

(10 marks)

Success Criteria:

You will be assessed on your ability to:

- Compose a text that shows an insightful understanding of specific aspects of human experience
- Use, explain and evaluate language forms and features
- Draw links between texts and select relevant textual evidence
- Communicate your ideas effectively

Part A – Essay

Marking Guidelines:	Marks
<ul style="list-style-type: none">Well-developed exploration of the stereotypes and judgements experienced by the participants in the prescribed text and the related textWell-developed understanding of the effect of experiences on the sense of self in the participants of the prescribed text and the related textPresents a well-developed response with well-chosen textual references from the prescribed text and one other related textComposes a detailed response using language appropriate to audience, purpose and context	A 17 - 20
<ul style="list-style-type: none">Sound exploration of the stereotypes and judgements experienced by the participants in the prescribed text and the related textSound understanding of the effect of experiences on the sense of self in the participants of the prescribed text and the related textPresents an effective response with detailed, well-chosen textual references from the prescribed text and one other related textComposes a sound response using language appropriate to audience, purpose and context	B 13 - 16
<ul style="list-style-type: none">Demonstrates some understanding of the stereotypes and judgements experienced by the participants in the prescribed text and the related textDemonstrates some understanding of the effect of experiences on the sense of self in the participants of the prescribed text and the related textPresents a sound response with textual references from the prescribed text and one other related textComposes a response using language appropriate to audience, purpose and context	C 9 - 12
<ul style="list-style-type: none">Demonstrates a basic understanding of the questionDescribes aspects of the text/sAttempts to compose a response with basic appropriateness to audience, purpose and context	D 5 - 8
<ul style="list-style-type: none">Demonstrates a minimal understanding of the questionAttempts to describes aspects of the text/sAttempts to compose a response with minimal appropriateness to audience, purpose and context	E 1 - 4
<ul style="list-style-type: none">No attempt/ Non-Serious attempt	0

Part B - Reflection

Marking Guidelines:	Marks
<ul style="list-style-type: none">Well-developed and comprehensive reflection addressing human emotions, anomalies and challengesWell-developed reflection of effect on responderComposes a well-developed response using appropriate form and language features for the audience, purpose and context	A 9 - 10
<ul style="list-style-type: none">Sound and detailed reflection addressing human emotions, anomalies and challengesSound and detailed reflection of effect on responderComposes sound response using appropriate form and language features for the audience, purpose and context	B 7 - 8
<ul style="list-style-type: none">Some reflection addressing human emotions, anomalies and/or challengesSome reflection of effect on responderComposes a response using some form and language features for audience, purpose and/or context	C 5 - 6
<ul style="list-style-type: none">A basic reflection addressing some aspect of human experienceBasic reflection of effect on responderComposes a basic response using some language features	D 3 - 4
<ul style="list-style-type: none">Minimal attempt at reflectionMinimal or no reflection of effect on responderMinimal attempt to respond	E 0 - 2

Module C: On the Road

Through the study of the module *On the Road – English and the experience of travel*, students develop understanding and proficiency in the use of language related to travel, for example the language used by journalists, filmmakers and those in the travel industry.

Students develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to, and evaluating, issues and topics related to travel. They have opportunities to make judgements about travel advertisements, and locate and comprehend government advice about travel in various overseas countries.

This module provides students with opportunities to extend their skills in the use of subject-specific language in related subject areas across the curriculum, for example in studies of different cultures and societies, global issues and tourism. They may practise their numeracy skills through the examination of costs and the development of travel budgets and associated costs.

Students experience, engage with and critique literary texts that communicate, through an imaginative use of language, the profound effects that travel and journeying can have on human lives, and appreciate how literature can teach us about distant and different places and cultures. Texts may include longer works, for example novels, autobiographies, films, anthologies, television series, websites and plays.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Student Name:	
Subject/Course:	English Studies
Teacher:	Wheeler, Hollier
Assessment Task Number:	2
Assessment Task Name:	On the Road - English and the experience of travel
Date Issued:	Week 8, Term 1 2024
Date and Time Due:	Week 10, Term 1 2024
Weighting:	25%
Class Time Allocated:	Yes – 7 lessons
Presentation and Submission Guidelines:	Student to submit both online and in hard copy to your class teacher by the end of period on the due date.
Marking Process:	The task will be marked by the teachers of the English Studies Course: Mrs Wheeler and Ms Hollier. Written and verbal feedback will be provided by your teacher.

Outcomes Assessed:

Syllabus Code	Syllabus Description
ES12-1	comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES12-4	composes proficient texts in different forms
ES12-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES12-7	represents own ideas in critical, interpretive and imaginative texts
ES12-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

In this unit you have been studying English and its use in the travel industry. This task requires you to fully plan a trip to an overseas destination on a budget of \$4000.

You must identify and address all aspects and requirements of overseas travel, including:

Cost of travel

Cost of accommodation

Spending money

Activities and their cost

Weather

Visa/Passport requirements

Clothes to take/pack

This task requires you to present your information as a **voice-over** where you must accompany each slide with an explanation of the content, e.g., explain the breakdown of accommodation, including where it is, its rating, the amenities, inclusions etc.

This information is to be presented in digital form and uploaded to Google Classroom on day of presentation.

Success Criteria:

You will be assessed on your ability to:

- Effectively use Powerpoint to present ideas and structure information to appeal to audiences
- Draw links between contexts and purposes using detailed references
- Communicate your ideas effectively using relevant language to specific audiences

Marking Guidelines:**Marks**

<ul style="list-style-type: none">●Skilfully researches an imaginative and thoughtfully considered itinerary●composes a sophisticated digital presentation, showing highly developed skill in using language (voice-over), structure and visual features●demonstrates an insightful understanding of the nature and impact of travel	A 17 - 20
<ul style="list-style-type: none">●Effectively researches a sound itinerary●composes a sound digital presentation, showing considerable skill in using language (voice-over), structure and visual features●demonstrates a sound understanding of the nature and impact of travel	B 13 - 16
<ul style="list-style-type: none">●Adequately researches an itinerary●composes a clear digital presentation, showing skill in use of language (voice-over), structure and visual features●demonstrates an adequate understanding of the nature and impact of travel	C 9 - 12
<ul style="list-style-type: none">●Researches a limited itinerary of variable quality●composes a digital presentation, showing some skill in use of language (voice-over), structure and visual features●demonstrates some understanding of the nature and impact of travel	D 5 - 8
<ul style="list-style-type: none">●researches an elementary itinerary●attempts to compose a digital presentation, showing little skill in use of language (voice-over), structure and visual features●demonstrates elementary understanding of the nature and impact of travel	E 1 - 4
<ul style="list-style-type: none">●No attempt/ Non-Serious attempt	0

Module N: The Way We Were

Through the study of the module *The Way We Were – English for exploring our past*, students develop understanding and proficiency in the use of language related to history, with a specific focus on the ways history is presented through texts. They develop knowledge, understanding and skills in comprehending and using terminology and styles and language forms necessary for analysing, discussing, responding to and evaluating general issues and topics relating to ‘exploring our past’. They further develop their skills in comprehending, expressing opinions and composing imaginative, analytical, persuasive and informative texts about ‘the way we were’ in different contexts, for example the local community, the wider community and the workplace.

Work undertaken as part of this module supports enjoyment in, and confident use and understanding of, a range of texts that analyse and explain, challenge and argue, and imagine and hypothesise, with regard to ‘exploring our past’. This study develops students’ understanding of how language and other techniques are used in texts to present and reflect on the past. This study focuses on the ways in which texts present significant events, people and achievements of the past at the local and/or global level. In addition, it may also extend to providing students with the opportunity to consider texts through the notion of the individual, for example a parent, employee, sportsperson, or musician, who is historically important, or through a community perspective, for example a focus on refugees, rural communities or indigenous communities. The study also supports the development of communication skills in related Stage 6 studies.

Students have the opportunity to experience, engage with, critique and create literary and other texts in print, spoken, visual and electronic forms, with a particular focus on recounts and historical narratives. The texts may depict events, individuals, communities and/or the workplace in factual or imaginative ways, and may include extended texts, for example novels, biographies, autobiographies, films and plays, as well as other texts, for example artworks, poems, picture books, speeches, films, oral stories, obituaries, media texts and workplace and community texts.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Student Name:	
Subject/Course:	HSC English Studies
Teacher:	Wheeler and Hollier
Assessment Task Number:	3
Assessment Task Name:	The Way We Were – English for exploring our past
Date Issued:	Week 5, Term 2 2024
Date and Time Due:	Week 7, Term 2 2024
Weighting:	20%
Class Time Allocated:	N/A
Presentation and Submission Guidelines:	Student to complete an in-class test on unseen texts in their English period on the due date.
Marking Process:	The task will be marked by the teachers of the English Studies Course: Mrs Wheeler and Ms Hollier. Written and verbal feedback will be provided by your teacher.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
ES12-1	comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES12-3	accesses, comprehends and uses information to communicate in a variety of ways
ES12-4	composes proficient texts in different forms
ES12-5	develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
ES12-8	understands and explains the relationships between texts

Participant Declaration:
<p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>

Task Description:

In this unit you have been studying The Way We Were – English for exploring our past. This task requires you to complete an in-class test where you will answer **FIVE** short answer questions, ranging from 3 to 5 marks, on unseen texts from this Module.

You will be required to sit this test under exam conditions within the allocated period.

You will be tested on unseen texts that require you to demonstrate your skills:

- identifying language forms and features
- visual text analysis
- comprehending and responding to texts from different contexts.

Success Criteria:

You will be assessed on your ability to:

- Identify language forms and features relevant to unseen texts
- Draw links between contexts and purposes using detailed references
- Communicate your ideas effectively using relevant language to specific audiences

Module K: The Big Screen

Through study of the module *The Big Screen – English in filmmaking*, students develop a deeper understanding of and proficiency in the use of language and techniques related to films, exploring the ways in which language is used in the production, promotion, reception and criticism of films. Students investigate and research from a variety of sources the complex nature of meaning in visual texts and how these texts are constructed. Students develop their knowledge, understanding and skills by responding to and composing a range of texts in short and extended forms, for example interviews, film reviews, discussions and promotional material about films.

Students have the opportunity to engage with, critique and enjoy a range of films, for example narrative and documentary films, as well as feature length and short films, that employ language and other cinematic techniques imaginatively and directly to convey meaning. Students consider the power of films to engage and influence thoughts, feelings, behaviour and attitudes and the techniques used by filmmakers to achieve this impact with their audiences.

Students may also explore the world of films and filmmakers through the study of longer texts, for example biographies, autobiographies, novels or plays that have been adapted as films, and storyboards or film scripts used in the production of films. They may research and engage with both the perspectives of the actors and production crew and explore the nature of their contributions. Students have opportunities to create their own short films, to write short film scripts and to engage in the processes associated with all facets of film production, post-production, marketing, promotion and evaluation.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Student Name:	
Subject/Course:	English Studies
Teacher:	Hollier, Wheeler
Assessment Task Number:	4
Assessment Task Name:	Collection of Class work
Date Issued:	Week 4, Term 3 2024
Date and Time Due:	Week 6, Term 3 2024
Weighting:	30%
Class Time Allocated:	Yes
Presentation and Submission Guidelines:	Student to complete a Collection of Class Work based on selected works from Module C, Module K and Module N.
Marking Process:	The task will be marked by the teachers of the English Studies Course: Ms Hollier and Mrs Wheeler. Written and verbal feedback will be provided by your teacher.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
ES12-2	identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES12-3	accesses, comprehends and uses information to communicate in a variety of ways
ES12-4	composes proficient texts in different forms
ES12-5	develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
ES12-7	represents own ideas in critical, interpretive and imaginative texts
ES12-10	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____

Task Description:

This assessment task reflects the requirement for all students to submit a collection of class work. Throughout the Year 12 course, students will study a minimum of three modules and will compose a variety of texts in relation to their study of each module.

COMMON MODULE: Texts and Human Experiences

Visual Text Analysis

MODULE C: On the Road – English and the experience of Travel

Excursion Plan

Module N: The Way We Were

Life on the Land booklet

Letter to the Editor

MODULE K: The Big Screen – English in film-making

Report – Viewing Survey

Film Review

Success Criteria:

You will be assessed on your ability to:

- Identify language forms and features relevant to unseen texts
- Draw links between contexts and purposes using detailed references
- Communicate your ideas effectively using relevant language to specific audiences

Marking Guidelines:	Marks
<ul style="list-style-type: none"> communicates a range of ideas clearly and effectively demonstrates a well-developed ability to use language, forms and structures appropriate to purpose, audience and context demonstrates well-developed skills in reflecting on own development as an effective communicator. 	<p>A 17 - 20</p>
<ul style="list-style-type: none"> communicates a range of ideas clearly demonstrates a sound ability to use language, forms and structures appropriate to purpose, audience and context reflects competently on own development as an effective communicator. 	<p>B 13 - 16</p>
<ul style="list-style-type: none"> communicates some ideas clearly demonstrates a developing ability to use language, forms and structures, appropriate to purpose, audience and context reflects satisfactorily on own development as an effective communicator. 	<p>C 9 - 12</p>
<ul style="list-style-type: none"> communicates some ideas in a basic manner demonstrates a basic ability to use language, forms and structures, appropriate to purpose, audience and context demonstrates basic skills in reflecting on own development as an effective communicator. 	<p>D 5 - 8</p>
<ul style="list-style-type: none"> communicates a limited range of ideas in a simplistic manner demonstrates a limited ability to use language, forms and structures, appropriate to purpose, audience and context demonstrates limited skills in reflecting on own development as an effective communicator. 	<p>E 1 - 4</p>
<ul style="list-style-type: none"> non attempt 	<p>0</p>

Objective A

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

Outcome 1

A student:

- › comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes ES11-1

Related Life Skills outcomes: ENLS6-1, ENLS6-2, ENLS6-3

Content

Students:

Engage personally with texts

- engage with a broadening range of texts that incorporate increasing levels of language complexity
- identify the main ideas and purposes of texts
- recognise implicit meanings to draw inferences
- integrate new ideas and information with existing understanding

Understand the connections between language, context and meaning

- recognise the ways that social, community and workplace texts are constructed for particular purposes, audiences and contexts (ACEEE005) 🗎🔍🔗🌟
- identify and describe elements of literary texts, for example characterisation, narrative, tone, description and setting
- develop criteria to evaluate the effectiveness of a text or its ideas
- investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) 🌟🌟

Respond to and compose texts

- summarise ideas and information presented in texts (ACEEE017)
- select the most appropriate form of text to communicate information and ideas effectively, for example a memo, dialogue or a poem
- discuss the ideas, themes and emotions represented in literary texts 🗎
- compose a range of texts in a variety of modes and media using the appropriate language and structures 🌟🌟

Objective A

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

Outcome 2

A student:

- › identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts ES11-2

Related Life Skills outcomes: ENLS6-4

Content

Students:

Engage personally with texts

- locate and extract information and ideas from texts to assist comprehension, for example skim read for general sense and scan for key information (ACEEE008) ⚙️ 📺 ⚙️
- predict meaning using text structures and language features (ACEEE002) ⚙️

Understand the connections between language, context and meaning

- use and interpret structural and language features, for example visual and aural cues, to identify main ideas, supporting arguments and evidence (ACEEE001, ACEEE015) ⚙️ 📺 📺
- understand an increasing number of unfamiliar words, recognising that some words and phrases have figurative meanings
- interpret graphs, tables and charts used in texts

Respond to and compose texts

- compose texts with an awareness of varying language to meet the requirements of audience, purpose and context
- use writing as a tool to identify issues and express ideas
- use dictionaries and other resources to determine or clarify the meaning of unfamiliar words

Objective A

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

Outcome 3

A student:

- › gains skills in accessing, comprehending and using information to communicate in a variety of ways ES11-3

Related Life Skills outcomes: ENLS6-5

Content

Students:

Engage personally with texts

- access and investigate texts in the course of preparation for discussion, interviews and reports, and for individual and collaborative research projects 📖 🗂️ ⭐
- locate and select information from a range of sources (ACEEE022) 🖱️ ⚙️ 📱 📄
- reflect on the relevance and usefulness of each source (ACEEE023) ⚙️

Understand the connections between language, context and meaning

- select text structures, language and visual features to communicate and represent ideas and information (ACEEE026) ⭐
- distinguish between facts and opinions presented in texts ⚙️
- recognise and use ethical research practices (ACEEE038) 🖱️ 📱 ⭐
- recognise the way structure and register may change according to the purpose, audience and context
- understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts 📖 ⭐

Respond to and compose texts

- use different strategies for finding information, for example taking notes to summarise and/or paraphrase information (ACEEE024) 🗂️ ⭐
- demonstrate control of most distinguishing linguistic structures and features of a broad range of written and oral texts, for example reports, discussions, procedures and narratives ⭐
- categorise ideas and information about specific themes or ideas (ACEEE037) ⚙️
- describe the effects of using multimodal and digital conventions, for example navigation, sound and image (ACEEN026)

Objective A

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

Outcome 4

A student:

- › composes a range of texts with increasing accuracy and clarity in different forms ES11-4

Related Life Skills outcomes: ENLS6-6

Content

Students:

Engage personally with texts

- engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, everyday, social, community and workplace contexts 🖨️ ⭐
- study short literary texts, or extracts of literary texts, as models and stimulus points for their own imaginative expression ⚙️ 🧠

Understand the connections between language, context and meaning

- identify contexts and audiences of texts and reflect on how these might relate to their own developing compositions ⚙️ 🧠
- understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)
- describe the forms and conventions of texts created in different modes and media including visual and digital texts (ACEEA018) 🖨️
- understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property 🙌

Respond to and compose texts

- use appropriate language, content and mode for different purposes and audiences, for example in everyday, social, community and workplace contexts (ACEEE011) 🙌 🧠 🗣️ 📝 ⭐
- select text structures, language features and visual techniques to represent ideas and information (ACEEE026) ⚙️ 🧠 ⭐
- use language expressively and imaginatively in response to a range of texts
- use complex and compound sentences
- use a range of tenses accurately and consistently
- sequence writing to produce a cohesive text ⭐
- recognise ways that drafts of texts can be enhanced, for example by reviewing and amending vocabulary, spelling, punctuation, sentence structure, paragraphs, cohesion, presentation 🧠 ⭐
- plan, draft, edit and proofread their own texts for 'publication' in a portfolio of work (ACEEE014) 🖨️ 🧠 ⭐

Objective B

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

Outcome 5

A student:

- › develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts ES11-5

Related Life Skills outcomes: ENLS6-7

Content

Students:

Engage personally with texts

- engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways

Understand the connections between language, context and meaning

- recognise the text structures and language features of texts, for example visual and aural cues, to differentiate between main ideas, supporting arguments and evidence (ACEEE001)
- understand that words and grammatical choices may vary in meaning depending on the context of use
- recognise and describe the differences in formal and informal register
- investigate the aesthetic effects of the use of specific language features and techniques in a variety of literary and multimodal texts ⚙️
- understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity 🤝 🇲🇵

Respond to and compose texts

- compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in texts
- use language with increasing accuracy to communicate own ideas in a variety of contexts ⭐
- experiment with vocabulary, register and modality to create texts for different audiences
- use grammatical features, for example pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts
- use punctuation as an aid to understanding for example capitalisation, full stops, commas, apostrophes, question marks and quotation marks
- develop and use appropriate vocabulary and skills in using accurate spelling, effective punctuation and grammar for specific effects (ACEEE013, ACEEE027, ACEEE041, ACEEE055) ⭐

Objective B

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

Outcome 6

A student:


- › uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes ES11-6

Related Life Skills outcomes: ENLS6-8




Content

Students:






Engage personally with texts

- explore a wide range of different types of texts to identify different strategies and styles of composing 
- form opinions on the effectiveness of particular types of texts in achieving their purposes

Understand the connections between language, context and meaning

- recognise the similarities and differences between the language features, text structures and stylistic choices used in a range of texts composed for different purposes, audiences and contexts
- develop understanding of the ways texts are structured to organise information, for example hyperlinks, chapter headings and indexes (ACEEE009)   

Respond to and compose texts

- use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012, AAEEE026)   
- draw on a broadening vocabulary to use language with increasing control for particular effects
- edit work to improve clarity, accuracy and expressiveness in their use of language  

Objective C

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

Outcome 7

A student:

- › represents own ideas in critical, interpretive and imaginative texts ES11-7

Related Life Skills outcomes: ENLS6-9

Content

Students:

Engage personally with texts

- explore ideas and perspectives in a range of texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations 🖐️🌐📺🌟
- engage with literary texts that represent ideas through imaginative and expressive language 🖐️🌐📺

Understand the connections between language, context and meaning

- critique a variety of texts and consider how language features, text structures and stylistic choices are selected and used to convey meaning ✨⚙️🔍

Respond to and compose texts

- select text structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes, for example write diary entries of real or imagined people, create interactive websites, participate in workplace role plays and script fictional dialogues (ACEEE034) 🌟
- use persuasive, visual and literary techniques to engage audiences in a range of modes, media and contexts (ACEEE025) ⚙️💻📺
- show how ideas and points of view in texts are conveyed through the use of vocabulary, for example idiomatic expressions, objective and subjective language, and that these can change according to context

Objective C

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

Outcome 8

A student:

- › identifies and describes relationships between texts ES11-8

Related Life Skills outcomes: ENLS6-10

Content

Students:

Engage personally with texts

- explore the differing or comparable ways in which a number and variety of texts represent or respond to a topic or theme ⚙️ 🌐 🗣️
- investigate and start to synthesise ideas and information from a range of source material (ACEEE050) ⚙️

Understand the connections between language, context and meaning

- investigate the relationships between context, purpose and audience and the impact on meaning in social, community and workplace texts (ACEEE033) ⚙️ 🌐 ⚡
- investigate the use of media, types of texts, text structures and language features, for example the use of statistics and graphs in advertisements and choice of colour and font style in websites (ACEEE034) ⚙️ 🖥️ 📄

Respond to and compose texts

- compose short structured responses that compare and contrast ways in which a topic or theme is represented in different texts ⚖️ 🖥️ 🗣️
- understand the ways connections can be made between ideas in texts
- develop a personal voice and adopt different points of view to influence audiences in a range of media and digital technologies (ACEEE039) ⚖️ 🖥️ 📱
- use explicit strategies to organise and make connections between information and ideas in different texts, for example underline main points or draw sequencing diagrams ⚡

Objective D

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

Outcome 9

A student:

- › identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade ES11-9

Related Life Skills outcomes: ENLS6-11

Content

Students:

Engage personally with texts

- appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audience ⚙️ 🗣️
- explore the ways community, local or global issues are represented in social, community, workplace or literary texts, including those by and about Aboriginal and/or Torres Strait Islander Peoples (ACEEE047) 🗣️ ⚙️ 🌐 🗣️

Understand the connections between language, context and meaning

- consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035) ⚙️ 🖥️
- explore the use of narrative features, for example point of view in film, fiction and video games (ACEEE007) ⚙️ 🖥️
- explore the ways text structures and language features are used to influence audiences, for example image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements (ACEEE006) 🗣️ ⚙️ ⚖️ 🖥️ 🌐 🗣️

Respond to and compose texts

- identify and describe the similarities and differences between own responses to texts and the responses of others (ACEEE018) 🗣️ 🗣️
- explain shifts in intonation and point of view, identifying the effect of language choices on an audience (ACEEE032) ⚙️
- compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view ⚙️ ⚖️ 🗣️ 🗣️

Objective E

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

Outcome 10

A student:

- › monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning ES11-10

Related Life Skills outcomes: ENLS6-12

Content

Students:

Engage personally with texts

- identify the various ways they approach their learning in English ⚙️ 🗂️
- monitor their own learning in English and start to assess their own strengths and weaknesses
- use ICT tools strategically to support learning
- Understand the connections between language, context and meaning
- use and understand the value of writing as a reflective tool ⚙️
- identify own and others' roles in a group or team and make an active contribution to improve learning outcomes
- Respond to and compose texts
- create texts reflecting on their own learning, considering how individual and collaborative processes can be used to ensure better learning outcomes 🗂️ ⭐
- use constructive feedback from others to improve learning, including their composing and responding 🗂️ ⚙️ ⭐
- develop a sequenced plan for a specific task with prioritised steps and some attention to timelines



**EXPLORING EARLY
CHILDHOOD**

Exploring Early Childhood

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Children's Book Unit: Children's Literature	<u>Task 2:</u> Children of Indigenous and Torres Strait Islander communities Optional units: Historical and Cultural Contexts of Childhood, Children's Services	<u>Task 3:</u> Portfolio of childcare design & activities Optional units: Play & the developing child, learning experiences Children safety	<u>Task 4:</u> Trial HSC Examination Units: Core Units A, B & C, Optional units: Children of Aboriginal and Torres Strait Islander Communities, Historical and Cultural Contexts of Childhood, Children's Services
		<u>Date:</u> Term 4 Week 8	<u>Date:</u> Term 1 Week 8	<u>Date:</u> Term 2 Week 9	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> H1.2, 1.3, 1.4, 4.1	<u>Outcomes:</u> H1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 4.2, 6.2	<u>Outcomes:</u> H1.3, 2.1, 2.2, 2.5, 5.1, 6.1	<u>Outcomes:</u> H1.1, H1.2, H1.3, H2.1, H 2.2, H2.4, H4.2, H6.2
		TASK WEIGHTINGS			
Knowledge and understanding of course content	50%	10%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	50%	10%	10%	15%	15%
TOTAL	100%	20%	20%	25%	35%

Outcomes

A student:

- HS 1.1 analyses prenatal issues that have an impact on development
- HS 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- HS 1.3 examines the nature of different periods in childhood -infant, toddler, preschool and the early school years
- HS 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- HS 1.5 examines the implications for growth and development when a child has special needs
- HS 2.1 analyses issues relating to the appropriateness of a range of services for different families
- HS 2.2 critically examines factors that influence the social world of young children
- HS 2.3 explains the importance of diversity as a positive issue for children and their families
- HS 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- HS 2.5 examines strategies that promote safe environments
- HS 3.1 evaluates strategies that encourage positive behaviour in young children
- HS 4.1 demonstrates appropriate communication skills with children and/or adults
- HS 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- HS 4.3 demonstrates appropriate strategies to resolve group conflict
- HS 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- HS 6.1 demonstrates an understanding of decision making processes
- HS 6.2 critically examines all issues including beliefs and values that may influence interactions with others.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Exploring Early Childhood – HSC Course – unit 1 Children’s Literacy
Teacher:	K.Kirk
Assessment Task Number:	1
Assessment Task Name:	
Date Issued:	
Date and Time Due:	Week 8, Term 4 2023
Weighting:	20%
Class Time Allocated:	50%
Presentation and Submission Guidelines:	<p>Information must be Australian based and up to date.</p> <p>You may access books, internet, computer software packages, childcare centres, kindergarten or any other relevant sources.</p> <p>Note all your references in bibliography.</p> <p>Information downloaded from the internet will not be considered for marking if it has not been appropriately incorporated into your task (e.g. – direct copying or straight down loading- is not acceptable).</p> <p>All tasks will be handed in at the commencement of the lesson. If not, the task will be classified as late.</p> <p>(No plagiarism-direct copying or straight down loading- is not acceptable).</p>
Marking Process:	Students will be marked using the marking scale.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children
1.3	examines the nature of different periods in childhood - infant, toddler, preschool and the early school years
1.4	analyses the ways in which family, community and culture influence the growth and development of young children
4.1	demonstrates appropriate communication skills with children and/or adults

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

ASSESSMENT TASK - Children's Literature

Literature can be shared with young children for learning and for leisure. Choosing appropriate books for young children is important. Strategies for sharing these with children from birth through to age eight also needs to be considered.



Task Information:

In small groups preferably pairs.

Part A: construction of a Children's book

- You are to design and produce your own children's storybook Digital or hardcopy from various craft materials.
- Using inspiration drawn from books, which have been reviewed in class you will then design the plot, theme, writing and illustration style of the book.
- All concepts must be approved by your class teacher before proceeding with the final copy.
- Story must be suitable for ages 2 - 5 year old children.
- Minimum 10 pages maximum 20 pages back to back.
- Think about design layout, presentation, aesthetics and functionality of your book.

- Be as creative as possible, include relevant colour, text, images touchy feely sections and or pop out sections. If digital include graphics, animations, affects.
- You can use websites to create your book or any suitable program.

Portfolio of idea and a written report including:

- Title page
- Contents page
- Idea formation, brainstorming, mind maps, collage of ideas, sketches, plot and story or any ideas development.
- Outline the purpose or aim of the book
- Identifies and justifies the age appropriateness of the book (read your book to someone else or a child and include their feedback). Support your ideas with knowledge of the developmental stages, which dictate the appropriateness of the story.
- Keep a process diary (how the book developed through the design phase. Detail the reasons for the changes or new ideas, and plot each week what you do).
- Evaluate your book and two peers. Talk about what went well, what didn't work so great and what could have been improved upon (PMI).
- Include a reference list.

Some examples of resources you could use:

<http://www.magickeys.com/books/>

http://www.mightybook.com/story_books.html

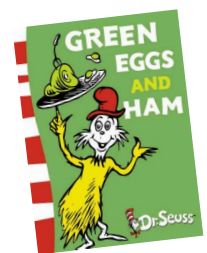
<http://www.britishcouncil.org/kids-stories-whats-that-noise-popup.htm>

<http://www.storyjumper.com/> - excellent free site for creating online stories.

<http://www.magickeys.com/books/>

http://www.mightybook.com/story_books.html

<http://www.britishcouncil.org/kids-stories-whats-that-noise-popup.htm>





Success Criteria:

SUBMISSION REQUIREMENTS

Information must be Australian based and up to date. You may access books, internet, computer software packages, childcare centres, kindergarten or any other relevant sources. Note all your references in bibliography. Information downloaded from the internet will not be considered for marking if it has not been appropriately incorporated into your task (e.g. – direct copying or straight down loading- is not acceptable).

All tasks will be handed in at the commencement of the lesson. If not, the task will be classified as late.

MARKING GUIDELINES - You will be assessed on your ability to:

- interact and communicate appropriately with children and adults from a variety of background
- record and present information in a variety of formats
- examine ways in which family, community and culture impact on children's growth and development



MARKING CRITERIA	Part A: Children's Book	
Performance descriptors:		Grade:
<ul style="list-style-type: none"> ~ Plans and produces an engaging electronic book for a 2-5 year old child using an appropriate software program in a highly organised manner or hard copy book using appropriate craft type materials, displaying an outstanding attention to detail. ~ Includes an outstanding storyline that is engaging and interesting or educational, with appropriate use of creative and original images and includes a suitable story line. ~ Demonstrates a outstanding level of presentation skills and attention to detail in the book submission. 		Outstanding 26-30
<ul style="list-style-type: none"> ~ Plans and produces an engaging electronic book for a 2-5 year old child using an appropriate software program in a highly organised manner or hard copy book using appropriate craft type materials, displaying a level of attention to detail. ~ Includes a storyline showing a high level of ability to engage and interest, entertain or educate, with appropriate use of creative and original images and includes a suitable story line. ~ Demonstrates high level of presentation skills and attention to detail in the book submission. 		High 20-25
<ul style="list-style-type: none"> ~ Plans and produces an engaging electronic book for a 2-5 year old child using an appropriate software program in a highly organised manner or hard copy book using appropriate craft type materials, displaying a competent level of detail. ~ Includes a storyline showing a competent level of ability to engage and interest, entertain or educate, with appropriate use of creative and original images and includes a suitable story line. ~ Demonstrates some presentation skills with some detail. 		Competent 14-19
<ul style="list-style-type: none"> ~ Plans and produces an engaging electronic book for a 2-5 year old child using an appropriate software program in a highly organised manner or hard copy book using appropriate craft type materials, may not be completely finished or includes minimal effort and limited information. ~ Includes a limited or basic storyline, is less than 10 pages and not suitable for a 2-5 year old. ~ Demonstrates some presentation skills 		Developing 8 - 13
<ul style="list-style-type: none"> ~ Plans and produces an engaging electronic book for a 2-5 year old child using an appropriate software program in a highly organised manner or hard copy book using appropriate craft type materials, may not be completely finished or includes minimal effort and limited information. ~ Includes a limited or basic storyline ~ Demonstrates limited presentation skills 		Not demonstrated 0-7
<u>Comment:</u>		



Part B: Portfolio + Report	
Performance descriptors:	Grade
<ul style="list-style-type: none"> - Effectively communicates knowledge and understanding of children's literature by presenting the report and portfolio in a logical, organised and coherent manner. - Comprehensively discusses the rationale behind the book, the age group which it was aimed and the process of its development. - Comprehensively demonstrates understanding of age appropriate abilities in young children. - Thoroughly analyses the book and includes evaluation of own book and two peers books - includes reference list - Layout and presentation is outstanding showing attention to detail and book is creative and unique. 	Outstanding 18-20
<ul style="list-style-type: none"> - Effectively communicates knowledge and understanding of children's literature by presenting the report and portfolio in a logical, organised and coherent manner. - Comprehensively discusses the rationale behind the book, the age group which it was aimed and the process of its development. - Demonstrates understanding of age appropriate abilities in young children. - Analyses the book and includes evaluation of own book and two peers books - includes reference list - Layout and presentation is of a high level showing attention to detail and book is creative and unique. 	High 14-17
<ul style="list-style-type: none"> - Communicates knowledge and understanding of children's literature by presenting the report and portfolio in a logical, organised and coherent manner. - Discusses some key point behind the book, the age group which it was aimed and the process of its development. - Demonstrates understanding of age appropriate abilities in young children. - Analyses the book and includes evaluation of own book and two peers books - includes reference list - Layout and presentation is of a competent level showing attention to detail and book is creative and unique. 	Competent 10-13
<ul style="list-style-type: none"> - Displays basic knowledge and understanding of children's literature by presenting the report and portfolio in a logical, organised and coherent manner. - Mentions limited key points behind the book, the age group which it was aimed and the process of its development. - Demonstrates some understanding of age appropriate abilities in young children. - Analyses the book and includes evaluation of own book and two peers books - includes reference list - Layout and presentation is of a basic level showing some to detail and book is creative and unique. 	Developing 6-9
<ul style="list-style-type: none"> - Display little knowledge and understanding of children's literature by presenting the report and portfolio. - Mentions limited or no rationale points behind the book, the age group which it was aimed and the process of its development. - Includes limited understanding of age appropriate abilities in young children. - Limited analyse of the book and includes evaluation of own book and two peers books - includes reference list - Layout and presentation is limited, showing attention no or little detail and book is creative and unique. 	Not Demonstrated 1-5
Comment:	



Hunter River High School
ASSESSMENT TASK NOTIFICATION

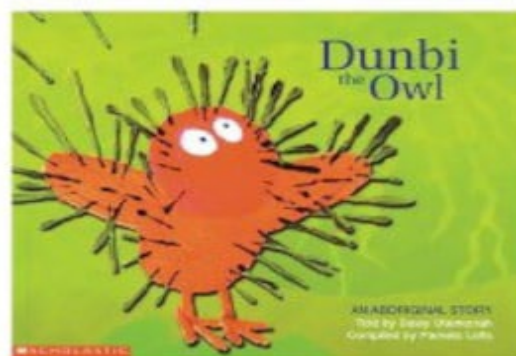
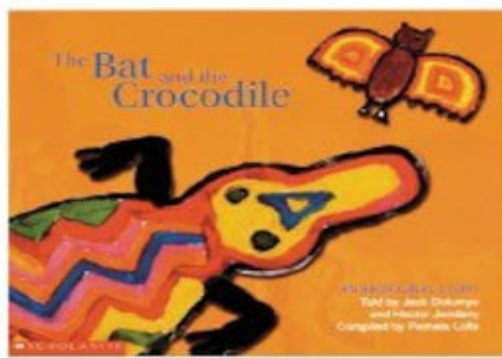
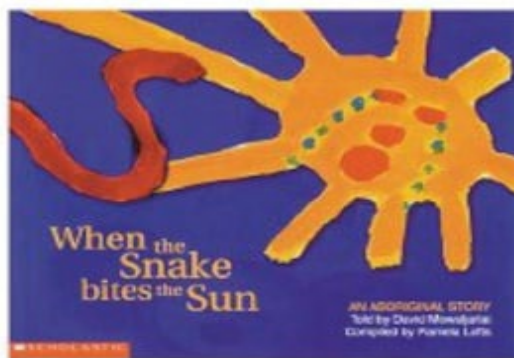
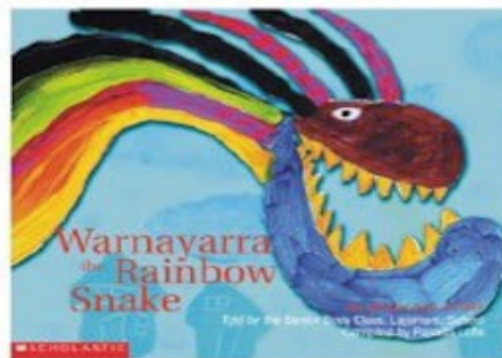
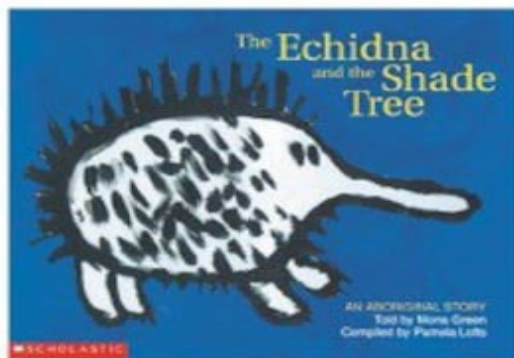
Student Name:	
Subject/Course:	Exploring Early Childhood – HSC Course
Teacher:	K. Kirk
Assessment Task Number:	2
Assessment Task Name:	Children of Aboriginal and Torres Strait Islander Communities
Date Issued:	
Date and Time Due:	Week 8, Term 1 2024
Weighting:	20%
Class Time Allocated:	50% between week and week
Presentation and Submission Guidelines:	<p>Information must be Australian based and up to date.</p> <p>You may access books, internet, computer software packages, childcare centres, kindergarten or any other relevant sources.</p> <p>Note all your references in bibliography.</p> <p>Information downloaded from the internet will not be considered for marking if it has not been appropriately incorporated into your task (e.g. – direct copying or straight downloading- is not acceptable).</p> <p>All tasks will be handed in at the commencement of the lesson. If not, the task will be classified as late.</p> <p>(No plagiarism-direct copying or straight down loading- is not acceptable).</p>
Marking Process:	Students will be marked using the marking scale.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
1.4	examines the ways in which family, community and culture influence the growth and development of young children
2.2	critically examines factors that influence the social world of young children
2.3	explains the importance of diversity as a positive issue for children and their families
4.2	interacts appropriately with children and adults from a wide range of cultural backgrounds
6.2	critically examines all issues including beliefs and values that may influence interactions with others

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____



Task Description:

ASSESSMENT TASK – Children of Aboriginal and Torres Strait Islander communities

Recognising the value and diversity within Aboriginal and Torres Strait Islander communities is an integral part of understanding the cultural needs of Indigenous children. You will be required to research, design an Indigenous themed animal toy and perform a simple poem, or song appropriate for an Aboriginal or Torres Strait Islander child within the Worimi Gathang community. The story, poem or song should be simple and include a learning map with symbols and images

Task Information:



How Wombat Lost His Tail
a dreaming story with art by the Ngarrindjeri youth of Coonambidge

Part A: construction of an Indigenous children's toy with accompanying poem or song

- You are to design and produce your own children's toy from various craft materials.
- Individual Research-
 - a) Research the following: Importance of family, totems, values and beliefs of Aboriginal and Torres Strait Islander People and the land and spirituality and how this can impact children.
 - B) Find three examples of suitable Indigenous poems or songs that are suitable for children. Analyse one of these in terms of its suitability in relation to plot, theme and language used.
- Using inspiration drawn from books and the internet and local community members, which have been reviewed in class you will then design the plot, theme, writing and illustration.
- All concepts must be approved by your class teacher before proceeding with the final copy.
- Design your toy, and song or poem. It must be suitable for ages 2 - 5-year-old children.
- Think about design layout, presentation, aesthetics of your poem or song.
- Be as creative as possible, include relevant colour, text, images. If digital include graphics, animations, affects.
- You can use websites or face to face with staff from HRHS cultural room to create your project



Portfolio of idea and a written report including:

- Title page
- Contents page
- Idea formation, brainstorming, mind maps, collage of ideas, sketches, plot and story or any ideas development.
- Outline the purpose or aim of the book
- Identifies and justifies the age appropriateness of the book (read your story, song or poem to someone else or a child and include their feedback). Support your ideas with knowledge of the Indigenous culture which dictate the appropriateness of the story.
- Keep a process diary (how you developed your ideas through the design phase. Detail the reasons for the changes or new ideas and plot each week what you do).
- Evaluate your task. Talk about what went well, what didn't work so great and what could have been improved upon (PMI).
- Include a reference list.
- Present your story, song or poem together with your mapping of ideas to the class.



Success Criteria:

SUBMISSION REQUIREMENTS

Information must be Australian based and up to date. You may access books, internet, computer software packages, childcare centres, kindergarten or any other relevant sources. Note all your references in bibliography. Information downloaded from the internet will not be considered for marking if it has not been appropriately incorporated into your task (e.g. – direct copying or straight down loading- is not acceptable).

All tasks will be handed in at the commencement of the lesson. If not, the task will be classified as late.

MARKING GUIDELINES - You will be assessed on your ability to:

- interact and communicate appropriately with children and adults from a variety of background
- record and present information in a variety of formats
- examine ways in which family, community and culture impact on children's growth and development



MARKING CRITERIA Part A: Children's Toy with accompanying Song or Poem	
Performance descriptors:	Grade:
<ul style="list-style-type: none"> ~ Plans and produces an engaging cultural, Indigenous toy, song or poem for a 2-5 year old child using an appropriate software program in a highly organised manner or hard copy book using appropriate craft type materials, displaying an outstanding attention to detail. ~ Includes an outstanding storyline that is appropriate, engaging and interesting or educational, with appropriate use of creative and original images and includes a suitable story line. ~ Demonstrates an outstanding level of presentation skills and attention to detail in the task submission. 	Outstanding 26-30
<ul style="list-style-type: none"> ~ Plans and produces an engaging cultural, Indigenous toy, song or poem for a 2-5 year old child using an appropriate software program in a highly organised manner or hard copy book using appropriate craft type materials, displaying a level of attention to detail. ~ Includes a storyline showing a high level of ability to engage and interest, entertain or educate, with appropriate use of creative and original images and includes a suitable story line. ~ Demonstrates high level of presentation skills and attention to detail in the book submission. 	High 20-25
<ul style="list-style-type: none"> ~ Plans and produces an engaging cultural, Indigenous toy, song or poem for a 2-5 year old child using an appropriate software program in a highly organised manner or hard copy book using appropriate craft type materials, displaying a competent level of detail. ~ Includes a storyline showing a competent level of ability to engage and interest, entertain or educate, with appropriate use of creative and original images and includes a suitable story line. ~ Demonstrates some presentation skills with some detail. 	Competent 14-19
<ul style="list-style-type: none"> ~ Plans and produces an engaging cultural, Indigenous toy, song or poem for a 2-5 year old child using an appropriate software program in a highly organised manner or hard copy book using appropriate craft type materials, may not be completely finished or includes minimal effort and limited information. ~ Includes a limited or basic storyline, is less than 10 pages and not suitable for a 2-5 year old. ~ Demonstrates some presentation skills 	Developing 8 - 13
<ul style="list-style-type: none"> ~ Plans and produces an engaging cultural, Indigenous toy, song or poem for a 2-5 year old child using an appropriate software program in a highly organised manner or hard copy book using appropriate craft type materials, may not be completely finished or includes minimal effort and limited information. ~ Includes a limited or basic storyline ~ Demonstrates limited presentation skills 	Not demonstrated 0-7
Comment: 	



Part B: Portfolio + Report	
Performance descriptors:	Grade
<ul style="list-style-type: none"> - Effectively communicates knowledge and understanding of children's literature by presenting the report and portfolio in a logical, organised and coherent manner. - Comprehensively discusses the rationale behind the book, the age group which it was aimed and the process of its development. - Comprehensively demonstrates understanding of age appropriate abilities in young children. - Thoroughly analyses the book and includes evaluation of own book and two peers books - includes reference list - Layout and presentation is outstanding showing attention to detail and book is creative and unique. 	Outstanding 18-20
<ul style="list-style-type: none"> - Effectively communicates knowledge and understanding of children's literature by presenting the report and portfolio in a logical, organised and coherent manner. - Comprehensively discusses the rationale behind the book, the age group which it was aimed and the process of its development. - Demonstrates understanding of age appropriate abilities in young children. - Analyses the book and includes evaluation of own book and two peers books - includes reference list - Layout and presentation is of a high level showing attention to detail and book is creative and unique. 	High 14-17
<ul style="list-style-type: none"> - Communicates knowledge and understanding of children's literature by presenting the report and portfolio in a logical, organised and coherent manner. - Discusses some key point behind the book, the age group which it was aimed and the process of its development. - Demonstrates understanding of age appropriate abilities in young children. - Analyses the book and includes evaluation of own book and two peers books - includes reference list - Layout and presentation is of a competent level showing attention to detail and book is creative and unique. 	Competent 10-13
<ul style="list-style-type: none"> - Displays basic knowledge and understanding of children's literature by presenting the report and portfolio in a logical, organised and coherent manner. - Mentions limited key points behind the book, the age group which it was aimed and the process of its development. - Demonstrates some understanding of age appropriate abilities in young children. - Analyses the book and includes evaluation of own book and two peers books - includes reference list - Layout and presentation is of a basic level showing some to detail and book is creative and unique. 	Developing 6-9
<ul style="list-style-type: none"> - Display little knowledge and understanding of children's literature by presenting the report and portfolio. - Mentions limited or no rationale points behind the book, the age group which it was aimed and the process of its development. - Includes limited understanding of age appropriate abilities in young children. - Limited analyse of the book and includes evaluation of own book and two peers books - includes reference list - Layout and presentation is limited, showing attention no or little detail and book is creative and unique. 	Not Demonstrated 1-5
Comment:	



Student Name:	
Subject/Course:	Exploring Early Childhood – HSC Course – Play & the developing child, learning experiences
Teacher:	K Kirk
Assessment Task Number:	3
Assessment Task Name:	Childcare centre design
Date Issued:	
Date and Time Due:	Week 9, Term 2 2023
Weighting:	20%
Class Time Allocated:	50%
Presentation and Submission Guidelines:	
Marking Process:	Students will be marked using the marking scale.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
1.3	examines the nature of different periods in childhood - infant, toddler, preschool and the early school years
2.1	analyses issues relating to the appropriateness of a range of services for different families
2.2	critically examines factors that influence the social world of young children
2.5	examines strategies that promote safe environments
5.1	analyses and compares information from a variety of sources to develop an understanding of child growth and development
6.1	demonstrates an understanding of decision making processes



Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

Students are to conduct a thorough research and design a childcare centre and present their ideas in a portfolio. Include relevant images, text, headings and references.



Designing a Preschool/childcare centre:



The physical environment can contribute to children's development. Designing a high-quality, developmentally appropriate child care facility is a highly complex task which requires specialized and unique skills.

The design and layout of the physical environment, which includes the buildings, interior finishes, outdoor spaces, selection of equipment and room arrangement has a profound impact on children's learning and behaviour and on teachers' abilities to efficiently do their jobs.

Children need age-appropriate physical environments that support and promote child-directed and child-initiated play. The environment must promote and positively support the child's interaction with space, materials and people.

Teachers and caregivers also need highly functional, easy-to-use environments. When the environment supports both and is working for children and adults, it is easier for adults to focus on facilitating each child's play and learning.

(<https://www.whitehutchinson.com/children/articles/designing1.shtml>)



In groups of no more than two:

In your local community there has been a population growth and therefore a need for more preschools. You have been given the task to Design a play centre. You need to include indoor and outdoor areas, classrooms/play rooms, office area, storage, clinic(sick bay), staff room and toilet/bathroom for both staff and children.

- 1) What kinds of things do you need to consider and think about when designing a preschool or day care centre? Are there specifications?
- 2) Create a detailed plan of your preschool:

Include:

- Idea forming, include name and location Name of the service, its location and hours of operation, description of the program or service provided, cost of the service to the user, any government or non government funding that supports the service
- Staff employed and qualifications required
- Bird's eye view of a floor plan for inside and outside with equipment (Facilities provided by the service)
- Create an example of a program for a day
- Explain 5 different activities that children could do inside and outside, explain how each activities would engage a students and improve the fine or gross motor skills.
- Daily food plan, that meets the recommended dietary requirements for a preschool child.
- Research questions (see below)

Present your findings and design in the form of a portfolio using any type of word or digital formatted program. Include any relevant references.



Research Questions: (complete and include with overall portfolio)

Which organisation regulates child care services in NSW?



What should the policies of a childcare centre cover?

Outline the types of activities that must be provided by child care centres.

State the information kept on a child's record.

Why should arrival and leaving procedures be managed?

Covid cleaning rules in place for childcare centres.

What first aid policies should be in place and how should a centre deal with potential hazards of accidents?

.....



Marking Criteria	Result
<p>Presents an outstanding level of, detail task that:</p> <ul style="list-style-type: none"> - Demonstrates an outstanding level of detail and understanding of Children's' Services and completes all sections with exceptional detail. - Presents assessment task in a visually appealing and informative portfolio, including 5 relevant activities for preschool aged children to engage with them and enhance fine and gross motor development, and includes a healthy meal plan that meets the dietary requirements of a preschool aged child. - Provides a comprehensive and demonstrates an outstanding level of research and idea formation regarding design a childcare centre. - Answers research questions and demonstrates a thorough understanding and knowledge of the National Qualifications Framework and necessary industry qualifications. 	<p>Outstanding</p> <p>18-20</p>
<p>Presents a <u>detailed</u> task that:</p> <ul style="list-style-type: none"> - Demonstrates a high level of detail and understanding of Children's' Services and completes all sections with exceptional detail. - Presents assessment task in a visually appealing and informative portfolio, including 5 relevant activities for preschool aged children to engage with them and enhance fine and gross motor development, and includes a healthy meal plan that meets the dietary requirements of a preschool aged child. - Provides a comprehensive and demonstrates a high level of research and idea formation regarding design a childcare centre. - Answers research questions and demonstrates a high level of understanding and knowledge of the National Qualifications Framework and necessary industry qualifications. - 	<p>High</p> <p>14-17</p>
<p>Presents a <u>sound coverage</u> for the task that:</p> <ul style="list-style-type: none"> - Demonstrates a sound level of understanding of Children's' Services and completes all sections with a sound level of detail. - Presents assessment with some visually appealing techniques and detail throughout the portfolio, including 5 activities for preschool aged children to engage with them and enhance either fine and gross motor development, and includes a healthy meal plan that meets most of the dietary requirements of a preschool aged child. - Provides a comprehensive and demonstrates a sound level of research and idea formation regarding designing a childcare centre. - Answers research questions and demonstrates a sound level of understanding and knowledge of the National Qualifications Framework and necessary industry qualifications. 	<p>Sound</p> <p>10-13</p>
<p>Presents a <u>basic level of detail</u> for the task</p> <ul style="list-style-type: none"> - Demonstrates a basic level of understanding of Children's' Services. - Presents assessment portfolio with a basic level of detail, not all sections may be completed, includes 2 or 3 activities for preschool aged and includes a basic meal plan not meeting all the recommended dietary requirements. - Demonstrates limited ability to research and answer the set questions, with limited response or not answered. 	<p>Basic</p> <p>6-9</p>



<p>Presents <u>limited or elementary level of information</u> for the task</p> <ul style="list-style-type: none"> - Demonstrates a limited level of understanding of Children's' Services. - Presents assessment portfolio with limited level of detail, not all sections completed, includes 2 or 3 activities for preschool aged and includes a basic or no meal plan not meeting the recommended dietary requirements. - Demonstrates limited ability to research and answer the set questions, with limited response or not answered. 	<p>Elementary</p> <p>1-5</p>				
<p><u>Comment:</u></p> <table border="1" data-bbox="118 685 1466 1247"> <tr> <th colspan="2" data-bbox="118 685 1466 750">Feedback:</th> </tr> <tr> <td data-bbox="118 750 788 1247"> <p style="text-align: center;">Medals</p> <ul style="list-style-type: none"> • </td> <td data-bbox="788 750 1466 1247"> <p style="text-align: center;">Missions</p> <ul style="list-style-type: none"> • </td> </tr> </table>		Feedback:		<p style="text-align: center;">Medals</p> <ul style="list-style-type: none"> • 	<p style="text-align: center;">Missions</p> <ul style="list-style-type: none"> •
Feedback:					
<p style="text-align: center;">Medals</p> <ul style="list-style-type: none"> • 	<p style="text-align: center;">Missions</p> <ul style="list-style-type: none"> • 				

Final mark/grade:	
Student Reflection:	



GEOGRAPHY

HSC Geography- Scope and Sequence: Semester 1

Geography- Semester 1 Term 4 2023

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic 1: Ecosystems at Risk <u>Weekly Focus:</u> Biophysical interaction and diverse ecosystems	<u>Weekly Focus:</u> Vulnerable and resilient ecosystems	<u>Weekly Focus:</u> Human induced modifications to ecosystems	<u>Weekly Focus:</u> Ecosystem management	<u>Weekly Focus:</u> Case Study 1 Spatial Dimension of Dune Ecosystems Stockton Dunes	<u>Weekly Focus:</u> Biophysical interactions in Dune Ecosystems Stockton Dunes	<u>Weekly Focus:</u> Natural and Human Impacts on Dune Ecosystems Stockton Dunes	<u>Weekly Focus:</u> Preparation for fieldwork and assessment task 1 Fieldwork Excursion Assessment Task	<u>Weekly Focus:</u> Case Study 2 Spatial Dimension of Coral Reefs	<u>Weekly Focus:</u> Biophysical interactions in The Great Barrier Reef	<u>Weekly Focus:</u> Natural and Human Impacts on the Great Barrier Reef

Geography- Semester 1 Term 1 2024

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic 2: Urban Places <u>Weekly Focus:</u> World Cities: The Nature Character and Distribution	<u>Weekly Focus:</u> The role of world cities and Global Networks	<u>Weekly Focus:</u> The changing role of rural centres- 'Demise of the Small Town'	<u>Weekly Focus:</u> Mega Cities: The Nature Character and Distribution	<u>Weekly Focus:</u> Living in Mega Cities and responding to their challenges	<u>Weekly Focus:</u> Urban Dynamics-the dynamics of change	<u>Weekly Focus:</u> Urban Dynamics Case Study- Large City	<u>Weekly Focus:</u> Revision prior to the half yearly examinations	Assessment Task 2: Half Yearly Examination	Assessment Task 2: Half Yearly Examination	<u>Weekly Focus:</u> Urban Dynamics Case Study- country town/suburb

HSC Geography- Scope and Sequence: Semester 2

Geography- Semester 2 Term 2 2024

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic 3: People and Economic Activity <u>Weekly Focus:</u> Global Economic Activity	<u>Weekly Focus:</u> Biophysical factors influencing future economic activity In Viticulture	<u>Weekly Focus:</u> Ecological sustainability and future economic activity in Viticulture	<u>Weekly Focus:</u> Economic factors explaining distribution of economic activity in Viticulture	<u>Weekly Focus:</u> Sociocultural factors explaining distribution of economic activity in Viticulture	<u>Weekly Focus:</u> Organisational factors explaining distribution of economic activity in viticulture	<u>Weekly Focus:</u> Technological factors explaining distribution of economic activity In viticulture	<u>Weekly Focus:</u> Political factors explaining distribution of economic activity In viticulture	<u>Weekly Focus:</u> Revision of the factors explaining the nature, spatial distribution and future directions of economic activity in viticulture	<u>Weekly Focus:</u> The environmental, social and economic impacts of economic activity

Geography- Semester 2 Term 3 2024

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<u>Weekly Focus:</u> Revision prior to the Trial HSC	Assessment Task 4: Trial HSC	Assessment Task 4: Trial HSC	<u>Weekly Focus:</u> Local Case Study: economic enterprise operating at a local scale	<u>Weekly Focus:</u> Local Case Study: economic enterprise operating at a local scale	Begin HSC Revision <u>Weekly Focus:</u> Topic 1: Ecosystems at Risk	<u>Weekly Focus:</u> Topic 2: Urban Places	<u>Weekly Focus:</u> Topic 3: People and Economic Activity	<u>Weekly Focus:</u> Practice HSC style questions, past papers and skills	<u>Weekly Focus:</u> Practice HSC style questions, past papers and skills

Geography

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Fieldwork broadsheet and extended response on ecosystems at risk	<u>Task 2:</u> In class skills and short answer writing task	<u>Task 3:</u> Media file inquiry People and Economic Activity	<u>Task 4:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 9	<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 6	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> H1, H2, H5, H6, H10, H12, H13	<u>Outcomes:</u> H1, H3, H4, H7, H9, H10, H11, H12, H13	<u>Outcomes:</u> H1, H4, H6, H8, H9, H12,	<u>Outcomes:</u> H1-H13
		TASK WEIGHTINGS			
Knowledge & understanding of content	40%	5%	10%	5%	20%
Geographical tools and skills	20%	5%	5%	5%	5%
Geographical inquiry and research, including fieldwork	20%	10%		10%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	20%	25%	30%

Outcomes

A student:

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

Topic 1: Ecosystems at Risk

40 Indicative Hours

Focus

The focus of this study is a geographical investigation of the functioning of ecosystems at risk, their management and protection.

Outcomes

The student:

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

Content

Students learn to:

Investigate and communicate geographically by:

- asking and addressing geographical questions such as
 - what are the reasons for the location of the Great Barrier Reef?
 - what action is appropriate for managing wetland ecosystems sustainably?
 - what will the rainforests of Kalimantan be like in the future?

Use geographical skills and tools such as:

- calculating the gradient of a slope as a ratio
- calculating the vertical exaggeration of a cross section describing a specific ecosystem
- determining sight lines between two points
- recognising features of changing pressure patterns on weather maps in order to describe characteristics of different ecosystems
- constructing a log of events and activities to manage the development of a fieldwork activity explaining human impacts on an ecosystem at risk
- interpreting frequency distributions and diagrams about energy flows in different ecosystems
- constructing a precis map from an aerial photo or satellite image to describe spatial patterns of overland flow
- using GIS to examine spatial and ecological issues relevant to the protection and management of ecosystems.

Identify geographical methods applicable to, and useful in, the workplace such as:

- using meteorological data, satellite imagery and aerial photography
- constructing environmental maps and compiling environmental impact reports
- the relevance of a geographical understanding of ecosystems at risk to a particular vocation such as: managing a national park, guiding tourist groups, ecological mapping for surveyors, evaluating dune stabilisation programs preserving heritage sites.

Students learn about:

Ecosystems and their management

- biophysical interactions which lead to diverse ecosystems and their functioning
- vulnerability and resilience of ecosystems
- impacts due to natural stress
- impacts due to human induced modifications to energy flows, nutrient cycling, and relationships between biophysical components
- the importance of ecosystem management and protection
- maintenance of genetic diversity
- utility values
- intrinsic values
- heritage values
- need to allow natural change to proceed
- evaluation of traditional and contemporary management strategies.

Case studies of ecosystems

- TWO case studies of different ecosystems at risk to illustrate their unique characteristics including:
 - spatial patterns and dimensions: location, altitude, latitude, size, shape and continuity
 - biophysical interactions including:
 - the dynamics of weather and climate
 - geomorphic and hydrologic processes such as earth movements, weathering, erosion, transport and deposition, soil formation
 - biogeographical processes: invasion, succession, modification, resilience
 - adjustments in response to natural stress
 - the nature and rate of change which affects ecosystem functioning
 - human impacts (both positive and negative)
 - traditional and contemporary management practices.
- The selected ecosystems at risk could include areas such as coastal dunes, freshwater wetlands, inter-tidal wetlands, coral reefs, arid areas, alpine areas, rainforests, temperate forests.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	12 Geography
Teacher:	Mr Harget
Assessment Task Number:	1
Assessment Task Name:	Ecosystems at Risk Broadsheet and Extended Response
Date Issued:	Term 4 Week 6 2023
Date and Time Due:	Term 4 Week 9 2023
Weighting:	25%
Class Time Allocated:	1 periods
Presentation and Submission Guidelines:	Students are to create a broadsheet, no larger than two A2 pages. Two periods of class time will be provided to work on this. The remainder of the broadsheet will need to be completed by students prior to the due date. Submission of the broadsheet will be on the due date. During that lesson students will be required to complete the written component of the task. Students will have 60 minutes to complete the writing task
Marking Process:	Task will be marked based on marking criteria by classroom teacher.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H 1	Explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
H 2	Explains the factors which place ecosystems at risk and the reasons for their protection
H 5	Evaluates environmental management strategies in terms of ecological sustainability
H 6	Evaluates the impacts of, and responses of people to, environmental change
H 10	Applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
H 12	Explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
H 13	Communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____

Task Description:

Ecosystems at Risk Broadsheet and Extended Response

Background

This term you have been studying 'Ecosystems at Risk' and you have been investigating the relationship between natural and human impacts on various ecosystems throughout the world. For this task you will be required to complete independent research about Ecosystem Functioning and Ecosystem Management to create a broadsheet of sources entitled Ecosystems at Risk. You will then use your broadsheet in class on the due date to respond to one question under test conditions. The expected length of response is 500-800 words. The research component of this task is to be completed in your own time after two lessons of explanation and scaffolding. You will be required to submit your broadsheet for marking with your written responses on the due date.

Total Marks: 30

The broadsheet (10 marks)

Research and create your own 'Ecosystem at Risk' broadsheet containing:

- At least 15 sources. These sources could include images, maps, data, quotes, diagrams, infographics or text extracts from secondary sources.
- Sources that reveal how ***biophysical interactions lead to diverse ecosystems; how ecosystems demonstrate vulnerability and resilience; how ecosystems respond to natural and human stress; and the unique values of ecosystems.***
- Be no larger than two A3 pages and no written text longer than 250 words.
- Include a reference to where secondary sources of information came using an APA style guide
- A title given to each source for ease of referencing in the written component of the task.

Extended Response Question (20 marks)

Analyse the factors that place ecosystems at risk and why they should be effectively managed.

Marking Criteria

CRITERIA: Broadsheet	Marks
Outstanding detail and presentation of the broadsheet going above and beyond in terms of the sophistication of source selection and professionalism of broadsheet production. The student has 15 or more sources of information about ecosystems and their functioning. Each source is labelled and all secondary sources are referenced appropriately according to the APA guidelines. The student has laminated or presented their broadsheet in colour and to a high standard. The student has selected relevant, current sources and information that link directly to the question in the written task. The student has effectively edited and proof read all written sources for errors.	5
Good detail and presentation of the broadsheet. The student has 10-14 sources of information about ecosystems and their functioning. Each source is labelled and all secondary sources are referenced but not in the APA format. The student has presented their broadsheet to a good standard. The student has selected relevant sources and information. The student has effectively edited and proof read all written sources for errors.	4
Sound detail and presentation of the broadsheet. The student has 5-9 sources of information about ecosystems and their functioning. Source may not be labelled and some secondary sources are referenced appropriately. Most sources are derived from reliable sources. The student has presented their broadsheet to a satisfactory standard.	3
Student has made a basic attempt. The student has included 4-5 sources but they are not referenced appropriately. The sources may be outdated or irrelevant. They may have little relevance to question. Basic presentation.	2
Student has made a limited attempt. Evidence of 1-3 sources. Sources not referenced and have little relevance to question. Limited level of care in presentation.	1
Student has not completed this component of the task	0

CRITERIA: Extended Response	Marks
<ul style="list-style-type: none"> • Demonstrates deep knowledge and understanding about the functioning and management of ecosystems • Clearly provides an analysis of the components of ecosystems, their functioning, the impact of human and natural change and value of ecosystems • Extensively refers to relevant case studies, illustrative examples and the Broadsheet where appropriate • Presents a sustained, logical and cohesive answer using appropriate geographical information, ideas and issues 	17–20
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding about the functioning and management of ecosystems • Provides some analysis of the components of ecosystems, their functioning, the impact of human and natural change and value of ecosystems • Refers to relevant case studies, illustrative examples and the Broadsheet where appropriate • Presents a logical and cohesive answer using appropriate geographical information, ideas and issues 	13–16
<ul style="list-style-type: none"> • Demonstrates a sound understanding about the functioning and management of ecosystems • Attempts to provide a judgement on the impact of traditional and contemporary management strategies • Attempt to refer to relevant case studies/illustrative examples and the Broadsheet where appropriate • Presents a structured answer using appropriate geographical information 	9–12
<ul style="list-style-type: none"> • Demonstrates basic knowledge on the functioning and management of ecosystems only identifying features and providing brief description • Makes superficial reference to case studies/illustrative examples • Uses basic geographical information 	5–8
<ul style="list-style-type: none"> • Demonstrates limited understanding of ecosystems and their management • Limited or no reference to geographical information 	1–4

NB: This marking criteria has been developed using the performance band descriptors for the HSC Geography course. It is very similar to marking criteria also used in Section III of the HSC exam. Your teacher will be showing you samples of extended response answers to help clarify the features of each performance band in order to provide further clarity around the expectations of each mark range

Topic 2: Urban Places

40 Indicative Hours

Focus

The focus of this study is a geographical investigation of world cities, mega cities and the urban dynamics of large cities and urban localities.

Outcomes

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

Content

Students learn to:

Investigate and communicate geographically by:

- asking and addressing geographical questions such as
 - what are the challenges of living in mega cities?
 - what is a world city and why are they so important?
 - what will the city be like in the future?

Use geographical skills and tools such as:

- calculating population density using maps of a large city
- constructing a transect to show land use change in a local area
- describing patterns, linkages, networks and change, using maps of large cities and other urban areas
- constructing and interpreting choropleth maps
- synthesising and evaluating fieldwork data about the dynamics of change in a country town or suburb
- interpreting trends from logarithmic and semilogarithmic data about the growth of mega cities
- analysing population pyramid data to investigate the implications on health and social issues of a rapidly growing city
- calculating the time of day when a photograph was taken and relating a photo to a map of a streetscape.

Identify geographical methods applicable to and useful in the workplace such as:

- using GIS, satellite imagery and aerial photography
- analysing maps including topographic, cadastral and land use maps
- collecting and analysing urban field data

- the relevance of a geographical understanding of urban places to a particular vocation such as: urban and regional planning, designing effective city infrastructure, planning the delivery of social services, monitoring environmental quality and sustainability, preserving heritage sites.

Students learn about:

World cities

- the nature, character and spatial distribution of world cities
- the role of world cities as powerful centres of economic and cultural authority
- the operation of global networks
- the relationships of dominance and dependence between world cities and other urban centres and the changing role of regional centres and the demise of the small town.

Mega cities

- the nature, character and spatial distribution of mega cities in the developing world
- the challenges of living in mega cities such as housing, traffic infrastructure, water and power supplies, sanitation services, employment, and other social and health issues
- the responses to these challenges such as self-help projects, community selfgovernment, cooperation from NGOs, urban protest and the operations of informal economies.

Urban dynamics

- the urban dynamics of change: suburbanisation, exurbanisation, counterurbanisation, decentralisation, consolidation, urban decay, urban renewal, urban village, spatial exclusion
- a case study of the results of the urban dynamics in a large city selected from the developed world including its
 - social structure and spatial patterns of advantage and disadvantage, wealth and poverty, ethnicity
 - changing economic character, nature and location of residential land, commercial and industrial development
 - culture of place as expressed in the architecture, streetscape, heritage architecture, noise, colour, street life, energy, vitality and lifestyles
 - growth, development, future trends and ecological sustainability
- a case study showing one of the urban dynamics listed above, operating in a country town or suburb.



Hunter River High School ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Geography
Teacher:	Mr Harget
Assessment Task Number:	2
Assessment Task Name:	In class skills and short answer writing task
Date Issued:	Term 1 Week 8 2024
Date and Time Due:	Term 1 Week 10 2024
Weighting:	20%
Class Time Allocated:	Revision lessons provided Week 8 and 9 (5 periods preparation)
Presentation and Submission Guidelines:	Answer all questions in the writing books provided.
Marking Process:	Classroom Teacher

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H 1	Explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
H 3	Analyses contemporary urban dynamics and applies them in specific contexts
H 4	Analyses the changing spatial and ecological dimensions of an economic activity
H7	Justifies geographical methods applicable and useful in the workplace and relevant to a changing world
H 9	Evaluates geographical information and sources for usefulness, validity and reliability
H 10	applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
H 11	Applies mathematical ideas and techniques to analyse geographical data
H 12	Explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
H 13	Communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
Participants Signature: _____

Task Description:

This task is designed to assess your ability to complete geographical skills using a stimulus booklet and communicate knowledge and understanding of the topics People and Economic Activity (Viticulture) and Urban Places. It is an ideal opportunity to practise some of the skills that you will be required to complete during the HSC examination in an *informal* examination environment.

The theme of the Stimulus Booklet will be 'Urban Places and Global Viticulture. You will be required to use it to complete skills including the interpretation of data, graphs, topographic maps, photographs and infographics.

In addition to the skills component of this exam, you will be required to complete a series of short answer questions. These questions will be based on the content from the World Cities topic of the Urban Places unit as well as work covered during the People and Economic Activity topic.

The structure of the examination will be as follows:

Section I: 15 Minutes (15 marks)

There will be objective response questions to the value of 15 marks.

Questions may require candidates to refer to the stimulus booklet and to apply geographical skills and tools.

Section II: 30 Minutes (30 marks)

There will be approximately five short-answer questions.

Questions may contain parts.

There will be approximately 12 items in total.

Questions may require candidates to refer to the stimulus booklet and to apply geographical skills and tools.

You teacher will be providing you opportunities in class time to prepare for this assessment task. This includes practising past HSC questions, revising content using Atomi and reviewing content from class work booklets. It is advised that you also dedicate time outside class to prepare for this assessment task.

Topic 3: People and Economic Activity

40 Indicative Hours

Focus

The focus of this study is a geographical investigation of economic activity integrating the local and global context.

Outcomes

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

Content

Students learn to:

Investigate and communicate geographically by:

- asking and addressing geographical questions such as
 - where are certain crops grown throughout the world?
 - how have market preferences changed the pattern of tourism in Australia?
 - how do changes in global technology affect enterprises operating at the local level?

Use geographical skills and tools such as:

- analysing spatial relationships using land use and topographic maps
- interpreting flow charts depicting trade data
- identifying, collecting and recording geographical data from primary sources through fieldwork
- calculating the rate of increase or decrease between two points on a line graph showing employment change
- interpreting a ternary graph depicting raw material inputs
- interpreting proportional circles containing pie graphs
- calculating the area of a land use or vegetation type from aerial photographs, absolutely and relatively
- identifying spatial associations, interactions and changes from aerial photographs.

Identify geographical methods applicable to and useful in the workplace such as:

- analysing census data, statistical registers and digests, economic production data and reports
- analysing aerial photographs, electronic street directories, cadastral maps, tourist maps, atlases
- collecting and analysing field data about economic activity
- the relevance of a geographical understanding of people and economic activity to a particular vocation such as: advising public servants, consulting in market and commercial research, contributing to environmental impact statements.

Student learn about:

Global economic activity

- a description of the nature, spatial patterns and future directions of ONE economic activity in a global context.

- The economic activity selected can be from a wide range of activities such as wheat farming, hydroponics, viticulture, textiles, tourism, advertising, retailing, wholesaling, information technologies, financial and business services industries
- factors explaining the nature, spatial patterns and future directions of the selected economic activity such as
 - biophysical: climate, soils, topography, site
 - ecological: sustainability and resource use
 - economic: competitive advantage, consumer demand, mobility of labour and capital
 - sociocultural: tradition, changing lifestyles, labour participation rates
 - organisational: ownership, decision making and control
 - technological: transportation, information transmission and flows, biotechnology
 - political: quotas, tariffs, compacts, agreements
- the environmental, social and economic impacts of the economic activity such as pollution, resource depletion, labour exploitation, cultural integration, provision of infrastructure, job creation, transfer pricing.

Local case study

- a geographical study of an economic enterprise operating at a local scale. The business could be an individual enterprise, firm or company such as a family farm, a mine or mining corporation, a hotel, chain of hotels, heritage or tourist site. The case study should explore
 - the nature of the economic enterprise
 - locational factors
 - ecological dimensions including environmental constraints, climate, and human impacts on the environment such as pollution and ecological sustainability
 - internal and external linkages and flows of people, goods, services and ideas
 - effects of global changes in the economic activity on the enterprise.



Subject/Course:	Year 12 Geography
Assessment Task Number:	3
Assessment Task Name:	People and Economic Activity Media File
Date Issued:	Week 3 Term 2 2024
Date and Time Due:	Week 6 Term 2 2024
Weighting:	25%
Class Time Allocated:	4 Periods (1 Week of Timetabled Lessons)
Presentation and Submission Guidelines:	Students to create a digital portfolio of Media Articles relating to the BEESTOP factors influencing the nature and future directions of the Global Viticulture Industry
Marking Process:	Classroom teacher.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H.1	explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
H.4	analyses the changing spatial and ecological dimensions of an economic activity
H.6	evaluates the impacts of, and responses of people to, environmental change
H.8	plans geographical inquiries to analyse and synthesise information from a variety of sources
H.9	evaluates geographical information and sources for usefulness, validity and reliability
H.12	explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples

Participant Declaration:
<p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>

For this task you are to prepare a media file of five media articles relating to the factors that influence the functioning of the Global Viticulture Industry. Each media article needs to be analysed and related to either; biophysical factors, ecological factors, economic factors, sociocultural factors, technological factors, organisational factors or political factors. (BEESTOP). Your marks will be affected if you rely heavily on the one factor for each of your chosen articles.

As part of the analysis of each article you are to include:



An article summary table that includes:

Title

Author

Source

Date Published

- a title page for each article

- an article summary table

- an article synopsis.

ARTICLE SUMMARY TABLE	
Title	
Author	
Source	
Date Published	

The article synopsis needs to:

- Identify the factor that is being discussed in the article
- Outline the details of the article
- Explain the consequences for the viticulture industry

All articles must be sourced from a variety of reputable sources:

- Newspapers (such as SMH, The Australian, Australian Financial Review, Sun Herald)
- Industry websites
- Magazines (such as The Bulletin, Newsweek, Time)

You may choose to present in a number of different formats including:

- A digital portfolio using a word processing program
- A scrap book or hand written portfolio
- A video portfolio with an accompanying transcript

The task is out of a total of 45 marks. Each synopsis will be given and individual mark out of 8 and you will be given and overall mark on the presentation out of 5. Read the marking criteria carefully prior to submission to ensure you meet all of the task criteria.

Article Synopsis 1

	0	1	2	3
Identify	Does not correctly identify the relevant factor that impacts upon the global viticulture industry and its representation in the article	Clearly and accurately identifies the relevant factor that impacts upon the global viticulture industry that is represented in the article		
Outline	Student does not provide an overview of the key details contained within the article	Student provides a basic overview of the focus of the article or misses the point of the article	Student provides an accurate and detailed overview of the key points mentioned in the article.	
Explain	Student has not shown the cause and effect between the factor that influences viticulture and the consequences	Student may have mentioned the cause of change to viticulture but not explored the implications on the viticulture industry	Student has identified the cause of change mentioned in the article and briefly explored the effect or implication for the viticulture industry.	Student has demonstrated deep knowledge of the cause and impact of the change on the global viticulture industry. Student is able to clearly identify the relationship between the article and other factors at play in the viticulture industry
Links	Student has not provided a link to a statistic, quote or evidence contained within the article	Student has provided a superficial link to a statistic, quote or evidence from the article	Student has provided multiple links to evidence in the form of statistics, quotes or data contained within the article to support their explanation and outline.	

Article Synopsis 2

	0	1	2	3
Identify	Does not correctly identify the relevant factor that impacts upon the global viticulture industry and its representation in the article	Clearly and accurately identifies the relevant factor that impacts upon the global viticulture industry that is represented in the article		
Outline	Student does not provide an overview of the key details contained within the article	Student provides a basic overview of the focus of the article or misses the point of the article	Student provides an accurate and detailed overview of the key points mentioned in the article.	
Explain	Student has not shown the cause and effect between the factor that influences viticulture and the consequences	Student may have mentioned the cause of change to viticulture but not explored the implications on the viticulture industry	Student has identified the cause of change mentioned in the article and briefly explored the effect or implication for the viticulture industry.	Student has demonstrated deep knowledge of the cause and impact of the change on the global viticulture industry. Student is able to clearly identify the relationship between the article and other factors at play in the viticulture industry
Links	Student has not provided a link to a statistic, quote or evidence contained within the article	Student has provided a superficial link to a statistic, quote or evidence from the article	Student has provided multiple links to evidence in the form of statistics, quotes or data contained within the article to support their explanation and outline.	

Article Synopsis 3

	0	1	2	3
Identify	Does not correctly identify the relevant factor that impacts upon the global viticulture industry and its representation in the article	Clearly and accurately identifies the relevant factor that impacts upon the global viticulture industry that is represented in the article		
Outline	Student does not provide an overview of the key details contained within the article	Student provides a basic overview of the focus of the article or misses the point of the article	Student provides an accurate and detailed overview of the key points mentioned in the article.	
Explain	Student has not shown the cause and effect between the factor that influences viticulture and the consequences	Student may have mentioned the cause of change to viticulture but not explored the implications on the viticulture industry	Student has identified the cause of change mentioned in the article and briefly explored the effect or implication for the viticulture industry.	Student has demonstrated deep knowledge of the cause and impact of the change on the global viticulture industry. Student is able to clearly identify the relationship between the article and other factors at play in the viticulture industry
Links	Student has not provided a link to a statistic, quote or evidence contained within the article	Student has provided a superficial link to a statistic, quote or evidence from the article	Student has provided multiple links to evidence in the form of statistics, quotes or data contained within the article to support their explanation and outline.	

Article Synopsis 4

	0	1	2	3
Identify	Does not correctly identify the relevant factor that impacts upon the global viticulture industry and its representation in the article	Clearly and accurately identifies the relevant factor that impacts upon the global viticulture industry that is represented in the article		
Outline	Student does not provide an overview of the key details contained within the article	Student provides a basic overview of the focus of the article or misses the point of the article	Student provides an accurate and detailed overview of the key points mentioned in the article.	
Explain	Student has not shown the cause and effect between the factor that influences viticulture and the consequences	Student may have mentioned the cause of change to viticulture but not explored the implications on the viticulture industry	Student has identified the cause of change mentioned in the article and briefly explored the effect or implication for the viticulture industry.	Student has demonstrated deep knowledge of the cause and impact of the change on the global viticulture industry. Student is able to clearly identify the relationship between the article and other factors at play in the viticulture industry
Links	Student has not provided a link to a statistic, quote or evidence contained within the article	Student has provided a superficial link to a statistic, quote or evidence from the article	Student has provided multiple links to evidence in the form of statistics, quotes or data contained within the article to support their explanation and outline.	

Article Synopsis 5

	0	1	2	3
Identify	Does not correctly identify the relevant factor that impacts upon the global viticulture industry and its representation in the article	Clearly and accurately identifies the relevant factor that impacts upon the global viticulture industry that is represented in the article		
Outline	Student does not provide an overview of the key details contained within the article	Student provides a basic overview of the focus of the article or misses the point of the article	Student provides an accurate and detailed overview of the key points mentioned in the article.	
Explain	Student has not shown the cause and effect between the factor that influences viticulture and the consequences	Student may have mentioned the cause of change to viticulture but not explored the implications on the viticulture industry	Student has identified the cause of change mentioned in the article and briefly explored the effect or implication for the viticulture industry.	Student has demonstrated deep knowledge of the cause and impact of the change on the global viticulture industry. Student is able to clearly identify the relationship between the article and other factors at play in the viticulture industry
Links	Student has not provided a link to a statistic, quote or evidence contained within the article	Student has provided a superficial link to a statistic, quote or evidence from the article	Student has provided multiple links to evidence in the form of statistics, quotes or data contained within the article to support their explanation and outline.	

Presentation of Media File

	0	1	2
Articles	Student only includes 1 or two articles	Student includes all five articles	
Topics	The topic of the articles has no relevance to the factors that influence the viticulture industry	The topic of the articles have direct links to the factors that influence the viticulture industry	
Range of Sources	The articles are not derived from a relevant or appropriate geographical source or may not be sourced from a variety of authors	The articles are both relevant and drawn from a wide variety of reputable sources or authors	
Presentation	No application or pride has been taken in the presentation of the media file.	The articles are presented well, but the synopsis may contain spelling or grammatical errors. There may be obvious areas of improvement that could have been improved with proof reading or drafting.	The student has gone above and beyond in the visual presentation with great care taken in the appearance of the media file. There is no spelling or grammatical errors and the media files has obviously been compiled using teacher feedback or self-reflection.



INDISTRIAL TECHNOLOGY
TIMBER

Industrial Technology Timber

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Presentation and Project Plan	Task 2: Industry Study Timber Furnishings	Task 3: Project Development and Management Report	Task 4: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 2 Week 9	Date: Term 3 Week 3/4
		Outcomes: H3.1, H3.2, H3.3, H5.1	Outcomes: H1.1, H1.2, H1.3, H7.1, H7.2	Outcomes: H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H4.2, H5.1, H5.2, H6.2	Outcomes: H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%		20%		20%
Knowledge and skills in the design, management, communication and production of a Major Project	60%	20%		30%	10%
Total	100%	20%	20%	30%	30%

Outcomes

A student:

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



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Industrial Technology: Timber Products and Furniture Technologies
Teacher:	Mr Watson
Assessment Task Number:	1
Assessment Task Name:	Major Project Plan and Presentation
Date Issued:	
Date and Time Due:	Term 4, Week 9, Wednesday 6/12/23
Weighting:	20%
Class Time Allocated:	Six periods per fortnight during Term 4 will be allocated towards the development of the Major Project Plan
Presentation and Submission Guidelines:	<p>Students will be required to present their Major Project proposal and development to the class using a PowerPoint Presentation.</p> <p>Students will have 3-5 minutes to present their proposal, and additional time to receive class feedback. This will enable your peers to make possible suggestions and assist you with further idea generation.</p> <p>A hard copy of your portfolio components is due at the beginning of the presentation lesson.</p>
Marking Process:	Marking will be completed by the classroom teacher (Mr. Watson) and follow the marking criteria provided.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H 3.1	demonstrates skills in sketching, producing and interpreting drawings
H 3.2	selects and applies appropriate research and problem-solving skills
H 3.3	applies and justifies design principles effectively through the production of a Major Project
H 5.1	selects and uses communication and information processing skills
Participant Declaration:	
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.	
<i>Participants Signature:</i> _____	

Task Description:

To enable the student to begin construction of the Major Project, they must have completed or made substantial progress in the development of their Major Project design. This will be outlined and assessed through a class presentation of a Major Project Plan.

Major Project Plan (Power Point Presentation)

The project plan is due for submission in Week 10, Term 4. The marking scale shows the tasks that need to be completed and will be assessed. The Marking Rubric outlines the detail required to gain maximum marks.

Students will be required to present their Major Project proposal and development to the class using a Power Point Presentation.

Students will have 3-5 minutes to present their proposal using and an additional time to receive class feedback. This will enable your peers to make possible suggestions and assist you with further idea generation.

Success Criteria:

Marks will be issued as per the indicated weighting of task, taking into account the marking guidelines provided.

Ensure that you use the guide titled - 'Folio Scaffold', when completing the tasks required in the plan.

Using appropriate software, students will need to type up each of the tasks. Responses need to be in the student's own words and should be formatted in an appropriate manner, using professional layout, including a title page and table of contents.

Statement of Intent - Clarifies the intent of the major project by explaining clearly what is to be achieved and why.

Research Existing Designs - Provides an explicit evaluation of 4-6 existing designs of appropriate projects relevant to the chosen project and relates this clearly to the chosen project. Provides a comprehensive evaluative summation.

Sketches and Idea Generation - Demonstrates very high-level skills in sketching and idea generation. Provides sketches which clearly show the development of the project starting with multiple options and developing one.

Production, Working Drawings and Presentation Drawings - Professionally presented set of complete workshop drawings combining 3D presentation drawings with 2D orthogonal drawings of the constructed project and the parts that make it up. Drawings are fully dimensioned and provide appropriate views to convey appropriate information for production.

Materials List / Cutting Layout / Calculations - Provides an accurate materials list, clear/concise cutting layouts and appropriate calculations to enable an accurate pricing for the finance plan.

Timeline - Develops and applies comprehensive and appropriate timeline plans showing anticipated times in which tasks should be completed.

Finance Plan - Develops and applies comprehensive and appropriate finance plans indicating costs based on calculations and/or research undertaken. Allows for comparison of actual costs to be compared with anticipated costs.

Presentation skills and techniques including ICT skills - Demonstrates a wide range of presentation skills and techniques including ICT skills, appropriate to the development of a major project.

NOTE: Any images and/or sketches need to be scanned and inserted into the plan. Similarly, CAD images should also be inserted into the documentation and referred to in the table of contents.

Each student will have 3-5 minutes to present their proposal and **MUST** use appropriate computer software (such as PowerPoint) and the data projector to present their ideas. This being the case, any images and/or sketches need to be scanned and available electronically. Similarly, CAD images need to be accessible for their presentation.

As part of the presentation, an additional 3-5 minutes will be allocated to each student for question time. All students are encouraged to ask questions, provide feedback and analysis of each other's proposals.

MAJOR PROJECT PLAN RUBRIC:

Name : _____

	20 - 17	16 - 13	12 - 9	9 - 6	5 - 1
Class Presentation	<ul style="list-style-type: none"> • Presents project plan and management clearly and succinctly, fielding questions from staff and class. • Presents within the 3-5-minute time limit 	<ul style="list-style-type: none"> • Presents project plan and management clearly, fielding some questions • Presents within the 3-5-minute time limit 	<ul style="list-style-type: none"> • Presents project plan and management with some assistance clarifying • Presents 1 minute above or below the time limit 	<ul style="list-style-type: none"> • Presents project plan and management unclearly with some assistance • Presents more than 1 minute above or below the time limit. 	<ul style="list-style-type: none"> • Does not present project plan and management
Statement of Intent	<ul style="list-style-type: none"> • Clarifies the intent of the major project by explaining clearly what is to be achieved and why 	<ul style="list-style-type: none"> • Clarifies the intent of the major project by explaining what is to be achieved and why 	<ul style="list-style-type: none"> • Describes the intent of the major project and why 	<ul style="list-style-type: none"> • Provides an outline of what is to be achieved 	<ul style="list-style-type: none"> • Identifies what is to be achieved
Research Existing Designs	<ul style="list-style-type: none"> • Provides an explicit evaluation of 4-6 existing designs of appropriate projects relevant to the chosen project and relates this clearly to the chosen project • Provides a comprehensive evaluative summation 	<ul style="list-style-type: none"> • Provides a thorough evaluation of existing designs of appropriate projects relevant to the chosen project and relates this to the chosen project • Provides an evaluative summation 	<ul style="list-style-type: none"> • Provides a brief evaluation of existing designs of appropriate projects relevant to the chosen project and relates this to the chosen project • May provides an evaluative summation 	<ul style="list-style-type: none"> • Provides a brief evaluation of existing designs of appropriate projects relevant to the chosen project 	<ul style="list-style-type: none"> • Basic evaluation of existing design conducted
Sketches and Idea Generation	<ul style="list-style-type: none"> • Demonstrates very high level skills in sketching and idea generation • Provides sketches which clearly show the development of the project starting with multiple options and developing one 	<ul style="list-style-type: none"> • Demonstrates substantial skills in sketching and idea generation • Provides sketches which show the development of the project starting with several options and developing one 	<ul style="list-style-type: none"> • Demonstrates moderate skills in sketching and idea generation • Provides sketches which show the development of the project 	<ul style="list-style-type: none"> • Demonstrates basic skills in limited areas of sketching and idea generation • Provides minimal sketches showing the development of the project 	<ul style="list-style-type: none"> • Sketching, idea generation and development of ideas in a very elementary form
Production, Working Drawings and Presentation Drawings	<ul style="list-style-type: none"> • Professionally presented set of complete workshop drawings combining 3D presentation drawings with 2D orthogonal drawings of the constructed project and the parts that make it up. • Drawings are fully dimensioned and provide appropriate views to convey appropriate information for production 	<ul style="list-style-type: none"> • Well presented set of workshop drawings combining 3D presentation drawings with 2D orthogonal drawings of the constructed project and the parts that make it up. • Drawings are dimensioned and provide appropriate views to convey appropriate information for production 	<ul style="list-style-type: none"> • Well presented drawings combining 3D presentation drawings with 2D orthogonal drawings of the project. • Some dimensions are provided, and various views show information to the reader 	<ul style="list-style-type: none"> • A combination of 3D and 2D drawings of the project. • Some dimensions are provided 	<ul style="list-style-type: none"> • Basic drawings with some dimensions in an elementary form.
Materials List / Cutting Layout / Calculations	<ul style="list-style-type: none"> • Provides an accurate materials list, clear/concise cutting layouts and appropriate calculations to enable an accurate pricing for the finance plan 	<ul style="list-style-type: none"> • Provides an accurate materials list, clear cutting layouts and appropriate calculations to enable a pricing for the finance plan 	<ul style="list-style-type: none"> • Provides a materials list, basic cutting layouts and some calculations to enable a pricing for the finance plan 	<ul style="list-style-type: none"> • Provides an incomplete materials list, limited cutting layouts and calculations 	<ul style="list-style-type: none"> • Provide an elementary compilation of information leading to calculations to determine sizes and costs.

Timeline	<ul style="list-style-type: none"> • Develops and applies comprehensive and appropriate timeline plans showing anticipated times in which tasks should be completed 	<ul style="list-style-type: none"> • Develops and applies appropriate timeline plans showing anticipated times in which tasks should be completed 	<ul style="list-style-type: none"> • Proposes timeline plans showing anticipated times in which tasks should be completed 	<ul style="list-style-type: none"> • Timeline plans are without sufficient detail 	<ul style="list-style-type: none"> • Timeline plans are either not appropriate or evident
Finance Plan	<ul style="list-style-type: none"> • Develops and applies comprehensive and appropriate finance plans indicating costs based on calculations and/or research undertaken. • Allows for comparison of actual costs to be compared with anticipated costs. 	<ul style="list-style-type: none"> • Develops and applies appropriate finance plans indicating costs based on calculations and/or research undertaken. • Allows for comparison of actual costs to be compared with anticipated costs. 	<ul style="list-style-type: none"> • Proposes finance plans with some costings associated with research • Allows for comparison of actual costs to be compared with anticipated costs. 	<ul style="list-style-type: none"> • Finance plans are without sufficient detail 	<ul style="list-style-type: none"> • finance plans are either not appropriate or evident
Presentation skills and techniques including ICT skills	<ul style="list-style-type: none"> • Demonstrates a wide range of presentation skills and techniques including ICT skills, appropriate to the development of a major project 	<ul style="list-style-type: none"> • Demonstrates a range of presentation skills and techniques including ICT skills, most of which are appropriate to the development of a major project 	<ul style="list-style-type: none"> • Demonstrates some presentation skills and techniques including ICT skills, most of which are appropriate to the development of a major project 	<ul style="list-style-type: none"> • Demonstrates limited presentation skills and techniques appropriate to the development of a major project 	<ul style="list-style-type: none"> • Little evidence of presentation skills and techniques appropriate to the development of a major project



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Industrial Technology Timber & Industrial Technology Metal
Teacher:	Watson/Cook
Assessment Task Number:	2
Assessment Task Name:	Assessment Task 2 Industry Study Questions
Date Issued:	
Date and Time Due:	Friday 3:20pm, Week 10, Term 1, 2024
Weighting:	20%
Class Time Allocated:	1 lesson per week during Term 1, beginning week 5.
Presentation and Submission Guidelines:	Typed responses to 4 questions. Size 12 Calibri or Arial font, 1.5 line spacing, questions in bold. Hard copy submitted to Mr. Watson in the TAS staffroom.
Marking Process:	Assessments will be marked by Mr. Watson. Questions will be marked in line with the marking criteria provided.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H1.1	investigates industry through the study of businesses in one focus area
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3	identifies important historical developments in the focus area industry
H7.2	explains the impact of the focus area industry on the social and physical environment
H7.3	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____

Task Description:

- Answer a series of HSC style questions relating to the Focus Industry you are studying.
- Each week, from week 5 to week 11, we will discuss an Industry Study topic question in class.
- It would be highly beneficial for you to write a draft answer to each question on a weekly basis and submit it the following week for Teacher appraisal and comment. (Note this is not compulsory)
- You should use notes provided during the class discussions, Industry study notes from the Preliminary Industry Study Assessment Task and the internet to undertake research to respond to the questions. (The class notes will also be posted on the Google classroom)
- At the conclusion of week 11, all 8 questions will have been discussed in class.
- You will be required to **select 4** and **submit a typed copy of your responses** to the 4 questions.
- Your assessment mark will be formulated from marks obtained for each question as indicated by the weightings on the next page.

Success Criteria:

A scaffold and criteria are provided for each question.

Marking Guidelines:	Marks
Provides detailed information displaying extensive knowledge and understanding of the content. Uses a variety of relevant examples to clearly and concisely explain and support understanding. Makes value judgement on cause and effects on the industry.	A 9-10
Provides sound information displaying knowledge and understanding of the content. Uses a variety of relevant examples to explain and support understanding. Makes a judgement on cause and effects on the industry.	B 7-8
Provides information displaying knowledge and understanding of the content. Uses relevant examples to explain and support understanding. Comments on cause and effects on the industry.	C 5-6
Provides some information displaying knowledge and understanding of the content. Uses limited examples to explain and support understanding. Comments on cause or effects on the industry.	D 3-4
Provides information displaying limited knowledge or understanding of the content. Uses irrelevant, or no examples to explain and support understanding.	E 1-2
<ul style="list-style-type: none">• Student fails to submit assignment/plagiarism	N

Industry Study Questions

Answer 4 of the following 8 Industry Study questions:

1. Define automation and **explain** how it can be used to improve efficiency of production practices. Support your answer with direct examples of how your chosen business are using automated systems.

Marking Criteria and possible structure of response:

Introduction: 2mk – provide a definition for automation (1 paragraph, 2-3 sentences)

Body: 6mks - provide 3 factors that would improve the efficiency of production practices (new paragraph for each, 2-3 sentences each paragraph)

Conclusion: 2mks - provide concluding statements summarising body of text (1 paragraph)

Question	Marks	Content	Syllabus outcomes
1	/10	Emerging technology personnel and technical	H1.1,H1.2, H1.3,H7.1,H7.2

2. Define 'mass production' and **explain** how mass production could help a company compete With cheap imports. Support your answer with direct examples of how your chosen business are using Mass production.

Marking Criteria and possible structure of response:

Introduction: 2mks - provide a definition of mass production (1 paragraph, 2-3 sentences)

Body: 6mks - explain how mass production can decrease the cost of production resulting in the ability to sell products cheaper, increasing competitiveness. (new paragraph for each way, at least 2, 2-3 sentences each paragraph)

Conclusion: 2mks – provide concluding statements summarising body of text (1 paragraph)

Question	Marks	Content	Syllabus outcomes
2	/10	Emerging technology personnel and technical	H1.1,H1.2,H1.3,H7.1,H7.2

3. Describe how unions could be involved if a company changes its workplace policies and

practices when it has been taken over by a larger National company.

Marking Criteria and possible structure of response:

Introduction: 2mks – provide an explanation of what a Union is (1 paragraph, 2-3 sentences)

Body: 6mks – describe three ways a union could be involved when the restructuring takes place. (new paragraph for each, at least 2, 2-3 sentences each paragraph)

Conclusion: 2mks concluding statements summarising body of text (1 paragraph)

Question	Marks	Content	Syllabus outcomes
3	/10	Structural considerations personal and technical	H1.1,H1.2,H1.3,H7.1,H7.2

4. A company in your focus area was restructuring its facilities and practices. **Identify** and **describe** personnel issues that could arise between management and employees.

Marking Criteria and possible structure of response:

Introduction: 2mks – provide an explanation of restructuring (1 paragraph, 2-3 sentences)

Body: 6mks– choose three personnel issues that could arise between management and employees and describe. (new paragraph for each, at least 3, 2-3 sentences each paragraph)

Conclusion: 2mks – provide concluding statements summarising body of text (1 paragraph)

Question	Marks	Content	Syllabus outcomes
4	/10	Structural considerations personal and technical	H1.1,H1.2,H1.3,H7.1,H7.2

5. Using an example, **explain** the purpose of risk assessment within the timber products and furniture industry.

Marking Criteria and possible structure of response:

Introduction: 2mks - provide a description of what risk assessment is, identifying key aspects (1 paragraph, 4-5 sentences)

Body: 6mks- using relevant examples within the relevant industry, outline how a risk assessment can be used to minimise injuries. Cover all key aspects of the risk assessment. (new paragraph for each, 2-3 sentences each paragraph)

Conclusion: 2mks- provide concluding statements summarising body of text (1 paragraph)

Question	Marks	Content	Syllabus outcomes
5	/10	Work Health and Safety personnel and technical	H1.1,H1.2,H1.3,H7.1,H7.2

6. Outline and **Assess** strategies that a company could implement to establish and maintain a safe work culture.

Marking Criteria and possible structure of response:

Introduction: 1mks – provide a description of what a safe work culture would look like (1paragraph, 2-3 sentences)

Body part A: 2mks– outline a range of methods that could be implemented to effectively establish and maintain a safe work culture. (1-2 paragraph, 2-3 sentences each paragraph)

Body part B: 6mks- assess three of the main methods which would be most effective and explain why you believe these would be effective. (3 paragraphs, new paragraph for each method, 2-3 sentences each)

Conclusion: 1mk - concluding statements relating back to topic sentence in introduction.

Question	Marks	Content	Syllabus outcomes
6	/10	Work Health and Safety personnel and technical	H1.1,H1.2,H1.3,H7.1,H7.2

7.

Evaluate the impact on both work practices and the organisation of a company that is planning on implementing web-based technologies to market and sell its goods and/or services.

Marking Criteria and possible structure of response:

Introduction: 1mks – provide a definition of what web-based technologies are and that they could alter the work practices and the organisation of a company. (1 paragraph, 2-3 sentences)

Body: 8mks 2mks identify different types of web-based technologies that could be utilised by the company and outline how they could be used to market and sell its goods and/or services. (1-2 paragraph, 4-5 sentences each paragraph)

2mks- outline how these technologies can impact on work practices (1 paragraph, 3-4 sentences)

2mks- outline how these technologies can impact on the organisation of the company (1 paragraph, 3-4 sentences)

2mks- discuss the advantages and disadvantages of web-based technologies relating it to sales and marketing

(2 paragraphs, 3-4 sentences each)

Conclusion: 1mk– concluding statements giving a personal view on your belief whether it is a good or bad thing.

Question	Marks	Content	Syllabus outcomes
7	/10	Emerging technology personnel and technical	H1.1,H1.2,H1.3,H7.1,H7.2

8. Evaluate how changes in resource management have affected your focus industry.

Marking Criteria and possible structure of response:

Introduction: 2mks – explain what resource management is. (1 paragraph, 2-3 sentences)

Body: 6mks each – explain 3 changes that have occurred discussing the advantages and disadvantages of each and indicate the effect that this has on the Timber Products and Furnishing Industries (1 paragraph each, 3-4 sentences each paragraph)

Conclusion: 2mks – concluding statements giving a personal view on your belief whether the effects have been positive or negative.

Question	Marks	Content	Syllabus outcomes
8	/10	Environmental and Sociological considerations	H1.1,H1.2,H1.3,H7.1,H7.2



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Industrial Technology Timber & Metal
Teacher:	Joel Watson
Assessment Task Number:	3
Assessment Task Name:	Assessment Task 3 Project Development and Management Report
Date Issued:	
Date and Time Due:	Friday 3:20pm, Week 9, Term 2, 2024
Weighting:	30%
Presentation and Submission Guidelines:	Size 12 Calibri or Arial font, 1.5 line spacing, questions in bold. Hard copy submitted to Mr. Watson in the TAS staffroom. Practical Project stored in K2
Marking Process:	Assessments will be marked by Mr. Watson. Questions will be marked in line with the marking criteria provided.

Outcomes Assessed:

Syllabus Code	Syllabus Description
H2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance, techniques
H3.1	demonstrates skills in sketching, producing and interpreting drawings
H3.2	selects and applies appropriate research and problem-solving skills
H3.3	applies and justifies design principles effectively through the production of a Major Project
H4.1	demonstrates competence in a range of practical skills appropriate to the Major Project
H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3	critically applies knowledge and skills related to the properties and characteristics of materials/components
H5.1	selects and uses communication and information processing skills
H5.2	examines and applies appropriate documentation techniques to project management
H6.2	applies the principles of quality control

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

This task allows for the assessment of the student's folio and practical work. Further development and progress since previous informal checking of the folio needs to be clearly evident. And assessment of the practical project will be made. The marking scale on the next page shows the sections to be assessed.

At this stage the entire folio should be completed, as if it was ready for submission for formal marking with your HSC major work. All sections should be completed under the suggested headings and your table of contents should accurately reflect this. No names should be mentioned, you are officially a HSC number. After this submission, few changes should need to be made and those that are, would be to reflect final suggestions.

Similarly, your major project should be complete and it will be assessed based on the criteria over.

	40	33	32	25	24	17	16	9	8	1
Title Page / Contents Page	<ul style="list-style-type: none">• The title and contents page are clear, accurate, and nearly flawless.• They contain all appropriate information.• The presentation format is neat, highly organized, and attractive.	<ul style="list-style-type: none">• The title and contents page are good with a few errors that do not affect understanding.• They contain all appropriate information.• The presentation format is mostly neat and organized with some attention to its appearance.	<ul style="list-style-type: none">• The title and contents page are satisfactory with some errors that interfere with meaning.• They contain most of the required information• The presentation is adequate with some attempt at organizational structure.	<ul style="list-style-type: none">• The title and contents page are poor with many errors.• They contain most of the required information• The presentation is lacking in some respects with little attempt at organization or attention to appearance.	<ul style="list-style-type: none">• The Title and Contents page are unacceptable• They contain some of the required information• The project is disorganized or messy.					
Statement of Intent	<ul style="list-style-type: none">• Clarifies the intent of the major project by explaining clearly what is to be achieved and why	<ul style="list-style-type: none">• Clarifies the intent of the major project by explaining what is to be achieved and why	<ul style="list-style-type: none">• Describes the intent of the major project and why	<ul style="list-style-type: none">• Provides an outline of what is to be achieved	<ul style="list-style-type: none">• Identifies what is to be achieved					
Research Designs	<ul style="list-style-type: none">• Provides an explicit evaluation of existing designs of appropriate projects relevant to the chosen project and relates this clearly to the chosen works	<ul style="list-style-type: none">• Provides a thorough evaluation of existing designs of appropriate projects relevant to the chosen project and relates this to the chosen works	<ul style="list-style-type: none">• Provides a brief evaluation of existing designs of appropriate projects relevant to the chosen project and relates this to the chosen works	<ul style="list-style-type: none">• Provides a brief evaluation of existing designs of appropriate projects relevant to the chosen project	<ul style="list-style-type: none">• Basic evaluation of existing design conducted					
Research Materials/Resources and Processes/Components/Technologies	<ul style="list-style-type: none">• Conducts and explains a wide range of relevant research of appropriate materials, processes, components, technologies and resources	<ul style="list-style-type: none">• Conducts and describes a range of relevant research of appropriate materials, processes, components, technologies and resources.	<ul style="list-style-type: none">• Conducts and outlines research of some appropriate materials, processes, components, technologies and resources	<ul style="list-style-type: none">• Minimal reference to research conducted	<ul style="list-style-type: none">• Appropriate research not conducted					
Selection and Justification of Materials/ Resources and Processes/ Components/ Technologies	<ul style="list-style-type: none">• Clearly justifies the selection of appropriate materials, processes, technologies and resources, providing well thought out reasons for selection	<ul style="list-style-type: none">• Describes the selection of appropriate materials, processes, technologies and resources, providing some reasons for selection	<ul style="list-style-type: none">• Identifies some reasons for the selection of materials, processes, technologies and resources	<ul style="list-style-type: none">• Minimal reference supporting the selection of materials, processes, technologies and resources	<ul style="list-style-type: none">• Little to no reference supporting the selection of materials, processes, technologies and resources					
Sketches and Idea Generation	<ul style="list-style-type: none">• Demonstrates very high level skills in sketching and idea generation• Provides sketches which clearly show the development of the project starting with multiple options and developing one	<ul style="list-style-type: none">• Demonstrates substantial skills in sketching and idea generation• Provides sketches which show the development of the project starting with several options and developing one	<ul style="list-style-type: none">• Demonstrates moderate skills in sketching and idea generation• Provides sketches which show the development of the project	<ul style="list-style-type: none">• Demonstrates basic skills in limited areas of sketching and idea generation• Provides minimal sketches showing the development of the project	<ul style="list-style-type: none">• Sketching, idea generation and development of ideas in a very elementary form					

Prototyping Modelling and Testing	<ul style="list-style-type: none"> • Demonstrates high level skills and documentation of prototyping, modelling and testing (as appropriate) 	<ul style="list-style-type: none"> • Demonstrates substantial skills and documentation of prototyping, modelling and testing (as appropriate) 	<ul style="list-style-type: none"> • Demonstrates moderate skills and documentation of prototyping, modelling and testing (as appropriate) 	<ul style="list-style-type: none"> • Demonstrates limited skills in areas of prototyping, modelling and testing (as appropriate) 	<ul style="list-style-type: none"> • Prototyping, modeling and testing are either not present or in elementary form (as appropriate)
Production, Working Drawings and Presentation Drawings	<ul style="list-style-type: none"> • Professionally presented set of complete workshop drawings combining 3D presentation drawings with 2D orthogonal drawings of the constructed project and the parts that make it up. • Drawings are fully dimensioned and provide appropriate views to convey appropriate information for production 	<ul style="list-style-type: none"> • Well presented set of workshop drawings combining 3D presentation drawings with 2D orthogonal drawings of the constructed project and the parts that make it up. • Drawings are dimensioned and provide appropriate views to convey appropriate information for production 	<ul style="list-style-type: none"> • Well presented drawings combining 3D presentation drawings with 2D orthogonal drawings of the project. • Some dimensions are provided and various views show information to the reader 	<ul style="list-style-type: none"> • A combination of 3D and 2D drawings of the project. • Some dimensions are provided 	<ul style="list-style-type: none"> • Basic drawings with some dimensions in an elementary form.
Materials List / Cutting Layout / Calculations	<ul style="list-style-type: none"> • Provides an accurate materials list, clear/concise cutting layouts and appropriate calculations to enable an accurate pricing for the finance plan 	<ul style="list-style-type: none"> • Provides an accurate materials list, clear cutting layouts and appropriate calculations to enable a pricing for the finance plan 	<ul style="list-style-type: none"> • Provides a materials list, basic cutting layouts and some calculations to enable a pricing for the finance plan 	<ul style="list-style-type: none"> • Provides an incomplete materials list, limited cutting layouts and calculations 	<ul style="list-style-type: none"> • Provide an elementary compilation of information leading to calculations to determine sizes and costs.
Timeline	<ul style="list-style-type: none"> • Develops and applies comprehensive and appropriate timeline plans 	<ul style="list-style-type: none"> • Develops and applies appropriate timeline plans 	<ul style="list-style-type: none"> • Proposes timeline plans 	<ul style="list-style-type: none"> • Timeline plans are without sufficient detail 	<ul style="list-style-type: none"> • Timeline plans are either not appropriate or evident
Finance Plan	<ul style="list-style-type: none"> • Develops and applies comprehensive and appropriate finance plans 	<ul style="list-style-type: none"> • Develops and applies appropriate finance plans 	<ul style="list-style-type: none"> • Proposes finance plans 	<ul style="list-style-type: none"> • Finance plans are without sufficient detail 	<ul style="list-style-type: none"> • finance plans are either not appropriate or evident
Record of Production	<ul style="list-style-type: none"> • Clearly describes the management of the project, including succinct photos of production of the project 	<ul style="list-style-type: none"> • Describes the management of the project, including photos of production of the project 	<ul style="list-style-type: none"> • Outlines the management of the project, including some photos of project production 	<ul style="list-style-type: none"> • Outlines the management of the project, including limited photos of project production 	<ul style="list-style-type: none"> • Provides an elementary or incomplete record of the production of the project
Evidence of WHS	<ul style="list-style-type: none"> • Demonstrates the use of a wide range of appropriate WHS and safe working practices through suitable documentation and evidence 	<ul style="list-style-type: none"> • Demonstrates the use of appropriate WHS and safe working practices through suitable documentation and evidence 	<ul style="list-style-type: none"> • Demonstrates the use of some WHS or safe working practices 	<ul style="list-style-type: none"> • Refers to the use of WHS or safe working practices 	<ul style="list-style-type: none"> • Minimal or no reference to WHS or safe working practices



INVESTIGATING SCIENCE

Investigating Science

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Depth Study – Light Intensity and Distance	Task 2: Data Analysis	Task 3: Depth Study – Testing a Claim	Task 3: Trial HSC Examination
		Date: Term 4 Week 8	Date: Term 1 Week 9	Date: Term 2 Week 9	Date: Term 3 Week 3/4
		Outcomes: INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12	Outcomes: INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-13	Outcomes: INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-14	Outcomes: INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15
		TASK WEIGHTINGS			
Modules Assessed		Module 5	Module 6	Module 7	Modules 5-8
Skills	60%	20%	20%	15%	5%
Knowledge & Understanding	40%	5%	5%	10%	20%
Total	100%	25%	25%	25%	25%

Outcomes

A student:

- INS12-1** develops and evaluates questions and hypotheses for scientific investigation
- INS12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- INS12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- INS12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS12-5** analyses and evaluates primary and secondary data and information
- INS12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS12-12** develops and evaluates the process of undertaking scientific investigations
- INS12-13** describes and explains how science drives the development of technologies
- INS12-14** uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15** evaluates the implications of ethical, social, economic and political influences on science



Hunter River High School
ASSESSMENT TASK 1 – YEAR 12 Investigating Science

Notification

Student Name:	
Subject/Course:	Year 12 Investigating Science
Teacher:	
Assessment Task Number:	1
Assessment Task Name:	Depth Study – Light Intensity and Distance
Date Issued:	
Date and Time Due:	
Weighting:	25%
Class Time Allocated:	5 hours of class time (5 periods)
Presentation and Submission Guidelines:	Drafts can be submitted for feedback until 24 hours before the due date.
Marking Process:	You will be marked according to the attached marking criteria.
Outcomes Assessed:	
<p>INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation.</p> <p>INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information.</p> <p>INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information.</p> <p>INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.</p> <p>INS11/12-5 analyses and evaluates primary and secondary data</p> <p>INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.</p> <p>INS11/12 develops and evaluates the process of undertaking scientific investigations.</p>	

Participant Declaration:
<p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>



Hunter River High School
ASSESSMENT TASK 1 – YEAR 12 Investigating Science

Task Description:

The goal of this task is to design and conduct an experiment that investigates the relationship between light intensity and distance. Once you have designed the experiment, you will need to conduct it and collect relevant data. You will then use your data to write a scientific report.

You will have access to a range of scientific equipment available at school. You could also bring equipment from home. The apps available on your phone are also a valuable tool for measuring and collecting data.

The requirements and structure of the scientific report can be found in the marking criteria. It is important that you seek feedback from your teacher as you write the report. It is also essential that you continually refer to the marking criteria as you progress through the report.

Total

/50



Hunter River High School

ASSESSMENT TASK 1 – YEAR 12 Investigating Science

Course Performance Descriptors	Marks
<ul style="list-style-type: none"> demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios 	<p>A (B6)</p> <p>45-50</p>
<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding, logically, and effectively using correct scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making some modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, and valid primary and secondary data, and scientific evidence, by applying processes, and formats applies knowledge and information to unfamiliar situations to propose explanations for scientific issues or scenarios 	<p>B (B5)</p> <p>40-45</p>
<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of scientific concepts communicates scientific understanding effectively using scientific terms and application of nomenclature designs and plans investigations to obtain primary and secondary data and evaluates risks processes and interprets primary and secondary data, and represents it using a range of scientific formats identifies scientific problems, questions, or hypotheses and applies processes, and formats to primary or secondary data applies knowledge and information relevant to scientific issues or scenarios 	<p>C (B4)</p> <p>25-39</p>
<ul style="list-style-type: none"> demonstrates basic knowledge and understanding of scientific concepts communicates scientific understanding using basic scientific terms and application of nomenclature implements scientific processes to obtain primary and secondary data and identifies risks processes primary or secondary data, and represents it using scientific formats responds to scientific problems, questions, or hypotheses recalls scientific knowledge and information 	<p>D (B3)</p> <p>10-24</p>
<ul style="list-style-type: none"> demonstrates limited knowledge and understanding of scientific concepts communicates scientific understanding using limited scientific terms partially outlines investigations to obtain data and information provides simple descriptions of scientific phenomena recalls basic scientific knowledge and information 	<p>E (B2)</p> <p>0-9</p>
Self-Assessment	



- *According to the success criteria and marking guidelines, what grade and/or mark do I deserve?*
- *Did I submit a draft for feedback? If I received feedback, did I incorporate the feedback into my final submission?*
- *Is this my best work?*
- *Did I manage my time effectively or did I complete it at the last minute?*
- *What can I do next time to improve my chances of success?*

[illegible]

4

Scientific Report – Marking Criteria

	1	2	3	4
1. Introduction: (11/12-7)	Performed limited or general background research.	Presents background research with some relevance to the subject of investigation.	Presents background research with relevance to the subject of investigation. Secondary sources are referenced mostly in the correct format.	Presents background research with relevance to the subject of investigation. Secondary sources are referenced consistently in the correct format. Information is communicated using effective metalanguage.
2. Aim: (11/12-1)	Aim without independent OR dependent variable OR not linked to the hypothesis.	Aim includes independent and dependant variable that is linked to the hypothesis.		
3. Hypothesis: (11/12-2)	Hypothesis without independent OR dependent variable.	Hypothesis includes independent and dependant variable but not linked to aim.	Hypothesis includes independent and dependant variable and is linked to the aim.	
4. Materials and Method: (11/12-2, 11/12-3)	An attempt at describing the materials and method is made.	Some steps of the method are described. Some equipment is included in the method.	Most steps of the method are described. Most of the equipment is included in the method. Evidence of a fair test is present.	Method is described in sufficient detail. The use of appropriate equipment is included in the method. Evidence of a fair test is present.

5. Risk Assessment: (11/12-2, 11/12-3)	A hazard is identified	A hazard is identified and a strategy to minimise the risk included.	Multiple hazards identified with a strategy to minimise the risk of each.	
6. Results – Table: (11/12-4)	Some attempt to present data in a table is made.	Data is presented clearly. Table includes most of the necessary features.	Data is presented clearly. Table has all correct headings (including units where appropriate).	
7. Results – Graph: (11/12-4)	Some attempt at producing a graph is made.	Most of the features of the graph are present.	The majority of features of the graph are present.	Appropriate type of graph is used. Axes are scaled correctly and labelled with correct units. Appropriate data is plotted accurately.
8. Results – Diagrams/Images	The diagrams/images do not assist in understanding the investigation.	The diagrams/images of the investigation assist the reader in understanding the investigation.		
9. Results – Accompanying Text: (11/12-4)	Some attempt to describe the results is made.	Tables, graphs and diagrams are accompanied by text that describes the results.	Tables, graphs and diagrams are accompanied by text that describes the results. Trends in data are identified.	Tables, graphs and diagrams are accompanied by detailed text that describes the results. Trends in data are identified.

10. Discussion – Analysis of Data: (11/12-5)	Some attempt is made to explain the results.	The trends identified are explained with some background knowledge.	The trends identified are explained with some background knowledge. Comparison between hypothesis and results.	The trends identified are explained with detailed background knowledge. Comparison between hypothesis and results.
11. Discussion – Validity: (11/12-5)	Some reference to variables is made.	Independent and dependent variables are correctly identified. One control variable identified.	Independent and dependent variables are correctly identified. Description of how the other variables were kept constant.	Independent and dependent variables are correctly identified. Detailed description of how the other variables were kept constant. Evaluation of the validity of the experiment.
12. Discussion – Reliability and Accuracy: (11/12-5)	Some reference to reliability or accuracy is evident.	ONE feature of reliability is discussed in relation to the investigation. OR ONE step taken to ensure accuracy is discussed.	ONE feature of reliability is discussed in relation to the investigation. ONE step taken to ensure accuracy is discussed.	TWO features of reliability are discussed in relation to the investigation. Steps taken to ensure accuracy are discussed. Evaluation of the accuracy and reliability of the investigation.

13. Discussion – Suggested Improvements: (11/12-5)	ONE possible improvement to the investigation is made.	ONE possible improvement to the investigation is made. The improvement is related specifically to validity, reliability or accuracy.	TWO possible improvements to the investigation are made. Each improvement is related specifically to validity, reliability or accuracy.	THREE possible improvements to the investigation are made. Each improvement is related specifically to validity, reliability or accuracy.
14. Conclusion: (11/12-1)	Conclusion does not refer to the hypothesis.	Conclusion states if the results support the hypothesis.		
15. References: (11/12-7)	Three or less sources are referenced.	Four to seven sources are referenced. References are set out in an appropriate format.	Eight or more sources are referenced. References are set out in an appropriate format.	



Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

Notification

Student Name:	
Subject/Course:	Year 12 Investigating Science
Teacher:	
Assessment Task Number:	2
Assessment Task Name:	Data Analysis
Date Issued:	
Date and Time Due:	
Weighting:	25%
Class Time Allocated:	The task needs to be completed in your own time.
Presentation and Submission Guidelines:	Drafts can be submitted for feedback until 24 hours before the due date.
Marking Process:	You will be marked according to the attached marking criteria.
Outcomes Assessed:	
<p>INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation.</p> <p>INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information.</p> <p>INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information.</p> <p>INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.</p> <p>INS11/12-5 analyses and evaluates primary and secondary data</p> <p>INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.</p> <p>INS11/13 describes and explains how science drives the development of technologies</p>	

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

Task Description:

COVID-19 has presented a huge challenge to people all over the world. Teams of scientists have been gathering an enormous amount of data so informed decisions can be made on how the outbreak can be managed effectively.

This task will involve the analysis of data that has been gathered during the COVID-19 pandemic. There are also questions to answer that are relevant to Module 6: Technologies.

You will need to answer the questions in the spaces provided. Make sure you use the marking criteria to assist you in the construction of your answers.

Question 1

One of the first strategies to minimise the spread of COVID-19 was to sterilise surfaces and objects. In the laboratory, a common chemical to sterilise surfaces is 70% ethanol. Before you attempt to answer the following questions, use the internet to find a copy of Material Safety Data Sheet (MSDS) for 70% ethanol.

- a) Using the MSDS, list TWO potential hazards of using 70% ethanol. **(2 marks)**

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- b) Describe TWO ways you could minimise the risk of the hazards that you listed in part a. **(2 marks)**

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Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

Soon after the first case of COVID-19 was detected, scientists began developing new technologies to fight the virus. One technology pursued by scientists was the development of a vaccine.

Question 2

- a) Summarise how Edward Jenner's experiments with cowpox led to the development of vaccines. **(3 marks)**

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- b) Assess the impact of vaccines on world health. Use specific examples of other vaccines to support your answer. **(5 marks)**

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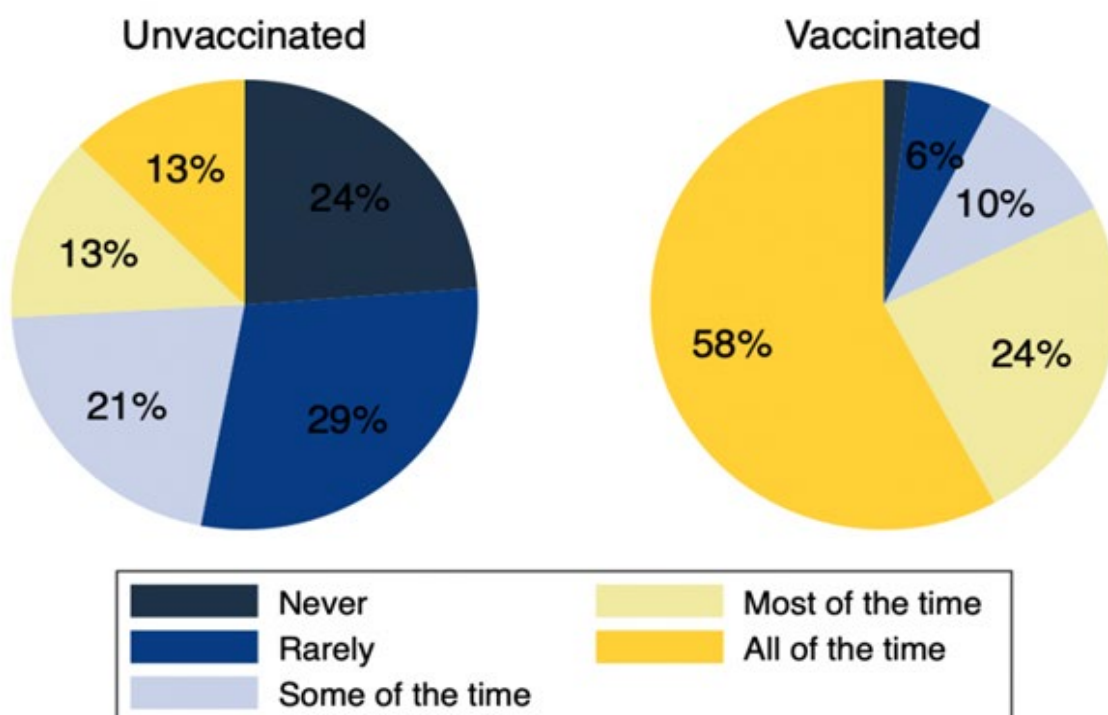
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Question 3

Another strategy employed to minimise the spread of COVID-19 was to wear a mask. graphs below show the percentage of vaccinated and unvaccinated people who wore a mask in public spaces.



- (a) What percentage of vaccinated people wore a mask in public all of the time? **(1 mark)**
- (b) Describe the trends shown in the graphs. Support your answer using data from each graph. **(3 marks)**

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- (c) Scientists have found that vaccinated people are less likely to spread COVID-19 to other people. A group of health officials use the data from these graphs to conclude that there is still a risk of further COVID-19 infection in the community.

Explain how the researchers used this data to reach their conclusion. **(4 marks)**

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Question 4

Despite various measures to prevent infection from COVID-19, people in the community still contracted the disease. One way to test people for COVID-19 was a PCR test.

- a) Briefly summarise how a PCR test works. **(3 marks)**

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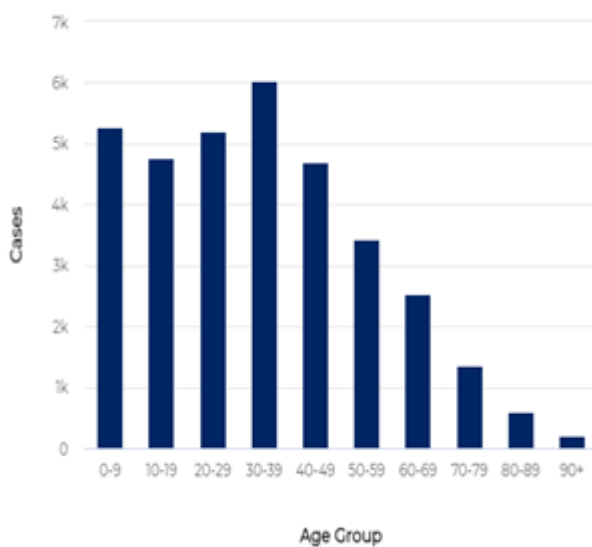
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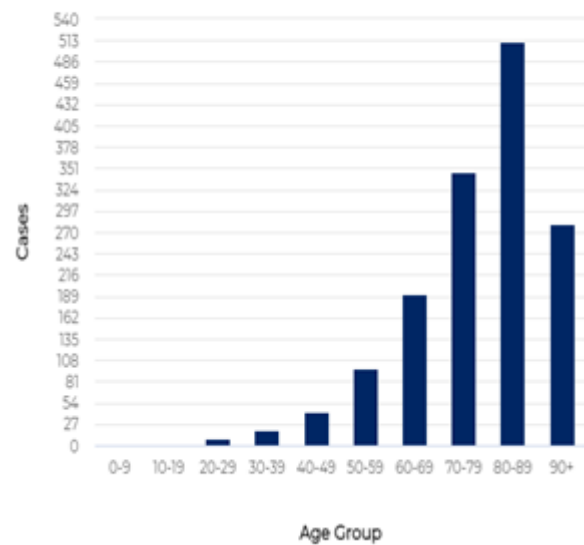
Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

The graphs below shows information about COVID-19. The first graph shows the number of people who were positive for COVID-19 following a PCR test over a 7-day period. The second graph shows the number of lives lost over the same 7-day period.

Cases from PCR tests by age group



Lives lost by age group



- b) Identify the age group which had 6000 PCR tests in the 7-day period. **(1 mark)**
- c) Describe a trend from each graph. **(2 marks)**

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Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

- d) Propose a hypothesis that could account for the decline in the lives lost in the 90+ age group compared to the 80-89 age group. **(2 marks)**

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Question 5

The table below shows the number of COVID-19 tests per month in an Australian town and the total number of active cases for the same month for all of Australia.

	COVID-19 Tests	Active Cases
June	567	50021
July	2012	55172
August	4176	62882
September	6781	90033
October	3561	150378
November	2781	293,523

- a) Plot this data. A grid has been provided on the next page. **(5 marks)**
- b) Use your graph to identify the relationship between the number of COVID-19 tests and the number of active cases. **(3 marks)**

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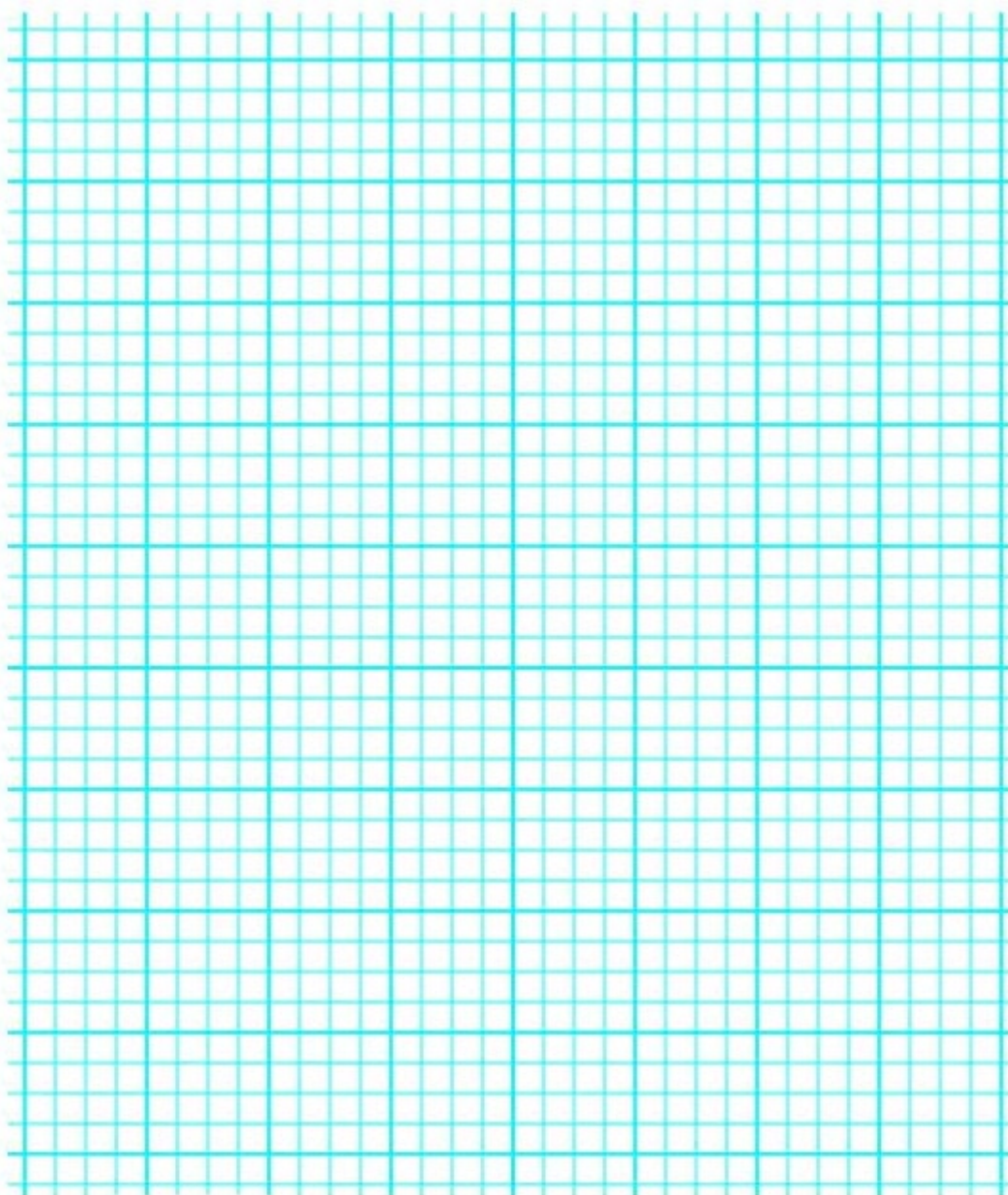
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ASSESSMENT TASK 2 – Investigating Science





Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

Question 6

Evaluate the role of new technologies in detecting, treating and preventing COVID-19 infections. **(7 marks)**

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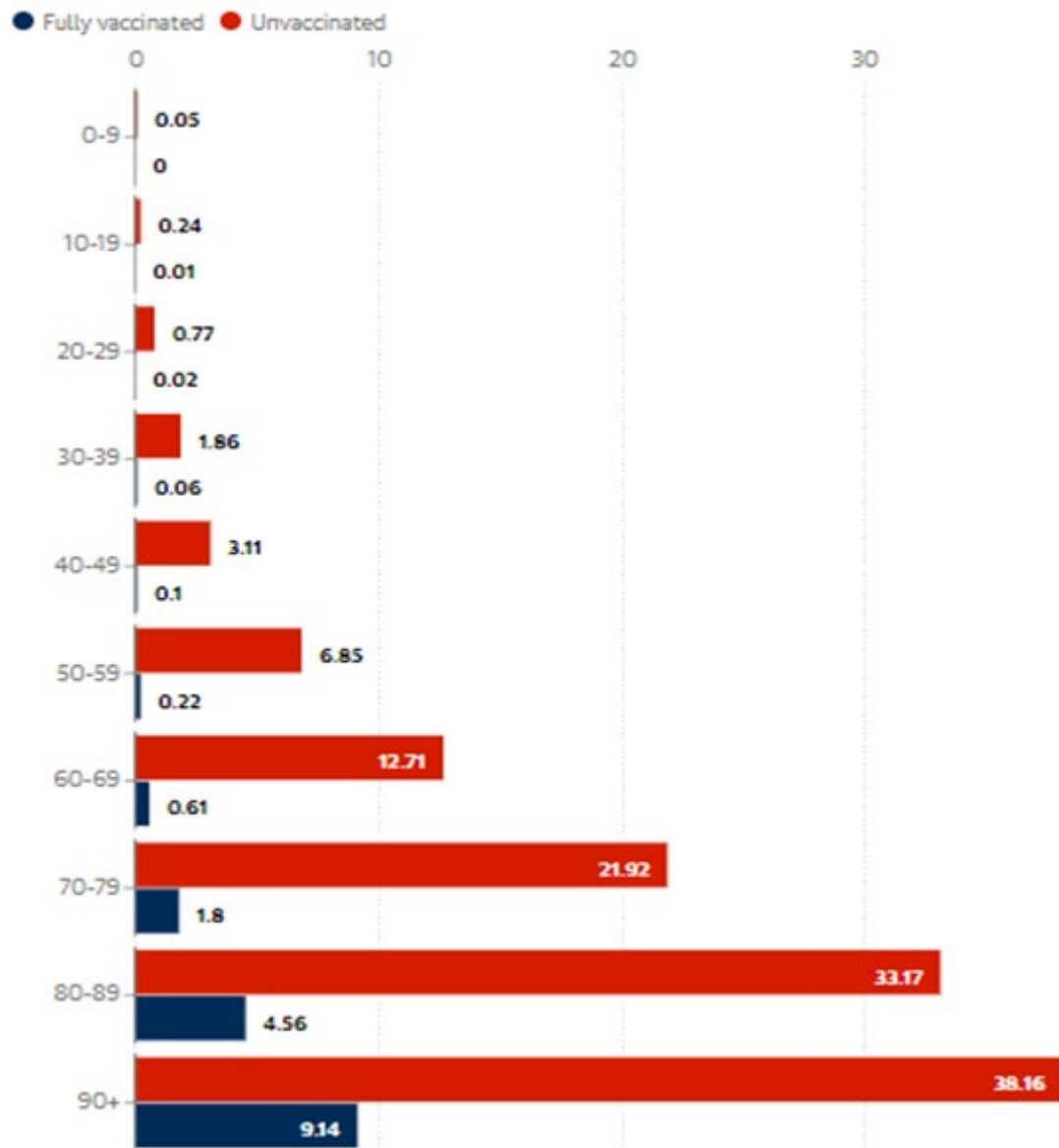
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Hunter River High School ASSESSMENT TASK 2 – Investigating Science

Question 7

The diagram below shows the proportion of COVID-19 cases with a severe outcome by age and vaccination status between June 2021 and January 2022.





Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

(a) What percentage of 90+ people with severe outcomes were fully vaccinated? **(2 marks)**

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(b) Using the data presented in the graph, write a conclusion that can be made in relation to the proportion of COVID-19 cases with a severe outcome. **(3 marks)**

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(c) A scientist proposes a hypothesis that higher rates of vaccination lead to a decline in severe outcomes associated with COVID-19 infection.

Discuss whether the information presented in the graph is consistent with this hypothesis. **(4 marks)**

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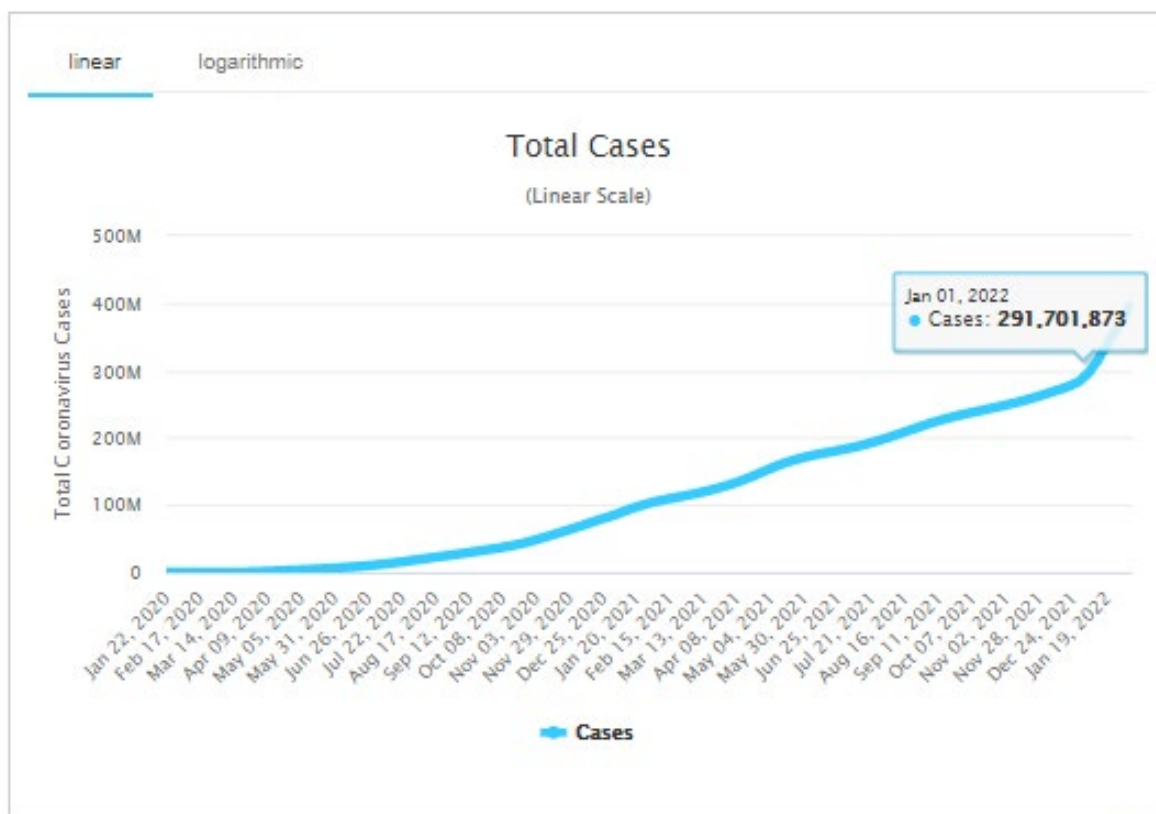
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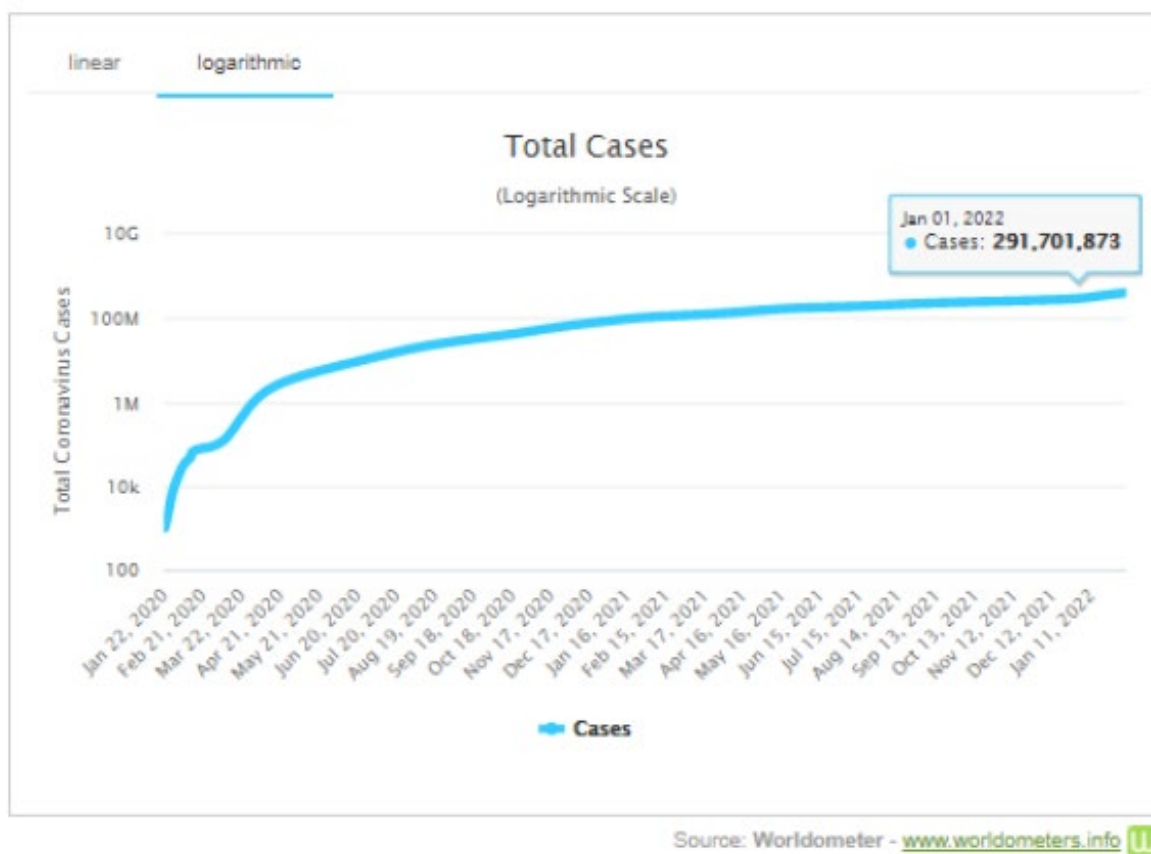
Hunter River High School ASSESSMENT TASK 2 – Investigating Science

Question 8

The line graphs on the following two pages show the same data presented in two different ways.



Source: Worldometer - www.worldometers.info



(a) Explain how the data is presented differently in each graph. (1 mark)

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(b) A student using Graph 2 states that case numbers had not increased dramatically between January 2, 2021 and Jan 1, 2022.

Evaluate this statement using data from both graphs. (3 marks)

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Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

(c) Explain how TWO different groups may present the same data to support their differing ideas on the spread of COVID-19. **(4 marks)**

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Hunter River High School

ASSESSMENT TASK 2 – Investigating Science

Total	/60
Course Performance Descriptors	Marks
<ul style="list-style-type: none"> demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios 	<p>A (B6)</p> <p>53-60</p>
<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding, logically, and effectively using correct scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making some modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, and valid primary and secondary data, and scientific evidence, by applying processes, and formats applies knowledge and information to unfamiliar situations to propose explanations for scientific issues or scenarios 	<p>B (B5)</p> <p>45-52</p>
<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of scientific concepts communicates scientific understanding effectively using scientific terms and application of nomenclature designs and plans investigations to obtain primary and secondary data and evaluates risks processes and interprets primary and secondary data, and represents it using a range of scientific formats identifies scientific problems, questions, or hypotheses and applies processes, and formats to primary or secondary data applies knowledge and information relevant to scientific issues or scenarios 	<p>C (B4)</p> <p>30-44</p>
<ul style="list-style-type: none"> demonstrates basic knowledge and understanding of scientific concepts communicates scientific understanding using basic scientific terms and application of nomenclature implements scientific processes to obtain primary and secondary data and identifies risks processes primary or secondary data, and represents it using scientific formats responds to scientific problems, questions, or hypotheses recalls scientific knowledge and information 	<p>D (B3)</p> <p>15-29</p>
<ul style="list-style-type: none"> demonstrates limited knowledge and understanding of scientific concepts communicates scientific understanding using limited scientific terms partially outlines investigations to obtain data and information provides simple descriptions of scientific phenomena recalls basic scientific knowledge and information 	<p>E (B2)</p> <p>0-14</p>



Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

Self-Assessment

A self-assessment allows you to reflect on your task and identify ways you could improve. To help you right your self-assessment, you may want to consider the following:

- *According to the success criteria and marking guidelines, what grade and/or mark do I deserve?*
- *Did I submit a draft for feedback? If I received feedback, did I incorporate the feedback into my final submission?*
- *Is this my best work?*
- *Did I manage my time effectively or did I complete it at the last minute?*
- *What can I do next time to improve my chances of success?*

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Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

MARKING CRITERIA

Question 1a

Criteria	Marks
<ul style="list-style-type: none">Provides TWO relevant hazards	2
<ul style="list-style-type: none">Provides ONE relevant hazard	1

Question 1b

Criteria	Marks
<ul style="list-style-type: none">Identifies TWO relevant ways to minimise each hazard from part a	2
<ul style="list-style-type: none">Identifies a relevant way to minimise a hazard	1

Question 2a

Criteria	Marks
<ul style="list-style-type: none">Provides a through overview of Jenner's experimentsRelates Jenner's experiments to the development of vaccines	3
<ul style="list-style-type: none">Identifies Jenner's experimentsRelates Jenner's experiments to the development of vaccines	2
<ul style="list-style-type: none">Provides some relevant information	1

Question 2b

Criteria	Marks
<ul style="list-style-type: none">Describes TWO relevant examples of vaccinesRelates each vaccine to an improvement in world healthMakes an assessment	5
<ul style="list-style-type: none">Describes TWO relevant examples of vaccinesRelates ONE vaccine to an improvement in world healthMakes an assessment	4
<ul style="list-style-type: none">Describes ONE relevant examples of a vaccineRelates the vaccine to an improvement in world healthMakes an assessment	3
<ul style="list-style-type: none">Describes ONE relevant examples of a vaccineRelates the vaccine to an improvement in world health	2
<ul style="list-style-type: none">Provides some relevant information	1



Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

Question 3a

Criteria	Marks
<ul style="list-style-type: none">States the correct percentage	1

Question 3b

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed description of the trends in the graphUses data from the graphs to support answer	3
<ul style="list-style-type: none">Provides a description of the trends in the graphUses data from the graphs	2
<ul style="list-style-type: none">Provides some relevant information	1

Question 3c

Criteria	Marks
<ul style="list-style-type: none">Relates cause and effect relationships to the spread of COVID-19Uses data from the graphs to support answer	4
<ul style="list-style-type: none">Demonstrates an understanding of cause and effect relationshipsUses data from the graphs to support answer	3
<ul style="list-style-type: none">Demonstrates some understanding of cause and effect relationshipsUses data from the graphs	2
<ul style="list-style-type: none">Provides some relevant information	1

Question 4a

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed overview of how a PCR test works	3
<ul style="list-style-type: none">Provides an overview of how a PCR test works	2
<ul style="list-style-type: none">Provides some relevant information	1



Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

Question 4b

Criteria	Marks
<ul style="list-style-type: none">States the correct age group	1

Question 4c

Criteria	Marks
<ul style="list-style-type: none">Describes a correct trend from each graph	2
<ul style="list-style-type: none">Describes a correct trend	1

Question 4d

Criteria	Marks
<ul style="list-style-type: none">Proposes a hypothesis that is reasonable and testable	2
<ul style="list-style-type: none">Provides a hypothesis	1

Question 5a

Criteria	Marks
<ul style="list-style-type: none">Graph includes the following features<ul style="list-style-type: none">- Appropriate scales on both the Y axes- Axes labelled- Key- All points plotted correctly- Both data sets plotted on the same graph- Heading	5
<ul style="list-style-type: none">Graph includes the majority of the features	4
<ul style="list-style-type: none">Graph includes most of features	3
<ul style="list-style-type: none">Graph includes some of the features	2
<ul style="list-style-type: none">Provides some relevant information	1



Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

Question 5b

Criteria	Marks
<ul style="list-style-type: none">Provides the correct relationships between tests and active casesSupports answer with data from the graph	3
<ul style="list-style-type: none">Provides the correct relationship between tests and active cases	2
<ul style="list-style-type: none">Provides some relevant information	1

Question 6

Criteria	Marks
<ul style="list-style-type: none">Describes THREE different examples of a technology that has assisted in detecting, treating and preventing COVID-19 infectionsMakes a judgment	7
<ul style="list-style-type: none">Describes TWO different examples of a technology that has assisted in detecting, treating and preventing COVID-19 infectionsIdentifies ONE technologyMakes a judgment	5-6
<ul style="list-style-type: none">Describes TWO different examples of a technology that has assisted in detecting, treating and preventing COVID-19 infectionsIdentifies ONE technology	3-4
<ul style="list-style-type: none">Identifies TWO different examples of a technology that has assisted in detecting, treating and preventing COVID-19 infections	2
<ul style="list-style-type: none">Provides some relevant information	1

Question 7a

Criteria	Marks
<ul style="list-style-type: none">Provides the correct percentage	2
<ul style="list-style-type: none">Shows a correct step in calculating the percentage	1

Question 7b

Criteria	Marks
<ul style="list-style-type: none">Provides a relevant conclusionConclusion is supported using data from the graph	3



Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

<ul style="list-style-type: none">Provides a relevant conclusion OR	2
<ul style="list-style-type: none">Data is used to provide a conclusionProvides some relevant information	1

Question 7c

Criteria	Marks
<ul style="list-style-type: none">Uses multiple sources of data to describe why the hypothesis is supportedIdentifies additional information that is required to test this hypothesis	4
<ul style="list-style-type: none">Uses data to describe why the hypothesis is supportedIdentifies additional information that is required to test this hypothesis	3
<ul style="list-style-type: none">Uses data to describe why the hypothesis is supported	2
<ul style="list-style-type: none">Provides some relevant information	1

Question 8a

Criteria	Marks
<ul style="list-style-type: none">States the correct difference	1

Question 8b

Criteria	Marks
<ul style="list-style-type: none">Uses data from both graphs to evaluate the statementProvides a judgement	3
<ul style="list-style-type: none">Uses data from both graphs to evaluate the statement	2
<ul style="list-style-type: none">Provides some relevant information	1



Hunter River High School
ASSESSMENT TASK 2 – Investigating Science

Question 8c

Criteria	Marks
<ul style="list-style-type: none">• Provides examples of TWO different groups• Relates each group to a specific type of graph	4
<ul style="list-style-type: none">• Provides examples of TWO different groups• Relates ONE group to a specific type of graph	3
<ul style="list-style-type: none">• Provides an example of a group• Relates the group to specific type of graph	2
<ul style="list-style-type: none">• Provides some relevant information	1



Hunter River High School
ASSESSMENT TASK 3 – Year 12 Investigating Science

Notification

Student Name:	
Subject/Course:	Year 12 Investigating Science
Teacher:	
Assessment Task Number:	3
Assessment Task Name:	Depth Study – Testing a Claim
Date Issued:	
Date and Time Due:	
Weighting:	25%
Class Time Allocated:	5 hours of class time.
Presentation and Submission Guidelines:	Drafts can be submitted for feedback until 24 hours before the due date.
Marking Process:	You will be marked according to the attached marking criteria.
Outcomes Assessed:	
<p>INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation.</p> <p>INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information.</p> <p>INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information.</p> <p>INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.</p> <p>INS11/12-5 analyses and evaluates primary and secondary data</p> <p>INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.</p> <p>INS12/14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis</p>	

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____



Task Description:

Many lawn fertilisers contain the sulfate ion which assists in plant growth. The amount of sulfate in a specific brand of lawn fertiliser is usually expressed as a percentage on the packaging.

Your task is to conduct an experiment that will test the amount of sulfate in two brands of lawn fertiliser. You will need to follow the method provided, collect and analyse the data then present your findings in a scientific report.

Method

1. Using a clean mortar and pestle, grind up about 1.5 g of lawn fertiliser up into fine powder.
2. Accurately weigh a 100 mL clean, dry, glass beaker. Mass of beaker:
3. Transfer about 1 g of the powdered lawn fertiliser to the beaker and weigh.
Mass of lawn fertiliser + beaker:.....
4. Add about 50 mL of deionised water to the beaker and stir to dissolve all the sulfate in the lawn fertiliser.
5. When all the fertiliser is dissolved, suspend the stirring rod over the beaker and squirt deionised water on it to remove any particles adhering to its surface and wash them into the beaker.
6. Filter the solution into a clean 600 mL beaker. Wash the residue in the filter paper thoroughly with water.
7. Add 3.00 mL of 2 M hydrochloric acid to the filtrate and make the volume of the solution up to about 200 mL with distilled water.
8. Heat the solution over a Bunsen burner and bring it to the boil.
9. Remove the Bunsen burner and slowly add 15 mL of barium chloride.
10. Continue adding drops of barium chloride until no more precipitate forms.
11. Cover the beaker with a watch glass and allow it to stand overnight.
12. Weigh and record a piece of filter paper. Mass of filter paper:.....
13. Fold the filter paper and place it inside a glass funnel. Place the glass funnel inside a conical flask.
14. Filter the mixture through the filter paper. Add some water to the beaker to ensure all the precipitate is transferred to the filter paper.



15. Carefully remove the filter paper from the funnel and dry it in an oven.

16. Weigh the filter paper + precipitate. Mass of filter paper + precipitate:.....

Calculations

To determine the percentage of sulfate in the lawn fertiliser, use the following equation:

$$\% \text{ sulfate} = 0.41 \times \text{mass of precipitate} \div \text{mass of fertiliser} \times 100$$

Writing the Report

The requirements and structure of the scientific report can be found in the marking criteria. It is important that you seek feedback from your teacher as you write the report. It is also essential that you continually refer to the marking criteria as you progress through the report.



Hunter River High School
ASSESSMENT TASK 3 – Year 12 Investigating Science

Total	/50
Course Performance Descriptors	Marks
<ul style="list-style-type: none"> demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios 	<p>A (B6)</p> <p>46-50</p>
<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding, logically, and effectively using correct scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making some modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, and valid primary and secondary data, and scientific evidence, by applying processes, and formats applies knowledge and information to unfamiliar situations to propose explanations for scientific issues or scenarios 	<p>B (B5)</p> <p>40-45</p>
<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of scientific concepts communicates scientific understanding effectively using scientific terms and application of nomenclature designs and plans investigations to obtain primary and secondary data and evaluates risks processes and interprets primary and secondary data, and represents it using a range of scientific formats identifies scientific problems, questions, or hypotheses and applies processes, and formats to primary or secondary data applies knowledge and information relevant to scientific issues or scenarios 	<p>C (B4)</p> <p>25-39</p>
<ul style="list-style-type: none"> demonstrates basic knowledge and understanding of scientific concepts communicates scientific understanding using basic scientific terms and application of nomenclature implements scientific processes to obtain primary and secondary data and identifies risks processes primary or secondary data, and represents it using scientific formats responds to scientific problems, questions, or hypotheses recalls scientific knowledge and information 	<p>D (B3)</p> <p>10-24</p>
<ul style="list-style-type: none"> demonstrates limited knowledge and understanding of scientific concepts communicates scientific understanding using limited scientific terms partially outlines investigations to obtain data and information provides simple descriptions of scientific phenomena recalls basic scientific knowledge and information 	<p>E (B2)</p> <p>0-9</p>



A self-assessment allows you to reflect on your task and identify ways you could improve. To help you right your self-assessment, you may want to consider the following:

- *According to the success criteria and marking guidelines, what grade and/or mark do I deserve?*
- *Did I submit a draft for feedback? If I received feedback, did I incorporate the feedback into my final submission?*
- *Is this my best work?*
- *Did I manage my time effectively or did I complete it at the last minute?*
- *What can I do next time to improve my chances of success?*

[illegible]

Scientific Report – Marking Criteria

	1	2	3	4
1. Introduction: (11/12-7)	Performed limited or general background research.	Presents background research with some relevance to the subject of investigation.	Presents background research with relevance to the subject of investigation. Secondary sources are referenced mostly in the correct format.	Presents background research with relevance to the subject of investigation. Secondary sources are referenced consistently in the correct format. Information is communicated using effective metalanguage.
2. Aim: (11/12-1)	Aim without independent OR dependent variable OR not linked to the hypothesis.	Aim includes independent and dependant variable that is linked to the hypothesis.		
3. Hypothesis: (11/12-2)	Hypothesis without independent OR dependent variable.	Hypothesis includes independent and dependant variable but not linked to aim.	Hypothesis includes independent and dependant variable and is linked to the aim.	
4. Materials and Method: (11/12-2, 11/12-3)	An attempt at describing the materials and method is made.	Some steps of the method are described. Some equipment is included in the method.	Most steps of the method are described. Most of the equipment is included in the method. Evidence of a fair test is present.	Method is described in sufficient detail. The use of appropriate equipment is included in the method. Evidence of a fair test is present.
5. Risk Assessment: (11/12-2, 11/12-3)	A hazard is identified	A hazard is identified and a strategy to minimise the risk included.	Multiple hazards identified with a strategy to minimise the risk of each.	

6. Results – Table: (11/12-4)	Some attempt to present data in a table is made.	Data is presented clearly. Table includes most of the necessary features.	Data is presented clearly. Table has all correct headings (including units where appropriate).	
7. Results – Calculations: (11/12-4)	Some attempt at carrying out the calculations is made.	Most of the calculations are correct.	Most of the calculations are correct and expressed using the correct units. The working for most calculations is shown.	All of the calculations are correct and expressed using the correct units. The working for all calculations is shown.
8. Results – Diagrams/Images: (11/12-4)	The diagrams/images do not assist in understanding the investigation.	The diagrams/images of the investigation assist the reader in understanding the investigation.		
9. Results – Accompanying Text: (11/12-4)	Some attempt to describe the results is made.	Tables, graphs and diagrams are accompanied by text that describes the results.	Tables, graphs and diagrams are accompanied by text that describes the results. Trends in data are identified.	Tables, graphs and diagrams are accompanied by detailed text that describes the results. Trends in data are identified.
10. Discussion – Analysis of Data: (11/12-5)	Some attempt is made to explain the results.	The trends identified are explained with some background knowledge.	The trends identified are explained with some background knowledge. Comparison between hypothesis and results.	The trends identified are explained with detailed background knowledge. Comparison between hypothesis and results.

11. Discussion – Validity: (11/12-5)	Some reference to variables is made.	Independent and dependent variables are correctly identified. One control variable identified.	Independent and dependent variables are correctly identified. Description of how the other variables were kept constant.	Independent and dependent variables are correctly identified. Detailed description of how the other variables were kept constant. Evaluation of the validity of the experiment.
12. Discussion – Reliability and Accuracy: (11/12-5)	Some reference to reliability or accuracy is evident.	ONE feature of reliability is discussed in relation to the investigation. OR ONE step taken to ensure accuracy is discussed.	ONE feature of reliability is discussed in relation to the investigation. ONE step taken to ensure accuracy is discussed.	TWO features of reliability are discussed in relation to the investigation. Steps taken to ensure accuracy are discussed. Evaluation of the accuracy and reliability of the investigation.
13. Discussion – Suggested Improvements: (11/12-5)	ONE possible improvement to the investigation is made.	ONE possible improvement to the investigation is made. The improvement is related specifically to validity, reliability or accuracy.	TWO possible improvements to the investigation are made. Each improvement is related specifically to validity, reliability or accuracy.	THREE possible improvements to the investigation are made. Each improvement is related specifically to validity, reliability or accuracy.
14. Conclusion: (11/12-1)	Conclusion does not refer to the hypothesis.	Conclusion states if the results support the hypothesis.		
15. References: (11/12-7)	Three or less sources are referenced.	Four to seven sources are referenced. References are set out in an appropriate format.	Eight or more sources are referenced. References are set out in an appropriate format.	



LEGAL STUDIES

The structure of Legal Studies

	Preliminary		HSC	
Core 40%	Core Part I: The legal system <ul style="list-style-type: none"> • Basic legal concepts • Sources of contemporary Australian law • Classification of law • Law reform • Law reform in action 		Core Part I: Crime <ul style="list-style-type: none"> • The nature of crime • The criminal investigation process • The criminal trial process • Sentencing and punishment • Young offenders • International crime 	Core 30%
Core 30%	Core Part II: The individual and the law <ul style="list-style-type: none"> • Your rights and responsibilities • Resolving disputes • Contemporary issue: the individual and technology 		Core Part II: Human rights <ul style="list-style-type: none"> • The nature and development of human rights • Promoting and enforcing human rights • Contemporary issue 	Core 20%
Core 30%	Core Part III: Law in practice The Law in practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and/or Part II.		Part III: Options Choose Two <ul style="list-style-type: none"> • Consumers • Global environmental protection • Family • Indigenous peoples • Shelter • Workplace • World order 	Option 25% each

Please note:

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

Outcomes may be examined.

The **principal focus** for each topic may be examined.

Objectives and outcomes

Objectives	Preliminary course outcomes	HSC course outcomes
A student develops knowledge and understanding about: 1. the nature and institutions of domestic and international law	A student: P1. identifies and applies legal concepts and terminology P2. describes the key features of Australian and international law	A student: H1. identifies and applies legal concepts and terminology H2. describes and explains key features of and the relationship between Australian and international law
2. the operation of Australian and international legal systems and the significance of the rule of law	P3. describes the operation of domestic and international legal systems P4. discusses the effectiveness of the legal system in addressing issues	H3. analyses the operation of domestic and international legal systems H4. evaluates the effectiveness of the legal system in addressing issues
3. the interrelationship between law, justice and society and the changing nature of the law.	P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change P6. explains the nature of the interrelationship between the legal system and society P7. evaluates the effectiveness of the law in achieving justice	H5. explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change H6. assesses the nature of the interrelationship between the legal system and society H7. evaluates the effectiveness of the law in achieving justice
A student develops skills in: 4. investigating, analysing and communicating relevant legal information and issues.	P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents P9. communicates legal information using well-structured responses P10. accounts for differing perspectives and interpretations of legal information and issues	H8. locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents H9. communicates legal information using well-structured and logical arguments H10. analyses differing perspectives and interpretations of legal information and issues.

Outcomes are applicable to all topics. Some may be more relevant to a particular topic than others. Outcomes may be examined. Each topic's **themes and challenges** should be integrated into the study of the topic, and they may be examined.

Legal Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1:	Task 2:	Task 3:	Task 4:
		Human Rights Research Task	Crime Topic Test	Shelter Research and Essay	Trial HSC Examination
		Date:	Date:	Date:	Date:
		Term 4 Week 7	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 3/4
		Outcomes:	Outcomes:	Outcomes:	Outcomes:
		H2, 3, 7, 8	H5, 7, 9	H1, 2, 4, 6, 10	H1, 2, 4, 9, 10
TASK WEIGHTINGS					
Knowledge & understanding of content	40%	10%	10%	10%	10%
Analysis and evaluation	20%		10%		10%
Inquiry and Research	20%	10%		10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	25%	25%	25%

Outcomes

A student:

- H1 identifies and applies legal concepts and terminology
- H2 describes and explains key features of and the relationship between Australian and international law
- H3 analyses the operation of domestic and international legal systems
- H4 evaluates the effectiveness of the legal system in addressing issues
- H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6 assesses the nature of the interrelationship between the legal system and society
- H7 evaluates the effectiveness of the law in achieving justice
- H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9 communicates legal information using well-structured and logical arguments
- H10 analyses differing perspectives and interpretations of legal information and issues.

Scope and Sequence – Legal Studies – Year 12

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Part II of the core: Human rights - 8 weeks. Outcomes: H1, H2, H3, H4, H5, H6, H7, H8									
	The nature and development of human rights		Promoting and enforcing human rights		Investigation of a contemporary issue			The nature of crime		
Term 1	Part I of the core: Crime – 12 weeks. Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9									
	The criminal investigation process		The criminal trial process			Sentencing and punishment			Young offenders	
Term 2	Part III: Options – Option 1 Shelter – 10 weeks. Outcomes: H1, H2, H3, H5, H6, H7									
	The nature of shelter		Legal protection and remedies associated with securing shelter				Contemporary issues concerning shelter			
Term 3	Option 2 Family – 10 weeks. Outcomes: H1, H2, H4, H6, H10									
	The nature of family law		Responses to problems in family relationships				Contemporary issues concerning family law			

Part II of the core: Human rights

20% of course time

Principal focus: Through the use of a range of contemporary examples, students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice.

Themes and challenges to be incorporated throughout this topic:

the changing understanding of the relationship between state sovereignty and human rights

issues of compliance and non-compliance in relation to human rights

the development of human rights as a reflection of changing values and ethical standards

the role of law reform in protecting human rights

the effectiveness of legal and non-legal measures in protecting human rights.

Students learn about:	Students learn to:
1. The nature and development of human rights <ul style="list-style-type: none">the definition of human rightsdeveloping recognition of human rights<ul style="list-style-type: none">the abolition of slaverytrade unionism and labour rightsuniversal suffrageuniversal educationself-determinationenvironmental rightspeace rightsformal statements of human rights<ul style="list-style-type: none">Universal Declaration of Human RightsInternational Covenant on Civil and Political RightsInternational Covenant on Economic, Social and Cultural Rights 2. Promoting and enforcing human rights <ul style="list-style-type: none">In the international community: state sovereigntythe roles of : the United Nations intergovernmental organisations courts, tribunals and independent statutory authorities non-government organisations the media	<ul style="list-style-type: none">define human rightsoutline how human rights have changed and developed over timeinvestigate the evolving recognition and importance of universal human rightsexamine major human rights documents and explain their contribution to the development of human rightsassess the role of state sovereignty in promoting and enforcing human rightsevaluate the effectiveness of international responses in promoting and enforcing human rights

<ul style="list-style-type: none">• In Australia: the incorporation of human rights into domestic law• the roles of:<ul style="list-style-type: none">- the Constitution, including division of powers and separation of powers- statute law- common law- courts and tribunals- non-government organisations- the media- a Charter of Rights (arguments for and against) <p>3. Investigate a contemporary issue which illustrates the promotion and/or enforcement of human rights.</p> <ul style="list-style-type: none">• Issues could include:<ul style="list-style-type: none">- genocide- treatment of refugees- asylum seekers- child soldiers- abuse of children- torture- capital punishment- arbitrary detention- religious discrimination- discrimination against women- exploitation of workers- human trafficking and slavery- limitations on free speech.	<ul style="list-style-type: none">• outline how human rights are incorporated into Australian domestic law• evaluate the effectiveness of Australian responses in promoting and enforcing human rights• discuss the arguments for and against a Charter of Rights for Australia <ul style="list-style-type: none">• investigate a contemporary human rights issue and evaluate the effectiveness of legal and non-legal responses to the issue.
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HSC Legal Studies - Human Rights

Skills – I Can:	Beginning <i>Heard of it</i>	Consolidate <i>Know it</i>	Established <i>Can apply it</i>	Expert <i>Can teach it</i>
Outline the changing understanding of the relationship between state sovereignty and human rights				
Outline issues of compliance and non-compliance in relation to human rights				
Evaluate the development of human rights as a reflection of changing values and ethical standards				
Assess the role of law reform in protecting human rights				
Assess the effectiveness of legal and non-legal measures in protecting human rights				
Define human rights				
Outline how human rights have changed and developed over time				
Investigate the evolving recognition and importance of universal human rights				
Examine major human rights documents and explain their contribution to the development of human rights				
Assess the role of state sovereignty in promoting and enforcing human rights				
Evaluate the effectiveness of international responses in promoting and enforcing human rights				
Outline how human rights are incorporated into Australian domestic law				
Evaluate the effectiveness of Australian responses in promoting and enforcing human rights				
Discuss the arguments for and against a Charter of Rights for Australia				
Evaluate the effectiveness of legal and non-legal responses to a contemporary human rights issue				



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	HSC Legal Studies
Teacher:	Mrs Naylor
Assessment Task Number:	1
Assessment Task Name:	Human Rights Research Task
Date Issued:	Term 4, Week 1
Date and Time Due:	Term 4 Week 7
Weighting:	25%
Class Time Allocated:	Nil
Presentation and Submission Guidelines:	Students are to submit their textbook overview through google classroom on the due date.
Marking Process:	Mrs Naylor will mark using the marking criteria

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H2	Describes and explains key features of and the relationship between Australian and international law
H3	Analyses the operation of domestic and international legal systems
H7	Evaluates the effectiveness of the law in achieving justice
H8	Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____

Task Description:

You are to select one contemporary international human rights issue. Some possible suggestions include:

- Genocide
- Child soldiers
- Torture
- Capital Punishment
- Arbitrary detention
- Religious/Ethic discrimination
- Discrimination against women
- Abuse of children
- Exploitation of workers
- Child Labour
- Detainment of prisoners of war
- Self Determination
- Limitations on free speech
- Mandatory detention of Refugees

With reference to your selected issue you are required to write an extensive textbook overview of your human rights violation (minimum should be approximately 1000 words) which must include the following information:

- A global overview of the human rights violations that have taken place
- The nature and extent of the violations in ONE specific country
- The international and domestic (if relevant) measures in place to deal with the issue
- An evaluation of the effectiveness of legal and non-legal responses to the issue
- The integration into the presentation of FIVE media sources concerning the issue remembering to source and date each one, commenting on the responses of the media to the issue
- Presentation of your submission using appropriate headings, sub-headings, diagrams and tables, photographs, clips, music and/or any other relevant information reflecting a variety of sources

Success Criteria:

You will be successful if you can:

- Locate, select, organise, synthesise and analyse legal information from a variety of sources and perspectives such as relevant treaties, documents, legislation, cases, international instruments and media
- Present a sustained, logical, and well-structured response which addresses the specific contemporary human rights issue and evaluates legal responses
- Communicate using legal terminology and concepts relevant to international or domestic law

Marking Guidelines:	Marks
<ul style="list-style-type: none"> Detailed and sophisticated overview of the human rights violations that have taken place on a global scale Presents a detailed and sophisticated overview of the nature and extent of the issue in one specific country Clearly identifies a contemporary human rights issue Makes a reasoned judgement, using criteria, as to the effectiveness of these responses to the issue Integrates five relevant media sources concerning this issue, sourcing and dating each one, and comments on the responses of the media to this issue Clearly communicates information in a well-structured and logical response Meets the required word count of at least 1000 words 	<p>A</p> <p>21–25</p>
<ul style="list-style-type: none"> Detailed overview of the human rights violations that have taken place on a global scale presents a detailed overview of the nature and extent of the issue in one specific country Evaluates the legal and non-legal domestic and/or international responses to the issue makes a judgement, using criteria, as to the effectiveness of these responses to the issue integrates relevant media sources concerning this issue, sourcing and dating each source and attempts to comment on the responses of media to this issue communicates in a structured, logical response Presents a task of no more than 1000 words 	<p>B</p> <p>16–20</p>
<ul style="list-style-type: none"> An overview of the human rights violations that have taken place on a global scale Presents an overview of the nature and extent of the issue in one specific country identifies a contemporary human rights issue Evaluates some of the legal and non-legal domestic and/or international responses to the issue includes some discussion as to the effectiveness of these responses to the issue includes some media source(s) concerning the issue communicates in a structured response Presents a task of no more than 800 words 	<p>C</p> <p>11–15</p>
<ul style="list-style-type: none"> Presents some information of the human rights violations on a global scale Presents some information on the nature and extent of the issue in one specific country identifies a contemporary human rights issue and/or outlines some legal and non-legal domestic and/or international responses to the issue makes a written response may include media concerning this issue Presents a task of no more than 700 words 	<p>D</p> <p>6–10</p>
<ul style="list-style-type: none"> presents limited information of the human rights violations on a global scale presents limited information on the nature and extent of the issue in one specific country identifies a human rights issue makes limited use of legal information and/or ideas may make limited reference to source or media Presents a task of less than 500 words 	<p>E</p> <p>1–5</p>
<ul style="list-style-type: none"> Student fails to submit assignment/plagiarism 	<p>N</p>

Part I of the core – Crime

30% of course time

Principal focus: Through the use of a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.

Themes and challenges to be incorporated throughout this topic:

- the role of discretion in the criminal justice system
- issues of compliance and non-compliance in regard to criminal law
- the extent to which law reflects moral and ethical standards
- the role of law reform in the criminal justice system
- the extent to which the law balances the rights of victims, offenders and society
- the effectiveness of legal and non-legal measures in achieving justice.

Students learn about:	Students learn to:
<p>1. The nature of crime</p> <ul style="list-style-type: none">• the meaning of crime• the elements of crime: actus reus, mens rea• strict liability offences• causation• categories of crime including offences against the person, offences against the sovereign, economic offences (property/white collar/computer), drug offences, driving offences, public order offences, preliminary crimes (attempts and conspiracy)• summary and indictable offences• parties to a crime including principal in the first degree, principal in the second degree, accessory before the fact, accessory after the fact• factors affecting criminal behaviour• crime prevention: situational and social	<ul style="list-style-type: none">• describe the nature of crime• recognise the different categories of crime• define summary and indictable offences• examine a range of factors that may lead to criminal behaviour• investigate a range of situational and social crime prevention techniques

2. The criminal investigation process

- police powers
- reporting crime
- investigating crime: gathering evidence, use of technology, search and seizure, use of warrants
- arrest and charge, summons, warrants
- bail or remand
- detention and interrogation, rights of suspects

3. Criminal trial process

- court jurisdiction
- the adversary system
- legal personnel: magistrate, judge, police prosecutor, Director of Public Prosecution, Public Defenders
- pleas, charge negotiation
- legal representation, including legal aid
- burden and standard of proof
- use of evidence, including witnesses
- defences to criminal charges:
 - complete defences
 - partial defences to murder
- the role of juries, including verdicts

4. Sentencing and punishment

- statutory and judicial guidelines
- the purposes of punishment: deterrence (specific and general), retribution, rehabilitation, incapacitation
- factors affecting a sentencing decision: aggravating and mitigating circumstances
- the role of the victim in sentencing
- appeals
- types of penalties including: no conviction recorded, caution, fine, bond, suspended sentence, probation, criminal infringement notice, penalty units, community service order, home detention, periodic detention, forfeiture of assets, imprisonment, diversionary programs
- alternative methods of sentencing including circle sentencing, restorative justice

- discuss the powers of police in the criminal process
- examine the reporting and investigating of crime
- assess the effectiveness of the criminal investigation process as a means of achieving justice

- describe the role of courts in the criminal justice process
- discuss the use of the adversary system as a means of achieving justice
- examine the role of legal representation in the criminal trial
- assess the use of defences to criminal charges in achieving justice
- evaluate the effectiveness of the jury system in the criminal trial
- assess the effectiveness of the criminal trial process as a means of achieving justice

- discuss factors that affect sentencing decisions, including the purposes of punishment and the role of the victim
- evaluate the effectiveness of different types of penalties, including diversionary programs
- assess the roles of alternative methods of sentencing

<ul style="list-style-type: none"> • post-sentencing considerations, including security classification, protective custody, parole, preventative detention, continued detention, sexual offenders registration, deportation <p>5. Young offenders</p> <ul style="list-style-type: none"> • age of criminal responsibility • the rights of children when questioned or arrested • Children's Court – procedures and operation • penalties for children • alternatives to court <p>6. International crime</p> <ul style="list-style-type: none"> • categories of international crime, including: <ul style="list-style-type: none"> – crimes against the international community – transnational crimes • dealing with international crime: <ul style="list-style-type: none"> – domestic and international measures – limitations. 	<ul style="list-style-type: none"> • examine the implications of post-sentencing considerations in achieving justice • evaluate the effectiveness of sentencing and punishment as a means of achieving justice <ul style="list-style-type: none"> • discuss the issues surrounding the age of criminal responsibility • explain why young offenders are treated differently in the criminal justice system • assess the effectiveness of the criminal justice system when dealing with young offenders <ul style="list-style-type: none"> • define international crime • describe the various measures used to deal with international crime • evaluate the effectiveness of the domestic and international legal systems in dealing with international crime.
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HSC Legal Studies - Crime Core

Skills – I Can:	Beginning <i>Heard of it</i>	Consolidate <i>Know it</i>	Established <i>Can apply it</i>	Expert <i>Can teach it</i>
Describe the role of discretion in the criminal justice system				
Outline issues of compliance and non-compliance in regard to criminal law				
Assess the extent to which law reflects moral and ethical standards				
Evaluate the role of law reform in the criminal justice system				
Assess the extent to which the law balances the rights of victims, offenders and society				
Assess the effectiveness of legal and non-legal measures in achieving justice				
Describe the elements of crime: actus reus, mens rea				
Describe strict liability offences and causation				
Recognise the different categories of crime				
Define summary and indictable offences				
Provide an examination of a range of factors that might lead to criminal behaviour				
Investigate a range of situational and social crime prevention techniques				
Discuss the powers of police in the criminal process				
Examine the reporting and investigating of crime				
Assess the effectiveness of the criminal investigation process as a means of achieving justice including an examination of: arrest and charge, summons, warrants, bail, remand, detention and interrogation and rights of suspects				
Describe the role of courts in the criminal justice process				
Discuss the use of the adversary system as a means of achieving justice				

Examine the role of legal representation in the criminal trial				
Assess the use of defences to criminal charges in achieving justice				
Evaluate the effectiveness of the jury system in the criminal trial				
Assess the effectiveness of the criminal trial process as a means of achieving justice				
Outline statutory and judicial guidelines				
Outline the purposes of punishment: deterrence, retribution, rehabilitation, incapacitation				
Discuss the factors that affect sentencing decisions, including the purposes of punishment for and the role of the victim				
Outline the appeals process				
Evaluate the effectiveness of different types of penalties, including diversionary programs				
Assess the roles of alternative methods of sentencing				
Examine the implications of post-sentencing considerations in achieving justice				
Evaluate the effectiveness of sentencing and punishment as means of achieving justice				
Discuss the issues surrounding the age of criminal responsibility				
Explain why young offenders are treated differently in the criminal justice system				
Assess the effectiveness of the criminal justice system when dealing with young offenders				
Define international crime				
Describe the various measures used to deal with international crime				
Evaluate the effectiveness of the domestic and international legal systems in dealing with international crime				



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	HSC Legal Studies
Teacher:	Mrs Naylor
Assessment Task Number:	2
Assessment Task Name:	25%
Date Issued:	Term 1 2024, Week 2
Date and Time Due:	Term 1 2024, Week 11
Weighting:	25%
Class Time Allocated:	1 period under test conditions
Presentation and Submission Guidelines:	Students will sit the topic test under test conditions
Marking Process:	Mrs Naylor will mark using the marking guidelines

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H5	Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
H7	Evaluates the effectiveness of the law in achieving justice
H9	Communicates legal information using well-structured and logical arguments

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____

Principal focus: Through the use of contemporary examples, students investigate the legal means of securing shelter and the effectiveness of the law in achieving justice for people seeking and providing shelter.

Themes and challenges to be incorporated throughout this topic:

- the role of the law in encouraging cooperation and resolving conflict in regard to shelter
- issues of compliance and non-compliance
- laws relating to shelter as a reflection of changing values and ethical standards
- the role of law reform in protecting the rights of those seeking shelter
- the effectiveness of the legal and non-legal responses in achieving just outcomes in regard to the provision of shelter.

Students learn about:	Students learn to:
<p>1. The nature of shelter</p> <ul style="list-style-type: none"> • definition of ‘shelter’ • right to shelter • obligation to provide shelter • types of shelter <p>2. Legal protection and remedies associated with securing shelter</p> <ul style="list-style-type: none"> • purchasing including: <ul style="list-style-type: none"> – separate dwelling or shared space – private treaty or auction – systems of registration – sources of finance – protection for buyers • leasing including: <ul style="list-style-type: none"> – rights and obligations of landlords and tenants – protection for tenants, landlords, boarders and lodgers • securing other types of shelter such as: aged care, residential parks and squats 	<p>Students learn to:</p> <ul style="list-style-type: none"> • define ‘shelter’ and outline the extent of laws concerning shelter • discuss the right to shelter according to international law • examine the obligation of state and federal governments to provide shelter • describe the types of shelter <ul style="list-style-type: none"> • outline the process of securing shelter <ul style="list-style-type: none"> • assess the role of the legal system in protecting those securing and providing shelter

<ul style="list-style-type: none"> • dispute resolution mechanisms • the roles of: <ul style="list-style-type: none"> – courts and tribunals – alternative dispute resolution – government organisations – non-governmental organisations – the media 	<ul style="list-style-type: none"> • evaluate the effectiveness of legal and non-legal measures in achieving justice for people seeking shelter
<p>3. Contemporary issues concerning shelter</p> <p>Issues that must be studied:</p> <ul style="list-style-type: none"> • affordability • discrimination • homelessness • social housing including public housing, cooperative housing and community housing. 	<ul style="list-style-type: none"> • identify and investigate these contemporary issues involving the provision of shelter and evaluate the effectiveness of legal and non-legal responses to these issues.

HSC Legal Studies - Shelter

Skills – I Can:	Beginning <i>Heard of it</i>	Consolidate <i>Know it</i>	Established <i>Can apply it</i>	Expert <i>Can teach it</i>
Describe the role of the law in encouraging cooperation and resolving conflict in regard to shelter				
Outline issues of compliance and non-compliance				
Evaluate the impact of changing values and ethical standards on laws relating to shelter				
Assess the role of law reform in protecting the rights of those seeking shelter				
Assess the effectiveness of legal and non-legal responses in achieving just outcomes in regard to the provision of shelter				
Define 'Shelter'				
Outline the extent of laws concerning shelter				
Discuss the right to shelter according to international law				
Examine the obligation of state and federal governments to provide shelter				
Describe the types of shelter				
Outline the process of securing shelter				
Assess the role of the legal system in protecting those securing and providing shelter				
Evaluate the effectiveness of legal and non-legal measures in achieving justice for people seeking shelter				
Identify and investigate the contemporary issues involving the provision of shelter and evaluate the effectiveness of legal and non-legal responses to these issues				



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	HSC Legal Studies
Teacher:	Mrs Naylor
Assessment Task Number:	3
Assessment Task Name:	Shelter Essay
Date Issued:	Term 1, Week 1 2024
Date and Time Due:	Term 2, Week 10
Weighting:	25%
Class Time Allocated:	1 period in class for submission
Presentation and Submission Guidelines:	Students will complete essay in class under test conditions as per task description
Marking Process:	Mrs Naylor using marking criteria attached

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H1	Identifies and applies legal concepts and terminology
H2	Describes and explains key features of and the relationship between Australian and international law
H4	Evaluates the effectiveness of the legal system in addressing issues
H6	Assesses the nature of the interrelationship between the legal system and society
H10	Analyses differing perspectives and interpretations of legal information and issues

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____

Task Description:

You are required to research key elements of the provision of shelter and use this material to construct an essay in class.

You are allowed to bring into the lesson one double-sided page of notes to use during your planning time. It may be on white A4 paper only and must be printed no smaller than 12-point Calibri. You may use this page of notes during your planning time only.

On the day of the in-class essay, you will be given a choice between two essay questions **ONE** of which is to be completed in a 50-minute time period. Prior to the commencement of writing time, you will be given the question and one piece of coloured paper, you can use your notes to plan your essay on the coloured sheet. After the 5 minutes your research notes will be collected and the essay writing paper handed out, whereupon you will be given 50 minutes to respond to the essay question, using your plan.

It is vital that you use the planning time wisely – use it to plan, don't simply copy down your research notes.

Success Criteria:

You will be assessed on how well you:

- Demonstrate knowledge and understanding relevant to the question
- Communicate using relevant legal terminology and concepts
- Illustrate your answer with relevant examples such as legislation, cases media reports and treaties
- Present a sustained, logical and cohesive response

Marking Guidelines:	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of issues regarding shelter • Provides a thorough comparison of the effectiveness of legal and non-legal responses to shelter issues • Integrates relevant examples such as legislation, cases, media, international instruments and documents • Presents a sustained, logical and cohesive answer to the question using relevant legal terminology and concepts 	<p>A</p> <p>21–25</p>
<ul style="list-style-type: none"> • Demonstrates substantial knowledge of shelter issues • Provides a sound comparison of the effectiveness of legal and non-legal responses to shelter issues • Uses relevant examples such as legislation, cases, media, international instruments and documents • Presents a logical and cohesive answer to the question using relevant legal terminology and concepts 	<p>B</p> <p>16–20</p>
<ul style="list-style-type: none"> • Demonstrates some knowledge of shelter issues • Provides some comparison of the effectiveness of legal and/or non-legal responses to shelter issues • Makes some reference to examples such as legislation, cases, media, international instruments and documents • Presents a structured answer to the question using relevant legal terminology and concepts 	<p>C</p> <p>11–15</p>
<ul style="list-style-type: none"> • Demonstrates limited knowledge of shelter issues • Makes general statements about the effectiveness of legal and/or non-legal responses to shelter issues • Makes limited reference to examples such as legislation, cases, media, international instruments and documents • Uses some relevant legal terminology 	<p>D</p> <p>6–10</p>
<ul style="list-style-type: none"> • Writes in general terms about shelter • May include reference to legislation, cases, media, international instruments and documents • May refer to general legal terms 	<p>E</p> <p>1–5</p>
<ul style="list-style-type: none"> • Student fails to submit assignment/plagiarism 	<p>N</p>

Principal focus: Through the use of contemporary examples, students investigate the legal nature of family relationships and the effectiveness of the law in achieving justice.

Themes and challenges to be incorporated throughout this topic:

- the role of the law in encouraging cooperation and resolving conflict in regard to family
- issues of compliance and non-compliance
- changes to family law as a response to changing values in the community
- the role of law reform in achieving just outcomes for family members and society
- the effectiveness of legal and non-legal responses in achieving just outcomes for family members.

Students learn about:	Students learn to:
<p>1. The nature of family law</p> <ul style="list-style-type: none"> • the concept of family law • legal requirements of marriage • alternative family relationships • legal rights and obligations of parents and children • adoption <p>2. Responses to problems in family relationships</p> <ul style="list-style-type: none"> • divorce • legal consequences of separation • children • property • dealing with domestic violence • the roles of: <ul style="list-style-type: none"> - courts and dispute resolution - methods - non-government organisations - the media <p>3. Contemporary issues concerning family law</p> <p>Issues that must be studied:</p> <ul style="list-style-type: none"> • recognition of same-sex relationships • the changing nature of parental responsibility • surrogacy and birth technologies • care and protection of children. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • discuss the difficulty of defining ‘family’ and the changing concepts of family • distinguish between state and federal jurisdiction in family law • outline the legal requirements of a valid marriage • explain the legal rights and obligations of parents and children, including those derived from international law • outline the legal processes involved in dealing with problems in family relationships • evaluate the effectiveness of the law in protecting victims of domestic violence • examine the role of non-government organisations and the media in relation to family law • evaluate the effectiveness of the law in achieving justice for parties involved in relationship breakdowns • identify and investigate these contemporary issues relating to family law and evaluate the effectiveness of legal and non-legal responses to these issues.

HSC Legal Studies - Family

Skills – I Can:	Beginning <i>Heard of it</i>	Consolidate <i>Know it</i>	Established <i>Can apply it</i>	Expert <i>Can teach it</i>
Evaluate the role of the law in encouraging cooperation and resolving conflict in regard to family				
Outline issues of compliance and non-compliance				
Evaluate changes to family law as a response to changing values in the community				
Assess the role of law reform in achieving just outcomes for family members and society				
Evaluate the effectiveness of legal and non-legal responses in achieving just outcomes for family member				
Discuss the difficulty of defining ‘family’ and the changing concepts of family				
Distinguish between state and federal jurisdiction in family law				
Outline the legal requirements of a valid marriage				
Explain the legal rights and obligations of parents and children, including those derived from international law				
Outline the processes of adoption				
Outline the legal processes involved dealing with problems in family relationships including divorce and separation				
Evaluate the effectiveness of the law in protecting victims of domestic violence				
Examine the role of non-government organisations and the media in relation to family law				
Evaluate the effectiveness of the law in achieving justice for parties involved in relationship breakdowns				
Identify and investigate contemporary issues relating to family law and evaluate the effectiveness of legal responses				



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	HSC Legal Studies
Teacher:	Mrs Naylor
Assessment Task Number:	4
Assessment Task Name:	Trial HSC Examination
Date Issued:	Term 3, Week 1
Date and Time Due:	Term 3 Trial examination period
Weighting:	25%
Class Time Allocated:	Nil
Presentation and Submission Guidelines:	Students complete Trial examination under test conditions as per the issued timetable
Marking Process:	Mrs Naylor will mark using the marking criteria

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H1	Identifies and applies legal concepts and terminology
H2	Describes and explains key features of and the relationship between Australian and international law
H4	Evaluates the effectiveness of the legal system in addressing issues
H9	Communicates legal information using well-structured and logical arguments
H10	Analyses differing perspectives and interpretations of legal information and issues

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



MARINE STUDIES

Marine Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Commercial and Recreational Fishing	<u>Task 2:</u> Field Study	<u>Task 3:</u> Personal Interest Project	<u>Task 3:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 9	<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 9	<u>Date:</u> Term 3 Week 3-4
		<u>Outcomes:</u> 1.1, 1.2, 2.1, 2.3, 3.3, 3.4, 4.2, 5.1, 5.3	<u>Outcomes:</u> 1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 3.3	<u>Outcomes:</u> 1.3, 2.1, 2.3, 3.1, 3.3, 4.1, 5.2, 5.4	<u>Outcomes:</u> 1.1, 1.3, 1.4, 3.2, 3.3, 3.4, 5.2, 5.3
		TASK WEIGHTINGS			
Knowledge & Understanding	50%	10%	15%	15%	10%
Skills	50%	15%	10%	10%	15%
Total	100%	25%	25%	25%	25%

Outcomes

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment



Hunter River High School
ASSESSMENT TASK 1 – Year 12 Marine Studies

Student Name:	
Subject/Course:	Year 12 Marine Studies
Teacher:	
Assessment Task Number:	1
Assessment Task Name:	Commercial and Recreational Fishing
Date Issued:	
Date and Time Due:	
Weighting:	25%
Class Time Allocated:	5 periods of class time.
Presentation and Submission Guidelines:	You will need to submit your research for marking. You will need to demonstrate the practical component of the task during class time.
Marking Process:	You will be marked according to the attached marking criteria.

Notification

Outcomes Assessed:

- | | |
|-----|---|
| 1.1 | relates with a respectful and caring attitude to the ocean and its life forms |
| 1.2 | identifies the roles of individuals or groups involved in maritime activities |
| 2.1 | appreciates the importance of effective management practice |
| 2.3 | communicates information by writing reports, giving short talks and contributing to discussions |
| 3.3 | generates information from data by calculating, inferring, interpreting and generalising |
| 3.4 | carries out planned research activities using appropriate measurements, observations, classification and recording skills |
| 4.2 | appreciates marine environments as sources of employment and leisure |
| 5.1 | values the rules and operating principles of marine equipment and applies them |
| 5.3 | interprets and follows instructions, with accuracy |

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____



Hunter River High School
ASSESSMENT TASK 1 – Year 12 Marine Studies

Task Description:

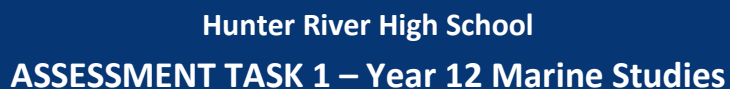
Theory Component (Written presentation):

- Identify and outline the various fishing methods used by indigenous people.
- Identify the parts of trawl gear and explain their functions.

For each of the above dot points, students are required to research their answer and present their findings in a suitable written format. Diagrams and illustrations may be used to assist in answering each section.

Practical Component (Physical demonstration during lesson):

- Demonstrate appropriate fishing techniques in terms of correctly rigging a fishing rod and casting the line.
Each student is required to demonstrate that they are able to successfully rig a fishing line with tackle and cast the line in the correct manner.



A self-assessment allows you to reflect on your task and identify ways you could improve. To help you right your self-assessment, you may want to consider the following:

- *According to the success criteria and marking guidelines, what grade and/or mark do I deserve?*
- *Did I submit a draft for feedback? If I received feedback, did I incorporate the feedback into my final submission?*
- *Is this my best work?*
- *Did I manage my time effectively or did I complete it at the last minute?*
- *What can I do next time to improve my chances of success?*

[illegible]



Hunter River High School
ASSESSMENT TASK 1 – Year 12 Marine Studies

MARKS	MARKING CRITERIA
100 - 90	<ul style="list-style-type: none">• Identifies and outlines the various fishing methods used by indigenous people in a clear and concise manner. Examples are relevant, detailed and clearly outlined with supporting diagrams or illustrations.• Clearly identifies the parts of trawl gear and explains their functions in detail with the aid of diagrams or illustrations.• Competently demonstrates appropriate fishing techniques in terms of correctly rigging a fishing rod and casting the line. Is able to explain the type of rig used and identify what fish species it would be used to target.
80 - 89	<ul style="list-style-type: none">• Identifies and outlines the various fishing methods used by indigenous people, but answer lacks consistency and detail. Examples are relevant and outlined with supporting diagrams or illustrations.• Identifies the parts of trawl gear and explains their functions with the aid of diagrams or illustrations.• Competently demonstrates appropriate fishing techniques in terms of correctly rigging a fishing rod and casting the line.
60 - 79	<ul style="list-style-type: none">• Identifies and outlines two fishing methods used by indigenous people, but answer lacks consistency and detail. Examples are relevant with supporting diagrams or illustrations.• Identifies some parts of trawl gear and briefly explains their functions with the aid of diagrams or illustrations.• Competently demonstrates appropriate fishing techniques in terms of correctly rigging a fishing rod or competently demonstrates how to cast a line.
40 - 59	<ul style="list-style-type: none">• Briefly identifies and outlines two fishing methods used by indigenous people, but answer lacks consistency and detail. Examples are supported with some diagrams or illustrations.• Identifies some parts of trawl gear and briefly explains their functions.• Demonstrates appropriate fishing techniques in terms of correctly rigging a fishing rod with guidance or competently demonstrates how to cast a line with guidance.
0 - 39	<ul style="list-style-type: none">• Briefly identifies two fishing methods used by indigenous people, but answer lacks consistency and detail. Examples are supported with some diagrams or illustrations.• Identifies some parts of trawl gear or briefly explains the functions of trawl gear.• Competently demonstrates how to cast a line with guidance.



Hunter River High School
ASSESSMENT TASK 2 – Year 12 Marine Studies

Student Name:	
Subject/Course:	Year 12 Marine Studies
Teacher:	
Assessment Task Number:	2
Assessment Task Name:	Field Study
Date Issued:	
Date and Time Due:	
Weighting:	25%
Class Time Allocated:	5 Periods of class time.
Presentation and Submission Guidelines:	The written component will be submitted on Google classroom.
Marking Process:	You will be assessed based on the attached marking guidelines.

Outcomes Assessed:	
1.1	relates with a respectful and caring attitude to the ocean and its life forms
1.3	recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
1.5	demonstrates an awareness of the value of the ocean as a source of historical information
2.1	appreciates the importance of effective management practice
2.2	works effectively within a group
2.3	communicates information by writing reports, giving short talks and contributing to discussions
3.3	generates information from data by calculating, inferring, interpreting and generalising

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____



Hunter River High School
ASSESSMENT TASK 2 – Year 12 Marine Studies

Task Description:

Your goal is to choose equipment or resources and undertake a field study of a local aquatic ecosystem. You will need to:

1. Measure abiotic variables in an ecosystem being studied using appropriate instruments and comparing these with recorded values, relating this to the distribution of organisms.
2. Estimate the size of a plant and an animal population in the aquatic system.
3. Describe one trophic interaction found between organisms in the area. Trophic level Interactions are related to how ecosystem members connect with each other according to their nutritional needs. e.g a food chain.
4. Produce a written report of your findings following the scientific report criteria



Hunter River High School
ASSESSMENT TASK 2 – Year 12 Marine Studies

Self-Assessment

A self-assessment allows you to reflect on your task and identify ways you could improve. To help you right your self-assessment, you may want to consider the following:

- *According to the success criteria and marking guidelines, what grade and/or mark do I deserve?*
- *Did I submit a draft for feedback? If I received feedback, did I incorporate the feedback into my final submission?*
- *Is this my best work?*
- *Did I manage my time effectively or did I complete it at the last minute?*
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Scientific Report – Marking Criteria

	1	2	3	4
1. Introduction: (11/12-7)	Performed limited or general background research.	Presents background research with some relevance to the subject of investigation.	Presents background research with relevance to the subject of investigation. Secondary sources are referenced mostly in the correct format.	Presents background research with relevance to the subject of investigation. Secondary sources are referenced consistently in the correct format. Information is communicated using effective metalanguage.
2. Aim: (11/12-1)	Aim without independent OR dependent variable OR not linked to the hypothesis.	Aim includes independent and dependant variable that is linked to the hypothesis.		
3. Hypothesis: (11/12-2)	Hypothesis without independent OR dependent variable.	Hypothesis includes independent and dependant variable but not linked to aim.	Hypothesis includes independent and dependant variable and is linked to the aim.	
4. Materials and Method: (11/12-2, 11/12-3)	An attempt at describing the materials and method is made.	Some steps of the method are described. Some equipment is included in the method.	Most steps of the method are described. Most of the equipment is included in the method. Evidence of a fair test is present.	Method is described in sufficient detail. The use of appropriate equipment is included in the method.

				Evidence of a fair test is present.
5. Risk Assessment: (11/12-2, 11/12-3)	A hazard is identified	A hazard is identified and a strategy to minimise the risk included.	Multiple hazards identified with a strategy to minimise the risk of each.	
6. Results – Table: (11/12-4)	Some attempt to present data in a table is made.	Data is presented clearly. Table includes most of the necessary features.	Data is presented clearly. Table has all correct headings (including units where appropriate).	
7. Results – Ionic and Net ionic equations:	Some attempt at writing ionic or net ionic equations is made.	All precipitate reactions have ionic or net ionic equations.	All precipitate reactions have both ionic and net ionic equations. State symbols are used.	All precipitate reactions have the correct ionic and net ionic equations. State symbols are used correctly.
8. Results – Diagrams/Images	The diagrams/images do not assist in understanding the investigation.	The diagrams/images of the investigation assist the reader in understanding the investigation.		
9. Results – Accompanying Text: (11/12-4)	Some attempt to describe the results is made.	Tables, graphs and diagrams are accompanied by text that describes the results.	Tables, graphs and diagrams are accompanied by text that describes the results. Trends in data are identified.	Tables, graphs and diagrams are accompanied by detailed text that describes the results. Trends in data are identified.

10. Discussion – Analysis of Data: (11/12-5)	Some attempt is made to explain the results.	The trends identified are explained with some background knowledge.	The trends identified are explained with some background knowledge. Comparison between hypothesis and results.	The trends identified are explained with detailed background knowledge. Comparison between hypothesis and results.
11. Discussion – Validity: (11/12-5)	Some reference to variables is made.	Independent and dependent variables are correctly identified. One control variable identified.	Independent and dependent variables are correctly identified. Description of how the other variables were kept constant.	Independent and dependent variables are correctly identified. Detailed description of how the other variables were kept constant. Evaluation of the validity of the experiment.
12. Discussion – Reliability and Accuracy: (11/12-5)	Some reference to reliability or accuracy is evident.	ONE feature of reliability is discussed in relation to the investigation. OR ONE step taken to ensure accuracy is discussed.	ONE feature of reliability is discussed in relation to the investigation. ONE step taken to ensure accuracy is discussed.	TWO features of reliability are discussed in relation to the investigation. Steps taken to ensure accuracy are discussed. Evaluation of the accuracy and reliability of the investigation.

13. Discussion – Suggested Improvements: (11/12-5)	ONE possible improvement to the investigation is made.	ONE possible improvement to the investigation is made. The improvement is related specifically to validity, reliability or accuracy.	TWO possible improvements to the investigation are made. Each improvement is related specifically to validity, reliability or accuracy.	THREE possible improvements to the investigation are made. Each improvement is related specifically to validity, reliability or accuracy.
14. Conclusion: (11/12-1)	Conclusion does not refer to the hypothesis.	Conclusion states if the results support the hypothesis.		
15. References: (11/12-7)	Three or less sources are referenced.	Four to seven sources are referenced. References are set out in an appropriate format.	Eight or more sources are referenced. References are set out in an appropriate format.	



Hunter River High School
ASSESSMENT TASK 3 – YEAR 12 Marine Studies

Student Name:	
Subject/Course:	Year 12 Marine Studies
Teacher:	
Assessment Task Number:	3
Assessment Task Name:	Personal Interest Project
Date Issued:	
Date and Time Due:	
Weighting:	25%
Class Time Allocated:	10 periods of class time.
Presentation and Submission Guidelines:	You will need to submit your portfolio for marking along with the item you created.
Marking Process:	You will be marked according to the attached marking criteria.

Notification

Outcomes Assessed:

- | | |
|------------|---|
| 1.3 | recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course |
| 2.1 | appreciates the importance of effective management practice |
| 2.3 | communicates information by writing reports, giving short talks and contributing to discussions |
| 3.1 | evaluates information, situations, equipment manuals and written or manual procedures |
| 3.3 | generates information from data by calculating, inferring, interpreting and generalising |
| 4.1 | identifies marine vocations and a range of leisure pursuits |
| 5.2 | applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment |
| 5.4 | selects, organises, assembles, dismantles, cleans, and returns equipment |

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____



Hunter River High School
ASSESSMENT TASK 3 – YEAR 12 Marine Studies

Task Description:

You are expected to select your own topic based on one or more of the key areas introduced in the Marine Studies units.

Task 1 Produce a Folio of your work. It should include:

- Intent of PIP
 - Why you choose to do this Personal Interest Project (PIP)?
 - What is your AIM or GOAL for the project?
 - What are you producing and why?
 - Outline/ Plan on how you will approach the PIP.
- Record of Production
 - Pictures/ sketches/ photos of your developing PIP.
 - Design Alternatives - 2 sketched and rendered design alternatives that are clearly detailed/labelled and of high quality.
 - Production and Working Drawings - a high quality drawing showing 3 labelled views and fully dimensioned.
- Materials
 - Why use those materials/ media for your PIP?
 - Materials List and Costing Sheet - a comprehensive and appropriate materials list and costing sheet.
- Research
 - Information related to your PIP to help educate other students about your project. What information would you include to show students how to use/ appreciate the piece of work you have produced. Can be in the format of either a poster or information cards or folder.
- Reflection upon the progress and final product; any setbacks or successes, how you could have improved the PIP

Task 2 Presentation

- You will have a 2-minute presentation to talk about the why & how your PIP came together.

Task 3 - Product

- To produce/ make an item
- Meets the specifications which are outlined in your plan.



Hunter River High School

ASSESSMENT TASK 3 – YEAR 12 Marine Studies

Criteria	Limited	Basic	Sound	High	Outstanding
Task 1 Portfolio	0	1	2	3	4
Why did you choose to do this PIP (2.3)	Not attempted	Identify reasons	Gives a description	Concise explanation	
Outline/ Plan how you will approach the PIP (2.3)	Not attempted	Lists plan	Gives a description of how PIP will be approached	Explains how PIP will be approached	Concise outline of how PIP will be approached
Pictures/ sketches/ photos of your developing PIP (3.2)	Not attempted	1-2 pieces of evidence at different stages	3 pieces of evidence at different stages	4 pieces of evidence at different stages	5 or more pieces of evidence at different stages
Design alternatives (3.2)	Not attempted	Attempted to sketch 1 -2 design alternatives, missing labels	At least 1 sketched design alternative that is clearly labelled/ detailed and of high quality	2 sketched design alternatives that are clearly labelled/ detailed, not of high quality	2 sketched design alternatives that are clearly labelled/ detailed and of high quality
Production and working drawings (3.2)	Not attempted	1 labelled view	2 labelled views	3 labelled views	3 labelled views High quality
Research (3.2)	Not attempted	Gives some information to educate other students	Presents detailed information to educate other students	Provides evidence of research information & presents it in a fun and informative manner to educate other students	Analyses research information & presents it in a fun and informative manner to educate other students



Hunter River High School

ASSESSMENT TASK 3 – YEAR 12 Marine Studies

Why use those materials/ media for your PIP? (3.4)	Not attempted	Identify all materials	Gives a description of why those materials/ media were used.	Explains why those materials/ media were used.	Concise explanation of why those materials/ media were used.
Materials list with costing sheet (3.4)	Not attempted	Identifies materials but not costings	List some of the materials and their costings	List most of the materials and their costings	List all the materials and their costings
Reflection of progress (2.3)	Not attempted	Attempts to write reflections on progress and final project.	Reflection about progress and final project. Identifies either setback/ success or improvements	Reflection about progress and final project. Attempts to discuss any setback, success and improvements	Reflection about progress and final project. Thorough discussion of any setback, success and improvements is concise.
Task 2 Presentation	0	1	2	3	4
Clarity, on topic, eye contact, timing, visual displays (2.3)	Not attempted	1-2 of criteria covered	3-4 criteria covered	All criteria covered	Excellent all criteria covered, interesting presentation
Task 3 Product	0	1	2	3	4
Meets specifications outlined in your plan (3.4)	Minimal effort	Satisfactory product produced	Sound product produced	Good product produced	Excellent product produced
Quality of work (3.4)	Minimal effort	Satisfactory quality	Good quality	Excellent quality	
TOTAL					/46



A self-assessment allows you to reflect on your task and identify ways you could improve. To help you right your self-assessment, you may want to consider the following:

- *According to the success criteria and marking guidelines, what grade and/or mark do I deserve?*
- *Did I submit a draft for feedback? If I received feedback, did I incorporate the feedback into my final submission?*
- *Is this my best work?*
- *Did I manage my time effectively or did I complete it at the last minute?*
- *What can I do next time to improve my chances of success?*

[illegible]



MATHEMATICS ADVANCED



Year 11 Course Structure and Requirements

The course is organised in topics, with the topics divided into subtopics.

Year 11 course (120 hours)	Mathematics Advanced	
	Topics	Subtopics
	Functions	📄 MA-F1 Working with Functions
	Trigonometric Functions	📄 MA-T1 Trigonometry and Measure of Angles MA-T2 Trigonometric Functions and Identities
	Calculus	MA-C1 Introduction to Differentiation
	Exponential and Logarithmic Functions	📄 MA-E1 Logarithms and Exponentials
	Statistical Analysis	📄 MA-S1 Probability and Discrete Probability Distributions

- Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.
- Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.

Year 12 Course Structure and Requirements

The course is organised in topics, with the topics divided into subtopics.

Year 12 course (120 hours)	Mathematics Advanced	
	Topics	Subtopics
	Functions	📄 MA-F2 Graphing Techniques
	Trigonometric Functions	MA-T3 Trigonometric Functions and Graphs
	Calculus	MA-C2 Differential Calculus MA-C3 Applications of Differentiation 📄 MA-C4 Integral Calculus
	Financial Mathematics	📄 MA-M1 Modelling Financial Situations
	Statistical Analysis	📄 MA-S2 Descriptive Statistics and Bivariate Data Analysis 📄 MA-S3 Random Variables

- Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.
- Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.



Table of Objectives and Outcomes – Continuum of Learning

All aspects of Working Mathematically, as described in this syllabus document, are integral to the outcomes of the Mathematics Advanced Stage 6 course, in particular outcomes MA11-8, MA11-9, MA12-9 and MA12-10.

Objective Students: <ul style="list-style-type: none"> develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques 	
Year 11 outcomes A student:	Year 12 outcomes A student:
MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems	MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
	MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
	MA12-3 applies calculus techniques to model and solve problems

Objective Students: <ul style="list-style-type: none"> develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability 	
Year 11 outcomes A student:	Year 12 outcomes A student:
MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems	MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes	MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities	
MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems	MA12-6 applies appropriate differentiation methods to solve problems
MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems	MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions	MA12-8 solves problems using appropriate statistical processes



Objective Students: <ul style="list-style-type: none"> develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations 	
Year 11 outcomes A student:	Year 12 outcomes A student:
MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts	MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

Objective Students: <ul style="list-style-type: none"> develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms 	
Year 11 outcomes A student:	Year 12 outcomes A student:
MA11-9 provides reasoning to support conclusions which are appropriate to the context	MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Mathematics Advanced

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank and Topic Test – Differential Calculus	Task 2: Investigation Style Task - can Mathematics predict periodic phenomena?	Task 3: Topic Test – Descriptive Statistics & Bivariate Data Analysis	Task 3: Trial HSC Examination
		Date: Term 1 Week 7	Date: Term 2 Week 3	Date: Term 2 Week 8	Date: Term 3 Week 3/4
		Outcomes: MA12-3 MA12-6 MA12-9 MA12-10	Outcomes: MA12-1 MA12-5 MA12-9 MA12-10	Outcomes: MA12-8 MA12-9 MA12-10	Outcomes: MA12-1 to MA12-10
		TASK WEIGHTINGS			
Understanding, fluency and communicating	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
Total	100%	20%	20%	30%	30%

Outcomes

A student:

- MA12-1** uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts.
- MA12-2** models and solve problems and makes informed decisions about financial situations using mathematical reasoning and techniques.
- MA12-3** applies calculus techniques to model and solve problems.
- MA12-4** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems.
- MA12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs.
- MA12-6** applies appropriate differentiation methods to solve problems.
- MA12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems.
- MA12-8** solves problems using appropriate statistical processes.
- MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use.
- MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Four	Logarithms & Exponentials (11)		Graphing Techniques				Differential Calculus			
	Outcomes: MA11-6, MA11-8, MA11-9		Outcomes: MA12-1, MA12-9, MA12-10				Outcomes: MA12-3, MA12-6, MA21-9, MA12-10			
	<ul style="list-style-type: none"> Solve equations using logs Graph and transform exponentials Simplify exponentials Graph and transform a log function Model and solve log and exponential functions 		<ul style="list-style-type: none"> Apply transformations to sketch functions Find intercepts Determine asymptotes and discontinuities Number of solutions Linear and quadratic inequalities 				<ul style="list-style-type: none"> Derivatives of trigonometric functions Establish and use relevant formulae Derivative of natural log function Apply product rule to differentiate Apply quotient rule to differentiate Apply chain rule to differentiate 			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term One	Applications of Differentiation				Trigonometric Functions & Graphs				Integral Calculus	
	Outcomes: MA12-3, MA12-6, MA21-9, MA12-10				Outcomes: MA12-1, MA12-5, MA21-9, MA12-10				Outcomes: MA12-3, MA12-7, MA21-9, MA12-10	
	<ul style="list-style-type: none"> Use the first derivative to investigate shape Define and interpret the concept of the second derivative as the rate of change of the first derivative function Verify nature of stationary points 				<ul style="list-style-type: none"> Apply transformations to sketch functions Solve trig equations involving functions within a specified domain Use trig functions to model and/or solve problems involving periodic phenomena 				<ul style="list-style-type: none"> Define anti-differentiation Differ by a constant Establish and use formulae Use linearity Indefinite integrals Area under a curve Trapezoidal rule Areas 	



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Two	Integral Calculus Cont.		Descriptive Statistics and Bivariate Data				Random Variables			
			Outcomes: MA12-8, MA21-9, MA12-10				Outcomes: MA12-8, MA21-9, MA12-10			
			<ul style="list-style-type: none"> • Single random variable • Data displays • Grouped and ungrouped data • Central tendency and spread • Outliers • Scatterplots • Pearson's correlation coefficient • Line of best fit • Interpolation & extrapolation 				<ul style="list-style-type: none"> • Estimate probabilities • Probability density function • Cumulative distribution function with respect to probability density function • Numerical and graphical representations of normal distribution • Calculate probabilities and quantiles from normal distribution • Z-score • Empirical rule 			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Three	Trial HSC Exams		Modelling Financial Situations							HSC Prep
			Outcomes: MA12-2, MA12-4, MA21-9, MA12-10							
			<ul style="list-style-type: none"> • Modelling investments and loans • Arithmetic sequences and series • Geometric sequences and series • Financial applications of sequences and series 							



Calculus

MA-C2 Differential Calculus

Outcomes

A student:

- › applies calculus techniques to model and solve problems MA12-3
- › applies appropriate differentiation methods to solve problems MA12-6
- › chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use MA12-9
- › constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context MA12-10

Subtopic Focus

The principal focus of this subtopic is to develop and apply rules for differentiation to a variety of functions.

Students develop an understanding of the interconnectedness of topics from across the syllabus and the use of calculus to help solve problems from each topic. These skills are then applied in the following subtopic on the second derivative in order to investigate applications of the calculus of trigonometric, exponential and logarithmic functions.

Content

C2.1: Differentiation of trigonometric, exponential and logarithmic functions

Students:

- establish the formulae $\frac{d}{dx}(\sin x) = \cos x$ and $\frac{d}{dx}(\cos x) = -\sin x$ by numerical estimations of the limits and informal proofs based on geometric constructions (ACMMM102)
- calculate derivatives of trigonometric functions
- establish and use the formula $\frac{d}{dx}(a^x) = (\ln a)a^x$
 - using graphing software or otherwise, sketch and explore the gradient function for a given exponential function, recognise it as another exponential function and hence determine the relationship between exponential functions and their derivatives
- calculate the derivative of the natural logarithm function $\frac{d}{dx}(\ln x) = \frac{1}{x}$
- establish and use the formula $\frac{d}{dx}(\log_a x) = \frac{1}{x \ln a}$



C2.2: Rules of differentiation

Students:

- apply the product, quotient and chain rules to differentiate functions of the form $f(x)g(x)$, $\frac{f(x)}{g(x)}$ and $f(g(x))$ where $f(x)$ and $g(x)$ are any of the functions covered in the scope of this syllabus, for example xe^x , $\tan x$, $\frac{1}{x^n}$, $x \sin x$, $e^{-x} \sin x$ and $f(ax + b)$ (ACMMM106) ⚙️ 📖
 - use the composite function rule (chain rule) to establish that $\frac{d}{dx}\{e^{f(x)}\} = f'(x)e^{f(x)}$
 - use the composite function rule (chain rule) to establish that $\frac{d}{dx}\{\ln f(x)\} = \frac{f'(x)}{f(x)}$
 - use the logarithmic laws to simplify an expression before differentiating
 - use the composite function rule (chain rule) to establish and use the derivatives of $\sin(f(x))$, $\cos(f(x))$ and $\tan(f(x))$



Student Name:	
Subject/Course:	Mathematics Advanced
Teacher:	Milton
Assessment Task Number:	1
Assessment Task Name:	Question Bank and Topic Test – Differential Calculus
Date Issued:	TBC
Date and Time Due:	Term 1, Week 7
Weighting:	20%
Presentation and Submission Guidelines:	You will submit Part A of the task to your classroom teacher either on or before the due date and complete the examination during your allocated timetabled lesson.
Marking Process:	The assessment will be marked against the marking criteria below.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
MA12 - 3	Applies calculus techniques to model and solve problems
MA12 - 6	Applies appropriate differentiation methods to solve problems
MA12 - 9	Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12 - 10	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____



Task Description:

Part A-10%

You will complete a question bank in your own time. It is required that the question bank is submitted to the class teacher on or before the due date.

Solutions to the question bank are required to be handwritten on separate paper.

Part B- 20%

You will sit a formal topic test in the hall. Time allowed is 50 minutes with 5 minutes reading time.

The assessment task will assess students' knowledge and understanding of course content from the 'Differentiation of trigonometric, exponential and logarithmic functions' and 'Rules of Differentiation' topics.

Note: Due to the cumulative nature of mathematics, knowledge from earlier Stages is essential.

Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for HSC
(Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this topic test: I Can -

- Establish the formula $\frac{d}{dx}(\sin x) = \cos x$ and $\frac{d}{dx}(\cos x) = -\sin x$ by numerical estimations of the limits and informal proofs based on geometric constructions
- Calculate derivatives of trigonometric functions
- Establish and use the formula $\frac{d}{dx}(a^x) = (\ln a)a^x$
- Calculate the derivative of the natural logarithm function
- Establish and use the formula $\frac{d}{dx}(\log_a x) = \frac{1}{x \ln a}$
- Apply the product, quotient and chain rules to differentiate functions

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts. You will be more successful in this topic test if you complete and use the completed summary sheet to assist you.



Marking Guidelines:	Marks
<ul style="list-style-type: none"> Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> Full marks are awarded for correct answers Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills appropriate to the course. Demonstrates sophisticated multi-step reasoning and justification. Integrates and applies ideas from across the course to successfully solve problems. Demonstrates modelling and problem-solving skills in a wide range of familiar and unfamiliar contexts Communicates effectively using appropriate mathematical language, notation, diagrams and graphs <p>Band 5</p> <ul style="list-style-type: none"> Demonstrates thorough knowledge and skills appropriate to the course Demonstrates multi-step logical reasoning and justification Combines ideas from across the course to solve problems Demonstrates a range of modelling and problem-solving skills Communicates appropriately using mathematical language, notation, diagrams and graphs. <p>Band 4</p> <ul style="list-style-type: none"> Demonstrates sound knowledge and skills appropriate to the course Uses logical reasoning and justifies answers Uses appropriate approaches to solve problems Communicates using mathematical language, notation, diagrams and graphs <p>Band 3</p> <ul style="list-style-type: none"> Demonstrates basic knowledge and skills appropriate to the course Applies reasoning in familiar contexts Solve simple problems Uses mathematical language, notation, diagrams and graphs <p>Band 2</p> <ul style="list-style-type: none"> Demonstrates limited knowledge and skills appropriate to the course Solves simple familiar problems with limited accuracy Uses some mathematical language, notation, diagrams and graphs 	



Trigonometric Functions

MA-T3 Trigonometric Functions and Graphs

Outcomes

A student:

- › uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts MA12-1
- › applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs MA12-5
- › chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use MA12-9
- › constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context MA12-10

Subtopic Focus

The principal focus of this subtopic is to explore the key features of the graphs of trigonometric functions and to understand and use basic transformations to solve trigonometric equations.

Students develop an understanding of the way that graphs of trigonometric functions change when the functions are altered in a systematic way. This is important in understanding how mathematical models of real-world phenomena can be developed.

Content

Students:

- examine and apply transformations to sketch functions of the form $y = kf(a(x + b)) + c$, where a, b, c and k are constants, in a variety of contexts, where $f(x)$ is one of $\sin x$, $\cos x$ or $\tan x$, stating the domain and range when appropriate
 - use technology or otherwise to examine the effect on the graphs of changing the amplitude (where appropriate), $y = kf(x)$, the period, $y = f(ax)$, the phase, $y = f(x + b)$, and the vertical shift, $y = f(x) + c$
 - use k, a, b, c to describe transformational shifts and sketch graphs
- solve trigonometric equations involving functions of the form $kf(a(x + b)) + c$, using technology or otherwise, within a specified domain **AAM**
- use trigonometric functions of the form $kf(a(x + b)) + c$ to model and/or solve practical problems involving periodic phenomena **AAM**



Student Name:	
Subject/Course:	Year 12 Mathematics Advanced
Teacher:	Milton
Assessment Task Number:	2
Assessment Task Name:	Investigation Style Task – Can Mathematics predict periodic phenomena?
Date Issued:	TBC
Date and Time Due:	Term 2, Week 3
Weighting:	20%
Presentation and Submission Guidelines:	You are to complete your assessment on the hard copy provided and upload any electronic solutions via google classroom by the due date and time.
Marking Process:	The assessment will be marked against the marking criteria below. Feedback will be provided within two weeks, providing students an opportunity to self-assess against the success criteria before awarding final marks, grades and ranks.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
MA12-1	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts.
MA12-5	Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MS2-12-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Participant Declaration:
<p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>

**Task Description:**

You will complete this task in your own time, no class time will be allocated to work on the assessment.

All questions must be attempted on the assessment sheet provided unless otherwise stated. If otherwise stated, you must upload any relevant screenshots or required information to the appropriate assessment section on Google Classroom.

You are expected to work independently on this task.

You will have the opportunity to submit this task for feedback up to 2 times; however; no submissions for feedback will be accepted three days before the task is due. Feedback will be provided within 24-48 hours.

Success Criteria:

To be successful in this topic test: I can -

- Develop and graph trigonometric functions which meet the specified properties.
- Develop two models to fit the data set with reference to the features of the data set and justified using appropriate mathematical calculations.
- Accurately use models to make predictions
- Justify choices of models by comparing and contrasting pros and cons with complete justification.
- Interpret models to select accurate times.
- Develop a model with choices explained and supported by appropriate mathematical calculations and limitations and potential improvements identified.
- Accurately use a model to make predictions both graphically and algebraically and explain any differences.
- Explain the impact this model could have for a company and how it may affect a commercial decision.
- Convey a convincing argument to support opinions of the driving question.

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts.



Marking Guidelines:	Marks
<ul style="list-style-type: none"> • Provided on the assessment sheet after each individual question. • Full marks are awarded for correct answers. • Marks will also be awarded for working towards or making significant progress towards calculating the correct answer, if required. 	Provided on assessment task sheet
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> • Demonstrates extensive knowledge and skills appropriate to the course. • Demonstrates sophisticated multi-step reasoning and justification. • Integrates and applies ideas from across the course to successfully solve problems. • Demonstrates modelling and problem-solving skills in a wide range of familiar and unfamiliar contexts • Communicates effectively using appropriate mathematical language, notation, diagrams and graphs <p>Band 5</p> <ul style="list-style-type: none"> • Demonstrates thorough knowledge and skills appropriate to the course • Demonstrates multi-step logical reasoning and justification • Combines ideas from across the course to solve problems • Demonstrates a range of modelling and problem-solving skills • Communicates appropriately using mathematical language, notation, diagrams and graphs. <p>Band 4</p> <ul style="list-style-type: none"> • Demonstrates sound knowledge and skills appropriate to the course • Uses logical reasoning and justifies answers • Uses appropriate approaches to solve problems • Communicates using mathematical language, notation, diagrams and graphs <p>Band 3</p> <ul style="list-style-type: none"> • Demonstrates basic knowledge and skills appropriate to the course • Applies reasoning in familiar contexts • Solve simple problems • Uses mathematical language, notation, diagrams and graphs <p>Band 2</p> <ul style="list-style-type: none"> • Demonstrates limited knowledge and skills appropriate to the course • Solves simple familiar problems with limited accuracy • Uses some mathematical language, notation, diagrams and graphs 	



Part One – Sound Waves

The shape of sound waves will determine the properties of the sound produced and how it is perceived by humans.

1. The volume of sound is proportional to the amplitude of the sound wave assuming they have the same frequency.
 - a) You are to construct and label two trigonometric functions and their corresponding graphs to demonstrate a high and low volume of sound.
 - b) You are to state the properties of the trigonometric functions. i.e. The period, frequency and amplitude.
2. The higher the frequency, the higher the pitch of the sound wave.
 - a) You are to construct and label two trigonometric functions and their corresponding graphs to demonstrate a high and low pitch with a consistent amplitude.
 - b) You are to state the properties of the trigonometric functions. For example – the period, frequency and amplitude.

Marking guidelines

Criteria	Mark	Guidelines
1 a)	2	Construct and label two trigonometric functions and their corresponding graphs.
	1	Construct and label one trigonometric function and its corresponding graph.
1 b)	3	State all properties of trigonometric functions
	2	State most properties of trigonometric functions
	1	State some properties of trigonometric functions
2 a)	2	Construct and label two trigonometric functions and their corresponding graphs.
	1	Construct and label one trigonometric function and its corresponding graph.
2 b)	3	State all properties of trigonometric functions
	2	State most properties of trigonometric functions
	1	State some properties of trigonometric functions

Part 2 – Ocean Tides

Ocean sea levels vary between a changing high and low tide periodically as a result of the location of the moon and its position relative to the sun.

You are to:

1. Collect tidal data:



Choose a location (Example: Forster, NSW) and for this location, you are to collect 7 days of historical low and high tide data (time and height). Many websites contain tidal data. [Willyweather](http://Willyweather.com.au) has a graph and table of historical and future high and low tides.

Date	Time	Elapsed time (hours)	Height (m)

Note: Elapsed time refers to the number of hours since the first recording. For example, 5 hours and 15 minutes would be recorded as 5.25.

2. Model 1: Model the scenario using a single trigonometric function:
 - a) Plot the height verse elapsed time in a suitable graphing software. Suggested software includes Geogebra and Desmos. Upload to Google Classroom.
 - b) Interpret the observable amplitude, vertical shift and period of the data set, to fit a trigonometric model to the data. Provide reasons for your choices.
3. Model 2: Model the scenario using multiple functions, one or more of which must be a trigonometric function:
 - a. By examining data points or trends not captured by the simple model, establish another model using a combination of functions. Justify your model using appropriate mathematical calculations. Refer to Method 2 and/or 3 in Modelling-of-periodic-phenomena.DOCX
4. Predictions: Use your models to predict the high and low tide times and heights on a future date. A suggested table for recording this information is:



Low Tide	Date	Time	Height
Model 1			
Model 2			
Actual			
High Tide	Date	Time	Height
Model 1			
Model 2			
Actual			

5. Choose a model: Select the more accurate model, justifying your choice by comparing and contrasting the pros and cons of each model with reference to the original data, predictions and any observed limitations or potential for improvements.

6. [Fishing monthly](#) contained information about the best times to fish with regards to tides.

Using your selected future date and model, find a time(s) or time range(s) corresponding to each of the following scenarios:

- b. Feeding tends to slow when the tide changes.
- c. Flathead tend to feed during falling water or the first hour of an incoming tide.
- d. Bream tend to be present during high tide around mangrove flats.
- e. 1 hour before and after a low tide is a good time to catch whiting off a beach
- f. Predator fish like a running tide but avoid the fastest flowing water.
- g. At what time(s) is the maximum rate of change in the height of the tide?
- h. What is the rate of change in the height of the tide at this time?



Marking guidelines

Question	Mark	Guidelines
1	3	All aspects of the table have been recorded.
	2	Most aspects of the table have been recorded.
	1	Some aspects of the table have been recorded.
2 a)	1	Correctly plots and models the height verse elapsed time using digital technology.
2 b)	5	Develops two models to fit the data set with reference to the features of the data set and justified using appropriate mathematical calculations.
	4	Develops two models to fit the data set with reference to the features of the data set.
	3	Develops a basic model with reference to the features of the data set.
	2	Develops a basic model with reference to some of the features of the data set.
	1	Demonstrates skills necessary to develop a basic model.
3	5	Develops two models to fit the data set with reference to the features of the data set and justified using appropriate mathematical calculations.
	4	Develops two models to fit the data set with reference to the features of the data set.
	3	Develops a basic model with reference to the features of the data set. Accurate uses the model to make predictions.
	2	Develops a basic model with reference to some of the features of the data set.
	1	Demonstrates skills necessary to develop a basic model.
4.	2	Students are able to accurately use their model to make predictions.
	1	Students use their model to make predictions but with some conceptual flaws.
5.	4	Justified choice of model by comparing and contrasting pros and cons with complete justification.
	3	Selected the more accurate model by comparing and contrasting pros and cons but with incomplete justification conveyed.
	2	Selected the more accurate model with pros and/or cons of each model listed.
	1	Select the more accurate model.
6.	2	Interpreted the model to select accurate times.
	1	Interpreted the model to select appropriate times but with some flaws in conceptual understating.



Part 3 – Commercial Trends

1. Select a trend that follows a cyclical cycle. You may like to consider food items that are more commonly eaten during a portion of the year such as stew or ice cream.
2. Collect five years of data using google trends for Australia. [Google Trends](https://trends.google.com/trends/)
3. Model your data using a trigonometric function or combination of functions.
4. Explain your choice of model and identify any limitations and possible improvements.
5. Repeat steps 2-5 for a country in the northern hemisphere.
6. For each location, use your model to predict the maximum and minimum interest in your topic in 2023.
7. Explain any differences or similarities in the models and corresponding predictions.
8. When in 2023 will the interest in your trend be at 70% of the historical maximum? Justify this both graphically and with appropriate mathematical calculations.
9. Identify a business related to your trend. Explain a potential commercial impact these models could have and how this may affect a commercial decision for the business.

Marking guidelines

Question	Mark	Guidelines
1 - 5	4	Developed a model with choices explained and supported by appropriate mathematical calculations and limitations and potential improvements identified.
	3	Develop a model with choices explained and referenced of the data set.
	2	Develop a basic model with reference to some features of the data set.
	1	Identifies a cylindrical trend and collects data.
6 - 8	3	Accurately uses the model to make predictions both graphically and algebraically and explains any differences.
	2	Accurately uses the model to make predictions both graphically and algebraically.
	1	Uses the model to make predictions but with some conceptual flaws.
9	3	Explains the impact the model could have for a company and how it may affect a commercial decision.
	2	Explain the impact the model could have for a company.
	1	Identifies an affected business and potential impact of the trend.



Marking guidelines

Question	Mark	Guidelines
4	3	A convincing argument has been provided to support the opinion of the driving question.
	2	Forms a generalised statement from the pros and cons, limitations and potential for improvement.
	1	Provides an exhaustive list of pros and cons of the models.



Statistical Analysis

MA-S2 Descriptive Statistics and Bivariate Data Analysis

Outcomes

A student:

- › solves problems using appropriate statistical processes MA12-8
- › chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use MA12-9
- › constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context MA12-10

Subtopic Focus

The principal focus of this subtopic is to introduce students to some methods for identifying, analysing and describing associations between pairs of variables (bivariate data).













Students develop the ability to display, interpret and analyse statistical relationships within bivariate data. Statistical results form the basis of many decisions affecting society, and also inform individual decision-making.

Within this subtopic, schools have the opportunity to identify areas of Stage 5 content which may need to be reviewed to meet the needs of students.

Content
















S2.1: Data (grouped and ungrouped) and summary statistics

Students:

- classify data relating to a single random variable 
- organise, interpret and display data into appropriate tabular and/or graphical representations including Pareto charts, cumulative frequency distribution tables or graphs, parallel box-plots and two-way tables **AAM**   
 - compare the suitability of different methods of data presentation in real-world contexts (ACMEM048)
- summarise and interpret grouped and ungrouped data through appropriate graphs and summary statistics **AAM** 
- calculate measures of central tendency and spread and investigate their suitability in real-world contexts and use to compare large datasets  
 - investigate real-world examples from the media illustrating appropriate and inappropriate uses or misuses of measures of central tendency and spread (ACMEM056) **AAM**
- identify outliers and investigate and describe the effect of outliers on summary statistics 
 - use different approaches for identifying outliers, for example consideration of the distance from the mean or median, or the use of below $Q_1 - 1.5 \times IQR$ and above $Q_3 + 1.5 \times IQR$ as criteria, recognising and justifying when each approach is appropriate
 - investigate and recognise the effect of outliers on the mean, median and standard deviation
- describe, compare and interpret the distributions of graphical displays and/or numerical datasets and report findings in a systematic and concise manner **AAM**    

S2.2: Bivariate data analysis

Students:

- construct a bivariate scatterplot to identify patterns in the data that suggest the presence of an association (ACMGM052) 
- use bivariate scatterplots (constructing them where needed), to describe the patterns, features and associations of bivariate datasets, justifying any conclusions **AAM** 
 - describe bivariate datasets in terms of form (linear/non-linear) and in the case of linear, also the direction (positive/negative) and strength of association (strong/moderate/weak)
 - identify the dependent and independent variables within bivariate datasets where appropriate
 - describe and interpret a variety of bivariate datasets involving two numerical variables using real-world examples in the media or those freely available from government or business datasets  
- calculate and interpret Pearson's correlation coefficient (r) using technology to quantify the strength of a linear association of a sample (ACMGM054)  
- model a linear relationship by fitting an appropriate line of best fit to a scatterplot and using it to describe and quantify associations **AAM** 
 - fit a line of best fit to the data by eye and using technology (ACMEM141, ACMEM142)
 - fit a least-squares regression line to the data using technology (ACMGM057)
 - interpret the intercept and gradient of the fitted line (ACMGM059)
- use the appropriate line of best fit, both found by eye and by applying the equation of the fitted line, to make predictions by either interpolation or extrapolation **AAM** 
 - distinguish between interpolation and extrapolation, recognising the limitations of using the fitted line to make predictions, and interpolate from plotted data to make predictions where appropriate 
- solve problems that involve identifying, analysing and describing associations between two numeric variables **AAM** 
- construct, interpret and analyse scatterplots for bivariate numerical data in practical contexts **AAM**     
 - demonstrate an awareness of issues of privacy and bias, ethics, and responsiveness to diverse groups and cultures when collecting and using data



Student Name:	
Subject/Course:	Mathematics Advanced
Teacher:	Milton
Assessment Task Number:	3
Assessment Task Name:	Topic Test – Descriptive Statistics & Bivariate Data Analysis
Date Issued:	TBC
Date and Time Due:	Term 2, Week 8
Weighting:	30%
Presentation and Submission Guidelines:	You will complete the examination during your allocated timetabled lesson. You may bring an A4, double sided, handwritten summary sheet to the topic test with you. This must be handed in at the completion of the assessment.
Marking Process:	The assessment will be marked against the marking criteria below.
Outcomes Assessed:	
Syllabus Code	Syllabus Description
MA12 - 8	Solves problems using appropriate statistical processes
MA12 - 9	Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12 - 10	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

<p>Participant Declaration:</p> <p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>
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**Task Description:**

You will sit a formal topic test in the hall. Time allowed is 50 minutes with 5 minutes reading time. The assessment task will assess students' knowledge and understanding of course content from the 'Descriptive and Bivariate Data Analysis' topic.

Note: Due to the cumulative nature of mathematics, knowledge from earlier stages is essential.

Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for Advanced Mathematics HSC (Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this topic test: I Can -

- Classify data variables
- Organise, interpret and display data using tables and graphs
- Summarise and interpret grouped and ungrouped data
- Calculate measures of central tendency and spread
- Identify outliers and describe the effect on statistics
- Describe, compare and interpret the distributions of graphical displays
- Construct a bivariate scatter plot
- Use bivariate scatter plots describe patterns, features and datasets
- Calculate and interpret Pearson's correlation coefficient
- Model a linear relationship using an appropriate line of best fit
- Use the line of best fit to make predictions using interpolation and extrapolation
- Solve problems that involve identifying analysing and describing associations between variables.
- Construct, interpret and analyse scatter plots in practical contexts
- Use relative frequencies and histograms to estimate probabilities
- Use the concepts of a probability density function
- Obtain and analyse a cumulative distribution function
- Identify the numerical and graphical properties of data that is normally distributed
- Calculate probabilities and quantiles associated with a normal distribution
- Calculate the z-score for a data set
- Use z-scores to compare scores from data sets
- Use collected data illustrate the empirical rules for a normal distribution
- Use z-scores to identify extremes of a data set
- Use z-scores to make judgements related to outcomes of a data set

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts. You will be more successful in this topic test if you complete and use the completed summary sheet to assist you.



Marking Guidelines:	Marks
<ul style="list-style-type: none"> Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> Full marks are awarded for correct answers Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills appropriate to the course. Demonstrates sophisticated multi-step reasoning and justification. Integrates and applies ideas from across the course to successfully solve problems. Demonstrates modelling and problem-solving skills in a wide range of familiar and unfamiliar contexts Communicates effectively using appropriate mathematical language, notation, diagrams and graphs <p>Band 5</p> <ul style="list-style-type: none"> Demonstrates thorough knowledge and skills appropriate to the course Demonstrates multi-step logical reasoning and justification Combines ideas from across the course to solve problems Demonstrates a range of modelling and problem-solving skills Communicates appropriately using mathematical language, notation, diagrams and graphs. <p>Band 4</p> <ul style="list-style-type: none"> Demonstrates sound knowledge and skills appropriate to the course Uses logical reasoning and justifies answers Uses appropriate approaches to solve problems Communicates using mathematical language, notation, diagrams and graphs <p>Band 3</p> <ul style="list-style-type: none"> Demonstrates basic knowledge and skills appropriate to the course Applies reasoning in familiar contexts Solve simple problems Uses mathematical language, notation, diagrams and graphs <p>Band 2</p> <ul style="list-style-type: none"> Demonstrates limited knowledge and skills appropriate to the course Solves simple familiar problems with limited accuracy Uses some mathematical language, notation, diagrams and graphs 	

Feedback:	
Medals	Missions

Functions

MA-F2 Graphing Techniques

Outcomes

A student:

- › uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts MA12-1
- › chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use MA12-9
- › constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context MA12-10









Subtopic Focus

The principal focus of this subtopic is to become more familiar with key features of graphs of functions, as well as develop an understanding of and use of the effect of basic transformations of these graphs to explain graphical behaviour.

Students develop an understanding of transformations from a graphical and algebraic approach, including the use of technology, and thus develop a deeper understanding of the properties of functions. As graphing software becomes more widely accessible, skills in reading scales and interpreting magnification effects become essential.

Content

Students:

- apply transformations to sketch functions of the form $y = kf(a(x + b)) + c$, where $f(x)$ is a polynomial, reciprocal, absolute value, exponential or logarithmic function and a, b, c and k are constants
 - examine translations and the graphs of $y = f(x) + c$ and $y = f(x + b)$ using technology 
 - examine dilations and the graphs of $y = kf(x)$ and $y = f(ax)$ using technology 
 - recognise that the order in which transformations are applied is important in the construction of the resulting function or graph
- use graphical methods with supporting algebraic working to solve a variety of practical problems involving any of the functions within the scope of this syllabus, in both real-life and abstract contexts **AAM**  
 - select and use an appropriate method to graph a given function, including finding intercepts, considering the sign of $f(x)$ and using symmetry 
 - determine asymptotes and discontinuities where appropriate (vertical and horizontal asymptotes only) 
 - determine the number of solutions of an equation by considering appropriate graphs 
 - solve linear and quadratic inequalities by sketching appropriate graphs 



Calculus

MA-C3 Applications of Differentiation

Outcomes

A student:

- › applies calculus techniques to model and solve problems MA12-3
- › applies appropriate differentiation methods to solve problems MA12-6
- › chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use MA12-9
- › constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context MA12-10

Subtopic Focus




The principal focus of this subtopic is to introduce the second derivative, its meanings and applications to the behaviour of graphs and functions, such as stationary points and the concavity of the graph.

Students develop an understanding of the interconnectedness of topics from across the syllabus and the use of calculus to help solve problems such as optimisation, from each topic. The solution of optimisation problems is an important area of applied Mathematics and involves the location of the maximum or minimum values of a function.

Content

C3.1: The first and second derivatives








Students:

- use the first derivative to investigate the shape of the graph of a function
 - deduce from the sign of the first derivative whether a function is increasing, decreasing or stationary at a given point or in a given interval
 - use the first derivative to find intervals over which a function is increasing or decreasing, and where its stationary points are located
 - use the first derivative to investigate a stationary point of a function over a given domain, classifying it as a local maximum, local minimum or neither
 - determine the greatest or least value of a function over a given domain (if the domain is not given, the natural domain of the function is assumed) and distinguish between local and global minima and maxima
- define and interpret the concept of the second derivative as the rate of change of the first derivative function in a variety of contexts, for example recognise acceleration as the second derivative of displacement with respect to time (ACMMM108, ACMMM109) **AAM**   
 - understand the concepts of concavity and points of inflection and their relationship with the second derivative (ACMMM110)
 - use the second derivative to determine concavity and the nature of stationary points
 - understand that when the second derivative is equal to 0 this does not necessarily represent a point of inflection



C3.2: Applications of the derivative

Students:

- use any of the functions covered in the scope of this syllabus and their derivatives to solve practical and abstract problems **AAM**
- use calculus to determine and verify the nature of stationary points, find local and global maxima and minima and points of inflection (horizontal or otherwise), examine behaviour of a function as $x \rightarrow \infty$ and $x \rightarrow -\infty$ and hence sketch the graph of the function (ACMMM095)   
- solve optimisation problems for any of the functions covered in the scope of this syllabus, in a wide variety of contexts including displacement, velocity, acceleration, area, volume, business, finance and growth and decay **AAM**    
 - define variables and construct functions to represent the relationships between variables related to contexts involving optimisation, sketching diagrams or completing diagrams if necessary
 - use calculus to establish the location of local and global maxima and minima, including checking endpoints of an interval if required
 - evaluate solutions and their reasonableness given the constraints of the domain and formulate appropriate conclusions to optimisation problems

Calculus

MA-C4 Integral Calculus

Outcomes

A student:

- › applies calculus techniques to model and solve problems MA12-3
- › applies the concepts and techniques of indefinite and definite integrals in the solution of problems MA12-7
- › chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use MA12-9
- › constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context MA12-10

Subtopic Focus

The principal focus of this subtopic is to introduce the anti-derivative or indefinite integral and to develop and apply methods for finding the area under a curve, including the Trapezoidal rule and the definite integral, for a range of functions in a variety of contexts.

Students develop their understanding of how integral calculus relates to area under curves and a further understanding of the interconnectedness of topics from across the syllabus. Geometrical representation assists in understanding the development of this topic, but careful sequencing of the ideas is required so that students can see that integration has many applications, not only in mathematics but also in other fields such as the sciences and engineering.



Content






C4.1: The anti-derivative









Students:

- define anti-differentiation as the reverse of differentiation and use the notation $\int f(x) dx$ for anti-derivatives or indefinite integrals (ACMMM114, ACMMM115)
- recognise that any two anti-derivatives of $f(x)$ differ by a constant
- establish and use the formula $\int x^n dx = \frac{1}{n+1} x^{n+1} + c$, for $n \neq -1$ (ACMMM116) ✱✱
- establish and use the formula $\int f'(x)[f(x)]^n dx = \frac{1}{n+1} [f(x)]^{n+1} + c$ where $n \neq -1$ (the reverse chain rule) ✱✱
- establish and use the formulae for the anti-derivatives of $\sin(ax + b)$, $\cos(ax + b)$ and $\sec^2(ax + b)$
- establish and use the formulae $\int e^x dx = e^x + c$ and $\int e^{ax+b} dx = \frac{1}{a} e^{ax+b} + c$
- establish and use the formulae $\int \frac{1}{x} dx = \ln|x| + c$ and $\int \frac{f'(x)}{f(x)} dx = \ln|f(x)| + c$ for $x \neq 0, f(x) \neq 0$, respectively
- establish and use the formulae $\int a^x dx = \frac{a^x}{\ln a} + c$
- recognise and use linearity of anti-differentiation (ACMMM119)
 - examine families of anti-derivatives of a given function graphically
- determine indefinite integrals of the form $\int f(ax + b) dx$ (ACMMM120)
- determine $f(x)$, given $f'(x)$ and an initial condition $f(a) = b$ in a range of practical and abstract applications including coordinate geometry, business and science

C4.2: Areas and the definite integral

Students:

- know that 'the area under a curve' refers to the area between a function and the x -axis, bounded by two values of the independent variable and interpret the area under a curve in a variety of contexts **AAM** 
- determine the approximate area under a curve using a variety of shapes including squares, rectangles (inner and outer rectangles), triangles or trapezia  
 - consider functions which cannot be integrated in the scope of this syllabus, for example $f(x) = \ln x$, and explore the effect of increasing the number of shapes used
- use the notation of the definite integral $\int_a^b f(x) dx$ for the area under the curve $y = f(x)$ from $x = a$ to $x = b$ if $f(x) \geq 0$
- use the Trapezoidal rule to estimate areas under curves **AAM** 
 - use geometric arguments (rather than substitution into a given formula) to approximate a definite integral of the form $\int_a^b f(x) dx$, where $f(x) \geq 0$, on the interval $a \leq x \leq b$, by dividing the area into a given number of trapezia with equal widths 
 - demonstrate understanding of the formula:

$$\int_a^b f(x) dx \approx \frac{b-a}{2n} [f(a) + f(b) + 2\{f(x_1) + \dots + f(x_{n-1})\}]$$
 where $a = x_0$ and $b = x_n$, and the values of $x_0, x_1, x_2, \dots, x_n$ are found by dividing the interval $a \leq x \leq b$ into n equal sub-intervals 
- use geometric ideas to find the definite integral $\int_a^b f(x) dx$ where $f(x)$ is positive throughout an interval $a \leq x \leq b$ and the shape of $f(x)$ allows such calculations, for example when $f(x)$ is a straight line in the interval or $f(x)$ is a semicircle in the interval **AAM** 
- understand the relationship of position to signed areas, namely that the signed area above the horizontal axis is positive and the signed area below the horizontal axis is negative
- using technology or otherwise, investigate the link between the anti-derivative and the area under a curve 
 - interpret $\int_a^b f(x) dx$ as a sum of signed areas (ACMMM127) 
 - understand the concept of the signed area function $F(x) = \int_a^x f(t) dt$ (ACMMM129)
- use the formula $\int_a^b f(x) dx = F(b) - F(a)$, where $F(x)$ is the anti-derivative of $f(x)$, to calculate definite integrals (ACMMM131) **AAM** 
 - understand and use the Fundamental Theorem of Calculus, $F'(x) = \frac{d}{dx} [\int_a^x f(t) dt] = f(x)$ and illustrate its proof geometrically (ACMMM130)
 - use symmetry properties of even and odd functions to simplify calculations of area
 - recognise and use the additivity and linearity of definite integrals (ACMMM128)
 - calculate total change by integrating instantaneous rate of change
- calculate the area under a curve (ACMMM132) 
- calculate areas between curves determined by any functions within the scope of this syllabus (ACMMM134) **AAM** 
- integrate functions and find indefinite or definite integrals and apply this technique to solving practical problems **AAM** 



Statistical Analysis

MA-S3 Random Variables

Outcomes

A student:

- › solves problems using appropriate statistical processes MA12-8
- › chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use MA12-9
- › constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context MA12-10

Subtopic Focus

The principal focus of this subtopic is to introduce students to continuous random variables, the normal distribution and its use in a variety of contexts.

Students develop understanding of the probability density function, how integration or the area under the function determines probabilities to solve problems involving random variables, and an understanding of the normal distribution, its properties and uses. Students make connections between calculus skills developed earlier in the course and their applications in Statistics, and lay the foundations for future study in this area.


Content

S3.1: Continuous random variables

Students:













- use relative frequencies and histograms obtained from data to estimate probabilities associated with a continuous random variable (ACMMM164)
- understand and use the concepts of a probability density function of a continuous random variable

AAM

- know the two properties of a probability density function: $f(x) \geq 0$ for all real x and $\int_{-\infty}^{\infty} f(x)dx = 1$
- define the probability as the area under the graph of the probability density function using the notation $P(X \leq r) = \int_a^r f(x)dx$, where $f(x)$ is the probability density function defined on $[a, b]$
- examine simple types of continuous random variables and use them in appropriate contexts 
- explore properties of a continuous random variable that is uniformly distributed
- find the mode from a given probability density function
- obtain and analyse a cumulative distribution function with respect to a given probability density function
 - understand the meaning of a cumulative distribution function with respect to a given probability density function
 - use a cumulative distribution function to calculate the median and other percentiles

S3.2: The normal distribution

Students:

- identify the numerical and graphical properties of data that is normally distributed 
- calculate probabilities and quantiles associated with a given normal distribution using technology and otherwise, and use these to solve practical problems (ACMMM170) **AAM** 
 - identify contexts that are suitable for modelling by normal random variables, eg the height of a group of students (ACMMM168)
 - recognise features of the graph of the probability density function of the normal distribution with mean μ and standard deviation σ , and the use of the standard normal distribution (ACMMM169)
 - visually represent probabilities by shading areas under the normal curve, eg identifying the value above which the top 10% of data lies
- understand and calculate the z-score (standardised score) corresponding to a particular value in a dataset **AAM** 
 - use the formula $z = \frac{x - \mu}{\sigma}$, where μ is the mean and σ is the standard deviation 
 - describe the z-score as the number of standard deviations a value lies above or below the mean
- use z-scores to compare scores from different datasets, for example comparing students' subject examination scores **AAM** 
- use collected data to illustrate the empirical rules for normally distributed random variables 
 - apply the empirical rule to a variety of problems
 - sketch the graphs of $f(x) = e^{-x^2}$ and the probability density function for the normal distribution $f(x) = \frac{1}{\sigma\sqrt{2\pi}} e^{-\frac{(x-\mu)^2}{2\sigma^2}}$ using technology 
 - verify, using the Trapezoidal rule, the results concerning the areas under the normal curve
- use z-scores to identify probabilities of events less or more extreme than a given event **AAM** 
 - use statistical tables to determine probabilities 
 - use technology to determine probabilities 
- use z-scores to make judgements related to outcomes of a given event or sets of data **AAM**  



Student Name:	
Subject/Course:	Year 12 Mathematics Advanced
Teacher:	Milton
Assessment Task Number:	4
Assessment Task Name:	Trial HSC Examination
Date Issued:	TBC
Date and Time Due:	During the two-week trial examination period. A timetable will be available two weeks before the examination period begins.
Weighting:	30%
Presentation and Submission Guidelines:	You will complete the examination during the allocated Trial HSC Examination period.
Marking Process:	The assessment will be marked by Mr Milton using a format similar to that used in the HSC examination.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
MA-12-1	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts.
MA-12-2	Models and solve problems and make informed decisions about financial situations using mathematical reasoning and techniques.
MA-12-3	Applies calculus techniques to model and solve problems.
MA-12-4	Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems.
MA-12-5	Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs.
MA-12-6	Applies appropriate differentiation methods to solve problems.
MA-12-7	Applies the concepts and techniques of indefinite and definite integrals in the solution of problems.
MA-12-8	Solves problems using appropriate statistical processes.
MA-12-9	Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use.
MA-12-10	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



Task Description:

You will sit a formal Trial HSC Examination in the hall. Time allowed is 3 hours with 10 minutes reading time.

You will be provided with the HSC reference sheet for use within the examination.

The assessment task will assess students' knowledge and understanding of all topics learnt so far. Up to 30% of preliminary content can be assessed in the Trial HSC examination so it is essential that you are revising any content from the preliminary course.

Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for Standard 1 & 2 HSC (Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this examination: I can -

- Use detailed algebraic and graphical to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- Analyse representations of data in order to make inferences, predications and draw conclusions.
- Interpret the results of measurements and calculations and make judgements about their reasonableness, including the degree of accuracy and the conversion of units.
- Analyse two-dimensional and three-dimensional models to solve practical problems.
- Make informed decisions about financial situations, including annuities and loan repayments.
- Solve problems by representing the relationships between changing quantities in algebraic and graphical forms.
- Solve problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data.
- Solve problems using networks to model decision-making in practical problems.
- Choose and use appropriate technology effectively in a range of contexts and apply critical thinking to recognise appropriate times and methods for such use.
- Use mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justify a response.

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> Full marks are awarded for correct answers Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills appropriate to the course. Applies appropriate mathematical concepts, skills and techniques consistently and accurately in a wide range of familiar and unfamiliar contexts Selects and uses a wide variety of problem-solving strategies to solve mathematical problems 	



<ul style="list-style-type: none"> • Demonstrates mathematical reasoning and justification, and interprets and analyses mathematical models • Communicates effectively using appropriate mathematical language, notation, diagrams and graphs 	
Band 5 <ul style="list-style-type: none"> • Demonstrates thorough knowledge and skills appropriate to the course • Applies appropriate mathematical concepts, skills and techniques accurately in a range of familiar and unfamiliar contexts • Selects and uses a variety of problem-solving strategies to solve mathematical problems • Demonstrates mathematical reasoning and interprets mathematical models • Communicates using appropriate mathematical language, notation, diagrams and graphs 	
Band 4 <ul style="list-style-type: none"> • Demonstrates sound knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar and some unfamiliar contexts • Uses problem-solving strategies to solve mathematical problems • Uses some mathematical reasoning and mathematical models • Communicates using some appropriate mathematical language, notation, diagrams and graphs 	
Band 3 <ul style="list-style-type: none"> • Demonstrates basic knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar contexts • Uses some mathematical reasoning • Uses some mathematical language, notation, diagrams and graphs 	
Band 2 <ul style="list-style-type: none"> • Demonstrates limited knowledge and skills appropriate to the course • Uses basic mathematical concepts, skills and techniques to solve problems with limited accuracy 	

Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	



MATHEMATICS EXT ONE



Year 11 Course Structure and Requirements

The course is organised in topics, with the topics divided into subtopics.

Year 11 course (60 hours)	Mathematics Extension	
	Topics	Subtopics
	Functions	ME-F1 Further Work with Functions ME-F2 Polynomials
	Trigonometric Functions	ME-T1 Inverse Trigonometric Functions ME-T2 Further Trigonometric Identities
	Calculus	ME-C1 Rates of Change
	Combinatorics	ME-A1 Working with Combinatorics

For the Year 11 course:

- The Mathematics Advanced Year 11 course should be taught prior to or concurrently with this course.
- Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.
- Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.

Year 12 Course Structure and Requirements

The course is organised in topics, with the topics divided into subtopics.

Year 12 course (60 hours)	Mathematics Extension 1	
	Topics	Subtopics
	Proof	ME-P1 Proof by Mathematical Induction
	Vectors	ME-V1 Introduction to Vectors
	Trigonometric Functions	ME-T3 Trigonometric Equations
	Calculus	ME-C2 Further Calculus Skills ME-C3 Applications of Calculus
	Statistical Analysis	ME-S1 The Binomial Distribution

For the Year 12 course:

- The Mathematics Advanced Year 12 course should be taught prior to or concurrently with this course.
- The Mathematics Advanced Year 11 course is a prerequisite.
- Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.
- Students should be provided with regular opportunities involving the integration of technology.



Outcomes

Table of Objectives and Outcomes – Continuum of Learning

All aspects of Working Mathematically, as described in this syllabus, are integral to the outcomes of the Mathematics Extension 1 Stage 6 course, in particular outcomes ME11-6, ME11-7, ME12-6 and ME12-7.

Objective Students: <ul style="list-style-type: none"> develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques 	
Year 11 Mathematics Extension 1 outcomes A student:	Year 12 Mathematics Extension 1 outcomes A student:
ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses	ME12-1 applies techniques involving proof or calculus to model and solve problems

Objective Students: <ul style="list-style-type: none"> develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis 	
Year 11 Mathematics Extension 1 outcomes A student:	Year 12 Mathematics Extension 1 outcomes A student:
ME11-2 manipulates algebraic expressions and graphical functions to solve problems	ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems
ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems	ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change	ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering	ME12-5 applies appropriate statistical processes to present, analyse and interpret data



Objective Students: <ul style="list-style-type: none"> use technology effectively and apply critical thinking to recognise appropriate times for such use 	
Year 11 Mathematics Extension 1 outcomes A student:	Year 12 Mathematics Extension 1 outcomes A student:
ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts	ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts

Objective Students: <ul style="list-style-type: none"> develop the ability to interpret, justify and communicate mathematics in a variety of forms 	
Year 11 Mathematics Extension 1 outcomes A student:	Year 12 Mathematics Extension 1 outcomes A student:
ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs	ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Mathematics Extension One

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Topic Test – Proof by Mathematical Induction	Task 2: Question Bank and Topic Test – Further Calculus Skills, Further Area and Volume of Solids of Revolution	Task 3: Investigation Style Assessment – If you jumped on another planet, how far could you leap?	Task 4: Trial HSC Examination
		Date: Term 1 Week 2	Date: Term 2 Week 2	Date: Term 2 Week 10	Date: Term 3 Week 3/4
		Outcomes: ME12-1 ME12-6 ME12-7	Outcomes: ME12-1 ME12-4 ME12-6 ME12-7	Outcomes: ME12-2 ME12-6 ME12-7	Outcomes: ME12-1 to ME12-7
		TASK WEIGHTINGS			
Understanding, fluency and communication	50%	15%	10%	10%	15%
Problem solving, reasoning and justification	50%	15%	10%	10%	15%
TOTAL	100%	30%	20%	20%	30%

Outcomes

A student:

ME12-1 applies techniques involving proof or calculus to model and solve problems.

ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems.

ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angled and solving trigonometric equations.

ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution.

ME12-5 applies appropriate statistical processes to present, analyse and interpret data.

ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts.

ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Four	Exponential Growth & Decay (YR 11)			Related Rates of Change (YR 11)	Proof by Mathematical Induction			Introduction to Vectors		
	Outcomes: ME11-1, ME11-4, ME11-6, ME11-7			Outcomes: ME11-1, ME11-4, ME11-6, ME11-7	Outcomes: ME12-1, ME12-6, ME12-7			Outcomes: ME12-2, ME12-6, ME12-7		
	<ul style="list-style-type: none"> Construct, analyse and manipulate exponentials to solve growth or decay problems Establish the modified exponential model Solve problems using the exponential model or modified model and sketch graphs 			<ul style="list-style-type: none"> Related rates of change as chain rule Rate of change of a function expressed as change of composition 	<ul style="list-style-type: none"> Inductive proof Prove results using mathematical induction Identify errors in false proofs by induction Recognise situations where proof by mathematical induction is not appropriate 			<ul style="list-style-type: none"> Define and use notations for a vector Add and subtract vectors Multiply vectors algebraically and geometrically 		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term One	Further Operations with Vectors				Further Calculus Skills			Further Area and Volumes of Solids of Revolution		
	Outcomes: ME12-2, ME12-6, ME12-7				Outcomes: ME12-1, ME12-4, ME12-6, ME12-7			Outcomes: ME12-1, ME12-4, ME12-6, ME12-7		
	<ul style="list-style-type: none"> Define, calculate and use magnitude of vector in 2D Define and use direction Define, calculate and use scalar product Parallel and perpendicular vectors Projection of vectors Displacement, force and velocity of vectors Prove and construct proofs of vectors 				<ul style="list-style-type: none"> Indefinite and definite integrals Prove and use identities Find derivatives of inverse functions Derivatives of inverse trigonometric functions Integrate expressions 			<ul style="list-style-type: none"> Area of regions between curves Sketch solid of revolution Calculate volume of a solid of revolution Determine volumes of solids of revolution 		



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Two	Differential Equations			Projectile Motion			Trigonometric Equations			
	Outcomes: ME12-1, ME12-4, ME12-6, ME12-7			Outcomes: ME12-2, ME12-6, ME12-7			Outcomes: ME12-3, ME12-6, ME12-7			
	<ul style="list-style-type: none"> Equation with a derivative is a differential equation Solutions to differential equations are functions Sketch graphs of solutions Solve simple first-order differential equations Recognise features of first-order linear differential equation 			<ul style="list-style-type: none"> Model and analyse projectiles path Model the motion of a projectile Use equations for horizontal and vertical velocity and displacement Apply calculus to equations to solve problems involving projectiles 			<ul style="list-style-type: none"> Convert expressions and sketch graphs Solve trig equations requiring factorising and/or compound angle, double angle of t – formulae prove and apply other trig identities solve trig equations and interpret solutions 			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Three	Trial HSC Exams		Bernoulli & Binomial Distributions			Normal Approximation for the Sample Proportion			HSC Prep	
			Outcomes: ME12-5, ME12-6, ME12-7			Outcomes: ME12-5, ME12-6, ME12-7				
			<ul style="list-style-type: none"> use Bernoulli random variable understand concepts of Bernoulli trials use binomial distributions and their associated probabilities 			<ul style="list-style-type: none"> use graphs to explore behaviour of sample proportion explore behaviour of sample proportion using simulated data understand normal approximation of distribution of sample proportion and its limitations 				



Proof

ME-P1 Proof by Mathematical Induction

Outcomes

A student:

- › applies techniques involving proof or calculus to model and solve problems ME12-1
- › chooses and uses appropriate technology to solve problems in a range of contexts ME12-6
- › evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms ME12-7

Subtopic Focus

The principal focus of this subtopic is to explore and to develop the use of the technique of proof by mathematical induction to prove results. Students are introduced to mathematical induction for a limited range of applications so that they have time to develop confidence in its use.

Students develop the use of formal mathematical language and argument to prove the validity of given situations using inductive reasoning. The logical sequence of steps in the proof technique needs to be understood and carefully justified, thus encouraging clear and concise communication which is useful both in further study of mathematics and in life.

Content

Students:

- understand the nature of inductive proof, including the ‘initial statement’ and the inductive step (ACMSM064)
- prove results using mathematical induction ⚙️
 - prove results for sums, for example $1 + 4 + 9 + \dots + n^2 = \frac{n(n+1)(2n+1)}{6}$ for any positive integer n (ACMSM065)
 - prove divisibility results, for example $3^{2n} - 1$ is divisible by 8 for any positive integer n (ACMSM066)
- identify errors in false ‘proofs by induction’, such as cases where only one of the required two steps of a proof by induction is true, and understand that this means that the statement has not been proved
- recognise situations where proof by mathematical induction is not appropriate ⚙️



Student Name:	
Subject/Course:	Mathematics Extension One
Teacher:	Milton
Assessment Task Number:	1
Assessment Task Name:	Topic Test – Proof by Mathematical Induction
Date Issued:	TBC
Date and Time Due:	Term 1, Week 2
Weighting:	30%
Presentation and Submission Guidelines:	You will complete the examination during your allocated timetabled lesson.
Marking Process:	The assessment will be marked against the marking criteria below.
Outcomes Assessed:	
Syllabus Code	Syllabus Description
ME12 - 1	Applies techniques involving proof or calculus to model and solve problems
ME12 - 6	Choose and uses appropriate technology to solve problems in a range of contexts
ME12 - 7	Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

<p>Participant Declaration:</p> <p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>
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<p>Task Description:</p> <p>You will sit a formal topic test during your allocated timetable period. Time allowed is 50 minutes with 5 minutes reading time.</p> <p>The assessment task will assess students' knowledge and understanding of course content from the 'Proof by Mathematical Induction' topic.</p> <p>Note: Due to the cumulative nature of mathematics, knowledge from earlier stages is essential.</p> <p>Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for Advanced Mathematics HSC (Seek clarification from Head Teacher Mathematics if unsure)</p>
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Success Criteria:

To be successful in this topic test: I can -

- Understand the nature of inductive proof, including the 'initial statement' and the inductive step
- Prove results using mathematical induction
- Identify errors in false 'proofs by induction'
- Recognise situations where proof by mathematical induction is not appropriate

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts. You will be more successful in this topic test if you complete and use the completed summary sheet to assist you.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> Full marks are awarded for correct answers Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills appropriate to the course. Demonstrates sophisticated multi-step reasoning and justification. Integrates and applies ideas from across the course to successfully solve problems. Demonstrates modelling and problem-solving skills in a wide range of familiar and unfamiliar contexts Communicates effectively using appropriate mathematical language, notation, <u>diagrams</u> and graphs <p>Band 5</p> <ul style="list-style-type: none"> Demonstrates thorough knowledge and skills appropriate to the course Demonstrates multi-step logical reasoning and justification Combines ideas from across the course to solve problems Demonstrates a range of modelling and problem-solving skills Communicates appropriately using mathematical language, notation, <u>diagrams</u> and graphs. <p>Band 4</p> <ul style="list-style-type: none"> Demonstrates sound knowledge and skills appropriate to the course Uses logical reasoning and justifies answers Uses appropriate approaches to solve problems 	



<ul style="list-style-type: none"> Communicates using mathematical language, notation, <u>diagrams</u> and graphs 	
Band 3 <ul style="list-style-type: none"> Demonstrates basic knowledge and skills appropriate to the course Applies reasoning in familiar contexts Solve simple problems Uses mathematical language, notation, <u>diagrams</u> and graphs 	
Band 2 <ul style="list-style-type: none"> Demonstrates limited knowledge and skills appropriate to the course Solves simple familiar problems with limited accuracy Uses some mathematical language, notation, <u>diagrams</u> and graphs 	

Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	



Calculus

ME-C2 Further Calculus Skills

Outcomes

A student:

- › applies techniques involving proof or calculus to model and solve problems ME12-1
- › uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution ME12-4
- › chooses and uses appropriate technology to solve problems in a range of contexts ME12-6
- › evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms ME12-7

Subtopic Focus

The principal focus of this subtopic is to further develop students' knowledge, skills and understanding relating to differentiation and integration techniques.

Students develop an awareness and understanding of the interconnectedness of topics across the syllabus, and the fluency that can be obtained in the use of calculus techniques. Later studies in mathematics place prime importance on familiarity and confidence in a variety of calculus techniques as these are used in many different fields.

Content

Students:

- find and evaluate indefinite and definite integrals using the method of integration by substitution, using a given substitution
- change an integrand into an appropriate form using algebra
- prove and use the identities $\sin^2 nx = \frac{1}{2}(1 - \cos 2nx)$ and $\cos^2 nx = \frac{1}{2}(1 + \cos 2nx)$ to solve problems
- solve problems involving $\int \sin^2 nx \, dx$ and $\int \cos^2 nx \, dx$
- find derivatives of inverse functions by using the relationship $\frac{dy}{dx} = \frac{1}{\frac{dx}{dy}}$
- solve problems involving the derivatives of inverse trigonometric functions
- integrate expressions of the form $\frac{1}{\sqrt{a^2 - x^2}}$ or $\frac{a}{a^2 + x^2}$ (ACMSM121)

Content

C3.1: Further area and volumes of solids of revolution

Students:

- calculate area of regions between curves determined by functions (ACMSM124)
- sketch, with and without the use of technology, the graph of a solid of revolution whose boundary is formed by rotating an arc of a function about the x -axis or y -axis **AAM**
- calculate the volume of a solid of revolution formed by rotating a region in the plane about the x -axis or y -axis, with and without the use of technology (ACMSM125) **AAM**
- determine the volumes of solids of revolution that are formed by rotating the region between two curves about either the x -axis or y -axis in both real-life and abstract contexts **AAM**



Student Name:	
Subject/Course:	Mathematics Extension One
Teacher:	Milton
Assessment Task Number:	2
Assessment Task Name:	Question Bank & Topic Test – Further Calculus Skills & Further Area and Volume of Solids of Revolution
Date Issued:	TBC
Date and Time Due:	Term 2, Week 2
Weighting:	20%
Presentation and Submission Guidelines:	You will submit Part A of the task to your classroom teacher either on or before the due date and complete Part B, the examination, during your allocated timetabled lesson.
Marking Process:	The assessment will be marked against the marking criteria below.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
ME12 - 1	Applies techniques involving proof or calculus to model and solve problems
ME12 - 4	Uses calculus in the solution of applies problems, including differential equations and volumes of solids and revolutions
ME12 - 6	Choose and uses appropriate technology to solve problems in a range of contexts
ME12 - 7	Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____

**Task Description:****Part A-5%**

You will complete a question bank in your own time. It is required that the question bank is submitted to the class teacher on or before the due date.

Solutions to the question bank are required to be handwritten on separate paper.

Part B- 15%

You will sit a formal topic test in the hall. Time allowed is 50 minutes with 5 minutes reading time.

The assessment task will assess students' knowledge and understanding of course content from the 'Differentiation of trigonometric, exponential and logarithmic functions' and 'Rules of Differentiation' topics.

Note: Due to the cumulative nature of mathematics, knowledge from earlier Stages is essential.

Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for HSC
(Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this topic test: I can -

- Find and evaluate indefinite and definite integrals using the method of substitution, using a given substitute
- Prove and use identities to solve problems
- Find derivatives of inverse functions
- Solve problems involving the derivatives of inverse trigonometric functions
- Calculate the area of regions between curves determined by functions
- Sketch the graph of a solid of revolution whose boundary is formed by rotating an arc of a function about the x or y-axis
- Calculate the volume of a solid of revolution formed by rotating a region in the plane about the x-axis or y-axis
- Determine the volumes of solids of revolution that are formed by rotating the region between two curves about either the x-axis or y-axis in both real-life and abstract contexts

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts. You will be more successful in this topic test if you complete and use the completed summary sheet to assist you.



Marking Guidelines:	Marks
<ul style="list-style-type: none"> Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> Full marks are awarded for correct answers Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills appropriate to the course. Demonstrates sophisticated multi-step reasoning and justification. Integrates and applies ideas from across the course to successfully solve problems. Demonstrates modelling and problem-solving skills in a wide range of familiar and unfamiliar contexts Communicates effectively using appropriate mathematical language, notation, <u>diagrams</u> and graphs <p>Band 5</p>	

<ul style="list-style-type: none"> Demonstrates thorough knowledge and skills appropriate to the course Demonstrates multi-step logical reasoning and justification Combines ideas from across the course to solve problems Demonstrates a range of modelling and problem-solving skills Communicates appropriately using mathematical language, notation, <u>diagrams</u> and graphs. <p>Band 4</p> <ul style="list-style-type: none"> Demonstrates sound knowledge and skills appropriate to the course Uses logical reasoning and justifies answers Uses appropriate approaches to solve problems Communicates using mathematical language, notation, <u>diagrams</u> and graphs <p>Band 3</p> <ul style="list-style-type: none"> Demonstrates basic knowledge and skills appropriate to the course Applies reasoning in familiar contexts Solve simple problems Uses mathematical language, notation, <u>diagrams</u> and graphs <p>Band 2</p> <ul style="list-style-type: none"> Demonstrates limited knowledge and skills appropriate to the course Solves simple familiar problems with limited accuracy Uses some mathematical language, notation, <u>diagrams</u> and graphs 	
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Vectors

ME-V1 Introduction to Vectors

Outcomes

A student:

- › applies concepts and techniques involving vectors and projectiles to solve problems ME12-2
- › chooses and uses appropriate technology to solve problems in a range of contexts ME12-6
- › evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms ME12-7

Subtopic Focus








The principal focus of this subtopic is to introduce the concept of vectors in two dimensions, use them to represent quantities with magnitude and direction, and understand that this representation can allow for the exploration of situations such as geometrical proofs.

Students develop an understanding of vector notations and how to manipulate vectors to allow geometrical situations to be explored further. The example of projectile motion as an application of vectors is then introduced. These concepts are explored further in the Mathematics Extension 2 course.

Content




V1.1: Introduction to vectors

Students:

- define a vector as a quantity having both magnitude and direction, and examine examples of vectors, including displacement and velocity (ACMSM010)
 - explain the distinction between a position vector and a displacement (relative) vector  
- define and use a variety of notations and representations for vectors in two dimensions (ACMSM014)
 - use standard notations for vectors, for example: \underline{a} , \overrightarrow{AB} and \mathbf{a}
 - represent vectors graphically in two dimensions as directed line segments
 - define unit vectors as vectors of magnitude 1, and the standard two-dimensional perpendicular unit vectors \underline{i} and \underline{j}
 - express and use vectors in two dimensions in a variety of forms, including component form, ordered pairs and column vector notation
- perform addition and subtraction of vectors and multiplication of a vector by a scalar algebraically and geometrically, and interpret these operations in geometric terms **AAM**  
 - graphically represent a scalar multiple of a vector (ACMSM012)
 - use the triangle law and the parallelogram law to find the sum and difference of two vectors
 - define and use addition and subtraction of vectors in component form (ACMSM017) 
 - define and use multiplication by a scalar of a vector in component form (ACMSM018)  

V1.2: Further operations with vectors

Students:

- define, calculate and use the magnitude of a vector in two dimensions and use the notation $|\underline{u}|$ for the magnitude of a vector $\underline{u} = x\underline{i} + y\underline{j}$ 
- prove that the magnitude of a vector, $\underline{u} = x\underline{i} + y\underline{j}$, can be found using: $|\underline{u}| = |x\underline{i} + y\underline{j}| = \sqrt{x^2 + y^2}$
- identify the magnitude of a displacement vector \overrightarrow{AB} as being the distance between the points A and B
- convert a non-zero vector \underline{u} into a unit vector $\hat{\underline{u}}$ by dividing by its length: $\hat{\underline{u}} = \frac{\underline{u}}{|\underline{u}|}$
- define and use the direction of a vector in two dimensions
- define, calculate and use the scalar (dot) product of two vectors $\underline{u} = x_1\underline{i} + y_1\underline{j}$ and $\underline{v} = x_2\underline{i} + y_2\underline{j}$
 - apply the scalar product, $\underline{u} \cdot \underline{v}$, to vectors expressed in component form, where $\underline{u} \cdot \underline{v} = x_1x_2 + y_1y_2$
 - use the expression for the scalar (dot) product, $\underline{u} \cdot \underline{v} = |\underline{u}||\underline{v}|\cos\theta$ where θ is the angle between vectors \underline{u} and \underline{v} to solve problems
 - demonstrate the equivalence, $\underline{u} \cdot \underline{v} = |\underline{u}||\underline{v}|\cos\theta = x_1x_2 + y_1y_2$ and use this relationship to solve problems
 - establish and use the formula $\underline{v} \cdot \underline{v} = |\underline{v}|^2$
 - calculate the angle between two vectors using the scalar (dot) product of two vectors in two dimensions
- examine properties of parallel and perpendicular vectors and determine if two vectors are parallel or perpendicular (ACMSM021) 
- define and use the projection of one vector onto another (ACMSM022)
- solve problems involving displacement, force and velocity involving vector concepts in two dimensions (ACMSM023) **AAM**
- prove geometric results and construct proofs involving vectors in two dimensions including to proving that: **AAM** 
 - the diagonals of a parallelogram meet at right angles if and only if it is a rhombus (ACMSM039)
 - the midpoints of the sides of a quadrilateral join to form a parallelogram (ACMSM040)
 - the sum of the squares of the lengths of the diagonals of a parallelogram is equal to the sum of the squares of the lengths of the sides (ACMSM041)



V1.3: Projectile motion

Students:

- understand the concept of projectile motion, and model and analyse a projectile's path assuming that:
 - the projectile is a point
 - the force due to air resistance is negligible
 - the only force acting on the projectile is the constant force due to gravity, assuming that the projectile is moving close to the Earth's surface
- model the motion of a projectile as a particle moving with constant acceleration due to gravity and derive the equations of motion of a projectile **AAM**
 - represent the motion of a projectile using vectors
 - recognise that the horizontal and vertical components of the motion of a projectile can be represented by horizontal and vertical vectors
 - derive the horizontal and vertical equations of motion of a projectile
 - understand and explain the limitations of this projectile model
- use equations for horizontal and vertical components of velocity and displacement to solve problems on projectiles
- apply calculus to the equations of motion to solve problems involving projectiles (ACMSM115)
AAM ⚙️



Student Name:	
Subject/Course:	Year 12 Mathematics Extension One
Teacher:	Milton
Assessment Task Number:	3
Assessment Task Name:	Investigation Style Task – If you jumped on another planet, how far could you leap?
Date Issued:	TBC
Date and Time Due:	Term 2, Week 10
Weighting:	20%
Presentation and Submission Guidelines:	You are to complete your assessment on the hard copy provided and upload any electronic solutions via google classroom by the due date and time.
Marking Process:	The assessment will be marked against the marking criteria below. Feedback will be provided within two weeks, providing students an opportunity to self-assess against the success criteria before awarding final marks, <u>grades</u> and ranks.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
ME12-2	Applies concepts and techniques involving vectors and projectiles to solve problems
ME12-6	Chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Participant Declaration:
<p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>



Task Description:

You will complete this task in your own time, no class time will be allocated to work on the assessment.

All questions must be attempted on the assessment sheet provided unless otherwise stated. If otherwise stated, you must upload any relevant screenshots or required information to the appropriate assessment section on Google Classroom.

You are expected to work independently on this task.

You will have the opportunity to submit this task for feedback up to 2 times; however; no submissions for feedback will be accepted three days before the task is due. Feedback will be provided within 24-48 hours.

Success Criteria:

To be successful in this topic test: I can -

- Calculate the initial velocity of a projectile based on a launch angle and displacement
- Predict the maximum height and range of a projectile with varying initial conditions
- Analyse the mathematical models to make inferences

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> • Provided on the assessment sheet after each individual question. • Full marks are awarded for correct answers. • Marks will also be awarded for working towards or making significant progress towards calculating the correct answer, if required. 	Provided on assessment task sheet
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> • Demonstrates extensive knowledge and skills appropriate to the course. • Demonstrates sophisticated multi-step reasoning and justification. • Integrates and applies ideas from across the course to successfully solve problems. • Demonstrates modelling and problem-solving skills in a wide range of familiar and unfamiliar contexts • Communicates effectively using appropriate mathematical language, notation, <u>diagrams</u> and graphs <p>Band 5</p> <ul style="list-style-type: none"> • Demonstrates thorough knowledge and skills appropriate to the course • Demonstrates multi-step logical reasoning and justification • Combines ideas from across the course to solve problems • Demonstrates a range of modelling and problem-solving skills 	



<ul style="list-style-type: none"> Communicates appropriately using mathematical language, notation, <u>diagrams</u> and graphs. <p>Band 4</p> <ul style="list-style-type: none"> Demonstrates sound knowledge and skills appropriate to the course Uses logical reasoning and justifies answers Uses appropriate approaches to solve problems Communicates using mathematical language, notation, <u>diagrams</u> and graphs <p>Band 3</p> <ul style="list-style-type: none"> Demonstrates basic knowledge and skills appropriate to the course Applies reasoning in familiar contexts Solve simple problems Uses mathematical language, notation, <u>diagrams</u> and graphs <p>Band 2</p> <ul style="list-style-type: none"> Demonstrates limited knowledge and skills appropriate to the course Solves simple familiar problems with limited accuracy Uses some mathematical language, notation, <u>diagrams</u> and graphs 	
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Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	

What to submit

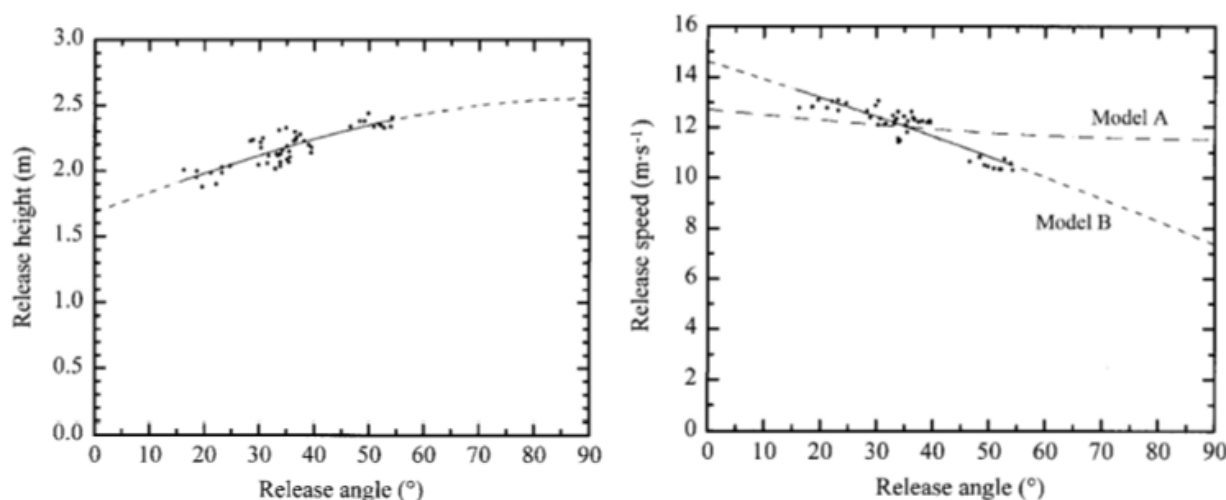
- Evidence of an authentic modelling. This may take the form of pictures of activities, screenshots of models with annotations.
- All data collected and initial conditions obtained.
- All formula, working and calculations required, either written by hand or typed. If screenshots have been provided, the formulas used need to be clearly annotated.
- All reasoning and justification, either written by hand or typed.

Part One – Shot Put

When launching a shot put, the distance travelled is dependent on a range of variables; the launch angle, height and velocity.

The launch velocity is dependent on the angle of launch. An increase in the angle of launch decreases the launch velocity as a greater portion of the athlete's muscular strength is used to overcome the gravitational force on the shot put, however, by increasing the launch angle the height of release is increased.

This can be observed diagrammatically in the graphs below.



Source: *Journal of Sports Sciences*, 2001, 19, 359-372

https://elitetrack.com/article_files/shotputlinthorne.pdf

From this activity you need to:

1. Select a release angle and use the graphs to obtain a release height and release speed (using Model B)
2. Derive the horizontal and vertical equations of motion.
3. Determine the horizontal distance the shot put is thrown and the maximum height it reaches.
4. Determine the velocity of the shot put as it lands



Marking guidelines

Part	Mark	Guidelines
1	3	Apply the equations of motion to solve related problems
	2	Derive the horizontal and vertical equations of motion
	1	Determine initial conditions

Part 2 – Developing initial conditions

You are to design and participate in a long jump activity where you complete multiple leaps and collect relevant data.

From this activity you need to:

1. Determine a typical launch angle using appropriate technology
2. Determine a typical length jumped
3. Explain how these were captured and the reasoning behind the choices made
4. Determine the initial vertical displacement of the model, comparing a range of possibilities and explain your choice.
5. Determine the initial velocity with appropriate mathematical calculations.

Marking guidelines

Part	Mark	Guidelines
2	4	Choices explained <u>in regards to</u> the design of the experiment and initial vertical displacement.
	3	Determine the initial velocity supported by mathematical calculations.
	2	Use activity to determine the length jumped, launch angle.
	1	Design an appropriate activity supported with appropriate technology.

Part 3 – Modelling a jump on other planets

Students are to choose **two** other planets. For each planet, students are to:

1. Record the initial conditions
2. Derive the horizontal and vertical equations of motion.
3. Determine the distance they could leap on two other planets.
4. Derive a Cartesian equation to represent the motion.
5. Use graphing software to confirm their results.

Note: Students can refer to [NASA's factsheet](#) for appropriate gravity on other planets.



Marking guidelines

Part	Mark	Guidelines
3	4	Derive a Cartesian equation to represent the motion and use graphing software to confirm results.
	3	Apply the equations of motion to solve related problems.
	2	Derive the horizontal and vertical equations of motion.
	1	Determine initial conditions.

Part 4 – Evaluation

You need to evaluate your response to determine a position on the driving question, “If you jumped on another planet, how far could you leap?”

You need to structure a response that refers to or considers:

1. The modelling and mathematical methods or concepts detailed in this assessment.
2. If there is a hypothetical maximum.
3. Any limitations to the model.

The final justification statement should answer the driving question by referencing the statements above.

Marking guidelines

Part	Mark	Guidelines
4	4	Take a position on and justify a hypothetical maximum with consideration to your mathematical model and limitations.
	3	Explain a hypothetical maximum with reference to your mathematical model or limitations.
	2	State a response to the driving question with reference to your mathematical model.
	1	State a response to the driving question.

Notes

- Any non-attempt in a section will be deemed zero. Marks can only be attributed to attempted responses.



Trigonometric Functions

ME-T3 Trigonometric Equations

Outcomes

A student:

- › applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations ME12-3
- › chooses and uses appropriate technology to solve problems in a range of contexts ME12-6
- › evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms ME12-7

Subtopic Focus

The principal focus of this subtopic is to consolidate and extend students' knowledge in relation to solving trigonometric equations and to apply this knowledge to practical situations.

Students develop complex algebraic manipulative skills and fluency in applying trigonometric knowledge to a variety of situations. Trigonometric expressions and equations provide a powerful tool for modelling quantities that vary in a cyclical way such as tides, seasons, demand for resources, and alternating current.

Content

Students:

- convert expressions of the form $a \cos x + b \sin x$ to $R \cos(x \pm \alpha)$ or $R \sin(x \pm \alpha)$ and apply these to solve equations of the form $a \cos x + b \sin x = c$, sketch graphs and solve related problems (ACMSM048) ⚙️
- solve trigonometric equations requiring factorising and/or the application of compound angle, double angle formulae or the t -formulae
- prove and apply other trigonometric identities, for example $\cos 3x = 4\cos^3 x - 3\cos x$ (ACMSM049)
- solve trigonometric equations and interpret solutions in context using technology or otherwise 🖨️



Calculus

ME-C3 Applications of Calculus

Outcomes

A student:

- › applies techniques involving proof or calculus to model and solve problems ME12-1
- › uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution ME12-4
- › chooses and uses appropriate technology to solve problems in a range of contexts ME12-6
- › evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms ME12-7

Subtopic Focus

The principal focus of this subtopic is to develop an understanding of applications of calculus in a practical context, including the more accessible kinds of differential equations and volumes of solids of revolution, to solve problems.

Students develop an awareness and understanding of the use of differential equations which arise when the rate of change in one quantity with respect to another can be expressed in mathematical form. The study of differential equations has important applications in science, engineering, finance, economics and broader applications in mathematics.

C3.2: Differential equations

Students:

- recognise that an equation involving a derivative is called a differential equation
- recognise that solutions to differential equations are functions and that these solutions may not be unique
- sketch the graph of a particular solution given a direction field and initial conditions
 - form a direction field (slope field) from simple first-order differential equations
 - recognise the shape of a direction field from several alternatives given the form of a differential equation, and vice versa
 - sketch several possible solution curves on a given direction field
- solve simple first-order differential equations (ACMSM130)
 - solve differential equations of the form $\frac{dy}{dx} = f(x)$
 - solve differential equations of the form $\frac{dy}{dx} = g(y)$
 - solve differential equations of the form $\frac{dy}{dx} = f(x)g(y)$ using separation of variables
- recognise the features of a first-order linear differential equation and that exponential growth and decay models are first-order linear differential equations, with known solutions
- model and solve differential equations including to the logistic equation that will arise in situations where rates are involved, for example in chemistry, biology and economics (ACMSM132) **AAM**



Student Name:	
Subject/Course:	Year 12 Extension One
Teacher:	Milton
Assessment Task Number:	4
Assessment Task Name:	Trial HSC Examination
Date Issued:	TBC
Date and Time Due:	During the two-week trial examination period. A timetable will be available two weeks before the examination period begins.
Weighting:	30%
Presentation and Submission Guidelines:	You will complete the examination during the allocated Trial HSC Examination period.
Marking Process:	The assessment will be marked by Mr Milton using a format similar to that used in the HSC examination.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
ME12-1	Applies techniques involving proof or calculus to model and solve problems
ME12-2	Applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5	Applies appropriate statistical processes to present, analyse and interpret data
ME12-6	Chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	Evaluates and justifies conclusions, communicating a position clearly in a appropriate mathematical forms

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



Task Description:

You will sit a formal Trial HSC Examination in the hall. Time allowed is 2 hours with 10 minutes reading time. You will be provided with the HSC reference sheet for use within the examination.

The assessment task will assess students' knowledge and understanding of all topics learnt so far. Preliminary content can be assessed in the Trial HSC examination so it is essential that you are revising any content from the preliminary course.

Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for Standard 1 & 2 HSC (Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this examination: I can -

- Use detailed algebraic and graphical to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- Analyse representations of data in order to make inferences, predications and draw conclusions.
- Interpret the results of measurements and calculations and make judgements about their reasonableness, including the degree of accuracy and the conversion of units.
- Analyse two-dimensional and three-dimensional models to solve practical problems.
- Make informed decisions about financial situations, including annuities and loan repayments.
- Solve problems by representing the relationships between changing quantities in algebraic and graphical forms.
- Solve problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data.
- Solve problems using networks to model decision-making in practical problems.
- Choose and use appropriate technology effectively in a range of contexts and apply critical thinking to recognise appropriate times and methods for such use.
- Use mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justify a response.

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> Full marks are awarded for correct answers Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills appropriate to the course. Applies appropriate mathematical concepts, skills and techniques consistently and accurately in a wide range of familiar and unfamiliar contexts Selects and uses a wide variety of problem-solving strategies to solve mathematical problems 	



<ul style="list-style-type: none"> • Demonstrates mathematical reasoning and justification, and interprets and analyses mathematical models • Communicates effectively using appropriate mathematical language, notation, diagrams and graphs 	
Band 5 <ul style="list-style-type: none"> • Demonstrates thorough knowledge and skills appropriate to the course • Applies appropriate mathematical concepts, skills and techniques accurately in a range of familiar and unfamiliar contexts • Selects and uses a variety of problem-solving strategies to solve mathematical problems • Demonstrates mathematical reasoning and interprets mathematical models • Communicates using appropriate mathematical language, notation, diagrams and graphs 	
Band 4 <ul style="list-style-type: none"> • Demonstrates sound knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar and some unfamiliar contexts • Uses problem-solving strategies to solve mathematical problems • Uses some mathematical reasoning and mathematical models • Communicates using some appropriate mathematical language, notation, diagrams and graphs 	
Band 3 <ul style="list-style-type: none"> • Demonstrates basic knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar contexts • Uses some mathematical reasoning • Uses some mathematical language, notation, diagrams and graphs 	
Band 2 <ul style="list-style-type: none"> • Demonstrates limited knowledge and skills appropriate to the course • Uses basic mathematical concepts, skills and techniques to solve problems with limited accuracy 	

Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	



MATHEMATICS EXT TWO



Course Structure and Requirements

The course is organised in topics, with the topics divided into subtopics.

Year 12 course (60 hours)	Mathematics Extension 2	
	Topics	Subtopics
	Proof	MEX-P1 The Nature of Proof MEX-P2 Further Proof by Mathematical Induction
	Vectors	MEX-V1 Further Work with Vectors
	Complex Numbers	MEX-N1 Introduction to Complex Numbers MEX-N2 Using Complex Numbers
	Calculus	MEX-C1 Further Integration
	Mechanics	MEX-M1 Applications of Calculus to Mechanics

For this course:

- The Mathematics Extension 1 Year 12 course should be taught prior to or concurrently with this course.
- Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.
- Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.



Outcomes

Table of Objectives and Outcomes – Continuum of Learning

All aspects of Working Mathematically, as described in this syllabus, are integral to the outcomes of the Mathematics Extension 2 Stage 6 course, in particular outcomes MEX12-7 and MEX12-8.

Objective Students: <ul style="list-style-type: none">develop efficient strategies to solve complex problems using pattern recognition, generalisation, proof and modelling techniques
Year 12 Mathematics Extension 2 outcomes A student:
MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

Objective Students: <ul style="list-style-type: none">develop their knowledge, skills and understanding to model and solve complex and interconnected problems in the areas of proof, vectors and mechanics, calculus and complex numbers
Year 12 Mathematics Extension 2 outcomes A student:
MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX12-3 uses vectors to model and solve problems in two and three dimensions
MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX12-5 applies techniques of integration to structured and unstructured problems
MEX12-6 uses mechanics to model and solve practical problems

**Objective**

Students:

- develop their problem-solving and reasoning skills to create appropriate mathematical models in a variety of forms and apply these to difficult unstructured problems

Year 12 Mathematics Extension 2 outcomes

A student:

MEX12-7

applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems

Objective

Students:

- use mathematics as an effective means of communication and justification in complex situations

Year 12 Mathematics Extension 2 outcomes

A student:

MEX12-8

communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Mathematics Extension Two

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank & Topic Test – Introduction to Complex Numbers	Task 2: Investigation Style Assessment – Design an Aerobic Display	Task 3: Question Bank & Topic Test – Further Integration	Task 4: Trial HSC Examination
		Date: Term 1 Week 3	Date: Term 2 Week 4	Date: Term 2 Week 10	Date: Term 3 Week 3/4
		Outcomes: MEX12-1 MEX12-4 MEX12-7 MEX12-8	Outcomes: MEX12-1 MEX12-3 MEX12-7 MEX12-8	Outcomes: MEX12-1 MEX12-5 MEX12-7 MEX12-8	Outcomes: MEX12-1 to MEX12-8
		TASK WEIGHTINGS			
Understanding, fluency and communication	50%	15%	10%	10%	15%
Problem solving, reasoning and justification	50%	15%	10%	10%	15%
TOTAL	100%	30%	20%	20%	30%

Outcomes

A student:

- MEX12-1** understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts.
- MEX12-2** chooses appropriate strategies to construct and proofs in both practical and abstract settings.
- MEX12-3** uses vectors to model and solve problems in two and three dimensions.
- MEX12-4** uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems.
- MEX12-5** applies techniques of integration to structured and unstructured problems.
- MEX12-6** uses mechanics to model and solve practical problems.
- MEX12-7** applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems.
- MEX12-8** communicates and justifies abstract ideas and relationships using appropriate language, notation and logical arguments.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Four	Arithmetic of Complex Numbers		Geometric Representation of a Complex Number		Other Representations of Complex Numbers		The Nature of Proof			
	Outcomes: MEX12-1, MEX12-4, MEX12-7, MEX12-8		Outcomes: MEX12-1, MEX12-4, MEX12-7, MEX12-8		Outcomes: MEX12-1, MEX12-4, MEX12-7, MEX12-8		Outcomes: MEX12-1, MEX12-2, MEX12-7, MEX12-8			
	<ul style="list-style-type: none"> Use the complex number system Represent and use complex numbers in Cartesian form 		<ul style="list-style-type: none"> Represent and use complex number in the complex plane, in polar or modulus-argument form Prove and use the basic identities involving modulus and argument 		<ul style="list-style-type: none"> Understand Euler's formula Represent and use complex numbers in exponential form Use Euler to link polar and exponential form Convert between Cartesian, polar and exponential forms Find powers Use times and divide and powers 		<ul style="list-style-type: none"> Use formal language of proof Prove simple results involving numbers Use proof by contradiction Use example and counterexamples Prove results using inequalities 			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term One	Intro to 3D Vectors		Further Operations with 3D Vectors		Vectors & Vector Equations of Lines		Solving Equations with Complex Numbers			
	Outcomes: MEX12-3, MEX12-7, MEX12-8		Outcomes: MEX12-3, MEX12-7, MEX12-8		Outcomes: MEX12-3, MEX12-7, MEX12-8		Outcomes: MEX12-1, MEX12-4, MEX12-7, MEX12-8			
	<ul style="list-style-type: none"> Understand and use notation and representations Perform addition and subtraction of 3D vectors Multiply 3D vectors and interpret in geometric terms 		<ul style="list-style-type: none"> Define, calculate, and use magnitude of vector in 3D Define and use scalar product of two vectors in 3D Prove geometric results in the plane Construct proofs in 3D 		<ul style="list-style-type: none"> Use Cartesian coordinates in 2D and 3D Recognise and find the equations of spheres Use vector equations of curves in 2D or 3D involving a parameter Use vector equation Determine a vector equation of a straight line or segment Determine when two lines are parallel or perpendicular 		<ul style="list-style-type: none"> Use De Moivre's theorem with complex numbers in both polar and exponential form Determine the solutions of real quadratic equations Complex conjugate solutions of real quadratics Conjugate roots for polynomials Real polynomials with conjugate roots 			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Two	Geometrical Implications of Complex Numbers			Further Integration			Simple Harmonic Motion		Modelling Motion without Resistance	
	Outcomes: MEX12-1, MEX12-4, MEX12-7, MEX12-8			Outcomes: MEX12-1, MEX12-5, MEX12-7, MEX12-8			Outcomes: MEX12-6, MEX12-7, MEX12-8		Outcomes: MEX12-6, MEX12-7, MEX12-8	
	<ul style="list-style-type: none"> Addition and subtraction of complex numbers as vectors in complex plane Geometric interpretation of multiplying complex numbers Geometrical relationship between the point representing a complex number and the points n^{th} roots of unity and their location inside the unit circle n^{th} roots of complex number and their location Subsets of the complex plane 			<ul style="list-style-type: none"> Indefinite and definite integrals by substitution Integrate rational functions involving a quadratic denominator Decompose rational functions Use partial functions Evaluate integrals by parts Derive and use recurrence relations 			<ul style="list-style-type: none"> Displacement, velocity and acceleration Sketch graphs and interpret and describe features of motion 		<ul style="list-style-type: none"> Force, acceleration, action and reaction Concurrent forces Motion in a straight-line Newton's laws Motion of particles 	



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Three	Trial HSC Exams		Resisted Motion		Projectiles & Resisted Motion			Further Proof by Mathematical Induction		HSC Prep
			Outcomes: MEX12-6, MEX12-7, MEX12-8		Outcomes: MEX12-6, MEX12-7, MEX12-8			Outcomes: MEX12-1, MEX12-2, MEX12-7, MEX12-8		
			<ul style="list-style-type: none"> Resisted motion of a particle moving along a horizontal line Motion of a particle moving vertically in a resisting medium and under the influence of gravity 		<ul style="list-style-type: none"> Solve projectile problems Projectile motion in a resisting medium 			<ul style="list-style-type: none"> Prove results using mathematical induction Use sigma notation Understand and prove results using inequalities Prove first-order recursive formulae 		



MEX-N1 Introduction to Complex Numbers

Outcomes

A student:

- › understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts MEX12-1
- › uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to model and solve problems MEX12-4
- › applies various mathematical techniques and concepts to prove results, model and solve structured, unstructured and multi-step problems MEX12-7
- › communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument MEX12-8

Subtopic Focus






The principal focus of this subtopic is the development of the concept of complex numbers, their associated notations, different representations of complex numbers and the use of complex number operations in order to solve problems.

Students develop a suite of tools to represent and operate with complex numbers in a range of contexts. The skills of algebra, trigonometry and geometry are brought together and developed further, thus preparing students to work effectively with applications of complex numbers.

Content





N1.1: Arithmetic of complex numbers

Students:

- use the complex number system  
 - develop an understanding of the classification of numbers and their associated properties, symbols and representations
 - define the number, i , as a root of the equation $x^2 = -1$ (ACMSM067)
 - use the symbol i to solve quadratic equations that do not have real roots
- represent and use complex numbers in Cartesian form **AAM**  
 - use complex numbers in the form $z = a + ib$, where a and b are real numbers and a is the real part $\text{Re}(z)$ and b is the imaginary part $\text{Im}(z)$ of the complex number (ACMSM068, ACMSM077)
 - identify the condition for $z_1 = a + ib$ and $z_2 = c + id$ to be equal
 - define and perform complex number addition, subtraction and multiplication (ACMSM070) 
 - define, find and use complex conjugates, and denote the complex conjugate of z as \bar{z}
 - divide one complex number by another complex number and give the result in the form $a + ib$
 - find the reciprocal and two square roots of complex numbers in the form $z = a + ib$








N1.2: Geometric representation of a complex number

Students:

- represent and use complex numbers in the complex plane (ACMSM071)  
 - use the fact that there exists a one-to-one correspondence between the complex number $z = a + ib$ and the ordered pair (a, b)
 - plot the point corresponding to $z = a + ib$
- represent and use complex numbers in polar or modulus-argument form, $z = r(\cos \theta + i \sin \theta)$, where r is the modulus of z and θ is the argument of z **AAM** 
 - define and calculate the modulus of a complex number $z = a + ib$ as $|z| = \sqrt{a^2 + b^2}$
 - define and calculate the argument of a non-zero complex number $z = a + ib$ as $\arg(z) = \theta$, where $\tan \theta = \frac{b}{a}$
 - define, calculate and use the principal argument $\text{Arg}(z)$ of a non-zero complex number z as the unique value of the argument in the interval $(-\pi, \pi]$
- prove and use the basic identities involving modulus and argument (ACMSM080) **AAM** 
 - $|z_1 z_2| = |z_1| |z_2|$ and $\arg(z_1 z_2) = \arg z_1 + \arg z_2$
 - $\left| \frac{z_1}{z_2} \right| = \frac{|z_1|}{|z_2|}$ and $\arg\left(\frac{z_1}{z_2}\right) = \arg z_1 - \arg z_2$, $z_2 \neq 0$
 - $|z^n| = |z|^n$ and $\arg(z^n) = n \arg z$
 - $\left| \frac{1}{z^n} \right| = \frac{1}{|z|^n}$ and $\arg\left(\frac{1}{z^n}\right) = -n \arg z$, $z \neq 0$
 - $\overline{z_1 + z_2} = \overline{z_1} + \overline{z_2}$
 - $\overline{z_1 z_2} = \overline{z_1} \overline{z_2}$
 - $z \overline{z} = |z|^2$
 - $z + \overline{z} = 2\text{Re}(z)$
 - $z - \overline{z} = 2i\text{Im}(z)$

N1.3: Other representations of complex numbers

Students:

- understand Euler's formula, $e^{ix} = \cos x + i \sin x$, for real x
- represent and use complex numbers in exponential form, $z = r e^{i\theta}$, where r is the modulus of z and θ is the argument of z **AAM**  
- use Euler's formula to link polar form and exponential form 
- convert between Cartesian, polar and exponential forms of complex numbers
- find powers of complex numbers using exponential form
- use multiplication, division and powers of complex numbers in polar form and interpret these geometrically (ACMSM082) **AAM**  
- solve problems involving complex numbers in a variety of forms **AAM**  



Student Name:	
Subject/Course:	Mathematics Extension Two
Teacher:	Milton
Assessment Task Number:	2
Assessment Task Name:	Question Bank & Topic Test – Introduction to Complex Numbers
Date Issued:	TBC
Date and Time Due:	Term 1, Week 3
Weighting:	30%
Presentation and Submission Guidelines:	You will submit Part A of the task to your classroom teacher either on or before the due date and complete Part B, the examination, during your allocated timetabled lesson.
Marking Process:	The assessment will be marked against the marking criteria below.
Outcomes Assessed:	
Syllabus Code	Syllabus Description
MEX12 - 1	Understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts.
MEX12 - 4	Uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to model and solve problems.
MEX12 – 7	Applies various mathematical techniques and concepts to prove results, model and solve structured, <u>unstructured</u> and multi-step problems.
MEX12 - 8	Communicates and justifies abstract ideas and relationships using appropriate language, <u>notation</u> and logical argument

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____



Task Description:

Part A-5%

You will complete a question bank in your own time. It is required that the question bank is submitted to the class teacher on or before the due date.

Solutions to the question bank are required to be handwritten on separate paper.

Part B- 15%

You will sit a formal topic test during your timetabled lesson. Time allowed is 50 minutes with 5 minutes reading time.

The assessment task will assess students' knowledge and understanding of course content from the Arithmetic of complex numbers, geometric representation of a complex number and other representations of complex number' topics.

Note: Due to the cumulative nature of mathematics, knowledge from earlier Stages is essential.

Permissible calculators: Only those listed on the NESAs website allowed – approved calculators list for HSC
(Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this topic test: I can -

- Use the complex number system
- Represent and use complex numbers in Cartesian form
- Represent and use complex numbers in the complex plane
- Represent and use complex number in polar and modulus-argument form
- Prove and use the basic identities involving modulus and argument
- Understand Euler's formula
- Represent and use complex numbers in exponential form
- Use Euler's formula to link polar form and exponential form
- Convert between Cartesian, polar and exponential forms of complex numbers
- Find powers of complex numbers using exponential form
- Use multiplication and division and powers of complex numbers in polar form and interpret these geometrically

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts. You will be more successful in this topic test if you complete and use the completed summary sheet to assist you.

Marking Guidelines:

	Marks
<ul style="list-style-type: none"> Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> Full marks are awarded for correct answers Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
Performance Band Descriptors will also be used to determine students' success with this assessment task. Band 6 <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills appropriate to the course. Demonstrates sophisticated multi-step reasoning and justification. Integrates and applies ideas from across the course to successfully solve problems. Demonstrates modelling and problem-solving skills in a wide range of familiar and unfamiliar contexts 	



<ul style="list-style-type: none"> Communicates effectively using appropriate mathematical language, notation, <u>diagrams</u> and graphs 	
Band 5 <ul style="list-style-type: none"> Demonstrates thorough knowledge and skills appropriate to the course Demonstrates multi-step logical reasoning and justification Combines ideas from across the course to solve problems Demonstrates a range of modelling and problem-solving skills Communicates appropriately using mathematical language, notation, <u>diagrams</u> and graphs. 	
Band 4 <ul style="list-style-type: none"> Demonstrates sound knowledge and skills appropriate to the course Uses logical reasoning and justifies answers Uses appropriate approaches to solve problems Communicates using mathematical language, notation, <u>diagrams</u> and graphs 	
Band 3 <ul style="list-style-type: none"> Demonstrates basic knowledge and skills appropriate to the course Applies reasoning in familiar contexts Solve simple problems Uses mathematical language, notation, <u>diagrams</u> and graphs 	
Band 2 <ul style="list-style-type: none"> Demonstrates limited knowledge and skills appropriate to the course Solves simple familiar problems with limited accuracy Uses some mathematical language, notation, <u>diagrams</u> and graphs 	

Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	



MEX-V1 Further Work with Vectors

Outcomes

A student:

- › uses vectors to model and solve problems in two and three dimensions MEX12-3
- › applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems MEX12-7
- › communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument MEX12-8

Subtopic Focus



The principal focus of this subtopic is to extend the concept of vectors to three dimensions, as well as develop the understanding of vectors to include representations of lines. Vectors are used to represent quantities with magnitude and direction and this representation allows for exploration of situations such as geometrical proofs.

Students develop an understanding of vector notations and how to manipulate vectors to allow geometrical situations to be explored further.

Content

V1.1: Introduction to three-dimensional vectors

Students:

- understand and use a variety of notations and representations for vectors in three dimensions
 - define the standard unit vectors \underline{i} , \underline{j} and \underline{k}
 - express and use a vector in three dimensions in a variety of forms, including component form, ordered triples and column vector notation
- perform addition and subtraction of three-dimensional vectors and multiplication of three-dimensional vectors by a scalar algebraically and geometrically, and interpret these operations in geometric terms  



V1.2: Further operations with three-dimensional vectors

Students:

- define, calculate and use the magnitude of a vector in three dimensions
 - establish that the magnitude of a vector in three dimensions can be found using:

$$\left| x\hat{i} + y\hat{j} + z\hat{k} \right| = \sqrt{x^2 + y^2 + z^2}$$
 - convert a non-zero vector \underline{u} into a unit vector \hat{u} by dividing by its length: $\hat{u} = \frac{\underline{u}}{\left| \underline{u} \right|}$
- define and use the scalar (dot) product of two vectors in three dimensions **AAM**
 - define and apply the scalar product $\underline{u} \cdot \underline{v}$ to vectors expressed in component form, where

$$\underline{u} \cdot \underline{v} = x_1x_2 + y_1y_2 + z_1z_2, \underline{u} = x_1\hat{i} + y_1\hat{j} + z_1\hat{k} \text{ and } \underline{v} = x_2\hat{i} + y_2\hat{j} + z_2\hat{k}$$
 - extend the formula $\underline{u} \cdot \underline{v} = \left| \underline{u} \right| \left| \underline{v} \right| \cos \theta$ for three dimensions and use it to solve problems

V1.3: Vectors and vector equations of lines

Students:

- use Cartesian coordinates in two and three-dimensional space
 - recognise and find the equations of spheres
 - use vector equations of curves in two or three dimensions involving a parameter, and determine a corresponding Cartesian equation in the two-dimensional case, where possible (ACMSM104)
- AAM**
- understand and use the vector equation $\underline{r} = \underline{a} + \lambda \underline{b}$ of a straight line through points A and B where R is a point on AB , $\underline{a} = \overrightarrow{OA}$, $\underline{b} = \overrightarrow{AB}$, λ is a parameter and $\underline{r} = \overrightarrow{OR}$
 - make connections in two dimensions between the equation $\underline{r} = \underline{a} + \lambda \underline{b}$ and $y = mx + c$
 - determine a vector equation of a straight line or straight-line segment, given the position of two points or equivalent information, in two and three dimensions (ACMSM105)
 - determine when two lines in vector form are parallel
 - determine when intersecting lines are perpendicular in a plane or three dimensions
 - determine when a given point lies on a given line in vector form



Student Name:	
Subject/Course:	Year 12 Mathematics Extension Two
Teacher:	Milton
Assessment Task Number:	2
Assessment Task Name:	Investigation Style Task – Design and Aerobatic Display
Date Issued:	TBC
Date and Time Due:	Term 2, Week 4
Weighting:	20%
Presentation and Submission Guidelines:	You are to complete your assessment on the hard copy provided and upload any electronic solutions via google classroom by the due date and time.
Marking Process:	The assessment will be marked against the marking criteria below. Feedback will be provided within two weeks, providing students an opportunity to self-assess against the success criteria before awarding final marks, grades and ranks.
Outcomes Assessed:	
Syllabus Code	Syllabus Description
MEX12-1	Understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts.
MEX12-3	Uses vectors to model and solve problems in two and three dimensions.
MEX12-7	Applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems.
MEX12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical arguments.
Participant Declaration:	
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.	
Participants Signature: _____	



Task Description:

You will complete this task in your own time, no class time will be allocated to work on the assessment.

All questions must be attempted on the assessment sheet provided unless otherwise stated. If otherwise stated, you must upload any relevant screenshots or required information to the appropriate assessment section on Google Classroom.

You are expected to work independently on this task.

You will have the opportunity to submit this task for feedback up to 2 times; however; no submissions for feedback will be accepted three days before the task is due. Feedback will be provided within 24-48 hours.

Success Criteria:

To be successful in this topic test: I can -

- Understand and use different representation of number and functions to model, prove results and find solutions to problems in a variety of contexts.
- Use vectors to model and solve problems in two and three-dimensions.

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> • Provided on the assessment sheet after each individual question. • Full marks are awarded for correct answers. • Marks will also be awarded for working towards or making significant progress towards calculating the correct answer, if required. 	Provided on assessment task sheet
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> • Demonstrates extensive knowledge and skills appropriate to the course. • Demonstrates sophisticated multi-step reasoning and justification. • Integrates and applies ideas from across the course to successfully solve problems. • Demonstrates modelling and problem-solving skills in a wide range of familiar and unfamiliar contexts • Communicates effectively using appropriate mathematical language, notation, diagrams and graphs <p>Band 5</p> <ul style="list-style-type: none"> • Demonstrates thorough knowledge and skills appropriate to the course • Demonstrates multi-step logical reasoning and justification • Combines ideas from across the course to solve problems • Demonstrates a range of modelling and problem-solving skills 	



<ul style="list-style-type: none"> Communicates appropriately using mathematical language, notation, diagrams and graphs. 	
Band 4 <ul style="list-style-type: none"> Demonstrates sound knowledge and skills appropriate to the course Uses logical reasoning and justifies answers Uses appropriate approaches to solve problems Communicates using mathematical language, notation, diagrams and graphs 	
Band 3 <ul style="list-style-type: none"> Demonstrates basic knowledge and skills appropriate to the course Applies reasoning in familiar contexts Solve simple problems Uses mathematical language, notation, diagrams and graphs 	
Band 2 <ul style="list-style-type: none"> Demonstrates limited knowledge and skills appropriate to the course Solves simple familiar problems with limited accuracy Uses some mathematical language, notation, diagrams and graphs 	

Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	

Context

Students are to analyse the position and velocity of two stunt planes in space over a 10 second interval.

In this investigation, students will model the trajectory paths of the stunt planes using varying initial positions and velocity vectors for the stunt planes. Students will investigate the location, speed and direction of motion of the stunt planes and the distance they are apart.

In addition, students will need to determine and justify solutions to a range of scenarios, including the best position for a photographer to be placed to take the perfect action shot as well as considerations to flying distances between the planes.

Finally, students will need to design their own aerobatic display which satisfies a range of criteria.

For this problem the z axis represents altitude.



Background

During this task students will

- Use parametric and vector representations to model motion in 3 dimensions
- Apply calculus and geometric results to analyse the motion
- Use reasoning and problem-solving skills
- Critically evaluate the modelling techniques explored in this assignment.

What to submit

- Evidence of an authentic modelling. This may take the form of pictures of activities, screenshots of models with annotations.
- All initial conditions clearly determined.
- All formula, working and calculations required, either written by hand or typed. If screenshots have been provided, the formulas used need to be clearly annotated.
- All reasoning and justification, either written by hand or typed.

Part 1: Develop the model

Consider two stunt planes, A and B, with the following trajectories:

- stunt plane A has initial position (a, b, c) and velocity vector $[d, e, f]$.
- stunt plane B has initial position $P_0(x_0, y_0, z_0)$ at time $t = 0$ s, a position $P_5(x_5, y_5, z_5)$ at $t = 5$ s and a final position $P_{10}(x_{10}, y_{10}, z_{10})$ at $t = 10$ s

For some (sensibly) chosen values of a, b, \dots, e, f and three points P_0, P_5 and P_{10} find the parametric or vector equations for the position of each stunt plane at time t , where t is the time in seconds, using *metres* for the distance.

Use graphing software to simulate the motion of the stunt planes in 3 dimensions.

Marking guidelines

Part	Mark	Guidelines
1	3	Use graphing software to model or simulate the motion of the stunt planes
	2	Develop vector or parametric equations to represent the position of each stunt plane at time t .
	1	Choose values of a, b, c, d, e and f to determine the initial conditions.



Part 2: Analyse using the model

Determine each of the following (if they occur at all):

- a. When a plane is flying horizontal.
- b. When a plane is flying vertical.
- c. The position and speed of each stunt plane at time $t = 3 \text{ s}$
- d. When the stunt planes are flying parallel.
- e. When the stunt planes are flying perpendicular.
- f. The maximum speed of each stunt plane.
- g. The minimum speed of each stunt plane.
- h. When the planes paths intersect

Marking guidelines

Part	Mark	Guidelines
2	3	Compare the trajectory of the two stunt planes to determine if they are flying parallel and/or perpendicular.
	2	Determine the maximum and minimum speed of a stunt plane.
	1	Consider the direction and speed of travel of a stunt plane.

Part 3: Apply the model

1. Photography:

A photographer is positioned so that their position looks directly onto the xz plane and wishes to capture a range of perfect images. Recommend when the photographer should take each image and confirm any perfect image using graphing software.

- a. When the stunt planes appear to intersect from the photographers perspective.
- b. When the stunt planes are flying parallel or as close to parallel from the photographers perspective.
- c. When the stunt planes are flying perpendicular or as close to perpendicular from the photographers perspective.
- d. When the difference in the stunt planes' observed velocities are a minimum.
- e. When the difference in the stunt planes' observed velocities are a maximum.



Marking guidelines

Part	Mark	Guidelines
3 - Photography	3	Compare the velocities of the two planes when the differences are a minimum or a maximum.
	2	Compare the trajectories of each plane to solve problems related to the direction of the travel.
	1	Determine if the stunt planes appear to intersect from the observers' perspective.

2. Safety:

The safety of pilots and crowds is considered when developing an aerobatic show.

- f. A grandstand is to be placed in the xy plane so that it is a minimum of 160m from the stunt planes at all times. Select and provide reasoning for a suitable location with consideration to the crowd's perspective.
- g. When determining a flight path of planes flying in formation, it is important to consider the distance planes are apart.

Fighter jet pilots can safely travel with their wing tips as close as 50cm apart.

If at time t , stunt plane A is at position P_t and stunt plane B is at position Q_t , establish the vector $\vec{P_t Q_t}$ and explain if the stunt planes satisfy this safety criteria.

Marking guidelines

Part	Mark	Guidelines
3 - Safety	3	Determines the location of a grandstand, satisfying the distance criteria with consideration for the crowds perspective. Explains if the stunt plane satisfies the safety criteria.
	2	Determines a location for a grandstand that satisfies the distance criteria. Determines the vector $\vec{P_t Q_t}$.
	1	Determines a location for a grandstand that partially satisfies the distance criteria.



3. Pyrotechnics:

A pyrotechnic device is to be placed on the ground and shoot a stream of fire for the stunt planes to fly through. The stream of fire has a maximum velocity of 10 metres per second and may be represented by a line in 3D.

Investigate a range of locations to place the pyrotechnic device and justify the best position and corresponding velocity vector so that both planes will fly through the stream of fire with consideration to the crowd in the grandstand's perspective.

Marking guidelines

Part	Mark	Guidelines
3 - Pyrotechnics	4	Determines potential placements and velocities of the pyrotechnic device, satisfying the set criteria and supported by reasoning, and justifies the selection of a final position.
	3	Determines the placement and velocity of the pyrotechnic device, satisfying the set criteria and supported by reasoning.
	2	Determines the placement and velocity of the pyrotechnic device which satisfies the criteria.
	1	Determines the placement and velocity of the pyrotechnic device which satisfies most criteria.

Part 4: Design an aerobatic display

A section of an aerobatic display is to be designed and modelled using vectors to represent each plane's trajectory in three dimensions. The display must satisfy the following criteria:

- There are between 2 and 4 planes inclusive.
- The planes are to fly in formation such that the minimum distance between the planes is 50cm and the maximum distances is 50 metres.
- The planes must maintain an altitude of at least 150 metres.
- The display will last between 10 and 30 seconds.
- At least 1 stunt must be performed. Examples include a loop, hammerhead and Cuban eight or design another. A maximum of 3 stunts can be performed.
- The plane has the following airspeed limitations:
 - a) Must never exceed 220 knots
 - b) Stalls at 60 knots (must maintain an airspeed above this)



Students are to design their display and use appropriate graphical software and mathematical modelling techniques to justify that the criteria is satisfied.

Marking guidelines

Part	Mark	Guidelines
4	4	Design an aerobatic display that meets the criteria justified with graphical software and mathematical modelling techniques.
	3	Design an aerobatic display that meets the criteria supported by mathematical reasoning.
	2	Design an aerobatic display that meets the criteria.
	1	Design an aerobatic display.

Notes

- Any non-attempt in a section will be deemed zero. Marks can only be attributed to attempted responses.



Student Name:	
Subject/Course:	Mathematics Extension Two
Teacher:	Milton
Assessment Task Number:	3
Assessment Task Name:	Question Bank & Topic Test – Further Integration
Date Issued:	TBC
Date and Time Due:	Term 2, Week 10
Weighting:	20%
Presentation and Submission Guidelines:	You will submit Part A of the task to your classroom teacher either on or before the due date and complete Part B, the examination, during your allocated timetabled lesson.
Marking Process:	The assessment will be marked against the marking criteria below.
Outcomes Assessed:	
Syllabus Code	Syllabus Description
MEX12 - 1	Understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts.
MEX12 - 5	Applies techniques of integration to structured and unstructured problems.
MEX12 – 7	Applies various mathematical techniques and concepts to prove results, model and solve structured, <u>unstructured</u> and multi-step problems.
MEX12 - 8	Communicates and justifies abstract ideas and relationships using appropriate language, <u>notation</u> and logical argument

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



Task Description:

Part A-5%

You will complete a question bank in your own time. It is required that the question bank is submitted to the class teacher on or before the due date.

Solutions to the question bank are required to be handwritten on separate paper.

Part B- 15%

You will sit a formal topic test during your timetabled lesson. Time allowed is 50 minutes with 5 minutes reading time.

The assessment task will assess students' knowledge and understanding of course content from the Further Integration topic.

Note: Due to the cumulative nature of mathematics, knowledge from earlier Stages is essential.

Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for HSC (Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this topic test: I can -

- Find and evaluate indefinite and definite integrals using the method of integration by substitution, where substitution may or may not be given
- Integrate rational functions involving quadratic denominator by completing the square or otherwise
- Decompose rational functions whose denominators have simple linear or quadratic factors, or a combination of both into partial fractions
- Use partial fractions to integrate functions
- Evaluate integrals using the method of integration by parts
- Derive and use the recurrence relationships

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts. You will be more successful in this topic test if you complete and use the completed summary sheet to assist you.



Marking Guidelines:	Marks
<ul style="list-style-type: none"> Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> Full marks are awarded for correct answers Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills appropriate to the course. Demonstrates sophisticated multi-step reasoning and justification. Integrates and applies ideas from across the course to successfully solve problems. Demonstrates modelling and problem-solving skills in a wide range of familiar and unfamiliar contexts Communicates effectively using appropriate mathematical language, notation, <u>diagrams</u> and graphs <p>Band 5</p>	
<ul style="list-style-type: none"> Demonstrates thorough knowledge and skills appropriate to the course Demonstrates multi-step logical reasoning and justification Combines ideas from across the course to solve problems Demonstrates a range of modelling and problem-solving skills Communicates appropriately using mathematical language, notation, <u>diagrams</u> and graphs. <p>Band 4</p> <ul style="list-style-type: none"> Demonstrates sound knowledge and skills appropriate to the course Uses logical reasoning and justifies answers Uses appropriate approaches to solve problems Communicates using mathematical language, notation, <u>diagrams</u> and graphs <p>Band 3</p> <ul style="list-style-type: none"> Demonstrates basic knowledge and skills appropriate to the course Applies reasoning in familiar contexts Solve simple problems Uses mathematical language, notation, <u>diagrams</u> and graphs <p>Band 2</p> <ul style="list-style-type: none"> Demonstrates limited knowledge and skills appropriate to the course Solves simple familiar problems with limited accuracy Uses some mathematical language, notation, <u>diagrams</u> and graphs 	



Proof

MEX-P1 The Nature of Proof

Outcomes

A student:

- › understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts MEX12-1
- › chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings MEX12-2
- › applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems MEX12-7
- › communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument MEX12-8

Subtopic Focus

The principal focus of this subtopic is to develop rigorous mathematical arguments and proofs, specifically in the context of number and algebra.

Students develop an understanding of the necessity for rigorous and robust methods to prove the validity of a variety of concepts related to number and algebra. The level of clear and concise communication developed will be used in further pathways.

Content

Students:

- use the formal language of proof, including the terms statement, implication, converse, negation and contrapositive (ACMSM024)
 - use the symbols for implication (\Rightarrow), equivalence (\Leftrightarrow) and equality ($=$), demonstrating a clear understanding of the difference between them (ACMSM026)
 - use the phrases ‘for all’ (\forall), ‘if and only if’ (iff) and ‘there exists’ (\exists) (ACMSM027)
 - understand that a statement is equivalent to its contrapositive but that the converse of a true statement may not be true
- prove simple results involving numbers (ACMSM061) **
- use proof by contradiction including proving the irrationality for numbers such as $\sqrt{2}$ and $\log_2 5$ (ACMSM025, ACMSM063) **
- use examples and counter-examples (ACMSM028)
- prove results involving inequalities. For example: **
 - prove inequalities by using the definition of $a > b$ for real a and b **
 - prove inequalities by using the property that squares of real numbers are non-negative
 - prove and use the triangle inequality $|x| + |y| \geq |x + y|$ and interpret the inequality geometrically
 - establish and use the relationship between the arithmetic mean and geometric mean for two non-negative numbers
- prove further results involving inequalities by logical use of previously obtained inequalities **



Complex Numbers

MEX-N2 Using Complex Numbers

Outcomes

A student:

- › understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts MEX12-1
- › uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems MEX12-4
- › applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems MEX12-7
- › communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument MEX12-8

Subtopic Focus

The principal focus of this subtopic is to develop and to apply knowledge of complex numbers to situations involving trigonometric identities, powers and vector representations in a complex number plane.

Students develop an understanding of the interconnectedness of complex numbers across various mathematical topics and their applications in real life. An important application of complex numbers is that the solutions of polynomial equations of any degree can be written in a form that uses complex numbers. Geometrically, complex numbers are represented as points in a plane and may be represented using polar coordinates or as vectors. In these forms they provide useful models for many scientific quantities and are used, for example in physics and electronics.

Content

N2.1: Solving equations with complex numbers

Students:

- use De Moivre's theorem with complex numbers in both polar and exponential form **AAM**
 - prove De Moivre's theorem for integral powers using proof by induction (ACMSM083)
 - use De Moivre's theorem to derive trigonometric identities such as
$$\sin 3\theta = 3 \cos^2 \theta \sin \theta - \sin^3 \theta$$
- determine the solutions of real quadratic equations
- define and determine complex conjugate solutions of real quadratic equations (ACMSM075) **AAM**
- determine conjugate roots for polynomials with real coefficients (ACMSM090) **AAM**
- solve problems involving real polynomials with conjugate roots
- solve quadratic equations of the form $ax^2 + bx + c = 0$, where a, b, c are complex numbers **AAM**



N2.2: Geometrical implications of complex numbers

Students:

- examine and use addition and subtraction of complex numbers as vectors in the complex plane (ACMSM084) **AAM**
 - given the points representing z_1 and z_2 , find the position of the points representing $z_1 + z_2$ and $z_1 - z_2$
 - describe the vector representing $z_1 + z_2$ or $z_1 - z_2$ as corresponding to the relevant diagonal of a parallelogram with vectors representing z_1 and z_2 as adjacent sides
- examine and use the geometric interpretation of multiplying complex numbers, including rotation and dilation in the complex plane ⚙️
- recognise and use the geometrical relationship between the point representing a complex number $z = a + ib$, and the points representing \bar{z} , cz (where c is real) and iz ⚙️
- determine and examine the n^{th} roots of unity and their location on the unit circle (ACMSM087) ⚙️
- determine and examine the n^{th} roots of complex numbers and their location in the complex plane (ACMSM088) ⚙️
- solve problems using n^{th} roots of complex numbers **AAM** ⚙️
- identify subsets of the complex plane determined by relations, for example $|z - 3i| \leq 4$, $\frac{\pi}{4} \leq \text{Arg}(z) \leq \frac{3\pi}{4}$, $\text{Re}(z) > \text{Im}(z)$ and $|z - 1| = 2|z - i|$ (ACMSM086) ⚙️

Mechanics

MEX-M1 Applications of Calculus to Mechanics

Outcomes

A student:

- › uses mechanics to model and solve practical problems MEX12-6
- › applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems MEX12-7
- › communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument MEX12-8

Subtopic Focus



The principal focus of this subtopic is to model the mechanics of objects in a variety of situations, with and without resistance. Models of systems are developed and used to predict the behaviour of objects under the influence of forces such as gravity or air resistance.

Students develop experience in applying calculus techniques to the solution of a range of physical problems. Applications require the use of techniques from other sections of the course and students have the opportunity to develop high-level problem-solving skills. The connections between mathematical representations and physical descriptions of motion are an essential part of Applied Mathematics.

Content






M1.1: Simple harmonic motion

Students:

- derive equations for displacement, velocity and acceleration in terms of time, given that a motion is simple harmonic and describe the motion modelled by these equations **AAM**
 - establish that simple harmonic motion is modelled by equations of the form:
 $x = a \cos(nt + \alpha) + c$ or $x = a \sin(nt + \alpha) + c$, where x is displacement from a fixed point, a is the amplitude, $\frac{2\pi}{n}$ is the period, $\frac{\alpha}{n}$ is the phase shift and c is the central point of motion
 - establish that when a particle moves in simple harmonic motion about c , the central point of motion, then $\ddot{x} = -n^2(x - c)$
- prove that motion is simple harmonic when given an equation of motion for acceleration, velocity or displacement and describe the resulting motion
- sketch graphs of x , \dot{x} and \ddot{x} as functions of t and interpret and describe features of the motion
- prove that motion is simple harmonic when given graphs of motion for acceleration, velocity or displacement and determine equations for the motion and describe the resulting motion
- derive $v^2 = g(x)$ and the equations for velocity and displacement in terms of time when given $\ddot{x} = f(x)$ and initial conditions, and describe the resulting motion
- use relevant formulae and graphs to solve problems involving simple harmonic motion **AAM**  

M1.2: Modelling motion without resistance

Students:

- examine force, acceleration, action and reaction under constant and non-constant force (ACMSM133, ACMSM134) **AAM**  
- examine motion of a body under concurrent forces (ACMSM135) **AAM**  
- consider and solve problems involving motion in a straight line with both constant and non-constant acceleration and derive and use the expressions $\frac{dv}{dt}$, $v \frac{dv}{dx}$ and $\frac{d}{dx} \left(\frac{1}{2} v^2 \right)$ for acceleration (ACMSM136) **AAM** 
- use Newton's laws to obtain equations of motion in situations involving motion other than projectile motion or simple harmonic motion **AAM**
 - use $F = m\ddot{x}$ where F is the force acting on a mass, m , with acceleration \ddot{x}
- describe mathematically the motion of particles in situations other than projectile motion and simple harmonic motion **AAM**
 - interpret graphs of displacement-time and velocity-time to describe the motion of a particle, including the possible direction of a force which acts on the particle
- derive and use the equations of motion of a particle travelling in a straight line with both constant and variable acceleration (ACMSM114) **AAM**



Student Name:	
Subject/Course:	Year 12 Extension Two
Teacher:	Milton
Assessment Task Number:	4
Assessment Task Name:	Trial HSC Examination
Date Issued:	TBC
Date and Time Due:	During the two-week trial examination period. A timetable will be available two weeks before the examination period begins.
Weighting:	30%
Presentation and Submission Guidelines:	You will complete the examination during the allocated Trial HSC Examination period.
Marking Process:	The assessment will be marked by Mr Milton using a format similar to that used in the HSC examination.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
MEX12-1	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts.
MEX12-2	chooses appropriate strategies to construct and proofs in both practical and abstract settings.
MEX12-3	uses vectors to model and solve problems in two and three dimensions.
MEX12-4	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX12-5	applies techniques of integration to structured and unstructured problems.
MEX12-6	uses mechanics to model and solve practical problems.
MEX12-7	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems.
MEX12-8	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical arguments.

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



Task Description:

You will sit a formal Trial HSC Examination in the hall. Time allowed is 3 hours with 10 minutes reading time. You will be provided with the HSC reference sheet for use within the examination.

The assessment task will assess students' knowledge and understanding of all topics learnt so far. Preliminary content can be assessed in the Trial HSC examination so it is essential that you are revising any content from the preliminary course.

Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for Standard 1 & 2 HSC (Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this examination: I can -

- understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts.
- chooses appropriate strategies to construct and proofs in both practical and abstract settings.
- uses vectors to model and solve problems in two and three dimensions.
- uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems.
- applies techniques of integration to structured and unstructured problems.
- uses mechanics to model and solve practical problems.
- applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems.
- communicates and justifies abstract ideas and relationships using appropriate language, notation and logical arguments.

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> Full marks are awarded for correct answers Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills appropriate to the course. Applies appropriate mathematical concepts, skills and techniques consistently and accurately in a wide range of familiar and unfamiliar contexts Selects and uses a wide variety of problem-solving strategies to solve mathematical problems Demonstrates mathematical reasoning and justification, and interprets and analyses mathematical models 	



<ul style="list-style-type: none"> Communicates effectively using appropriate mathematical language, notation, diagrams and graphs 	
Band 5 <ul style="list-style-type: none"> Demonstrates thorough knowledge and skills appropriate to the course Applies appropriate mathematical concepts, skills and techniques accurately in a range of familiar and unfamiliar contexts Selects and uses a variety of problem-solving strategies to solve mathematical problems Demonstrates mathematical reasoning and interprets mathematical models Communicates using appropriate mathematical language, notation, diagrams and graphs 	
Band 4 <ul style="list-style-type: none"> Demonstrates sound knowledge and skills appropriate to the course Uses mathematical concepts, skills and techniques in familiar and some unfamiliar contexts Uses problem-solving strategies to solve mathematical problems Uses some mathematical reasoning and mathematical models Communicates using some appropriate mathematical language, notation, diagrams and graphs 	
Band 3 <ul style="list-style-type: none"> Demonstrates basic knowledge and skills appropriate to the course Uses mathematical concepts, skills and techniques in familiar contexts Uses some mathematical reasoning Uses some mathematical language, notation, diagrams and graphs 	
Band 2 <ul style="list-style-type: none"> Demonstrates limited knowledge and skills appropriate to the course Uses basic mathematical concepts, skills and techniques to solve problems with limited accuracy 	

Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	



MATHEMATICS STANDARD 1



Year 11 Course Structure and Requirements

The Year 11 course is organised in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

Year 11 course (120 hours)	Mathematics Standard	
	Topics	Subtopics
	Algebra	MS-A1 Formulae and Equations 📎 MS-A2 Linear Relationships
	Measurement	📎 MS-M1 Applications of Measurement MS-M2 Working with Time
	Financial Mathematics	MS-F1 Money Matters
	Statistical Analysis	📎 MS-S1 Data Analysis 📎 MS-S2 Relative Frequency and Probability

- Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.
- Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.

Year 12 Course Structure and Requirements

The courses are organised into topics, with the topics divided into subtopics.

Year 12 course (120 hours)	Mathematics Standard 1	
	Topics	Subtopics
	Algebra	📎 MS-A3 Types of Relationships
	Measurement	📎 MS-M3 Right-angled Triangles MS-M4 Rates MS-M5 Scale Drawings
	Financial Mathematics	📎 MS-F2 Investment 📎 MS-F3 Depreciation and Loans
	Statistical Analysis	📎 MS-S3 Further Statistical Analysis
	Networks	MS-N1 Networks and Paths



Table of Objectives and Outcomes – Continuum of Learning

All aspects of Working Mathematically, as described within this syllabus, are integral to the outcomes of the Mathematics Standard Stage 6 course, in particular outcomes MS11-9, MS12-9, MS11-10 and MS12-10.

Objective Students: <ul style="list-style-type: none"> develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts 		
Year 11 Mathematics Standard outcomes A student:	Year 12 Mathematics Standard 1 outcomes A student:	Year 12 Mathematics Standard 2 outcomes A student:
MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems	MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts	MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS11-2 represents information in symbolic, graphical and tabular form	MS1-12-2 analyses representations of data in order to make predictions and draw conclusions	MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions



Objective

Students:

- develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks

Year 11 Mathematics Standard outcomes A student:	Year 12 Mathematics Standard 1 outcomes A student:	Year 12 Mathematics Standard 2 outcomes A student:
MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units	MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness	MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures	MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems	MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems
MS11-5 models relevant financial situations using appropriate tools	MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school	MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments
MS11-6 makes predictions about everyday situations based on simple mathematical models	MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms	MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms



Objective

Students:

- develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks

Year 11 Mathematics Standard outcomes

A student:

MS11-7

develops and carries out simple statistical processes to answer questions posed

MS11-8

solves probability problems involving multistage events

Year 12 Mathematics Standard 1 outcomes

A student:

MS1-12-7

solves problems requiring statistical processes

MS1-12-8

applies network techniques to solve network problems

~~Year 12 Mathematics Standard 2 outcomes~~

~~A student:~~

~~MS2-12-7~~

~~solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data~~

~~MS2-12-8~~

~~solves problems using networks to model decision-making in practical problems~~



Objective Students: <ul style="list-style-type: none"> develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations 		
Year 11 Mathematics Standard outcomes A student:	Year 12 Mathematics Standard 1 outcomes A student:	Year 12 Mathematics Standard 2 outcomes A student:
MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts	MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use	MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

Objective Students: <ul style="list-style-type: none"> develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs 		
Year 11 Mathematics Standard outcomes A student:	Year 12 Mathematics Standard 1 outcomes A student:	Year 12 Mathematics Standard 2 outcomes A student:
MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations	MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others	MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Mathematics Standard 1

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Further Statistical Analysis Questions Bank & Topic Test	Task 2: Right-Angled Triangles Topic Test	Task 3: Investigation Task; Finance and budgeting	Task 4: Trial HSC Examination
		Date: Term 1 Week 7	Date: Term 2 Week 3	Date: Term 2 Week 8	Date: Term 3 Week 3/4
		Outcomes: MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	Outcomes: MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	Outcomes: MS1-12-5 MS1-12-9 MS1-12-10	Outcomes: MS1-12-1 through to MS1-12-10
		TASK WEIGHTINGS			
Understanding, fluency and communicating	50%	15%	10%	15%	10%
Problem solving, reasoning and justification	50%	15%	10%	15%	10%
Total	100%	30%	20%	30%	20%

Outcomes

A student:

- MS1-12-1** uses detailed algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- MS1-12-2** analyses representations of data in order to make predictions and draw conclusions.
- MS1-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness.
- MS1-12-4** analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5** makes informed decisions about financial situations likely to be encountered post-school.
- MS1-12-6** represents the relationships between changing quantities in algebraic and graphical forms.
- MS1-12-7** solves problems requiring statistical processes.
- MS1-12-8** applies network techniques to solve network problems.
- MS1-12-9** chooses and uses appropriate technology effectively and recognises appropriate times for such uses
- MS1-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Four	Interest & Depreciation (11)	Classifying, Representing & Describing Data (11)				Consolidation		Further Statistical Analysis		
	Outcomes: MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 Life Skills: MALS6-2, MALS6-5, MALS6-6, MALS6-7, MALS6-8, MALS6-13, MALS6-14	Outcomes: MS11-2, MS11-7, MS11-9, MS11-10 Life Skills: MALS6-2, MALS6-9, MALS6-13, MALS6-14						Outcomes: MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10 Life Skills: MALS6-2, MALS6-7, MALS6-8, MALS6-13, MALS6-14		
	<ul style="list-style-type: none"> Simple interest Straight-line depreciation Percentage increase and decrease Recurrence relation 	<ul style="list-style-type: none"> Samples and population Classifying data relating to single random variable Organise and display data Interpret and compare data 						<ul style="list-style-type: none"> Statistical investigation process Construct scatterplot Line of best fit Interpolation/extrapolation 		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term One	Right-Angled Triangles							Investments		
	Outcomes: MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10 Life Skills: MALS6-3, MALS6-4, MALS6-13, MALS6-14							Outcomes: MS1-12-5, MS1-12-9, MS1-12-10 Life Skills: MALS6-5, MALS6-6, MALS6-13, MALS6-14		
	<ul style="list-style-type: none"> Pythagoras' Theorem Trigonometric ratios Unknown side lengths Unknown angles Nearest degree/minute Navigational methods – compass and true bearings Angles of elevation and depression 							<ul style="list-style-type: none"> Future value Present value Inflation Appreciated value of items 		



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Two	Depreciation & Loans			Networks & Shortest Paths					Types of Relationships	
	Outcomes: MS1-12-5, MS1-12-9, MS1-12-10 Life Skills: MALS6-5, MALS6-6, MALS6-13, MALS6-14			Outcomes: MS1-12-8, MS1-12-9, MS1-12-10 Life Skills: MALS6-11, MALS6-12, MALS6-13, MALS6-14					Outcomes: MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10 Life Skills: MALS6-1, MALS6-7, MALS6-8, MALS6-13, MALS6-14	
	<ul style="list-style-type: none"> Depreciation of an asset Reducing balance loan Credit cards 			<ul style="list-style-type: none"> Terminology Network Diagrams Minimum spanning trees Shortest paths 					<ul style="list-style-type: none"> Point of intersection Develop a pair of simultaneous equations Break-even point Construct graphs Sketch graphs Shape 	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Three	Trial HSC Exams		Rates			Scale Drawings			HSC Prep	
			Outcomes: MS1-12-3, MS1-12-9, MS1-12-10 Life Skills: MALS6-3, MALS6-13, MALS6-14			Outcomes: MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10 Life Skills: MALS6-3, MALS6-4, MALS6-13, MALS6-14				
			<ul style="list-style-type: none"> Conversions Best buys Costs Travel graphs Fuel consumption Heart rate Blood pressure 			<ul style="list-style-type: none"> Simplifying ratios Ratio – map scales, building materials Similar triangles Scale factor Scale drawings Estimate and compare quantities 				



Statistical Analysis

MS-S3 Further Statistical Analysis

Outcomes

A student:

- › analyses representations of data in order to make predictions and draw conclusions MS1-12-2
- › solves problems requiring statistical processes MS1-12-7
- › chooses and uses appropriate technology effectively and recognises appropriate times for such use MS1-12-9
- › uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others MS1-12-10

Related Life Skills outcomes: MALS6-2, MALS6-7, MALS6-8, MALS6-13, MALS6-14

Subtopic Focus

The principal focus of this subtopic is the development of students' understanding of the purpose and process of statistical investigation, taking into account appropriate basic design principles.







Students develop understanding of the complex nature of questionnaire design and potential misconceptions in statistical representations and reasoning.

Within this subtopic, schools have the opportunity to identify areas of Stage 5 content which may need to be reviewed to meet the needs of students.

Content

S3.1: The statistical investigation process for a survey









Students:

- understand and use the statistical investigation process: identifying a problem and posing a statistical question, collecting or obtaining data, representing and analysing that data, then communicating and interpreting findings
 - identify the target population to be represented (ACMEM132)
 - investigate questionnaire design principles, eg simple language, unambiguous questions, consideration of number of choices, how data may be analysed to address the original question, issues of privacy and bias, ethics, and responsiveness to diverse groups and cultures **AAM**    
 - implement the statistical investigation process to answer questions that involve comparing the data across two or more groups  



S3.2: Exploring and describing data arising from two quantitative variables

Students:

- construct a bivariate scatterplot to identify patterns in the data that suggest the presence of an association (ACMGM052) **AAM** 
- use bivariate scatterplots (constructing them when needed) to describe the patterns, features and associations of bivariate datasets, justifying any conclusions **AAM** 
 - describe bivariate datasets in terms of form (linear/non-linear) and, in the case of linear, the direction (positive/negative) and strength of any association (strong/moderate/weak)
 - identify the dependent and independent variables within bivariate datasets where appropriate
 - describe and interpret a variety of bivariate datasets involving two numerical variables using real-world examples from the media, or freely available from government and business datasets  
- model a linear relationship to the data by fitting a line of best fit by eye and by using technology (ACMEM141, ACMEM142) **AAM** 
- use the line of best fit to make predictions by either interpolation or extrapolation (ACMEM145) **AAM** 
 - recognise the limitations of interpolation and extrapolation (ACMEM146)
- collect data, interpret and construct graphs using contexts, for example sustainability, household finance and the human body **AAM**  



Student Name:	
Subject/Course:	Year 12 Mathematics Standard 1
Teacher:	
Assessment Task Number:	1
Assessment Task Name:	Further Statistical Analysis Question Bank and Topic Test
Date Issued:	TBC
Date and Time Due:	Term 1, Week 7
Weighting:	30%
Presentation and Submission Guidelines:	You will submit Part A of the task to your classroom teacher either on or before the due date and complete the examination during your allocated timetabled lesson.
Marking Process:	The assessment will be marked against the marking criteria below.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
MS1-12-2	Analyses representations of data in order to make predictions and draw conclusions.
MS1-12-7	Solves problems requiring statistical processes.
MS1-12-9	Chooses and uses appropriate technology effectively and recognises appropriate times for such uses.
MS1-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

<p>Participant Declaration:</p> <p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>
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Task Description:

Part A-10%

You will complete a question bank in your own time. It is required that the question bank is submitted to your class teacher on or before the due date.

Solutions to the question bank are required to be handwritten on the provided question bank.

Part B- 20%

You will sit a formal topic test in the hall. Time allowed is 50 minutes with 5 minutes reading time.

The assessment task will assess students' knowledge and understanding of course content from the 'Further Statistical Analysis' topic.

Note: Due to the cumulative nature of mathematics, knowledge from the preliminary course is essential.

Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for Standard 1 & 2 HSC (Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this topic test: I Can -

- Understand and use the statistical process
- Construct bivariate scatterplots
- Identify patterns in bivariate scatterplots that suggest a presence of an association
- Use bivariate scatterplots to describe patterns, features, and associations of bivariate datasets
- Justify conclusions
- Fit a line of best fit by eye
- Use a line of best fit to make predictions by interpolation or extrapolation
- Collect data, interpret and construct graphs

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts.

Marking Guidelines:	Marks
<ul style="list-style-type: none">Multiple choice questions	1 mark each
<ul style="list-style-type: none">Full marks are awarded for correct answersMarks will also be awarded for working towards or making significant progress towards calculating the correct answer.	



Performance Band Descriptors will also be used to determine students' success with this assessment task.	
Band 6 <ul style="list-style-type: none"> • Demonstrates extensive knowledge and skills appropriate to the course. • Applies appropriate mathematical concepts, skills and techniques consistently and accurately in a wide range of familiar and unfamiliar contexts • Selects and uses a wide variety of problem-solving strategies to solve mathematical problems • Demonstrates mathematical reasoning and justification, and interprets and analyses mathematical models • Communicates effectively using appropriate mathematical language, notation, diagrams and graphs 	
Band 5 <ul style="list-style-type: none"> • Demonstrates thorough knowledge and skills appropriate to the course • Applies appropriate mathematical concepts, skills and techniques accurately in a range of familiar and unfamiliar contexts • Selects and uses a variety of problem-solving strategies to solve mathematical problems • Demonstrates mathematical reasoning and interprets mathematical models • Communicates using appropriate mathematical language, notation, diagrams and graphs 	
Band 4 <ul style="list-style-type: none"> • Demonstrates sound knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar and some unfamiliar contexts • Uses problem-solving strategies to solve mathematical problems • Uses some mathematical reasoning and mathematical models • Communicates using some appropriate mathematical language, notation, diagrams and graphs 	
Band 3 <ul style="list-style-type: none"> • Demonstrates basic knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar contexts • Uses some mathematical reasoning • Uses some mathematical language, notation, diagrams and graphs 	
Band 2 <ul style="list-style-type: none"> • Demonstrates limited knowledge and skills appropriate to the course • Uses basic mathematical concepts, skills and techniques to solve problems with limited accuracy 	

Feedback:	
Medals	Missions



Measurement

MS-M3 Right-angled Triangles

Outcomes

A student:

- › interprets the results of measurements and calculations and makes judgements about their reasonableness MS1-12-3
- › analyses simple two-dimensional and three-dimensional models to solve practical problems MS1-12-4
- › chooses and uses appropriate technology effectively and recognises appropriate times for such use MS1-12-9
- › uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others MS1-12-10

Related Life Skills outcomes: MALS6-3, MALS6-4, MALS6-13, MALS6-14

Subtopic Focus










The principal focus of this subtopic is to solve problems involving right-angled triangles in a range of practical contexts using Pythagoras' theorem and basic trigonometric ratios.

Students develop their ability to justify mathematical thinking and to communicate solutions.

Within this subtopic, schools have the opportunity to identify areas of Stage 5 content which may need to be reviewed to meet the needs of students.

Content

Students:

- review the application of Pythagoras' theorem to solve practical problems in two dimensions **AAM**   
- review and extend the use of trigonometric ratios (sin, cos, tan) to solve practical problems **AAM** 
 - work with angles correct to the nearest degree and/or minute
- understand various navigational methods
 - understand the difference between compass and true bearings
 - investigate navigational methods used by different cultures, including those of Aboriginal and Torres Strait Islander Peoples  
- solve practical problems involving angles of elevation and depression and bearings **AAM**   
 - convert between compass and true bearings, eg convert N35°W into a true bearing



Student Name:	
Subject/Course:	Mathematics Standard 1
Teacher:	
Assessment Task Number:	2
Assessment Task Name:	Topic Test – Right-Angled Triangles
Date Issued:	TBC
Date and Time Due:	Term 2, Week 3
Weighting:	20%
Presentation and Submission Guidelines:	You will complete the topic test during your allocated timetabled lesson.
Marking Process:	The assessment will be marked against the marking criteria below.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
MS1-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness.
MS1-12-4	Analyses simple two-dimensional models to solve practical problems
MS1-12-9	Chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



Task Description:

You will sit a formal topic test in the hall. Time allowed is 50 minutes with 5 minutes reading time.

The assessment task will assess students' knowledge and understanding of course content from the 'Right-Angled Triangles' topic.

Note: Due to the cumulative nature of mathematics, knowledge from earlier Stages is essential.

Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for Standard 1 & 2 HSC (Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this topic test: I Can -

- Solve practical problems in two-dimensions using Pythagoras' theorem
- Use the trigonometric ratios to solve practical problems
- Understand various navigational methods
- Solve practical problems involving angles of elevation and depression and bearings.

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts. You will be more successful in this topic test if you complete and use the completed summary sheet to assist you.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> Full marks are awarded for correct answers Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills appropriate to the course. Applies appropriate mathematical concepts, skills and techniques consistently and accurately in a wide range of familiar and unfamiliar contexts Selects and uses a wide variety of problem-solving strategies to solve mathematical problems Demonstrates mathematical reasoning and justification, and interprets and analyses mathematical models Communicates effectively using appropriate mathematical language, notation, diagrams and graphs <p>Band 5</p> <ul style="list-style-type: none"> Demonstrates thorough knowledge and skills appropriate to the course Applies appropriate mathematical concepts, skills and techniques accurately in a range of familiar and unfamiliar contexts Selects and uses a variety of problem-solving strategies to solve mathematical problems 	



<ul style="list-style-type: none"> • Demonstrates mathematical reasoning and interprets mathematical models • Communicates using appropriate mathematical language, notation, diagrams and graphs 	
Band 4 <ul style="list-style-type: none"> • Demonstrates sound knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar and some unfamiliar contexts • Uses problem-solving strategies to solve mathematical problems • Uses some mathematical reasoning and mathematical models • Communicates using some appropriate mathematical language, notation, diagrams and graphs 	
Band 3 <ul style="list-style-type: none"> • Demonstrates basic knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar contexts • Uses some mathematical reasoning • Uses some mathematical language, notation, diagrams and graphs 	
Band 2 <ul style="list-style-type: none"> • Demonstrates limited knowledge and skills appropriate to the course • Uses basic mathematical concepts, skills and techniques to solve problems with limited accuracy 	

Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	



Financial Mathematics

MS-F2 Investment

Outcomes

A student:

- › makes informed decisions about financial situations likely to be encountered post-school MS1-12-5
- › chooses and uses appropriate technology effectively and recognises appropriate times for such use MS1-12-9
- › uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others MS1-12-10

Related Life Skills outcomes: MALS6-5, MALS6-6, MALS6-13, MALS6-14

Subtopic Focus












The principal focus of this subtopic is to calculate and compare the value of different types of investments over a period of time.

Students develop awareness of mechanisms to optimise their financial position, both now and into the future, justifying their thinking and reasoning mathematically.

Within this subtopic, schools have the opportunity to identify areas of Stage 5 content which may need to be reviewed to meet the needs of students.

Content

Students:

- calculate the future value (FV) or present value (PV) and the interest rate (r) of a compound interest investment using the formula $FV = PV(1 + r)^n$ 
 - compare the growth of simple interest and compound interest investments numerically and graphically, using technology  
 - investigate the effect of varying the interest rate, the term or the compounding period on the future value of an investment, using technology 
 - compare and contrast different investment strategies, performing appropriate calculations when needed   
- solve practical problems involving compounding, for example determine the impact of inflation on prices and wages or calculate the appreciated value of items, for example antiques **AAM**   




Financial Mathematics

MS-F3 Depreciation and Loans

Outcomes

A student:

- › makes informed decisions about financial situations likely to be encountered post-school MS1-12-5
- › chooses and uses appropriate technology effectively and recognises appropriate times for such use MS1-12-9
- › uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others MS1-12-10

Related Life Skills outcomes: MALS6-5, MALS6-6, MALS6-13, MALS6-14

Subtopic Focus

The principal focus of this subtopic is to gain an understanding of credit cards and reducing balance loans and that an asset may depreciate in value over time rather than appreciate.

Students develop their understanding of credit and loans in order to make informed financial decisions.

Within this subtopic, schools have the opportunity to identify areas of Stage 5 content which may need to be reviewed to meet the needs of students.

Content

Students:

- calculate the depreciation of an asset using the declining-balance method, using the formula $S = V_0(1 - r)^n$, where S is the salvage value of the asset after n periods, V_0 is the initial value of the asset, r is the depreciation rate per period, expressed as a decimal, and n is the number of periods, and realise that this is the compound interest formula, with a negative value for r **AAM**
- use technology to investigate depreciating values, numerically and graphically
- recognise a reducing balance loan as a compound interest loan with periodic repayments and use a spreadsheet to model a reducing balance loan
- recognise that a smaller or additional repayment may affect the term and cost of your loan
- use an online calculator to investigate the effect of the interest rate, the repayment amount or the making of an additional lump-sum payment, on the time taken to repay a loan
- recognise credit cards as an example of a reducing balance loan and solve practical problems relating to credit cards
- identify the various fees and charges associated with credit card usage
- compare credit card interest rates with interest rates for other loans
- interpret credit card statements, recognising the implications of only making the minimum payment
- understand what is meant by an interest-free period
- calculate the compounding interest charged on a retail purchase, transaction or the outstanding balance for a given number of days, both with and without the use of technology **AAM**



Student Name:	
Subject/Course:	HSC Mathematics Standard 1
Teacher:	
Assessment Task Number:	3
Assessment Task Name:	Investigation Style Task – Finance and Budgeting
Date Issued:	TBC
Date and Time Due:	Term 2, Week 8
Weighting:	30%
Presentation and Submission Guidelines:	You will have 3 lessons during class time to work on your assessment task and get feedback from your classroom teacher. All questions must be answered on the sheet provided.
Marking Process:	The assessment will be marked against the marking criteria below.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
MS1-12-5	Makes informed decisions about financial situations likely to be encountered post-school
MS1-12-9	Chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



Task Description:

You will complete this task in your own time and will be provided three lessons in class to work on and gain feedback from your teacher.

All questions must be attempted on the assessment sheet provided unless otherwise stated. If otherwise stated, you must upload any relevant screenshots or required information to the appropriate assessment section on Google Classroom.

You are expected to work independently on this task.

You will have the opportunity to submit this task for feedback up to 2 times; however; no submissions for feedback will be accepted three days before the task is due. Feedback will be provided within 24-48 hours.

Success Criteria:

To be successful in this assignment: I can -

- Calculate the future value of a compound interest investment;
- Calculate the present value of a compound interest investment;
- Calculate the interest rate of a compound interest investment;
- Solve practical problems involving compounding, including inflation and appreciation;
- Calculate the depreciation of an asset using the declining balance method; recognise a reducing loan

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> • Provided on the assessment sheet after each individual question. • Full marks are awarded for correct answers. • Marks will also be awarded for working towards or making significant progress towards calculating the correct answer, if required. 	Provided on assessment task sheet
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> • Demonstrates extensive knowledge and skills appropriate to the course. • Applies appropriate mathematical concepts, skills and techniques consistently and accurately in a wide range of familiar and unfamiliar contexts • Selects and uses a wide variety of problem-solving strategies to solve mathematical problems • Demonstrates mathematical reasoning and justification, and interprets and analyses mathematical models • Communicates effectively using appropriate mathematical language, notation, diagrams and graphs <p>Band 5</p> <ul style="list-style-type: none"> • Demonstrates thorough knowledge and skills appropriate to the course 	



<ul style="list-style-type: none"> • Applies appropriate mathematical concepts, skills and techniques accurately in a range of familiar and unfamiliar contexts • Selects and uses a variety of problem-solving strategies to solve mathematical problems • Demonstrates mathematical reasoning and interprets mathematical models • Communicates using appropriate mathematical language, notation, diagrams and graphs 	
Band 4 <ul style="list-style-type: none"> • Demonstrates sound knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar and some unfamiliar contexts • Uses problem-solving strategies to solve mathematical problems • Uses some mathematical reasoning and mathematical models • Communicates using some appropriate mathematical language, notation, diagrams and graphs 	
Band 3 <ul style="list-style-type: none"> • Demonstrates basic knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar contexts • Uses some mathematical reasoning • Uses some mathematical language, notation, diagrams and graphs 	
Band 2 <ul style="list-style-type: none"> • Demonstrates limited knowledge and skills appropriate to the course • Uses basic mathematical concepts, skills and techniques to solve problems with limited accuracy 	

Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	



PART A – PURCHASING THE HOUSE

SECTION 1 – RESEARCH THE HOUSE

(7 MARKS)

Research houses that you would be interested in buying.

You may use realestate.com.au or another website.

You must not have the same house as another student in the class.

Features	Student Response	Mark
Type: house/unit/other		/1
Photo of the house:	Upload screen shot of advertisement to google classroom	/1
The website link to the house (use URL shortener bitly or tinyurl):		/1
Advertised Price:		/1
Address:		/1
Features: Eg. 2 bedrooms, 1 bathroom		/1
Reason for choosing this property:		/1



SECTION 2 – INVESTIGATING BANK WEBSITES

(12 MARKS)

Different banks will offer differing interest rates and repayment options. When you buy a house, you should compare the options available to you. In this task, you will research two banks to compare their available interest rate and suggested monthly repayments for a loan amount equivalent to the value of your house.

Suggested sites:

ANZ home loan repayment Calculator - <https://www.anz.com.au/personal/home-loans/calculators-tools/calculate-repayments/>

Commonwealth Bank home loan repayment Calculator – <https://www.commbank.com.au/digital/home-buying/calculator/home-loan-repayments>

NAB Home loan repayment Calculator – <https://www.nab.com.au/personal/home-loans/calculators/loan-repayments-calculator>

Westpac home loan repayment Calculator – <https://www.westpac.com.au/personal-banking/home-loans/calculator/mortgage-repayment/>

Fill in the following table with:

- Names of the two banks/financial institutions with website links to a loan calculator
- The interest rates for both banks for both 25 and 30 year loans and corresponding monthly repayments

Details	Bank 1	Bank 2	Mark
Name of Bank or Financial Institution			/2
Loan Calculator Website (URL, use shortener bitly or tinyurl)			/2
Loan name and Interest Rate			/2
If the banks require a 20% deposit how much will this be:			/1
How much will the loan amount be after paying the deposit:			/1



Monthly Repayments (Term: 25 Years)			/2
Monthly Repayments (Term: 30 Years)			/2

SECTION 3 – USING A SPREADSHEET TO CALCULATE LOAN REPAYMENTS

(10 MARKS)

Now that you have an interest rate and monthly repayment amount for a 25 year loan and a 30 year loan from two separate banks, choose one of the banks and use their data to enter into the 'Reducing Balance Loan Spreadsheet'. Use the spreadsheet to verify the repayment amount you have been given.

In your spreadsheet you will need to include:

- a) Correct "amount borrowed", "Rate" and "Repayment"

/1

- b) Calculations showing for the full length of the loans (i.e. fill down columns)

/1

Example:

The diagram illustrates the data flow for the '30 Year Loan Table' spreadsheet. Blue boxes represent input data: 'Principal' (pointing to cell B3), 'Interest Rate' (pointing to cell B4), and 'Repayment' (pointing to cell B5). The spreadsheet itself has columns A (Month), B (Principal), C (Interest), D (P+I), and E (P+I-R). Rows 3-5 are for input, and rows 7-10 show the calculation for the first three months. Blue arrows show the flow from the input boxes to the corresponding cells in the spreadsheet. From the spreadsheet, arrows point to calculation boxes: 'Principal + Interest' (pointing to cell D8) and 'Principal + Interest - Repayment' (pointing to cell E8). A formula box shows the calculation for the principal repayment: $P \times \left(1 + \frac{R}{12}\right) - P$.

	A	B	C	D	E
1	30 Year Loan Table				
2	Enter data into the below three cells only. This table assumes the same number of days in each month, such that, $I = Prn$ or $I = Pr/12$.				
3	Borrowed	\$643,000.00			
4	Rate (r)	2.85%			
5	Repayment (R)	\$2,660.00			
6					
7	Month (n)	Principal (P)	Interest (I)	P+I	P+I-R
8	1	\$643,000.00	\$1,527.13	\$644,527.13	\$641,867.13
9	2	\$641,867.13	\$1,524.43	\$643,391.56	\$640,731.56
10	3	\$640,731.56	\$1,521.74	\$642,253.30	\$639,593.30

Principal + Interest

Principal + Interest - Repayment

$$P \times \left(1 + \frac{R}{12}\right) - P$$



25 Year Loan Table

Enter data into the below three cells only. This table assumes the same number of days in each month, such that, $I = Prn$ or $I = Pr/12$.

Borrowed	\$643,000.00				
Rate (r)	2.85%				
Repayment (R)	\$3,000.00				
Month (n)	Principal (P)	Interest (I)	P+I	P+I-R	
1	\$643,000.00	\$1,527.13	\$644,527.13	\$641,527.13	
2	\$641,527.13	\$1,523.63	\$643,050.75	\$640,050.75	
3	\$640,050.75	\$1,520.12	\$641,570.87	\$638,570.87	

Upload your spreadsheets to Google Classroom

SECTION 3 continued – INTERPRETTING THE SPREADSHEET

(8 MARKS)

Question	Student Response	Mark
How many months in a 25 year loan?		/1
How many months in a 30 year loan?		/1
After 13 years of the term of your 25 year loan, how much is owing?		/1
After how many years is approximately half of the principal of the loan still owing on the 30 year loan?		/1
How much is paid in total after your 25 year loan?		/1
How much is paid in total after your 30 year loan?		/1
Which would you prefer to take out? A 25 year loan or a 30 year loan and why? (Refer to your calculations above)		/2



SECTION	0	1	2
PART A – PURCHASING THE HOUSE			
Section 1 – Research the House			
Type: Unit/house/other	Not present	Present	
Picture	Not present	Present	
Website	Not present	Present	
Price	Not Present	Present	
Address	Not Present	Present	
Features	Not Present	Present	
Reasons for choosing	Not Present	Present	
Section 2 – Investigating Bank Websites			
Names of Bank or Financial Institution	None Provided	One name provided	Both names provided
URL provided for bank's loan calculator website	No URL/name provided	One Correct URL/name provided	Both correct URL/names provided
Interest rate	Interest rate not provided	One Interest rate provided in table	Two Interest rates provided in table
Deposit	Not correct	Correctly calculated	
Loan amount	Not correct	Correctly calculated	
Monthly repayments 25 year loan	Neither monthly repayments provided	One monthly repayment provided	Both monthly repayments provided
Monthly repayments 30 year loan	Neither monthly repayments provided	One monthly repayment provided	Both monthly repayments provided
Section 3 – Using a Spreadsheet to calculate Loan Repayments			
30 Year and 25 Year Spreadsheet			
Correct Details	Incorrect	Correct	
Shows full term of loans	Incorrect	Correct	
Interpreting the Spreadsheet			
How many months in 25 years	Incorrect	Correct	



How many months in 30 years	Incorrect	Correct	
After 13 years of the 25 year loan, what is owing?	Incorrect	Correct	
On the 30 year loan, when is approx. half still owed?	Incorrect	Correct	
How much is paid in total after 25 years loan?	Incorrect	Correct	
How much is paid in total after 30 year loan?	Incorrect	Correct	
Which would you prefer?	Incorrect	Correct	

PART B – EXTRA COSTS

SECTION 1 – Hidden costs to buying a house

(11 MARKS)

Website: <https://www.realestate.com.au/advice/hidden-costs-buying-home/>

When purchasing a house, there are more costs involved than just the price of the house.

There are some extra costs all buyer should be aware of and these costs often vary depending on where the property is and its value.

List reasonable prices for the following based on a property valued at \$500 000:

Fee	Student Response	Mark
Conveyancing and legal fees		/1
Building and pest inspection		/1
Mortgage registration fee		/1
Stamp Duty		/1
Transfer fee		/1



Mortgage insurance		/1
Loan application fee		/1
Council rates		/1
Total		/1

Home and Contents Insurance

Compare the cost of insuring your house by entering your details into these two websites:

Allianz home and contents Insurance: <https://tinyurl.com/y5mfwsvm>

AAMI: <https://www.aami.com.au/home-insurance/calculators.html>

****Upload screenshot of your insurance quotes to Google Classroom**

Insurance	Student Response	Mark
Allianz Quote		/1
AAMI Quote		/1

SECTION 2 – CREDIT CARDS AND INTEREST CHARGES

(6 MARKS)

The cost of paying the extras for your house will either need to be paid in cash or through a credit card. To pay for these extra costs you are going to assume you are going to use a credit card for this section.

Commonwealth Bank Credit Cards: <https://www.commbank.com.au/credit-cards.html>

NAB Credit Cards: <https://www.nab.com.au/personal/credit-cards>

ANZ Credit Cards: <https://www.anz.com.au/personal/credit-cards/>

Westpac Credit Cards: <https://www.westpac.com.au/personal-banking/credit-cards/>

You need to compare 2 credit cards by listing:

- Annual Interest Rate
- Interest Free Period
- Account Keeping Fee (also referred to as the “annual fee”)
- Daily Interest Rate, expressed as a decimal (you will need to take the annual interest rate and divide this by 365 days)



	Credit Card 1	Credit Card 2
Charges	Bank:	Bank:
Card name and Annual Interest Rate		
Interest Free Period		
Account Keeping Fee		
Daily Interest Rate		
Marks:	/2	/2

What is your choice of credit cards? Compare the two options and give reasons for your decision.

/2



SECTION 3 – USING A SPREADHSEET TO CALCULATE INTEREST CHARGES

(7 MARKS)

Credit cards compound interest daily. In this section you will create a spreadsheet detailing the effect of that interest when trying to pay off the debt.

In this scenario you are not making any repayments, or any attempt to pay off the debt. Choose one of the credit cards from the previous question to construct this spreadsheet.

In your spreadsheet you will need to include:

- The principal amount being borrowed (this should be the total sum of: conveyancing, inspections, registration, transfer fee, loan application)
- The annual interest rate
- The daily interest rate
- A formula for calculating future value
- A formula for calculating interest charges
- A formula for total interest
- A table calculating the amount owing after 360 days without any repayments

				Principal		Annual Interest Rate
	A	B	C	D	E	
1	Credit Card Interest					
2						
3	Amount Borrowed		2926.85			
4	Annual Interest Rate		0.1974			
5	Daily Interest Rate (r)		0.000540822			
6						
7	Days (n)	Principal (P)	Future Value (FV)	Interest (I)	Total Interest	
8	5	\$2,926.85	\$2,934.77	\$7.92	\$7.92	
9	10	\$2,934.77	\$2,942.72	\$7.94	\$15.87	\$15.87 + \$15.95 = \$31.82
10	15	\$2,942.72	\$2,950.68	\$7.97	\$23.83	\$31.82 + \$16.04 = \$47.86

$P(1+i)^t$

$P(1+i)^t - P$

Upload your spreadsheet to Google Classroom



SECTION	0	1	2
PART B – EXTRA COSTS			
Section 1 – Registration and Insurance			
Conveyance and legal fee	Not present/incorrect	Present/correct	
Building + pest inspection	Not present/incorrect	Present/correct	
Registration transfer fee	Not present/incorrect	Present/correct	
Stamp duty	Not present/incorrect	Present/correct	
Transfer fee	Not present/incorrect	Present/correct	
Mortgage insurance	Not present/incorrect	Present/correct	
Loan application fee	Not present/incorrect	Present/correct	
Council rates	Not present/incorrect	Present/correct	
Total amount borrowed	Not present/incorrect	Present/correct	
Home insurance Allianz	Not present/incorrect	Present/correct	
Home insurance AAMI	Not present/incorrect	Present/correct	
Section 2 – Credit Cards and Interest Charges			
Credit card 1	Not present/incorrect	All information present but account keeping fee not explained or daily interest rate incorrect	All information present and correct
Credit card 2	Not present/incorrect	All information present but account keeping fee not explained or daily interest rate incorrect	All information present and correct
Comparison of the 2 credit cards and a decision on which is the best option	Not present/incorrect	Credit card chosen with no reason	Credit card chosen with reasons given
Section 3 – Using a Spreadsheet to calculate Interest Charges			
Suitable table created using a spreadsheet	Incomplete	Complete	
Formula for total of extra costs	Incorrect	Correct	
Formula for daily interest rate	Incorrect	Correct	
Formula for future value	Incorrect	Correct	
Formula for interest	Incorrect	Correct	



Formula for total interest	Incorrect	Correct	
Table calculated for amount owing after 360 days	Incorrect	Correct	
Section 4 – Interpreting the Spreadsheet			
Amount owing after 180 days	Incorrect	Correct	
Calculate interest charged for the first 180 days	Incorrect	Correct	
Amount owing after 1 year	Not attempted	Attempted but incorrectly calculated	Correct



Algebra

MS-A3 Types of Relationships

Outcomes

A student:

- › uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts MS1-12-1
- › represents the relationships between changing quantities in algebraic and graphical forms MS1-12-6
- › chooses and uses appropriate technology effectively and recognises appropriate times for such use MS1-12-9
- › uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others MS1-12-10

Related Life Skills outcomes: MALS6-1, MALS6-7, MALS6-8, MALS6-13, MALS6-14

Subtopic Focus

The principal focus of this subtopic is the graphing and interpretation of relationships, and the use of simultaneous linear equations in solving practical problems.








Students develop their ability to communicate concisely, use equations to describe and solve practical problems, and use algebraic or graphical representations of relationships to predict future outcomes.

Within this subtopic, schools have the opportunity to identify areas of Stage 5 content which may need to be reviewed to meet the needs of students.

Content








A3.1: Simultaneous linear equations

Students:

- solve a pair of simultaneous linear equations graphically, by finding the point of intersection between two straight-line graphs, with and without technology  
- develop a pair of simultaneous linear equations to model a practical situation **AAM**   
- solve practical problems that involve determining and interpreting the point of intersection of two straight-line graphs, including the break-even point of a simple business problem where cost and revenue are represented by linear equations **AAM**  

A3.2: Graphs of practical situations

Students:

- construct a graph from a table of values both with and without technology 
 - use values of physical phenomena, eg the growth of algae in a pond over time, or the rise and fall of the tide against a harbour wall over time to plot graphs and make predictions
- sketch the shape of a graph from a description of a situation, for example the time passed and the depth of water in different shaped containers, or the speed of a race car as it moves around different shaped tracks  
- determine the best model (linear or exponential) to approximate a graph by considering its shape, using technology where appropriate **AAM**   
- identify the strengths and limitations of linear and non-linear models in given practical contexts **AAM** 



Networks

MS-N1 Networks and Paths

Outcomes

A student:

- › applies network techniques to solve network problems MS1-12-8
- › chooses and uses appropriate technology effectively and recognises appropriate times for such use MS1-12-9
- › uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others MS1-12-10

Related Life Skills outcomes: MALS6-11, MALS6-12, MALS6-13, MALS6-14

Subtopic Focus

The principal focus of this subtopic is to identify and use network terminology and to solve problems involving networks.

Students develop their awareness of the applicability of networks throughout their lives, for example social media networks, and their ability to use associated techniques to optimise practical problems.

Content

N1.1: Networks

Students:

- identify and use network terminology: vertices, edges, paths, the degree of a vertex, directed networks and weighted edges 🗺️
- solve problems involving network diagrams **AAM**
 - recognise circumstances in which networks could be used, eg the cost of connecting various locations on a university campus with computer cables 🖱️ ⚙️ 💻 🗺️
 - given a map, draw a network to represent the map, eg travel times for the stages of a planned journey ⚙️
 - draw a network diagram to represent information given in a table

N1.2: Shortest paths

Students:

- determine the minimum spanning tree of a given network with weighted edges, **AAM**
 - determine the minimum spanning tree by using Kruskal's or Prim's algorithms or by inspection
 - determine the definition of a tree and a minimum spanning tree for a given network
- find a shortest path from one place to another in a network with no more than 10 vertices **AAM** ⚙️
 - identify a shortest path on a network diagram
 - recognise a circumstance in which a shortest path is not necessarily the best path or contained in any minimum spanning tree ⚙️



Student Name:	
Subject/Course:	Year 12 Mathematics Standard 1
Teacher:	
Assessment Task Number:	4
Assessment Task Name:	Trial HSC Examination
Date Issued:	TBC
Date and Time Due:	During the two-week trial examination period. A timetable will be available two weeks before the examination period begins.
Weighting:	20%
Presentation and Submission Guidelines:	You will complete the examination during the allocated Trial HSC Examination period.
Marking Process:	The assessment will be marked by your class teacher using a format similar to that used in the HSC examination.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
MS1-12-1	Uses detailed algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts.
MS1-12-2	Analyses representations of data in order to make predictions and draw conclusions.
MS1-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness.
MS1-12-4	Analyses two-dimensional and three-dimensional models to solve practical problems.
MS1-12-5	Makes informed decisions about financial situations, likely to be encountered post-school.
MS1-12-6	Represents the relationships between changing quantities in algebraic and graphical forms.
MS1-12-7	Solves problems requiring statistical processes.
MS1-12-8	Applies network techniques to solve network problems.
MS1-12-9	Chooses and uses appropriate technology effectively and recognises appropriate times for such use.
MS1-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



Task Description:

You will sit a formal Trial HSC Examination in the hall. Time allowed is 2 hours and 30 with 10 minutes reading time. You will be provided with the HSC reference sheet for use within the examination.

The assessment task will assess students' knowledge and understanding of all topics learnt so far. Preliminary content can be assessed in the Trial HSC examination so it is essential that you are revising any content from the preliminary course.

Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for Standard 1 & 2 HSC (Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this examination: I can -

- Use detailed algebraic and graphical to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- Analyse representations of data in order to make predications and draw conclusions.
- Interpret the results of measurements and calculations and make judgements about their reasonableness.
- Analyse two-dimensional and three-dimensional models to solve practical problems.
- Make informed decisions about financial situations.
- Represent the relationships between changing quantities in algebraic and graphical forms.
- Solve problems requiring statistical processes.
- Apply network techniques to solve network problems.
- Choose and use appropriate technology effectively and recognise appropriate times for such use.
- Use mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> Full marks are awarded for correct answers Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills appropriate to the course. Applies appropriate mathematical concepts, skills and techniques consistently and accurately in a wide range of familiar and unfamiliar contexts Selects and uses a wide variety of problem-solving strategies to solve mathematical problems Demonstrates mathematical reasoning and justification, and interprets and analyses mathematical models Communicates effectively using appropriate mathematical language, notation, diagrams and graphs <p>Band 5</p>	



<ul style="list-style-type: none"> • Demonstrates thorough knowledge and skills appropriate to the course • Applies appropriate mathematical concepts, skills and techniques accurately in a range of familiar and unfamiliar contexts • Selects and uses a variety of problem-solving strategies to solve mathematical problems • Demonstrates mathematical reasoning and interprets mathematical models • Communicates using appropriate mathematical language, notation, diagrams and graphs 	
Band 4 <ul style="list-style-type: none"> • Demonstrates sound knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar and some unfamiliar contexts • Uses problem-solving strategies to solve mathematical problems • Uses some mathematical reasoning and mathematical models • Communicates using some appropriate mathematical language, notation, diagrams and graphs 	
Band 3 <ul style="list-style-type: none"> • Demonstrates basic knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar contexts • Uses some mathematical reasoning • Uses some mathematical language, notation, diagrams and graphs 	
Band 2 <ul style="list-style-type: none"> • Demonstrates limited knowledge and skills appropriate to the course • Uses basic mathematical concepts, skills and techniques to solve problems with limited accuracy 	

Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	



MATHEMATICS STANDARD 2



Year 11 Course Structure and Requirements

The Year 11 course is organised in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

Year 11 course (120 hours)	Mathematics Standard	
	Topics	Subtopics
	Algebra	MS-A1 Formulae and Equations 📎 MS-A2 Linear Relationships
	Measurement	📎 MS-M1 Applications of Measurement MS-M2 Working with Time
	Financial Mathematics	MS-F1 Money Matters
	Statistical Analysis	📎 MS-S1 Data Analysis 📎 MS-S2 Relative Frequency and Probability

- Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.
- Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.

Mathematics Standard 2 Year 12 Course Content

Mathematics Standard 2 Year 12 Course Structure and Requirements

The courses are organised into topics, with the topics divided into subtopics.

Year 12 course (120 hours)	Mathematics Standard 2	
	Topics	Subtopics
	Algebra	📎 MS-A4 Types of Relationships
	Measurement	📎 MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios
	Financial Mathematics	📎 MS-F4 Investments and Loans 📎 MS-F5 Annuities
	Statistical Analysis	📎 MS-S4 Bivariate Data Analysis 📎 MS-S5 The Normal Distribution
	Networks	MS-N2 Network Concepts MS-N3 Critical Path Analysis

- Students should experience content in the course in familiar and routine situations as well as unfamiliar situations.
- Students should be provided with regular opportunities involving the integration of technology to enrich the learning experience.



Table of Objectives and Outcomes – Continuum of Learning

All aspects of Working Mathematically, as described within this syllabus, are integral to the outcomes of the Mathematics Standard Stage 6 course, in particular outcomes MS11-9, MS12-9, MS11-10 and MS12-10.

Objective Students: <ul style="list-style-type: none"> develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts 		
Year 11 Mathematics Standard outcomes A student:	Year 12 Mathematics Standard 1 outcomes A student:	Year 12 Mathematics Standard 2 outcomes A student:
MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems	MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts	MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS11-2 represents information in symbolic, graphical and tabular form	MS1-12-2 analyses representations of data in order to make predictions and draw conclusions	MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

Objective Students: <ul style="list-style-type: none"> develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks 		
Year 11 Mathematics Standard outcomes A student:	Year 12 Mathematics Standard 1 outcomes A student:	Year 12 Mathematics Standard 2 outcomes A student:
MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units	MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness	MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures	MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems	MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems
MS11-5 models relevant financial situations using appropriate tools	MS1-12-5 makes informed decisions about financial situations likely to be encountered post school	MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments
MS11-6 makes predictions about everyday situations based on simple mathematical models	MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms	MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms



Objective Students: <ul style="list-style-type: none"> develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks 		
Year 11 Mathematics Standard outcomes A student:	Year 12 Mathematics Standard 1 outcomes A student:	Year 12 Mathematics Standard 2 outcomes A student:
MS11-7 develops and carries out simple statistical processes to answer questions posed	MS1-12-7 solves problems requiring statistical processes	MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS11-8 solves probability problems involving multistage events	MS1-12-8 applies network techniques to solve network problems	MS2-12-8 solves problems using networks to model decision-making in practical problems

Objective Students: <ul style="list-style-type: none"> develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations 		
Year 11 Mathematics Standard outcomes A student:	Year 12 Mathematics Standard 1 outcomes A student:	Year 12 Mathematics Standard 2 outcomes A student:
MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts	MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use	MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

Objective Students: <ul style="list-style-type: none"> develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs 		
Year 11 Mathematics Standard outcomes A student:	Year 12 Mathematics Standard 1 outcomes A student:	Year 12 Mathematics Standard 2 outcomes A student:
MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations	MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others	MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Mathematics Standard 2

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank and Topic Test; Data Analysis	Task 2: Non-Right-Angled Trigonometry Topic Test	Task 3: Investigation-Style Task; Investments & Loans	Task 4: Trial HSC Examination
		Date: Term 1 Week 7	Date: Term 2 Week 3	Date: Term 2 Week 8	Date: Term 3 Week 3/4
		Outcomes: MS2-12-2 MS2-12-7 MS2-12-9 MS2-12-10	Outcomes: MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	Outcomes: MS2-12-5 MS2-12-9 MS2-12-10	Outcomes: MS2-12-1 through to MS2-12-10
		TASK WEIGHTINGS			
Understanding, fluency and communicating	50%	15%	10%	15%	10%
Problem solving, reasoning and justification	50%	15%	10%	15%	10%
Total	100%	30%	20%	30%	20%

Outcomes

A student:

- MS2-12-1** uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- MS2-12-2** analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate.
- MS2-12-4** analyses two-dimensional and three-dimensional models to solve practical problems.
- MS2-12-5** makes informed decisions about financial situations, including annuities and loan repayments.
- MS2-12-6** solves problems by representing the relationships between changing quantities in algebraic and graphical forms.
- MS2-12-7** solves problems requiring statistical processes, including the use of normal distribution and the correlation of bivariate data.
- MS2-12-8** solves problems using networks to model decision-making in practical problems.
- MS2-12-9** chooses and uses appropriate technology effectively in a range of contexts and applies critical thinking to recognise appropriate times and methods for such use.
- MS2-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Four	Interest & Depreciation (11)	Classifying, Representing & Describing Data (11)				Consolidation		Bivariate Data Analysis		
	Outcomes: MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 Life Skills: MALS6-2, MALS6-5, MALS6-6, MALS6-7, MALS6-8, MALS6-13, MALS6-14	Outcomes: MS11-2, MS11-7, MS11-9, MS11-10 Life Skills: MALS6-2, MALS6-9, MALS6-13, MALS6-14						Outcomes: MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10 Life Skills: MALS6-2, MALS6-9, MALS6-13, MALS6-14		
	<ul style="list-style-type: none"> Simple interest Straight-line depreciation Percentage increase and decrease Recurrence relation 	<ul style="list-style-type: none"> Samples and population Classifying data relating to single random variable Organise and display data Interpret and compare data 						<ul style="list-style-type: none"> Scatter plots Pearson's correlation coefficient, r Line of best fit Least squares regression line Statistical investigations 		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term One	The Normal Distribution	Non-Right-Angled Triangles						Investments & Loans		
	Outcomes: MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10 Life Skills: MALS6-2, MALS6-9, MALS6-13, MALS6-14	Outcomes: MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10 Life Skills: MALS6-3, MALS6-4, MALS6-13, MALS6-14						Outcomes: MS2-12-5, MS2-12-9, MS2-12-10 Life Skills: MALS6-5, MALS6-6, MALS6-13, MALS6-14		
	<ul style="list-style-type: none"> Characteristics of the normal distribution Z-score and comparing data sets Percentile regions Z-score and probabilities 	<ul style="list-style-type: none"> Pythagoras' Theorem Right Angled Trigonometry True and Compass Bearings Sine Rule Cosine Rule Area of a Triangle including Herons' rule Compass Radial Surveys 						<ul style="list-style-type: none"> Future Value Compare and investigate investments strategies (Use technology) Appreciation and Inflation Shares and Dividends Depreciation Reducing Balance Loans Credit Cards 		



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Two	Investments & Loans Cont.	Annuities			Network Concepts & Critical Path Analysis				Simultaneous Equations	
		Outcomes: MS2-12-5, MS2-12-9, MS2-12-10 Life Skills: MALS6-5, MALS6-6, MALS6-13, MALS6-14			Outcomes: MS2-12-8, MS2-12-9, MS2-12-10 Life Skills: MALS6-11, MALS6-12, MALS6-13, MALS6-14				Outcomes: MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10 Life Skills: MALS6-1, MALS6-7, MALS6-8, MALS6-13, MALS6-14	
		<ul style="list-style-type: none"> Compound interest Modelling annuities Future table values Present value tables 			<ul style="list-style-type: none"> Network terminology Network diagrams Minimum spanning tree Shortest paths Constructing networks Forward and backward spanning Identify the critical path Minimum cut and max flow Flow capacity of a network 				<ul style="list-style-type: none"> Solve simultaneous equations graphically Solve to model solutions eg the breakeven point Technology aided graphing skills 	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term Three	Trial HSC Exams		Rates & Ratios			Non-Linear Relationships				HSC Prep
			Outcomes: MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10 Life Skills: MALS6-3, MALS6-4, MALS6-13, MALS6-14			Outcomes: MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10 Life Skills: MALS6-1, MALS6-7, MALS6-8, MALS6-13, MALS6-14				
			<ul style="list-style-type: none"> Use rates to solve and describe practical problems (Best buys, speed, heart rate etc) Energy Working with ratios Map scales Scale drawings 			<ul style="list-style-type: none"> Exponential model Exponential intercepts Exponential growth and decay Quadratic models Turning points of parabolas Reciprocal functions and hyperbolic functions Indirect variation Recognise the difference between all curves 				



Statistical Analysis

MS-S4 Bivariate Data Analysis

Outcomes

A student:

- › analyses representations of data in order to make inferences, predictions and draw conclusions MS2-12-2
- › solves problems requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data MS2-12-7
- › chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use MS2-12-9
- › uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response MS2-12-10

Related Life Skills outcomes: MALS6-2, MALS6-9, MALS6-13, MALS6-14









Subtopic Focus

The principal focus of this subtopic is to introduce students to a variety of methods for identifying, analysing and describing associations between pairs of numerical variables.

Students develop the ability to display, interpret and analyse statistical relationships related to bivariate numerical data analysis and use this ability to make informed decisions.

Content

Students:

- construct a bivariate scatterplot to identify patterns in the data that suggest the presence of an association (ACMGM052) **AAM** 
- use bivariate scatterplots (constructing them when needed) to describe the patterns, features and associations of bivariate datasets, justifying any conclusions **AAM** 
 - describe bivariate datasets in terms of form (linear/non-linear) and, in the case of linear, the direction (positive/negative) and strength of any association (strong/moderate/weak)
 - identify the dependent and independent variables within bivariate datasets where appropriate
 - describe and interpret a variety of bivariate datasets involving two numerical variables using real-world examples from the media or freely available from government or business datasets  
 - calculate and interpret Pearson's correlation coefficient (r) using technology to quantify the strength of a linear association of a sample (ACMGM054) 
- model a linear relationship by fitting an appropriate line of best fit to a scatterplot and using it to describe and quantify associations **AAM** 
 - fit a line of best fit both by eye and by using technology to the data (ACMEM141, ACMEM142) 
 - fit a least-squares regression line to the data using technology 
 - interpret the intercept and gradient of the fitted line (ACMGM059)



- use the appropriate line of best fit, both found by eye and by applying the equation, to make predictions by either interpolation or extrapolation
 - recognise the limitations of interpolation and extrapolation, and interpolate from plotted data to make predictions where appropriate (ACMGM062)
- solve problems that involve identifying, analysing and describing associations between two numerical variables **AAM**
- construct, interpret and analyse scatterplots for bivariate numerical data in practical contexts **AAM**
 - demonstrate an awareness of issues of privacy and bias, ethics, and responsiveness to diverse groups and cultures when collecting and using data
 - investigate using biometric data obtained by measuring the body or by accessing published data from sources including government organisations, and determine if any associations exist between identified variables

Statistical Analysis

MS-S5 The Normal Distribution

Outcomes

A student:

- › analyses representations of data in order to make inferences, predictions and draw conclusions MS2-12-2
- › solves problems requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data MS2-12-7
- › chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use MS2-12-9
- › uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response MS2-12-10

Related Life Skills outcomes: MALS6-2, MALS6-9, MALS6-13, MALS6-14

Subtopic Focus

The principal focus of this subtopic is to develop an understanding of the properties of the normal distribution and the value of relative measure in the analysis and comparison of datasets arising from random variables that are normally distributed.

Students develop techniques to analyse normally distributed data and make judgements in individual cases justifying the reasonableness of their solutions.



Content

Students:

- recognise a random variable that is normally distributed, justifying their reasoning, and draw an appropriate 'bell-shaped' frequency distribution curve to represent it
 - identify that the mean and median are approximately equal for data arising from a random variable that is normally distributed
- calculate the z-score (standardised score) corresponding to a particular value in a dataset **AAM**
 - use the formula $z = \frac{x - \mu}{\sigma}$, where μ is the mean and σ is the standard deviation
 - describe the z-score as the number of standard deviations a value lies above or below the mean
 - recognise that the set of z-scores for data arising from a random variable that is normally distributed has a mean of 0 and standard deviation of 1
- use calculated z-scores to compare scores from different datasets, for example comparing students' subject examination scores **AAM**
- use collected data to illustrate that, for normally distributed random variables, approximately 68% of data will have z-scores between -1 and 1, approximately 95% of data will have z-scores between -2 and 2 and approximately 99.7% of data will have z-scores between -3 and 3 (known as the empirical rule)
 - apply the empirical rule to a variety of problems
 - indicate by shading where results sit within the normal distribution, eg where the top 10% of data lies
- use z-scores to identify probabilities of events less or more extreme than a given event **AAM**
 - use statistical tables to determine probabilities
 - use technology to determine probabilities
- use z-scores to make judgements related to outcomes of a given event or sets of data **AAM**



Student Name:	
Subject/Course:	Year 12 Mathematics Standard 2
Teacher:	
Assessment Task Number:	1
Assessment Task Name:	Question Bank and Examination – Data Analysis
Date Issued:	TBC
Date and Time Due:	Term 1, Week 7
Weighting:	30%
Presentation and Submission Guidelines:	You will submit Part A of the task to your classroom teacher either on or before the due date and complete the examination during your allocated timetabled lesson.
Marking Process:	The assessment will be marked against the marking criteria below.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
MS2-12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

<p>Participant Declaration:</p> <p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>
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Task Description:

Part A-10%

You will complete a question bank in your own time. It is required that the question bank is submitted to your class teacher on or before the due date.

Solutions to the question bank are required to be handwritten on the provided question bank.

Part B- 20%

You will sit a formal topic test in the hall. Time allowed is 50 minutes with 5 minutes reading time.

The assessment task will assess students' knowledge and understanding of course content from the 'Bivariate Data' and 'Normal Distribution' topics.

Note: Due to the cumulative nature of mathematics, knowledge from the preliminary course is essential.

Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for Standard 1 & 2 HSC (Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this topic test: I Can -

- Construct a bivariate scatterplot to identify patterns in data
- Use bivariate scatterplots to describe patterns, features and associations
- Model a linear relationship by fitting an appropriate line of best fit
- Use line of best fit to make predictions
- Solve problems that involve identifying, analysing and describing associations
- Construct, interpret and analyse scatterplots for bivariate numerical data
- Recognise that a random variable is normally distributed, justifying their reasoning, and draw appropriate 'bell-shaped; frequency distribution curve to represent it
- Calculate the z-score
- Use the z-score to compare scores from different datasets
- Use collected data to illustrate percentage of data and their corresponding z-scores
- Use z-scores to determine probabilities of events
- Use z-scores to make judgements related to outcomes of a given event or sets of data.

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> Full marks are awarded for correct answers Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
Performance Band Descriptors will also be used to determine students' success with this assessment task. Band 6 <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills appropriate to the course. Applies appropriate mathematical concepts, skills and techniques consistently and accurately in a wide range of familiar and unfamiliar contexts 	



<ul style="list-style-type: none"> • Selects and uses a wide variety of problem-solving strategies to solve mathematical problems • Demonstrates mathematical reasoning and justification, and interprets and analyses mathematical models • Communicates effectively using appropriate mathematical language, notation, diagrams and graphs 	
Band 5 <ul style="list-style-type: none"> • Demonstrates thorough knowledge and skills appropriate to the course • Applies appropriate mathematical concepts, skills and techniques accurately in a range of familiar and unfamiliar contexts • Selects and uses a variety of problem-solving strategies to solve mathematical problems • Demonstrates mathematical reasoning and interprets mathematical models • Communicates using appropriate mathematical language, notation, diagrams and graphs 	
Band 4 <ul style="list-style-type: none"> • Demonstrates sound knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar and some unfamiliar contexts • Uses problem-solving strategies to solve mathematical problems • Uses some mathematical reasoning and mathematical models • Communicates using some appropriate mathematical language, notation, diagrams and graphs 	
Band 3 <ul style="list-style-type: none"> • Demonstrates basic knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar contexts • Uses some mathematical reasoning • Uses some mathematical language, notation, diagrams and graphs 	
Band 2 <ul style="list-style-type: none"> • Demonstrates limited knowledge and skills appropriate to the course • Uses basic mathematical concepts, skills and techniques to solve problems with limited accuracy 	

Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	



Measurement

MS-M6 Non-right-angled Trigonometry

Outcomes

A student:

- › interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate MS2-12-3
- › analyses two-dimensional and three-dimensional models to solve practical problems MS2-12-4
- › chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use MS2-12-9
- › uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response MS2-12-10

Related Life Skills outcomes: MALS6-3, MALS6-4, MALS6-13, MALS6-14

Subtopic Focus















The principal focus of this subtopic is to solve problems involving right-angled and non-right-angled triangles in a variety of contexts.

Students develop their ability to justify mathematical thinking and communicate solutions in an ordered and concise fashion.

Within this subtopic, schools have the opportunity to identify areas of Stage 5 content which may need to be reviewed to meet the needs of students.

Content

Students:

- review and use the trigonometric ratios to find the length of an unknown side or the size of an unknown angle in a right-angled triangle **AAM** 
- use technology to investigate the sign of $\sin A$ and $\cos A$ for $0^\circ \leq A \leq 180^\circ$  
- determine the area of any triangle, given two sides and an included angle, by using the rule $A = \frac{1}{2}ab\sin C$, and solve related practical problems **AAM**  
- solve problems involving non-right-angled triangles using the sine rule, $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$ (ambiguous case excluded) **AAM** 
 - find the size of an obtuse angle, given that it is obtuse
- solve problems involving non-right-angled triangles using the cosine rule, $c^2 = a^2 + b^2 - 2ab \cos C$ **AAM** 
- understand various navigational methods
 - understand the difference between compass and true bearings
 - investigate navigational methods used by different cultures, including those of Aboriginal and Torres Strait Islander Peoples  
- solve practical problems involving Pythagoras' theorem, the trigonometry of right-angled and non-right-angled triangles, angles of elevation and depression and the use of true bearings and compass bearings **AAM**  
 - work with angles correct to the nearest degree and/or minute
- construct and interpret compass radial surveys and solve related problems   



Student Name:	
Subject/Course:	Year 12 Mathematics Standard 2
Teacher:	
Assessment Task Number:	2
Assessment Task Name:	Topic Test – Non-Right-Angled Trigonometry
Date Issued:	TBC
Date and Time Due:	Term 2, Week 3
Weighting:	20%
Presentation and Submission Guidelines:	You will complete the examination during your allocated timetabled lesson. You may bring an A4, double sided, handwritten summary sheet to the topic test with you. This must be handed in at the completion of the assessment.
Marking Process:	The assessment will be marked against the marking criteria below by your classroom teacher.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
MS2-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate.
MS2-12-4	Analyses two-dimensional and three-dimensional models to solve practical problems.
MS2-12-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use.
MS2-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response.

<p>Participant Declaration:</p> <p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>
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Task Description:

You will sit a formal topic test in your timetabled classroom. Time allowed is 50 minutes with 5 minutes reading time. You may bring an A4, double sided, handwritten summary sheet to the topic test with you. This must be handed in at the completion of the assessment.

The assessment task will assess students' knowledge and understanding of course content from the 'Non-Right-Angled Trigonometry' topic.

Note: Due to the cumulative nature of mathematics, knowledge from earlier stages is essential.

Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for Standard 1 & 2 HSC (Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this topic test: I Can -

- Use the Pythagoras' theorem formula to calculate the length of an unknown side in a right-angled triangle.
- Solve problems involving angles in parallel lines.
- Calculate the length of an unknown side in right-angled triangle.
- Calculate the size of an unknown angle in a right-angled triangle.
- Write answers in degrees, minutes and seconds.
- Solve practical problems involving angles of elevation and depression.
- Use the area of a triangle formula to solve practical non-right-angled triangle problems.
- Apply the sine rule to calculate unknown lengths and angles.
- Find the size of an obtuse angle, given that it is obtuse.
- Apply the cosine rule to calculate unknown lengths.
- Apply the cosine rule to calculate unknown angles.
- Understand the difference between and use true and compass bearings.
- Solve trigonometry problems involving Pythagoras' theorem, sine rule, cosine rule, area of a triangle and bearings

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts. You will be more successful in this topic test if you complete and use the completed summary sheet to assist you.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> Full marks are awarded for correct answers Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> Demonstrates extensive knowledge and skills appropriate to the course. Applies appropriate mathematical concepts, skills and techniques consistently and accurately in a wide range of familiar and unfamiliar contexts Selects and uses a wide variety of problem-solving strategies to solve mathematical problems 	



<ul style="list-style-type: none"> • Demonstrates mathematical reasoning and justification, and interprets and analyses mathematical models • Communicates effectively using appropriate mathematical language, notation, diagrams and graphs 	
Band 5 <ul style="list-style-type: none"> • Demonstrates thorough knowledge and skills appropriate to the course • Applies appropriate mathematical concepts, skills and techniques accurately in a range of familiar and unfamiliar contexts • Selects and uses a variety of problem-solving strategies to solve mathematical problems • Demonstrates mathematical reasoning and interprets mathematical models • Communicates using appropriate mathematical language, notation, diagrams and graphs 	
Band 4 <ul style="list-style-type: none"> • Demonstrates sound knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar and some unfamiliar contexts • Uses problem-solving strategies to solve mathematical problems • Uses some mathematical reasoning and mathematical models • Communicates using some appropriate mathematical language, notation, diagrams and graphs 	
Band 3 <ul style="list-style-type: none"> • Demonstrates basic knowledge and skills appropriate to the course • Uses mathematical concepts, skills and techniques in familiar contexts • Uses some mathematical reasoning • Uses some mathematical language, notation, diagrams and graphs 	
Band 2 <ul style="list-style-type: none"> • Demonstrates limited knowledge and skills appropriate to the course • Uses basic mathematical concepts, skills and techniques to solve problems with limited accuracy 	

Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	



Financial Mathematics

MS-F4 Investments and Loans

Outcomes

A student:

- › makes informed decisions about financial situations, including annuities and loan repayments MS2-12-5
- › chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use MS2-12-9
- › uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response MS2-12-10

Related Life Skills outcomes: MALS6-5, MALS6-6, MALS6-13, MALS6-14

Subtopic Focus

The principal focus of this subtopic is to calculate and compare the value of different types of investments, including shares, over a period of time and to gain an understanding of reducing balance loans and that an asset may depreciate in value over time rather than appreciate.











Students develop awareness of mechanisms to optimise their financial position, both now and into the future, justifying their thinking and reasoning mathematically.

Within this subtopic, schools have the opportunity to identify areas of Stage 5 content which may need to be reviewed to meet the needs of students.

Content











F4.1: Investments

Students:

- calculate the future value (FV) or present value (PV) and the interest rate (r) of a compound interest investment using the formula $FV = PV(1 + r)^n$ 
 - compare the growth of simple interest and compound interest investments numerically and graphically, linking graphs to linear and exponential modelling using technology  
 - investigate the effect of varying the interest rate, the term or the compounding period on the future value of an investment, using technology 
 - compare and contrast different investment strategies, performing appropriate calculations when needed 
- solve practical problems involving compounding, for example determine the impact of inflation on prices and wages **AAM**   
- work with shares and calculate the appreciated value of items, for example antiques **AAM**  
 - record and graph the price of a share over time
 - calculate the dividend paid on a portfolio of shares, and the dividend yield (excluding franked dividends)

F4.2: Depreciation and loans

Students:

- calculate the depreciation of an asset using the declining-balance method using the formula $S = V_0(1 - r)^n$, where S is the salvage value of the asset after n periods, V_0 is the initial value of the asset, r is the depreciation rate per period, expressed as a decimal, and n is the number of periods, as an application of the compound interest formula **AAM** 
- solve practical problems involving reducing balance loans, for example determining the total loan amount and monthly repayments **AAM**   
- recognise credit cards as an example of a reducing balance loan and solve practical problems relating to credit cards **AAM**
 - identify the various fees and charges associated with credit card usage  
 - compare credit card interest rates with interest rates for other loan types 
 - interpret credit card statements, recognising the implications of only making the minimum payment  
 - understand what is meant by an interest-free period
 - calculate the compounding interest charged on a retail purchase, transaction or the outstanding balance for a given number of days, using technology or otherwise 

Financial Mathematics

MS-F5 Annuities

Outcomes

A student:

- makes informed decisions about financial situations, including annuities and loan repayments MS2-12-5
- chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use MS2-12-9
- uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response MS2-12-10

Related Life Skills outcomes: MALS6-5, MALS6-6, MALS6-13, MALS6-14

Subtopic Focus









The principal focus of this subtopic is the nature and mathematics of annuities, the processes by which they accrue, and ways of optimising their value as an investment.

Students develop awareness of the use of annuities in their lives, for example superannuation and home loans.

Within this subtopic, schools have the opportunity to identify areas of Stage 5 content which may need to be reviewed to meet the needs of students.

Content

Students:

- solve compound interest related problems involving financial decisions, for example a home loan, a savings account, a car loan or an annuity **AAM**   
 - identify an annuity as an investment account with regular, equal contributions and interest compounding at the end of each period, or as a single sum investment from which regular, equal withdrawals are made 
 - using technology, model an annuity as a recurrence relation, and investigate (numerically or graphically) the effect of varying the amount and frequency of each contribution, the interest rate or the payment amount on the duration and/or future value of the annuity 
 - use a table of interest factors to perform annuity calculations, eg calculating the present or future value of an annuity, the contribution amount required to achieve a given future value or the single sum that would produce the same future value as a given annuity   



Student Name:	
Subject/Course:	Year 12 Mathematics Standard 2
Teacher:	
Assessment Task Number:	3
Assessment Task Name:	Investigation Style Task – Investments and Loans
Date Issued:	TBC
Date and Time Due:	Term 2, Week 8
Weighting:	30%
Presentation and Submission Guidelines:	You are to complete your assessment on the hard copy provided and upload any electronic solutions via google classroom by the due date and time.
Marking Process:	The assessment will be marked against the marking criteria below by your classroom. Feedback will be provided within two weeks, providing students an opportunity to self-assess against the success criteria before awarding final marks, grades and ranks.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
MS2-12-5	Makes informed decisions about financial situations, including annuities and loan repayments.
MS2-12-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

<p>Participant Declaration:</p> <p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>
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Task Description:

You will complete this task in your own time, no class time will be allocated to work on the assessment.

All questions must be attempted on the assessment sheet provided unless otherwise stated. If otherwise stated, you must upload any relevant screenshots or required information to the appropriate assessment section on Google Classroom.

You are expected to work independently on this task.

You will have the opportunity to submit this task for feedback up to 2 times; however; no submissions for feedback will be accepted three days before the task is due. Feedback will be provided within 24-48 hours.

Success Criteria:

To be successful in this topic test: I Can -

- Calculate the future value of a compound interest investment.
- Calculate the present value of a compound interest investment.
- Calculate the interest rate of a compound interest investment.
- Compare the growth of simple interest and compound interest investments numerically and graphically.
- Use technology to investigate the effect of varying the interest rate, the term or the compounding period on the future value of an investment.
- Compare and contrast different investment strategies.
- Solve problems involving compounding.
- Record and graph the price of a share over time.
- Calculate the dividend paid on a portfolio of shares and the dividend yield.
- Calculate the depreciation of an asset using the declining-balance method.
- Solve practical problems involving reducing balance loans including monthly repayments and total loan amount.
- Recognise credit cards as a reducing balance loan.
- Solve practical problems involving credit cards.

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> • Provided on the assessment sheet after each individual question. • Full marks are awarded for correct answers. • Marks will also be awarded for working towards or making significant progress towards calculating the correct answer, if required. 	Provided on assessment task sheet
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> • Demonstrates extensive knowledge and skills appropriate to the course. • Applies appropriate mathematical concepts, skills and techniques consistently and accurately in a wide range of familiar and unfamiliar contexts • Selects and uses a wide variety of problem-solving strategies to solve mathematical problems • Demonstrates mathematical reasoning and justification, and interprets and analyses mathematical models 	



<ul style="list-style-type: none"> Communicates effectively using appropriate mathematical language, notation, diagrams and graphs 	
Band 5 <ul style="list-style-type: none"> Demonstrates thorough knowledge and skills appropriate to the course Applies appropriate mathematical concepts, skills and techniques accurately in a range of familiar and unfamiliar contexts Selects and uses a variety of problem-solving strategies to solve mathematical problems Demonstrates mathematical reasoning and interprets mathematical models Communicates using appropriate mathematical language, notation, diagrams and graphs 	
Band 4 <ul style="list-style-type: none"> Demonstrates sound knowledge and skills appropriate to the course Uses mathematical concepts, skills and techniques in familiar and some unfamiliar contexts Uses problem-solving strategies to solve mathematical problems Uses some mathematical reasoning and mathematical models Communicates using some appropriate mathematical language, notation, diagrams and graphs 	
Band 3 <ul style="list-style-type: none"> Demonstrates basic knowledge and skills appropriate to the course Uses mathematical concepts, skills and techniques in familiar contexts Uses some mathematical reasoning Uses some mathematical language, notation, diagrams and graphs 	
Band 2 <ul style="list-style-type: none"> Demonstrates limited knowledge and skills appropriate to the course Uses basic mathematical concepts, skills and techniques to solve problems with limited accuracy 	

Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	



Section A: Investments and Loans

After working for several years and being frugal, you have saved up a total of \$30 000. You are looking to invest your money to get the most out of it in the next three years.

Your options for investing are:

1. shares; **or**
2. bank term deposits; **or**
3. buying, then selling a house.

Answer the following questions to decide which is the better investment for your \$30 000.

Question 1 – Shares

Choose three companies from the ASX list of Listed Companies.

You want to know how much you could have after three years if you invest the full amount of \$30 000 in these three companies.

Complete the summary tables, that begin on the next page, including any relevant calculations detailing the following.

- a) The names of the three companies and why you have chosen each company.
- b) **How** and **why** you would split your money between the three companies.
- c) State how many shares you can buy in each company.
- d) State the dividend yield for each of the selected companies and calculate your profit for each share.
- e) Calculate the final value of your investment following a 3-year term.
- f) List at least one advantage and one disadvantage when choosing to invest in shares.

You may use the following link to help you:

The ASX directory: <https://www2.asx.com.au/markets/trade-our-cash-market/directory>



Company 1 _____ Amount Invested _____

Price per Share _____ Number of shares purchased _____

Why this company _____

Dividend Yield	Final Value of investment after 3 years	Profit of each share



Company 2 _____ Amount Invested _____

Price per Share _____ Number of shares purchased _____

Why this company _____

Dividend Yield	Final Value of investment after 3 years	Profit of each share



Company 3 _____ Amount Invested _____

Price per Share _____ Number of shares purchased _____

Why this company _____

Dividend Yield	Final Value of investment after 3 years	Profit of each share

List at least 1 advantage of investing in shares	List at least 1 disadvantage of investing in shares



Marking Criteria

Question	0 Marks	1 Mark	2 Marks	3 Marks
Part A - 1a	No Evidence	Selection of 3 ASX companies	N/A	N/A
Part A – 1b	No Evidence	Money invested displayed for each company	N/A	N/A
Part A – 1c	No Evidence	Correctly stated how many shares are purchased for all 1 company with working displayed working/ stated how many shares with no working	Correctly stated how many shares are purchased for all 2 companies with working displayed working	Correctly stated how many shares are purchased for all 3 companies with working displayed working
Part A – 1d	No Evidence	Identify the dividend yield for each company	Identify the dividend yield for each company and calculate the profit for 1-2 company shares	Identify the dividend yield for each company and calculate the profit for 3 company shares
Part A – 1e	No Evidence	One of the following <ul style="list-style-type: none"> • working towards correct solution • correct answer 	One of the following <ul style="list-style-type: none"> • working towards 2 correct solutions • 2 correct answers 	One of the following <ul style="list-style-type: none"> • working towards 3 correct solutions • 3 correct solutions
Part A – 1f	No Evidence	One of the following: <ul style="list-style-type: none"> • Advantage of shares • Disadvantage of shares 	All of the following: <ul style="list-style-type: none"> • Advantage of shares • Disadvantage of shares 	N/A



Question 2- Bank Term Deposits

Choose two banks which offer term deposit accounts. You want to know how much you could have after 3 years if you invest the full amount of \$30 000 in either of these two term deposit accounts.

- a) Provide the names of your chosen two banks and explain why you have chosen each bank. **1 mark**

- b) Provide a screenshot of the interest rate offered and how often the interest is accrued for each term deposit (the compounding period). **1 mark**

Upload to google classroom labelled Q2b

- c) Provide a screenshot of any fees and charges for each savings account. **Upload to google classroom labelled Q2c** **1 mark**

- d) Are there any additional conditions which may be relevant? Outline them. **1 mark**



- e) Pick one of your chosen banks. What would the final value of your investment be following a 3-year term? Show relevant working.

2 marks

- f) List at least one advantage and one disadvantage when choosing to invest in term deposit accounts.

2 marks



Marking Criteria

Questions	0 marks	1 mark	2 marks	3 marks
Part A- 2a	No Evidence	The names of two banks are provided, with a reason why each was chosen.	N/A	N/A
Part A- 2b	No Evidence	Screenshot of interest rates and compounding period for each bank are uploaded to google classroom	N/A	N/A
Part A- 2c	No Evidence	Screenshot of fees and charges for each are uploaded to google classroom	N/A	N/A
Part A- 2d	No Evidence	Any additional conditions are provided.	N/A	N/A
Part A- 2e	No Evidence	One of the following: <ul style="list-style-type: none"> Working towards correct solution Correct answer 	All of the following: <ul style="list-style-type: none"> Working towards correct solution Correct answer 	N/A
Part A- 2f	No Evidence	One of the following: <ul style="list-style-type: none"> Advantage of term deposits Disadvantage of term deposits 	All of the following: <ul style="list-style-type: none"> Advantage of term deposits Disadvantage of term deposits 	N/A



Question 3- Buying, then selling a House

Find a house or unit for sale (not auction) in Raymond Terrace, or surrounding suburbs, which you can purchase using your \$30 000 as a deposit.

Use www.realestate.com.au to find your house/unit.

Your house/unit must not be worth more than \$450 000 for this task.

You want to know how much you could make after 3 years if you sold the house and paid off the remaining balance of your home loan.

- a) Provide the address and price of your chosen house/unit. **1 mark**

Take a screenshot of the advertisement.

Upload it to google classroom labelled Q3a

- b) Calculate the deposit you would need to pay if you paid a **3 marks**

- i. 5% deposit _____
ii. 10% deposit _____
iii. 20% deposit _____

- c) Which deposit can you afford to pay with your \$30 000? **1 mark**



- d) Calculate how much your property would be worth after 3 years, given the following inflation rates: **3 marks**

1st year: 2.5%

2nd year: 2.3%

3rd year: 2.8%

- e) You have acquired a home loan. **1 mark**

Go to: www.ybr.com.au/calculators/remaining-balance to calculate how much your monthly repayments are and the balance of your loan after 3 years.

Input the following information:

- A loan term of 30 years
- Your loan amount (minus your deposit)
- An interest rate of 3.2% (keep this the same for the ongoing rate)
- Keep the fixed period at 0 months
- 3 years for the remaining balance

Screenshot the input data and results.

Upload this to google classroom labelled 3e



f) After 3 years, you sell your property. What profit/loss have you made?

3 mark

Consider the following:

- Future value of the property after 3 years (Inflation)
- Remaining balance of the loan
- Total loan repayments and the Deposit

g) List at least one advantage and one disadvantage when choosing to invest in term deposit accounts.

2 marks



Question 4: Choosing to invest

3 marks

By comparing the investment options in Questions 1 – 3, make an evaluation of which option you are most likely to pursue. Make references to their viability, accessibility, and risk.

Marking Criteria

Questions	0 marks	1 mark	2 marks	3 marks
Part A- 3a	No Evidence	Screenshot of address and price of the property is uploaded on google classroom	N/A	N/A
Part A- 3b	No Evidence	One correct deposit calculation	Two correct deposit calculations	All deposit calculations are correctly determined.
Part A- 3c	No Evidence	Affordable deposit is listed	N/A	N/A
Part A- 3d	No Evidence	One correct inflation rate is calculated	Two correct inflation rates are calculated	All inflation rates are correctly determined
Part A- 3e	No Evidence	Screenshot of correct input data		N/A

Part A- 3f	No Evidence	Working demonstrating profit/loss providing limited mathematical working using Future value of the property after 3 years, balance of the loan, loan repayments and the deposit	Working towards demonstrating profit/loss providing some mathematical working using Future value of the property after 3 years, balance of the loan, loan repayments and the deposit	Demonstrates profit/loss providing mathematical working using Future value of the property after 3 years, balance of the loan, loan repayments and the deposit
Part A- 3g	N Evidence	One of the following: <ul style="list-style-type: none"> • Advantage of purchasing a house • Disadvantage of term deposits 	All of the following: <ul style="list-style-type: none"> • Advantage of term deposits • Disadvantage of term deposits 	N/A

Section 1, Question 4 Marking Criteria

Question	0 marks	1 mark	2 marks	3 marks
4	No Evidence	States which investment option they would choose	Two of the following: <ul style="list-style-type: none"> • States which investment option they would choose • Compares all three investment options • References the viability, accessibility and risk 	Three of the following: <ul style="list-style-type: none"> • States which investment option they would choose • Compares all three investment options • References the viability, accessibility and risk



Section 2: Annuities and Credit Cards

Question 1: Annuities with Regular Contributions

You will create a spreadsheet to model making regular contributions into an annuity which generates compound interest.

Follow the instructions below to construct the model.

You will submit your Spreadsheet on Google Classroom.

The annuity will generate interest at the end of each month at a rate of 4% per annum, compounded monthly.

- a) Find an occupation which interests you on a job search website and list its monthly income. Provide a reference of where you sources your information for (i.e. the website)

1 mark

- b) State what 30% of the monthly income will be. This value will be used as your monthly contribution below.

1 mark

- c) Create a spreadsheet (in Microsoft Excel, Google Sheets, or similar) following the template below. **3 marks**

- In cell **C2**, complete the formula by adding the monthly contribution to the opening balance.
- In cell **D2**, complete the formula to calculate the interest earned in the first period.
- Complete the rows underneath by copying the formulas from the row above. You should continue copying rows until the closing balance exceeds \$100 000.

	A	B	C	D	E
1	Period	Opening Balance (B)	B+M	Interest (I)	Closing Balance
2	1	\$0	=B2 +	=C2*	=C2+D2
3	2	=E2			

- b) State how many years it would take using this model to have a balance of at least \$100 000.

1 mark



- c) Write a short statement assessing how viable it is to save \$100 000 in an average lifetime. How realistic is this particular model? **(1 mark)**

Question 2: Credit Cards

a) After purchasing your house, you have decided that you needed to use your credit card to purchase some household items including a washing machine and kettle valued at \$870 on 28 February 2021. You made no other purchases on your credit card account in February. You then paid the February account in full on 19 March 2021.

The credit card account has no interest free period. Compound interest is charged daily at the rate of 21.9% per annum, including the date of purchase and the date the account is paid.

How much interest did you pay, to the nearest cent? **(2 marks)**



b) After you have paid off your current credit card you decide to research different credit cards to compare the rates. You have found a different credit card which have the following conditions:

- There is no interest-free period.
- Interest is charged at the end of each month at 18.25% per annum, compounding daily, from the purchase date (included) to the last day of the month (included).

Your credit card statement for April is shown, with some figures missing. The minimum payment is calculated as 2% of the closing balance on 30 April.

1 April to 30 April		
Date	Details	Amount (\$)
1 April	Opening balance	0
20 April	Furniture	3700
30 April	Interest charged	***
30 April	Closing balance	***

Minimum payment:	<input type="text"/>
------------------	----------------------

- Calculate the interest charged
- Calculate the minimum payment.

(3 marks)



Section 2 Question 1 and 2 Marking Criteria

Questions	0 marks	1 mark	2 marks	3 marks
1a	No Evidence	States occupation and its monthly income. Reference provided.	N/A	N/A
1b	No Evidence	States 30% of monthly income. Calculation shown.	N/A	N/A
1c	No Evidence	Spreadsheet complete, with errors and/or no formulas used.	Spreadsheet completed with some errors and/or some formulas used.	Spreadsheet completed with no errors. All formulas used.
1d	No Evidence	Number of years stated. Matches the results on the spreadsheet.	N/A	N/A
1e	No Evidence	Statement provided assessing viability of saving \$100 000 in an average lifetime.	N/A	N/A
2a	No Evidence	Working towards correct solution	Correct solution	N/A
2b i	No Evidence	Working towards correct solution	Correct solution	N/A
2b ii	No Evidence	Correct solution	N/A	N/A



Networks

MS-N2 Network Concepts

Outcomes

A student:

- › solves problems using networks to model decision-making in practical problems MS2-12-8
- › chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use MS2-12-9
- › uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response MS2-12-10

Related Life Skills outcomes: MALS6-11, MALS6-12, MALS6-13, MALS6-14

Subtopic Focus







The principal focus of this subtopic is to identify and use network terminology and to solve problems involving networks.

Students develop their awareness of the applicability of networks throughout their lives, for example social media networks, and their ability to use associated techniques to optimise practical problems.

Content




N2.1: Networks

Students:

- identify and use network terminology: vertices, edges, paths, the degree of a vertex, directed networks and weighted edges  
- solve problems involving network diagrams **AAM**
 - recognise circumstances in which networks could be used, eg the cost of connecting various locations on a university campus with computer cables   
 - given a map, draw a network to represent the map, eg travel times for the stages of a planned journey 
 - draw a network diagram to represent information given in a table
 - investigate and solve practical problems, eg planning a garbage bin collection route

N2.2: Shortest paths

Students:

- determine the minimum spanning tree of a given network with weighted edges **AAM**
 - determine the minimum spanning tree by using Kruskal's or Prim's algorithms or by inspection
 - determine the definition of a tree and a minimum spanning tree for a given network
 - use minimum spanning trees to solve minimal connector problems, eg minimising the length of cable needed to provide power from a single power station to substations in several towns (ACMGM103) 
- find a shortest path from one place to another in a network with no more than 10 vertices **AAM** 
 - identify a shortest path on a network diagram
 - recognise a circumstance in which a shortest path is not necessarily the best path or contained in any minimum spanning tree 



Networks

MS-N3 Critical Path Analysis

Outcomes

A student:

- › solves problems using networks to model decision-making in practical problems MS2-12-8
- › chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use MS2-12-9
- › uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response MS2-12-10

Related Life Skills outcomes: MALS6-11, MALS6-12, MALS6-13, MALS6-14

Subtopic Focus

The principal focus of this subtopic is to use critical path analysis in the optimisation of real-life problems.

Students develop awareness that critical path analysis is a useful tool in project planning, management and logistics.

Content

Students:

- construct a network to represent the duration and interdependencies of activities that must be completed during a particular project, for example a student schedule, or preparing a meal **AAM**
- given activity charts, prepare network diagrams and use critical path analysis to determine the minimum time for a project to be completed **AAM**
 - use forward and backward scanning to determine the earliest starting time (EST) and latest starting time (LST) for each activity in the project (ACMGM105)
 - understand why the EST for an activity could be zero, and in what circumstances it would be greater than zero
 - calculate float times of non-critical activities (ACMGM108)
 - understand what is meant by critical path
 - use ESTs and LSTs to locate the critical path(s) for the project (ACMGM106)
- solve small-scale network flow problems, including the use of the 'maximum-flow minimum-cut' theorem, for example determining the maximum volume of oil that can flow through a network of pipes from an oil storage tank (the source) to a terminal (the sink) (ACMGM109) **AAM**
 - convert information presented in a table into a network diagram
 - determine the flow capacity of a network and whether the flow is sufficient to meet the demand in various contexts



Algebra

MS-A4 Types of Relationships

Outcomes

A student:

- › uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts MS2-12-1
- › solves problems by representing the relationships between changing quantities in algebraic and graphical forms MS2-12-6
- › chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use MS2-12-9
- › uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response MS2-12-10

Related Life Skills outcomes: MALS6-1, MALS6-7, MALS6-8, MALS6-13, MALS6-14

Subtopic Focus

The principal focus of this subtopic is the graphing and interpretation of relationships, and the use of simultaneous linear equations in solving practical problems.








Students develop their ability to communicate concisely, use equations to describe and solve practical problems, and use algebraic or graphical representations of relationships to predict future outcomes.

Within this subtopic, schools have the opportunity to identify areas of Stage 5 content which may need to be reviewed to meet the needs of students.

Content

A4.1: Simultaneous linear equations

Students:

- solve a pair of simultaneous linear equations graphically, by finding the point of intersection between two straight-line graphs, with and without technology  
- develop a pair of simultaneous linear equations to model a practical situation **AAM**   
- solve practical problems that involve determining and interpreting the point of intersection of two straight-line graphs, including the break-even point of a simple business problem where cost and revenue are represented by linear equations **AAM**  



Student Name:	
Subject/Course:	Year 12 Mathematics Standard 2
Teacher:	
Assessment Task Number:	4
Assessment Task Name:	Trial HSC Examination
Date Issued:	TBC
Date and Time Due:	During the two-week trial examination period. A timetable will be available two weeks before the examination period begins.
Weighting:	20%
Presentation and Submission Guidelines:	You will complete the examination during the allocated Trial HSC Examination period.
Marking Process:	The assessment will be marked by your classroom teacher using a format similar to that used in the HSC examination.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
MS2-12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.
MS2-12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions.
MS2-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate.
MS2-12-4	Analyses two-dimensional and three-dimensional models to solve practical problems.
MS2-12-5	Makes informed decisions about financial situations, including annuities and loan repayments.
MS2-12-6	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms.
MS2-12-7	solves problems requiring statistical processes, including the use of normal distribution and the correlation of bivariate data.
MS2-12-8	Solves problems using networks to model decision-making in practical problems.
MS2-12-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use.
MS2-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response.

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



Task Description:

You will sit a formal Trial HSC Examination in the hall. Time allowed is 2 hours and 30 minutes with 10 minutes reading time. You will be provided with the HSC reference sheet for use within the examination.

The assessment task will assess students' knowledge and understanding of all topics learnt so far. Preliminary content can and will be assessed in the Trial HSC examination so it is essential that you are revising any content from the preliminary course.

Permissible calculators: Only those listed on the NESA website allowed – approved calculators list for Standard 1 & 2 HSC (Seek clarification from Head Teacher Mathematics if unsure)

Success Criteria:

To be successful in this examination: I can -

- Use detailed algebraic and graphical to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- Analyse representations of data in order to make inferences, predications and draw conclusions.
- Interpret the results of measurements and calculations and make judgements about their reasonableness, including the degree of accuracy and the conversion of units.
- Analyse two-dimensional and three-dimensional models to solve practical problems.
- Make informed decisions about financial situations, including annuities and loan repayments.
- Solve problems by representing the relationships between changing quantities in algebraic and graphical forms.
- Solve problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data.
- Solve problems using networks to model decision-making in practical problems.
- Choose and use appropriate technology effectively in a range of contexts and apply critical thinking to recognise appropriate times and methods for such use.
- Use mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justify a response.

It is important that you are showing all your working out, as marks can be awarded for showing understanding of concepts.

Marking Guidelines:	Marks
<ul style="list-style-type: none"> • Multiple choice questions 	1 mark each
<ul style="list-style-type: none"> • Full marks are awarded for correct answers • Marks will also be awarded for working towards or making significant progress towards calculating the correct answer. 	
<p>Performance Band Descriptors will also be used to determine students' success with this assessment task.</p> <p>Band 6</p> <ul style="list-style-type: none"> • Demonstrates extensive knowledge and skills appropriate to the course. • Applies appropriate mathematical concepts, skills and techniques consistently and accurately in a wide range of familiar and unfamiliar contexts • Selects and uses a wide variety of problem-solving strategies to solve mathematical problems • Demonstrates mathematical reasoning and justification, and interprets and analyses mathematical models 	



<ul style="list-style-type: none"> Communicates effectively using appropriate mathematical language, notation, diagrams and graphs 	
Band 5 <ul style="list-style-type: none"> Demonstrates thorough knowledge and skills appropriate to the course Applies appropriate mathematical concepts, skills and techniques accurately in a range of familiar and unfamiliar contexts Selects and uses a variety of problem-solving strategies to solve mathematical problems Demonstrates mathematical reasoning and interprets mathematical models Communicates using appropriate mathematical language, notation, diagrams and graphs 	
Band 4 <ul style="list-style-type: none"> Demonstrates sound knowledge and skills appropriate to the course Uses mathematical concepts, skills and techniques in familiar and some unfamiliar contexts Uses problem-solving strategies to solve mathematical problems Uses some mathematical reasoning and mathematical models Communicates using some appropriate mathematical language, notation, diagrams and graphs 	
Band 3 <ul style="list-style-type: none"> Demonstrates basic knowledge and skills appropriate to the course Uses mathematical concepts, skills and techniques in familiar contexts Uses some mathematical reasoning Uses some mathematical language, notation, diagrams and graphs 	
Band 2 <ul style="list-style-type: none"> Demonstrates limited knowledge and skills appropriate to the course Uses basic mathematical concepts, skills and techniques to solve problems with limited accuracy 	

Feedback:	
Medals	Missions

Final mark/grade:	
Student Reflection:	



MUSIC 1

Course Overview

Introduction

This booklet contains important information about the HSC music course. A thorough knowledge and understanding of this information will be very useful in your preparation/study for all course work, especially assessment tasks and exams.

Aim

The aim of Music 1 Stage 6 is to provide students with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

Objectives

The objectives of Music 1 Stage 6 are:

- to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts
- to develop the skills to evaluate music critically
- to develop an understanding of the impact of technology on music
- to develop personal values about music.

Course Structure

In Music 1, students will study:

- the **concepts** of music
- through the **learning experiences** of performance, composition, musicology and aural
- within the **context** of a range of styles, periods and genres.

Concepts of Music

The content of the syllabus is set out according to the musical concepts of:

- duration
- pitch
- dynamics and expressive techniques
- tone colour
- texture
- structure

Contexts

Students will study music in a variety of contexts. These musical contexts (styles, periods and genres) will be studied through specific topics.

Topics available for study:

- An instrument and its repertoire
- Australian music
- Baroque music
- Jazz
- Medieval music
- Methods of notating music
- Music and religion
- Music and the related arts
- Music for large ensembles
- Music for radio, film, television and multimedia
- Music for small ensembles
- Music in education
- Music of a culture (Preliminary course)
- Music of a culture (HSC course)
- Music of the 18th century
- Music of the 19th century
- Music of the 20th and 21st centuries
- Popular music
- Renaissance music
- Rock music
- Technology and its influence on music
- Theatre music

Preliminary Course

Students will study at least THREE topics from the list above.

HSC Course

Students will study at least THREE topics from the list above.

The topics must be:

either

THREE topics which are different from those studied in the Preliminary course

or

TWO topics which are different from those studied in the Preliminary course and

ONE topic from the Preliminary course which shows greater depth of understanding, explores new repertoire and includes a comparative study.

Note: Principals will be required to certify to this effect.

Course Outline

The syllabus outlines that a minimum of three topics must be taught in the preliminary course. Two topics will be taught in a class situation with each student set individual work to do within the topic. The third topic will be one chosen by the student or the teacher may wish to select the topic.

Listed below are the topics to be taught in the Preliminary Course;

- *Methods of Notation**
- *Australian Music**
- *Rock Music**

It must be noted that the students must choose three different topics for the H.S.C. Listed below is an outline of what is proposed for Year 12 in 2023/2024.

- * An Instrument and It's Repertoire**
- * Music for Small Ensembles**
- *Students to choose their topic.**

If a student feels strongly about wishing to work on a topic by themselves, different to what is outlined above, a structured programme will be adapted for them. The student will be closely monitored and if they are not working they will need to change back to the topic being studied by the rest of the class.

In the preliminary course equal time will be spent on the four components of the course;

- *Performance**
- *Composition**
- *Musicology**
- *Aural**

During the year students will perform at different concerts held at the school and also given the opportunity to attend H.S.C. workshops. The school computer for the music department will assist our students with their composition skills

This course is designed to be taught in two sections;

- *Preliminary Course to be taught in Year 11 for 120 indicative hours**
- *H.S.C. Course to be taught in Term 4 of Year 11 and Year 12 for 120 indicative hours**

The Preliminary Course provides core experience in the areas of;

- *Performance**
- *Composition**
- *Musicology**
- *Aural**

The H.S.C. Course develops the Preliminary Course and continues the core study in the areas listed above. Students will also choose to specialise through additional study in one or more of those areas.

OBJECTIVES AND OUTCOMES

(Syllabus p. 12 and 13)

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

Preliminary Outcomes (P)		H.S.C. Outcomes (H)	
<i>Through activities in performance, composition, musicology and aural, a student:</i>		<i>Through activities in performance, composition, musicology and aural, a student:</i>	
P1	Performs music that is characteristic of the topics studied	H1	Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
P2	Observes, reads, interprets and discusses simple musical scores characteristic of topics studied	H2	Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
P3	Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied	H3	Improvises and composes music using the range of concepts 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	H4	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

Objective; to develop the skills to evaluate music critically.

Preliminary Outcomes (P)		HSC Outcomes (H)	
<i>Through activities in performance, composition, musicology and aural, a student</i>		<i>Through activities in performance, composition, musicology and aural, a student:</i>	
P5	Comments on and constructively discusses performances and compositions	H5	Critically evaluates and discusses performances and compositions
P6	Observes and discusses concepts of music in works representative of the topics studied.	H6	Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

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

Preliminary Outcomes (P)		HSC Outcomes (H)	
<i>Through activities in performance, composition, musicology and aural, a student:</i>		<i>Through activities in performance, composition, musicology and aural, a student</i>	
P7	Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied.	H7	Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
P8	Identifies, recognises, experiments with and discusses the use of technology in music	H8	Identifies, recognises, experiments with, and discusses the use and effects of technology in music.

Objective: to develop personal values about music.

Preliminary Outcomes (P)		HSC Outcomes (H)	
<i>Through activities in performance, composition, musicology and aural, a student:</i>		Through activities in performance, composition, musicology and aural, a student	
P9	Performs as a means of self expression and communication	H9	Performs as a means of self expression and communication
P10	Demonstrates a willingness to participate in performance, composition, musicology and aural activities	H10	Demonstrates a willingness to participate in performance, composition, musicology and aural activities
P11	Demonstrates a willingness to accept and use constructive criticism	H11	Demonstrates a willingness to accept and use constructive criticism

Scope and Sequence Year 12 Music 2023-2024

Term 4-11 Weeks- Unit 1-An Instrument and It's Repertoire	Term 1-10 Weeks- Unit 2-Music for Small Ensembles	Term 2-10 Weeks- Unit 3-Own Choice	Term 3-10 Weeks- Revision
Musicology	Musicology	Musicology	Musicology
By the end of the unit students will have: Researched information on an instrument of their choice including the history and development of the instrument, the structure and parts of the instrument, a musician, the impact of technology and analysis of a video performance. Completed a viva voce on an instrument of their choice using the information researched.	By the end of the unit students will have studied the following: Studied different voice types and vocal ensembles- S.A.T.B. barbershop quartet and female quartet. Studied different types of jazz ensembles-modern and traditional. Score read Eine Kleine-first movement. Identified different types of string terms. Identified different types of saxophone brass and woodwind combinations.	By the end of the unit students will have studied the following : History of their chosen topic Analysed musical works relevant to their topic. Researched musicians and musical instruments that are important to their topic.	By the end of the unit students will have: the end of the unit students will have: Revised all three topics in preparation for their HSC Complete the summary form to take to their HSC
Performance	Performance	Performance	Performance
By the end of the unit students will have: Performed a number of pieces in varying styles as a soloist or as part of an ensemble on a chosen instrument of study. Performed their composition task on a chosen instrument as a soloist or as part of a small ensemble.	By the end of the unit the students will have Performed When the Saints. Improvised using a Jazz score and mode. Performed William Tell Overture Performed pieces of their choice as a small ensemble.	By the end of the unit the students will have Performed their own composition. Performed repertoire for their HSC Selected and performed repertoire that is relevant to their own topic of research.	By the end of the unit students will have: Prepared and perform a core piece for their HSC Prepared three electives to represent the three different topics studied for their HSC
Composition	Composition	Composition	Composition
By the end of the unit students will have: Composed a piece lasting for two to three minutes representing their chosen instrument Notated using standard notation or performed their composition including tempo indications and dynamic and expressive techniques.	By the end of the unit students will have: Compose an eight-bar melody for two voices. Improvise a melody using a mode to a bass riff and drum pattern. Compose for the alto clef Transposing for the alto and tenor saxophone, Composed a drum pattern	By the end of the unit students will have: The composition can be performed and/or notated.	By the end of the unit students will have: Complete compositions if this is their chosen area of study for the HSC
Listening	Listening	Listening	Listening
By the end of the unit students will have: Understood the musical terms related to each concept of music through a glossary of terms or mind map and through the use of strategies such as silent card shuffle and flash cards. Independently analysed a number of different pieces in terms of the concepts of music. Completed a number of different practice HSC Aural questions in relation to all of the concepts of music. Listened to a number of examples of music played on the chosen instrument. Completed past papers from 2012 HSC, Trial Independent paper and Preliminary Independent Paper	By the end of the unit students will have: Identified different voice types-soprano, alto, tenor, bass and analysed Down South Camp Meetin, Danny Boy, Flying Away., Identified different types of Jazz Ensembles-When the Saints, Sweet Thing Identified different stringed instruments-violin, viola, cello and studied the score to Eine Kleine Identified different types of saxophones-sop. Alto, tenor, baritone and analysed Flight of the Bumble Bee Identified different types of brass instruments-trumpet, trombone, tuba and French horn and analysis of Sabre Dance Identified different types of woodwind instruments-flute, oboe, clarinet and bassoon and listened to Pushbike Song Analysed rock piece-Are you Gonna go my Way.	By the end of the unit students will have: Listening to material that is relevant to the topic of research. Revised the aural concepts. Practiced writing responses to past papers Completed past papers from 2015 and 2016 HSC, Trial Independent paper and Preliminary Independent Paper	By the end of the unit students will have: By the end of the unit students will have: Completed past papers from 2017, 2019 and 2019 HSC, Trial Independent paper and Preliminary Independent Paper
Assessment	Assessment	Assessment	Assessment
Assessment Task 1 - Weighting 20% Composition Portfolio -10% Viva Voce representing the topic-10%	Assessment Task 2 –Weighting 20% Aural analysis referring to all the musical concepts-10% Core Performance – 10%	Assessment Task 3- Weighting-30% Elective 1 (15%) and 2 (15%)-Representing Topic 1 and Topic 2	Assessment Task 4-Weighting 30% Elective 3 - 15%, Aural-15%

Music 1

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Composition Portfolio and Viva Voce	Task 2: Core Performance Aural Analysis	Task 3: Presentation or Submission; Topics 1 and 2 Elective I, II	Task 4: Trial HSC Exam Aural Skills Exam Topic 3 Elective III
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 2 Week 9	Date: Term 3 Week 3/4
		Outcomes: H2, 3, 4, 8	Outcomes: H1, 4, 5, 7	Outcomes: H1, 2, 3, 6, 7	Outcomes: H1, 2, 3, 4, 6, 7
		TASK WEIGHTINGS			
Performance Core	10%		10%		
Composition Core	10%	10%			
Musicology Core	10%	10%			
Aural Core	25%		10%		15%
Elective	15%			15%	
Elective	15%			15%	
Elective	15%				15%
TOTAL	100%	20%	20%	30%	30%

Outcomes

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

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

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

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

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

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

Note:

- In addition to the assessment tasks, students must undertake a variety of smaller performance, composition, musicology and aural activities FOR EACH TOPIC in order to satisfy syllabus requirements.
- These additional activities may be class bases and/or individual based.
- The exact nature of these tasks will be more thoroughly outlined closer to the date of submission.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Music 1
Teacher:	Mrs Probert
Assessment Task Number:	1
Assessment Task Name:	Composition Portfolio and Viva Voce
Date Issued:	Week 1, Term 4 2023
Date and Time Due:	Week 9, Term 4 Date TBA – scheduled timeslots to be advised closer to the date.
Weighting:	20%
Class Time Allocated:	There will be class time allocated, each lesson, for the preparation and feedback on the task leading up to the due date.
Presentation and Submission Guidelines:	Submission is via a live presentation in class.
Marking Process:	Mrs Probert will record each task, mark and provide timely feedback according to the marking criteria attached.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H2	Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
H3	Improvise and composes music using a range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
H4	Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.
H8	Identifies, recognise, experiments with, and discusses the use and effects of technology in music.

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____

Task Description:**Composition Core (10%)**

Compose a composition for the instrument you are researching in this topic. You *can* include the following;

1. A second part (harmony, accompaniment, rhythm section) can be added
2. Some notated evidence of your composition. It does not need to be written out in full, but you can include rhythm patterns, chord patterns, tab etc.
3. The finished product can be notated and/or performed for assessment.
4. Dynamic and expressive markings are to be included
5. The finished product must be *two to four minutes* in duration.

Musicology Core (10%)

Present a viva voce on the instrument you are researching. You *can* include the following:

1. Development and history of the instrument
2. Analysis of how the instrument is used within two to four musical excerpts
3. Featured musicians that play the instrument
4. The role technology has played
5. The viva-voce will go for *10 minutes* in duration.

Success Criteria:

Students will be assessed on the following:

Composition Core

- Composing a work that represents the chosen topic (An Instrument and Its Repertoire), demonstrating understanding of style, the concepts of music, and the relationships between the concepts;
- Demonstrating knowledge and understanding of score conventions and performance directions appropriate to the chosen topic; and
- Demonstrating skills in organising ideas into musical structures.

Musicology Core

- Presenting with a sustained musicological focus;
- Demonstrating an understanding of the chosen topic (An Instrument and Its Repertoire);
- Demonstrating aural awareness and understanding of musical concepts and their relationship to the chosen topic; and
- Supporting the discussion with relevant musical examples.

Marking Guidelines: COMPOSITION	Marks
<ul style="list-style-type: none"> Composed a work that successfully and coherently represents the chosen topic, demonstrating <i>perceptive</i> and accomplished understanding of style, the concepts of music, and the relationships between the concepts. Demonstrates <i>comprehensive</i> knowledge and understanding of score conventions and performance directions appropriate to the chosen topic. Demonstrates <i>high level</i> skills in organising ideas into musical structures. 	A 9-10
<ul style="list-style-type: none"> Composed a work that successfully and coherently represents the chosen topic, demonstrating a <i>thorough</i> understanding of style, the concepts of music, and the relationships between the concepts. Demonstrates a <i>detailed</i> knowledge and understanding of score conventions and performance directions appropriate to the chosen topic. Demonstrates <i>proficient</i> skills in organising ideas into musical structures. 	B 7-8
<ul style="list-style-type: none"> Composed a work that represents the chosen topic, demonstrating an <i>understanding</i> of style, the concepts of music, and the relationships between the concepts. Demonstrates knowledge and understanding of score conventions and provides <i>clear</i> performance directions appropriate to the chosen topic. Demonstrates <i>sound</i> skills in organising ideas into musical structures. 	C 5-6
<ul style="list-style-type: none"> Composed a work that is a <i>basic</i> representation of the chosen topic, demonstrating <i>some understanding</i> of the style, the concepts of music, and the relationships between the concepts. Demonstrates basic knowledge and understanding of score conventions and provides <i>basic</i> performance directions appropriate to the chosen topic. Demonstrates <i>basic</i> skills in organising ideas into musical structures. 	D 3-4
<ul style="list-style-type: none"> Composes a work that is a limited representation of the chosen topic, demonstrating <i>little understanding</i> of the style, the concepts of music, and the relationship between the concepts. Demonstrates <i>limited knowledge</i> and understanding of score conventions and provides few performance directions to the chosen topic. Demonstrates <i>limited skills</i> in organising ideas into coherent musical structures. 	E 1-2
<ul style="list-style-type: none"> Student fails to submit assignment/plagiarism 	N

Marking Guidelines: MUSICOLOGY	Marks
<ul style="list-style-type: none"> • Presentation has a <i>clear and consistent</i> musicological focus. • Demonstrates a <i>perceptive</i> understanding of the chosen topic. • Demonstrates <i>high level</i> aural awareness and understanding of musical concepts and their relationship to the chosen topic. • Supports the discussion with <i>outstanding, relevant</i> musical examples 	A 9-10
<ul style="list-style-type: none"> • Presentation has <i>some</i> musicological focus. • Demonstrates a <i>detailed</i> understanding of the chosen topic. • Demonstrates <i>thorough</i> aural awareness and understanding of musical concepts and their relationship to the chosen topic. • Supports the discussion with <i>high, relevant</i> musical examples. 	B 7-8
<ul style="list-style-type: none"> • Presentation has a musicological focus but may be <i>inconsistent</i>. • Demonstrates a <i>generally sound</i> understanding of the chosen topic although there may be some inaccuracies. • Demonstrates <i>some aural</i> awareness and ability to discuss the use of musical concepts in the chosen topic. • Presents <i>sound, relevant</i> musical examples. 	C 5-6
<ul style="list-style-type: none"> • Makes <i>an attempt</i> to provide a musicological focus in the presentation. • Demonstrates <i>basic</i> understanding of the chosen topic. • Demonstrates <i>basic</i> aural awareness and skill in discussing the musical concepts. • Presents <i>basic, musical</i> examples. 	D 3-4
<ul style="list-style-type: none"> • Presentation <i>lacks</i> a musicological focus. • Demonstrates <i>limited</i> understanding of the chosen topic. • Demonstrates <i>limited</i> aural awareness and skill in discussing the musical concepts in the repertoire studied. • Uses <i>limited</i> or inappropriate musical examples. 	E 1-2
<ul style="list-style-type: none"> • Student fails to submit assignment/plagiarism 	N



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Music 1
Teacher:	Mrs Probert
Assessment Task Number:	2
Assessment Task Name:	Core Performance and Aural Analysis
Date Issued:	Week 3, Term 1 2024
Date and Time Due:	Week 10, Term 1 2024 (DATE AND TIME TBA) Core Performance – students are to select a 10 minute time slot on the day.
Weighting:	20% (Core Performance 10%, Aural 10%)
Class Time Allocated:	Class time will be allocated leading up to the assessment date for students to receive feedback and support on their core performances.
Presentation and Submission Guidelines:	Aural paper is to be completed and handed in at the end of period ?(TBA). Core performance is to be presented during allocated time slot on the day.
Marking Process:	Music staff will record electives and collegially mark according to the marking criteria provided.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H1	performs stylistically music that is characteristic of topics studied, both as a soloist and as a member of a small ensemble.
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.
H5	critically evaluates and discusses performances and compositions.
H7	understands the capabilities of performing media, incorporates technologies into composition and performances as appropriate to the topics studied

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____

Task Description:

TASK 1 – (10%) AURAL

Complete the following two tasks:

Task 1-To be completed by DATE TBA and submitted at the end of PERIOD TBA

Listen to the following *two pieces* of music and complete a written analysis. You can access these two pieces on Google Classroom or obtain a copy of the musical excerpts from Mrs Probert.

Question 1- Listening Excerpt- *Somebody to Love* from Happy Feet.

In this excerpt, how does the composer maintain interest?

Question 2- Listening Excerpt- *Dance of the Knights (Romeo and Juliet, OP.64)* by Prokofiev.

Discuss the composer's use of duration with reference to the themes and accompaniment in this excerpt.

Task 2-To be completed in class on DUE DATE TBA

Listen to the following *two pieces* of music which will be played to you in class and complete a written analysis.

Question 1- Excerpts from TWO versions of the same musical piece.

Compare how the concepts of music are used in the two versions.

Question 2-

Explain how UNITY and CONTRAST are achieved in this excerpt.

TASK 2 – (10%) CORE PERFORMANCE

Complete the following two tasks:

Task 1

Perform *one-piece* representative of one of the topics below studied for the HSC course. The performance can be as a soloist or in a small ensemble. The time limit must not exceed 5 minutes.

- An Instrument and its Repertoire
- Music for Small Ensembles.

Task 2

Engage in a *five minute* discussion about your performance referencing the following;

1. Process in preparing for this performance
2. Strengths in the performance
3. Areas for improvement

Success Criteria:

TASK 1 – (10%) AURAL

A student can:

- demonstrate focused listening, providing well-supported observations of musical events;
- refer to aural concepts in a detailed and appropriate way;
- display high quality organisation of responses; and
- stay focused on the specific concept to be discussed.

TASK 2 – (10%) CORE PERFORMANCE

A student can:

- demonstrate technical skills that incorporate fluency and articulation appropriate to the style;
- demonstrate stylistic understanding through dynamics and expressive techniques;
- perform with a well-developed sense of personal expression;
- demonstrate an understanding of solo/ensemble techniques; and
- demonstrates deep understanding of preparing for the performance with a perceptive understanding of strengths and areas for development.

Marking Guidelines: Aural		Marks (30)
Question 1 - Listening Excerpt- <i>Somebody to Love</i> from Happy Feet.		
<ul style="list-style-type: none"> Comments in detail as to how the composer maintains interest in the excerpt using suitable examples to support observations. Demonstrates aural understanding, although descriptions of musical events may contain some inaccurate observations. 		5-6
<ul style="list-style-type: none"> Comments on how the composer maintains interest in the excerpt. Includes some examples to support observations. Demonstrates some aural understanding, but makes generalisations and may not provide supporting examples. 		3-4
<ul style="list-style-type: none"> Demonstrates limited aural understanding in identifying or commenting on how the composer maintains interest. 		1-2
Question 2 - Listening Excerpt- <i>A Dance of the Knights (Romeo and Juliet, OP.64)</i> by Prokofiev.		
<ul style="list-style-type: none"> Discusses in detail the composer's use of duration with reference to the themes and accompaniment. Demonstrates a high level of aural understanding with well-supported observations, including detailed descriptions of musical events. Answer may contain some inaccurate observations. 		7-8
<ul style="list-style-type: none"> Discusses the composer's use of duration with reference to the themes and/or accompaniment. Demonstrates aural understanding, including descriptions of musical events. Answer may contain inaccurate observations. 		5-6
<ul style="list-style-type: none"> Discusses some aspects of the composer's use of duration. Demonstrates some aural understanding, but often makes generalisations and may not provide supporting examples. 		3-4
<ul style="list-style-type: none"> Demonstrates limited aural understanding of the composer's use of duration. 		1-2
Question 1 - Compare how the concepts of music are used in the two versions.		
<ul style="list-style-type: none"> Identifies in detail the similarities and differences in the use of concepts of music in the two versions. Demonstrates a highly developed aural understanding, using well supported observations and appropriate examples. 		8
<ul style="list-style-type: none"> Identifies in some detail the similarities and differences in the use of concepts of music in the two versions. Demonstrates a developed aural understanding, using appropriate observations and examples. 		6-7
<ul style="list-style-type: none"> Identifies in general the similarities and differences in the use of concepts of music in the two versions. Demonstrates a competent aural understanding, using observations and examples. 		4-5
<ul style="list-style-type: none"> Provides some points about similarities and differences between the two versions Demonstrates a basic aural understanding. 		2-3
<ul style="list-style-type: none"> Demonstrates a limited aural understanding. 		1
Question 2 - Explain how UNITY and CONTRAST are achieved in this excerpt?		
<ul style="list-style-type: none"> Explains in detail how unity and contrast are achieved, and selects appropriate examples to support response. Demonstrates a high level of aural understanding with well-supported observations, including detailed descriptions of musical concepts. Answer may contain some inaccurate observations. 		7-8
<ul style="list-style-type: none"> Explains how unity and contrast are achieved and selects mostly appropriate examples to support response. Demonstrates aural understanding with observations, including descriptions of musical concepts. Answer may contain inaccurate observations. 		5-6
<ul style="list-style-type: none"> Explains some points about how unity and contrast are achieved. Demonstrates some aural understanding with some observations, makes generalisations and may provide supporting examples. 		3-4
<ul style="list-style-type: none"> Demonstrates limited aural understanding of how the concepts are used to create unity and contrast. 		1-2

Marking Guidelines: Performance	Marks
<ul style="list-style-type: none"> • Demonstrates excellent technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire. • Demonstrates perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques. • Performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and sensitivity to the chosen style. • Demonstrates an excellent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with the accompanist/ensemble and issues of balance. • Demonstrates deep understanding of preparing for the performance, with a perceptive understanding of strengths and areas for development. 	A 9-10
<ul style="list-style-type: none"> • Demonstrates accomplished technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire. • Demonstrates a detailed stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques. • Performs with a sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style. • Demonstrates an accomplished understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with the accompanist. • Demonstrates accomplished understanding of preparing for the performance, with a detailed understanding of strengths and areas for development. 	B 7-8
<ul style="list-style-type: none"> • Demonstrates competent technical skills. Some problems in maintaining technical fluency, technical facility as are inconsistencies in intonation. • Demonstrates a sense of stylistic understanding through performance of the chosen repertoire. The articulation, dynamics and expressive techniques may not be consistently appropriate to the chosen style. • Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style. • Demonstrates a competent, although no consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with the accompanist/ensemble and issue of balance. • Demonstrated a competent understanding of preparing for the performance, with a sense of understanding of strengths and areas for development. 	C 5-6
<ul style="list-style-type: none"> • Demonstrates some basic technical skill although there are frequent inconsistencies in technical fluency, technical facility and intonation. • Demonstrates a basic stylistic understanding. Articulation, dynamics and expressive techniques are not consistently appropriate to the chosen style. • Performs the chosen repertoire with a little sense of musical expression. • Demonstrates a limited awareness of the performers role as a soloist/ensemble member, which may be evident through the lack of communication and balance in the ensemble or with the accompanist. • Demonstrated a basic understanding of preparing for the performance, with an inconsistent understanding of strengths and areas for development. 	D 3-4
<ul style="list-style-type: none"> • Demonstrates very limited technical skills. • Demonstrates little evidence of stylistic understanding of the chosen style. • Performs the chosen repertoire with little or no sense of musical expression • The performance demonstrates little or no awareness of the performer's role as a soloist/ensemble member. • Demonstrated a limited understanding of preparing for the performance, with little evidence of understanding strengths and areas for development 	E 1-2
<ul style="list-style-type: none"> • Student failed to submit 	N



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Music 1
Teacher:	Mrs Probert
Assessment Task Number:	3
Assessment Task Name:	Presentation or Submission; Topics 1 and 2 Elective I, II
Date Issued:	Week 1, Term 2, 2024
Date and Time Due:	Week 9, Term 2, 2024 (DATE AND TIME TBA) Times as schedules (15 minutes time slot per student)
Weighting:	30%
Class Time Allocated:	Class time will be allocated leading up to the assessment date for students to receive feedback on their elective choice.
Presentation and Submission Guidelines:	Electives are to be presented during allocated time slot on the day.
Marking Process:	Music staff will record electives and collegially mark according to the marking criteria provided.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H1	performs stylistically music that is characteristic of topics studied, both as a soloist and as a member of a small ensemble.
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	understands the capabilities of performing media, incorporates technologies into composition and performances as appropriate to the topics studied

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____

Task Description:**Elective 1 -15%**

Present a Performance **or** Viva Voce **or** Composition reflecting;

Topic 1-An Instrument and It's Repertoire.

Note requirements for each component:

- Performance-maximum time limit 5 minutes
Complete a one-page written reflection critically evaluating and discussing the performance
- Viva Voce 10 minute time limit
Complete a one-page written reflection critically evaluating and discussing the viva-voce
- Composition 2 to 4 minutes in duration
Complete a one-page written reflection critically evaluating and discussing the composition

Elective 2 -15%

Present a Performance **or** Viva Voce **or** Composition reflecting;

Topic 2-Music for Small Ensembles

Note requirements for each component:

- Performance-maximum time limit 5 minutes
Complete a one-page written reflection critically evaluating and discussing the performance
- Viva Voce 10 minute time limit
Complete a one-page written reflection critically evaluating and discussing the viva-voce
- Composition 2 to 4 minutes in duration
Complete a one-page written reflection critically evaluating and discussing the composition

NOTE-PERFORMANCE MUST BE DIFFERENT FROM TASK 2

- The performance must represent the topic you have been researching. Emphasis must be placed on technical skill, stylistic interpretation, sense of musical expression and solo and ensembles techniques. The written evaluation is a one-page written reflection critically evaluating and discussing the performance.
- Support material must be used in the 10-minute viva voce to reinforce important key points. Viva must be reflective of different aspects of the topic you have been researching. The written evaluation is a one-page written reflection critically evaluating and discussing the viva voce.
- Composition task must be notated reflecting a clear and definite structure. You need to compose in a style that is reflective of the topic you have been researching. The written evaluation is a one-page written reflection critically evaluating and discussing the composition.

Success Criteria:**Performance Elective**

A student can:

- demonstrate technical skills that incorporate fluency and articulation appropriate to the style;
- demonstrate stylistic understanding through dynamics and expressive techniques;
- perform with a well-developed sense of personal expression;
- demonstrate an understanding of solo/ensemble techniques; and
- demonstrates deep understanding of preparing for the performance with a perceptive understanding of strengths and areas for development.

Viva Voce Elective

A student can:

- analyse the musical concepts with supporting explanations;
- effectively use terminology and/or detailed descriptions of musical facts about the musician/group;
- identify features of a style with a deep and comprehensive understanding;
- analyse at least two contrasting musical excerpts, reflecting a deep knowledge and understanding and including reference to musical scores; and
- discuss the role technology has played in the musical material.

Marking Guidelines: Performance	Marks
<ul style="list-style-type: none"> • Demonstrates excellent technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire. • Demonstrates perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques. • Performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and sensitivity to the chosen style. • Demonstrates an excellent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with the accompanist/ensemble and issues of balance. • Demonstrates deep understanding of preparing for the performance, with a perceptive understanding of strengths and areas for development. 	<p>A 14-15</p>
<ul style="list-style-type: none"> • Demonstrates accomplished technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire. • Demonstrates a detailed stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques. • Performs with a sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style. • Demonstrates an accomplished understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with the accompanist. • Demonstrates accomplished understanding of preparing for the performance, with a detailed understanding of strengths and areas for development. 	<p>B 11-13</p>
<ul style="list-style-type: none"> • Demonstrates competent technical skills. Some problems in maintaining technical fluency, technical facility as are inconsistencies in intonation. • Demonstrates a sense of stylistic understanding through performance of the chosen repertoire. The articulation, dynamics and expressive techniques may not be consistently appropriate to the chosen style. • Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style. • Demonstrates a competent, although no consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with the accompanist/ensemble and issue of balance. • Demonstrated a competent understanding of preparing for the performance, with a sense of understanding of strengths and areas for development. 	<p>C 7-10</p>
<ul style="list-style-type: none"> • Demonstrates some basic technical skill although there are frequent inconsistencies in technical fluency, technical facility and intonation. • Demonstrates a basic stylistic understanding. Articulation, dynamics and expressive techniques are not consistently appropriate to the chosen style. • Performs the chosen repertoire with a little sense of musical expression. • Demonstrates a limited awareness of the performers role as a soloist/ensemble member, which may be evident through the lack of communication and balance in the ensemble or with the accompanist. • Demonstrated a basic understanding of preparing for the performance, with an inconsistent understanding of strengths and areas for development. 	<p>D 3-6</p>
<ul style="list-style-type: none"> • Demonstrates very limited technical skills. • Demonstrates little evidence of stylistic understanding of the chosen style. • Performs the chosen repertoire with little or no sense of musical expression • The performance demonstrates little or no awareness of the performer's role as a soloist/ensemble member. • Demonstrated a limited understanding of preparing for the performance, with little evidence of understanding strengths and areas for development 	<p>E 1-2</p>
<ul style="list-style-type: none"> • Student failed to submit 	<p>N</p>

Marking Guidelines: Viva Voce	Marks
<ul style="list-style-type: none"> • Demonstrates deep understanding of analysis, referring to related musical concepts to support explanation and provide detailed descriptions • Demonstrates very detailed evidence of focused listening through well-developed observations • Identifies Australian musician or group and discusses, with detail, significant musical points of information • Identifies features of the style, demonstrating deep understanding and comprehensive understanding of the genre • Contrasting musical excerpts have been analysed, with reference to musical scores reflecting deep knowledge and understanding • Discusses the role technology has played in the music with deep understanding 	A 14-15
<ul style="list-style-type: none"> • Demonstrates understanding of analysis, referring to related musical concepts to support explanation and provide detailed descriptions • Demonstrates detailed evidence of focused listening through well-developed observations • Identifies Australian musician or group and discusses significant musical points of information • Identifies features of the style, demonstrating understanding and comprehensive understanding of the genre • Contrasting musical excerpts have been analysed, with reference to musical scores reflecting knowledge and understanding • Discusses the role technology has played in the music with understanding 	B 11-13
<ul style="list-style-type: none"> • Demonstrates some understanding of analysis, referring to related musical concepts to support explanation and provide detailed descriptions • Demonstrates evidence of focused listening through supported observations • Identifies Australian musician or group and discusses musical points of information • Identifies features of the style, demonstrating sound understanding of the genre • Contrasting musical excerpts have been analysed, with reference to musical scores reflecting some knowledge and understanding • Discusses the role technology has played in the music with some understanding 	C 7-10
<ul style="list-style-type: none"> • Demonstrates little understanding of analysis, when referring to related musical concepts to support explanation and provide detailed descriptions • Demonstrates some evidence of focused listening through supported observations • Identifies Australian musician or group and attempts to discuss musical points of information • Identifies some features of the style, demonstrating some understanding and of the genre • Contrasting musical excerpts have been attempted to be analysed, with some reference to musical scores reflecting some knowledge and understanding • Discusses the role technology has played in the music with basic understanding 	D 3-6
<ul style="list-style-type: none"> • Demonstrates limited understanding of analysis, when referring to related musical concepts to support explanation and provide detailed descriptions • Demonstrates limited evidence of focused listening through supported observations • Identifies Australian musician or group, although discussion of musical points of information is limited • Identifies limited features of the style, demonstrating little understanding and of the genre • Contrasting musical excerpts have not been attempted to be analysed, with limited reference to musical scores • Discusses the role technology has played in the music with limited understanding 	E 1-2
<ul style="list-style-type: none"> • Student fails to submit assignment/plagiarism 	N



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Music 1
Teacher:	Mrs Probert
Assessment Task Number:	4
Assessment Task Name:	Trial HSC Exam Aural Skills Exam Elective III from Topic 3 (Own Choice)
Date Issued:	Week 1, Term 3 2024
Date and Time Due:	Trial Exam Period, Weeks 3 and 4 or Term 3, 2024
Weighting:	30% (Aural 15%, Elective 3 15%)
Class Time Allocated:	Class time will be allocated leading up to the assessment date for students to receive feedback on their performance.
Presentation and Submission Guidelines:	Performance and Viva Voce's to be presented live during the allocated time slot. Aural Skills Exam will be completed during allocated time slot.
Marking Process:	Collegially marked and timely feedback provided according to the marking criteria attached.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
Participant Declaration:	
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____	

Task Description:**Task 1-Elective 3 -15%**

Present a Performance **or** Viva Voce **or** Composition reflecting **Topic 3-Own Choice**

Note requirements for each component:

- Performance-maximum time limit-5 minutes
 - Viva Voce-10 minute time limit
 - Composition-2 to 4 minutes in duration
-
- The performance must represent the topic you have been researching. Emphasis must be placed on technical skill, stylistic interpretation, sense of musical expression and solo and ensembles techniques. The written evaluation is a one-page written reflection critically evaluating and discussing the performance.
 - Support material must be used in the 10-minute viva voce to reinforce important key points. Viva must be reflective of different aspects of the topic you have been researching. The written evaluation is a one-page written reflection critically evaluating and discussing the viva voce.
 - Composition task must be notated reflecting a clear and definite structure. You need to compose in a style that is reflective of the topic you have been researching. The written evaluation is a one-page written reflection critically evaluating and discussing the composition.

Task 2-Aural -15%

Complete written responses to four pieces of music referring to all aural concepts in your answers. Write in the space provided.

Knowledge of aural concepts

- Pitch
- Duration
- Texture
- Tone Colour
- Dynamic and Expressive techniques
- Structure

You will also need to have a knowledge of

- Contrast
- Interest
- Momentum
- Variety

Success Criteria:**TASK 1 – (15%) Elective**

A student can:

Performance

- demonstrate technical skills that incorporate fluency and articulation appropriate to the style;
- demonstrate stylistic understanding through dynamics and expressive techniques;
- perform with a well-developed sense of personal expression; and
- demonstrate an understanding of solo/ensemble techniques.

Musicology

- demonstrate a musicological focus;
- demonstrate a understanding of the musical concepts and the relationship between them;
- demonstrate an understanding of the chosen topic; and
- provide relevant musical examples.

Composition

- demonstrate stylistic understanding and topic representation;
- understand the musical concepts and the relationships between them;
- demonstrate knowledge of score conventions and performance directions;
- critically evaluate and discuss the composition.

Task 2- (15%) AURAL

A student can:

- demonstrate focused listening, providing well-supported observations of musical events;
- refer to aural concepts in a detailed and appropriate way;
- display high quality organisation of responses; and
- stay focused on the specific concept to be discussed.

Marking Guidelines: Aural	Marks
<ul style="list-style-type: none"> • Demonstrates <i>focused</i> listening with <i>well supported</i> observations, including detailed descriptions of musical events, in a suitably structured response. • Referred to aural concepts in a <i>detailed and appropriate</i> way, specifically relating responses to certain aspects of the music. • Displayed <i>high quality</i> organisation of answer making sound and logical sense. • Stayed <i>focused</i> on the question and specific concept to be discussed. 	A 13-15
<ul style="list-style-type: none"> • Demonstrated <i>careful listening</i> with <i>well supported</i> observations, including detailed descriptions of musical events, in a suitably structured response. • Referred to aural concepts in a <i>good and appropriate</i> way, relating responses to some aspects of the music. • Displayed <i>good</i> organisation of answer making fairly sound and logical sense. • Stayed <i>fairly focused</i> on the question and specific concept to be discussed. 	B 10-12
<ul style="list-style-type: none"> • Demonstrated <i>some</i> musical awareness, but often made <i>generalisations</i> without providing supporting examples. • Referred to <i>some</i> aspects of aural concepts, relating responses to aspects of the music. • Displayed <i>satisfactory</i> organisation skill, however not all answers made clear and logical sense. • Tended to be <i>confused</i> about the question and the specific concepts to be discussed. 	C 7-9
<ul style="list-style-type: none"> • Demonstrated <i>limited</i> musical awareness, describing musical events incorrectly or in a superficial way. • <i>Limited</i> knowledge of aural concepts and the ability to relate responses to the music. • Displayed <i>limited</i> organisation of answer, often not making sound and logical sense. • Often waffled away from the question and the specific concepts to be discussed. 	D 4-6
<ul style="list-style-type: none"> • Demonstrated <i>basic</i> musical awareness, describing musical events incorrectly or in a superficial way. • <i>Basic</i> knowledge of aural concepts and the ability to relate responses to the music. • Displayed <i>little to no</i> organisation of answer, often not making sound and logical sense. • Often waffled away from the question and the specific concepts to be discussed. 	E 1-3
<ul style="list-style-type: none"> • Student failed to submit 	N

Marking Guidelines: Performance	Marks
<ul style="list-style-type: none"> • Demonstrates <i>excellent</i> technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire. • Demonstrates <i>perceptive</i> stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques. • Performs with a <i>well-developed</i> sense of personal expression, demonstrated by the use of appropriate expressive techniques and sensitivity to the chosen style. • Demonstrates an <i>excellent</i> understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with the accompanist/ensemble and issues of balance. 	A 13-15
<ul style="list-style-type: none"> • Demonstrates <i>accomplished</i> technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire. • Demonstrates a <i>detailed</i> stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques. • Performs with a sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style. • Demonstrates an <i>accomplished</i> understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with the accompanist. 	B 10-12
<ul style="list-style-type: none"> • Demonstrates <i>competent</i> technical skills. Some problems in maintaining technical fluency, technical facility as are inconsistencies in intonation. • Demonstrates a sense of stylistic understanding through performance of the chosen repertoire. The articulation, dynamics and expressive techniques may not be consistently appropriate to the chosen style. • Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style. • Demonstrates a <i>competent</i>, although not consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with the accompanist/ensemble and issue of balance. 	C 7-9
<ul style="list-style-type: none"> • Demonstrates some <i>basic</i> technical skill although there are frequent inconsistencies in technical fluency, technical facility and intonation. • Demonstrates a <i>basic</i> stylistic understanding. Articulation, dynamics and expressive techniques are not consistently appropriate to the chosen style. • Performs the chosen repertoire with a <i>little</i> sense of musical expression. • Demonstrates a <i>limited</i> awareness of the performers role as a soloist/ensemble member, which may be evident through the lack of communication and balance in the ensemble or with the accompanist. 	D 4-6
<ul style="list-style-type: none"> • Demonstrates <i>very limited</i> technical skills. • Demonstrates <i>little evidence</i> of stylistic understanding of the chosen style. • Performs the chosen repertoire with <i>little or no</i> sense of musical expression • The performance demonstrates <i>little or no</i> awareness of the performer's role as a soloist/ensemble member. 	E 1-3
<ul style="list-style-type: none"> • Student failed to submit 	N

Marking Guidelines: Musicology	Marks
<ul style="list-style-type: none"> • Presentation has a <i>clear and consistent</i> musicological focus. • Demonstrates a <i>perceptive</i> understanding of the chosen topic. • Demonstrates <i>high level</i> aural awareness and understanding of musical concepts and their relationship to the chosen topic. • Supports the discussion with <i>outstanding, relevant</i> musical examples. 	A 13-15
<ul style="list-style-type: none"> • Presentation has <i>some</i> musicological focus. • Demonstrates a <i>detailed</i> understanding of the chosen topic. • Demonstrates <i>thorough</i> aural awareness and understanding of musical concepts and their relationship to the chosen topic. • Supports the discussion with <i>high, relevant</i> musical examples 	B 10-12
<ul style="list-style-type: none"> • Presentation has a musicological focus but may be <i>inconsistent</i>. • Demonstrates a <i>generally sound</i> understanding of the chosen topic although there may be some inaccuracies. • Demonstrates <i>some aural</i> awareness and ability to discuss the use of musical concepts in the chosen topic. • Presents <i>sound, relevant</i> musical examples. 	C 7-9
<ul style="list-style-type: none"> • Makes <i>an attempt</i> to provide a musicological focus in the presentation. • Demonstrates <i>basic</i> understanding of the chosen topic. • Demonstrates <i>basic</i> aural awareness and skill in discussing the musical concepts. • Presents <i>basic, musical</i> examples. 	D 4-6
<ul style="list-style-type: none"> • Presentation <i>lacks</i> a musicological focus. • Demonstrates <i>limited</i> understanding of the chosen topic. • Demonstrates <i>limited</i> aural awareness and skill in discussing the musical concepts in the repertoire studied. • Uses <i>limited</i> or inappropriate musical examples. 	E 1-3
<ul style="list-style-type: none"> • Student failed to submit 	N

Marking Guidelines: Composition	Marks
<ul style="list-style-type: none"> Composes a work that <i>successfully and coherently</i> represents the chosen topic, demonstrating <i>perceptive and accomplished</i> understanding of style, the concepts of music, and the relationships between the concepts Demonstrates <i>comprehensive</i> knowledge and understanding of score conventions and performance directions appropriate to the chosen topic Demonstrates <i>high</i> level skills in organising ideas into musical structures 	A 13-15
<ul style="list-style-type: none"> Composes a work that <i>successfully and coherently</i> represents the chosen topic, demonstrating a <i>thorough</i> understanding of the style, the concepts of music, and the relationships between the concepts Demonstrates a <i>detailed</i> knowledge and understanding of score conventions and performance directions appropriate to the chosen topic Demonstrates <i>proficient</i> skills in organising ideas into musical structures 	B 10-12
<ul style="list-style-type: none"> Composes a work that <i>represents</i> the chosen topic, demonstrating an understanding of the style, the concepts of music, and the relationships between the concepts Demonstrates <i>knowledge and understanding</i> of score conventions and provides clear performance directions appropriate to the chosen topic Demonstrates skills in organising ideas into musical structures 	C 7-9
<ul style="list-style-type: none"> Composes a work that is a <i>basic</i> representation of the chosen topic, demonstrating <i>some</i> understanding of the style, the concepts of music, and the relationships between the concepts Demonstrates <i>basic</i> knowledge and understanding of score conventions and provides limited performance directions appropriate to the chosen topic Demonstrates <i>basic</i> skills in organising ideas into musical structures 	D 4-6
<ul style="list-style-type: none"> Composes a work that is a <i>limited</i> representation of the chosen topic, demonstrating little understanding of the style, the concepts of music, and the relationships between the concepts Demonstrates <i>limited</i> knowledge and understanding of score conventions and provides few performance directions appropriate to the chosen topic Demonstrates <i>limited</i> skills in organising ideas into coherent musical structures 	E 1-3
<ul style="list-style-type: none"> Student failed to submit 	N



**PERSONAL DEVELOPMENT,
HEALTH & PHYSICAL
EDUCATION**

Course Overview

Introduction

This booklet contains important information about the HSC Personal Development, Health and Physical Education (PDHPE) course. A thorough knowledge and understanding of this information will be very useful in your preparation/study for all course work, especially assessment tasks and exams.

Aim

The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

Objectives and Outcomes

Through the study of PDHPE, students will develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- a capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis.

Values and Attitudes Objective	Values and Attitudes Outcomes for Preliminary and HSC Courses
A student develops: <ul style="list-style-type: none">• values and attitudes that promote healthy active lifestyles and communities	A student: <ul style="list-style-type: none">• demonstrates a commitment to social justice through valuing diversity, equity and supportive environments• shows responsibility and a willingness to act for personal and community health• shows a willingness to question issues that impact on health and performance• values the technical and aesthetic qualities of and participation in physical activity

Objectives	Preliminary Course Outcomes	HSC Course Outcomes
<p>A student develops:</p> <ul style="list-style-type: none"> knowledge and understanding of the factors that affect health 	<p>A student:</p> <p>P1 identifies and examines why individuals give different meanings to health</p> <p>P2 explains how a range of health behaviours affect an individual's health</p> <p>P3 describes how an individual's health is determined by a range of factors</p>	<p>A student:</p> <p>H1 describes the nature and justifies the choice of Australia's health priorities</p> <p>H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk</p> <p>H3 analyses the determinants of health and health inequities</p>
<ul style="list-style-type: none"> a capacity to exercise influence over personal and community health outcomes 	<p>P4 evaluates aspects of health over which individuals can exert some control</p> <p>P5 describes factors that contribute to effective health promotion</p> <p>P6 proposes actions that can improve and maintain an individual's health</p>	<p>H4 argues the case for health promotion based on the Ottawa Charter</p> <p>H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities</p> <p>H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)</p>

Objectives	Preliminary Course Outcomes	HSC Course Outcomes
<ul style="list-style-type: none"> knowledge and understanding about the way the body moves 	<p>P7 explains how body systems influence the way the body moves</p> <p>P8 describes the components of physical fitness and explains how they are monitored</p> <p>P9 describes biomechanical factors that influence the efficiency of the body in motion</p>	<p>H7 explains the relationship between physiology and movement potential</p> <p>H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity</p> <p>H9 explains how movement skill is acquired and appraised</p>
<ul style="list-style-type: none"> an ability to take action to improve 	<p>P10 plans for participation in physical activity to satisfy a range of individual needs</p>	<p>H10 designs and implements training plans to improve performance</p>

participation and performance in physical activity	P11 assesses and monitors physical fitness levels and physical activity patterns	H11 designs psychological strategies and nutritional plans in response to individual performance needs
	P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)	H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
	P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)	H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
	P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)	
	Preliminary Course Outcomes	HSC Course Outcomes
	P15 forms opinions about health-promoting actions based on a critical examination of relevant information	H14 argues the benefits of health-promoting actions and choices that promote social justice
	P16 uses a range of sources to draw conclusions about health and physical activity concepts	H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
	P17 analyses factors influencing movement and patterns of participation	H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
		H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Course Structure

The PDHPE Syllabus includes two 120-hour courses.

The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.

The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.

Preliminary Course	HSC Course				
<table><tr><th>Core Strands (60% total)</th></tr><tr><td><ul style="list-style-type: none">Better Health for Individuals (30%)The Body in Motion (30%)</td></tr></table>	Core Strands (60% total)	<ul style="list-style-type: none">Better Health for Individuals (30%)The Body in Motion (30%)	<table><tr><th>Core Strands (60% total)</th></tr><tr><td><ul style="list-style-type: none">Health Priorities in Australia (30%)Factors Affecting Performance (30%)</td></tr></table>	Core Strands (60% total)	<ul style="list-style-type: none">Health Priorities in Australia (30%)Factors Affecting Performance (30%)
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<table><tr><th>Options (40% total)</th></tr><tr><td>Select two of the following options:<ul style="list-style-type: none">First Aid (20%)Composition and Performance (20%)Fitness Choices (20%)Outdoor Recreation (20%)</td></tr></table>	Options (40% total)	Select two of the following options: <ul style="list-style-type: none">First Aid (20%)Composition and Performance (20%)Fitness Choices (20%)Outdoor Recreation (20%)	<table><tr><th>Options (40% total)</th></tr><tr><td>Select two of the following options:<ul style="list-style-type: none">The Health of Young People (20%)Sport and Physical Activity in Australian Society (20%)Sports Medicine (20%)Improving Performance (20%)Equity and Health (20%)</td></tr></table>	Options (40% total)	Select two of the following options: <ul style="list-style-type: none">The Health of Young People (20%)Sport and Physical Activity in Australian Society (20%)Sports Medicine (20%)Improving Performance (20%)Equity and Health (20%)
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Options (40% total)					
Select two of the following options: <ul style="list-style-type: none">The Health of Young People (20%)Sport and Physical Activity in Australian Society (20%)Sports Medicine (20%)Improving Performance (20%)Equity and Health (20%)					

Scope and Sequence Year 12 PDHPE 2023-2024

Term 4-11 Weeks- Core 1	Term 1-10 Weeks- Core 2	Term 2- Weeks 1-8 Option 1	Term 2 Week 9 – Term 4 Week 8 (2 week trial exam period) – Revision (Weeks 9-10)
Core 1: Health Priorities in Australia <p>This compulsory module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians.</p> <p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> • How are priority issues for Australia’s health identified? • What are the priority issues for improving Australia’s health? • What role do health care facilities and services play in achieving better health for all Australians? • What actions are needed to address Australia’s health priorities? <p>In this module, students learn how health can be promoted by personal and community action and by policies and services at all levels of responsibility. The module introduces concepts of health inequities in Australia that are further explored in the options module Equity and Health.</p>	Factors Affecting Performance <p>This compulsory module examines the factors that affect performance. In this module, students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology, nutrition and recovery strategies to performance.</p> <p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> • How does training affect performance? • How can psychology affect performance? • How can nutrition and recovery strategies affect performance? • How does the acquisition of skill affect performance? <p>This module enables students to take action to influence their own performance and enhance that of others through coaching applications.</p> <p>Opportunity is provided in the HSC option Improving Performance for more detailed consideration of factors affecting performance and the considerations of a coach in supporting the performance of athletes.</p>	Sports Medicine <p>This option module is concerned with the specific issues of prevention, assessment, management of and recovery from sports injury. In this module, students examine how the extent and intensity of sports participation relates to the incidence of sports injuries. They explore the range of technical and scientific approaches for maintaining the wellbeing of athletes.</p> <p>In this module, students research, analyse and debate the merits of current sports medicine approaches. They also explore issues regarding returning to play following injury.</p> <p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> • How are sports injuries classified and managed? • How does sports medicine address the demands of specific athletes? • What role do preventative actions play in enhancing the wellbeing of the athlete? • How is injury rehabilitation managed? <p>As a result of studying this module, students will be prepared to minimise their risk of injury in sports settings. It will also provide an introduction to the requirements for adopting productive support roles such as sports trainers.</p>	Improving Performance <p>In this module, students investigate approaches to the physiological preparation and skill development of athletes. Students will experience and analyse a variety of training methods and look at the application of these methods to improving performance. The effects of planning on performance and ethical considerations relating to improving athletes’ performance are also examined.</p> <p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> • How do athletes train for improved performance? • What are the planning considerations for improving performance? • What ethical issues are related to improving performance? <p>This module provides students with knowledge and skills necessary to improve their performance as well as enabling them to apply the concepts to various coaching contexts.</p>
Assessment <p>Assessment Task 1 – Weighting 25% Health Priorities in Australia (in class task) Term 4, Week 8</p>	Assessment <p>Assessment Task 2 –Weighting 25% Factors affecting Performance (Response to stimulus – in class task) Term 1, Week 9</p>	Assessment <p>Assessment Task 3- Weighting-20% Sports Medicine (Research and in class response) Term 2, Week 10</p>	Assessment <p>Assessment Task 4-Weighting 30% Trial HSC Term 3, Week 3/4</p>

Personal Development, Health and Physical Education

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Health Priorities in Australia (In class task)	Task 2: Factors Affecting Performance (Response to stimulus – in class task)	Task 3: Sports Medicine (Research and in class response)	Task 4: Trial HSC
		Date: Term 4 Week 8	Date: Term 1 Week 9	Date: Term 2 Week 10	Date: Term 3 Week 3/4
		Outcomes: H1, H2, H3, H5 H15	Outcomes: H7, H8, H9, H11, H17	Outcomes: H1, H2, H3, H5, H15	Outcomes: H1 to H17
		TASK WEIGHTINGS			
Knowledge & understanding of content	40%	10%	10%	5%	15%
Skills in critical thinking, research, analysing and communicating	60%	15%	15%	15%	15%
Total	100%	25%	25%	20%	30%

Outcomes

A student:

- H1** describes the nature and justifies the choice of Australia's health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for health promotion based on the Ottawa Charter
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H12** analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	12PDHPE
Teacher:	
Assessment Task Number:	1
Assessment Task Name:	Health Priorities in Australia – In Class Task
Date Issued:	
Date and Time Due:	Term 4, Week 8
Weighting:	25%
Class Time Allocated:	Some class time will be allocated to unpack the task and revise course content being assessed.
Presentation and Submission Guidelines:	This task will be completed in class on _____ 2023. You will answer the questions on the paper provided. You may have one single sided A4 sheet of handwritten notes to assist you.
Marking Process:	This task will be double marked.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H1	describes the nature and justifies the choice of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____

Task Description:**In Class Task – 25 marks****Time Allowed: 50 minutes**

The task will consist of two sections.

Section 1: 5 Multiple Choice Questions 5 marks

You will receive 5 multiple choice questions based on content covered in Core 1 - Critical Inquiry Questions 1 and 2. Each multiple-choice question will be worth 1 mark.

Section 2: Short Answer Questions 20 marks

You will be required to answer a range of short answer questions (from 3 – 8 marks) from content covered in Core 1 - Critical Inquiry Questions 1 and 2. To prepare for this section of the task, you must research and revise the **TWO population groups experiencing inequities** (Aboriginal and Torres Strait Islander peoples and socioeconomically disadvantaged people) and the **THREE chronic diseases** (cardiovascular disease, cancer and diabetes) we have studied in class.

You may use one A4 sized page of handwritten notes (single side only) to refer to when completing the task. Your notes are to be submitted with the task.

Success Criteria:

A marking criteria for each question will be provided on the day.

Recommended Preparation:

- Have completed and memorised study notes for critical questions 1 & 2.
- Have completed past HSC questions for critical questions 1 & 2.
- Sought feedback on completed past HSC questions.
- Have created a glossary of terms for critical questions 1 & 2.
- View Atomi HSC clips and completed supporting quizzes.

Feedback:**Medals****Missions**



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	12PDHPE
Teacher:	
Assessment Task Number:	2
Assessment Task Name:	Factors Affecting Performance: Response to Stimuli – In Class task
Date Issued:	
Date and Time Due:	Term 1, Week 9
Weighting:	25%
Class Time Allocated:	Some class time will be allocated to unpack the task and revise course content being assessed.
Presentation and Submission Guidelines:	This task will be completed in class on _____. You will answer the questions on the paper provided.
Marking Process:	This task will be double marked.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____

Task Description:**In Class Task – 25 marks****Time Allowed: 55 minutes (including video time)**

The task will consist of two sections.

A video stimulus will be shown to students at the start of the assessment showcasing TWO athletes. Students will then complete the multiple-choice questions and written response.

Section 1: 5 Multiple-Choice Questions**5 marks**

You will receive 5 multiple-choice questions based on content covered in Core 2 - Critical Inquiry Questions 1, 2 and 3. Each multiple-choice question will be worth 1 mark.

Section 2: Short Answer Questions and an Extended Response**20 marks**

You will be required to answer a range of short answer questions and an extended response question covering content covered in Core 2 - Critical Inquiry Question 1, 2 and 3.

Success Criteria:

A marking criteria for each question will be provided on the day.

Recommended Preparation:

- Have completed and memorised study notes for critical questions 1, 2 & 3.
- Have completed past HSC questions for critical questions 1, 2 & 3.
- Sought feedback on completed past HSC questions
- Have created a glossary of terms for critical questions 1, 2 & 3.
- View Atomi HSC clips and completed supporting quizzes

Feedback:**Medals****Missions**



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	12PDHPE Sports Medicine – Option 3- HSC Course
Teacher:	
Assessment Task Number:	3
Assessment Task Name:	Research and in Class Response
Date Issued:	
Date and Time Due:	Term 2, Week 10
Weighting:	20%
Class Time Allocated:	Some class time will be allocated to unpack the task and revise course content being assessed.
Presentation and Submission Guidelines:	This task will be completed in class on _____. You will answer the questions on the paper provided.
Marking Process:	This task will be double marked by the PDHPE faculty.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____

Task Description:

In Class Task – 20 marks

The following extended response questions will be completed in class on a **date to be advised**.

Section 1- (8 Marks)

On the day of the task, you will be provided a scenario. From this scenario you will answer 2 questions from Critical Question 1 of Sports Medicine- How are sports injuries classified and managed?

Part A-3 Marks

Part B- 5 Marks

Section 2 - (12 Marks)

Analyse the role of sports policy in promoting safe participation in sporting activities.

Your answers will be assessed on how well you:

- ✓ demonstrate knowledge and understanding of health and physical activity concepts relevant to the question
- ✓ apply the skills of critical thinking and analysis
- ✓ communicate ideas and information using relevant examples
- ✓ present a logical and cohesive response

Time allowed: 50 minutes

Success Criteria:

A marking criteria for each question will be provided on the day.

Recommended Preparation:

- Have completed and memorised study notes for critical questions 1 & 3
- Have completed past HSC questions for critical questions 1 and 3
- Sought feedback on completed past HSC questions
- Have created a glossary of terms for critical questions 1 & 3
- View Atomi HSC clips and complete supporting quizzes

Marking Guidelines (Section 2):

Analyse the role of sports policy in promoting safe participation in sporting activities.	MARK
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of the factors which enhance safe participation in sporting activities • Draws conclusions about the relationship between sports policy and safe participation • Provides relevant examples 	11-12
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of how safe participation can be promoted • Draws some conclusions about sports policy and safe participation • Provides examples 	9-10
<ul style="list-style-type: none"> • Provides knowledge and understanding of some factors which support safe participation in sporting activities OR <ul style="list-style-type: none"> • Sketches in general terms how sports policy promotes safe participation 	5-7
<ul style="list-style-type: none"> • Sketches in general terms some factors which promote safe participation in sporting activities 	3-4
<ul style="list-style-type: none"> • Provides some relevant information on safe participation in sport 	1 - 2

Feedback:

Medals	Missions
Final mark/grade:	
Student Reflection:	



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	12PDHPE
Assessment Task Number:	4
Assessment Task Name:	Trial HSC Exam – 3 hour exam
Date Issued:	
Date and Time Due:	Term 3, Week 3/4
Weighting:	30%
Class Time Allocated:	Some class time will be allocated to unpack the task and revise course content being assessed.
Presentation and Submission Guidelines:	This task will be completed during the trial HSC exam period.
Marking Process:	This task will be double marked.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H1	describes the nature and justifies the choice of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H4	argues the case for health promotion based on the Ottawa Charter
H5	explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
H7	explains the relationship between physiology and movement potential
H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	explains how movement skill is acquired and appraised
H10	designs and implements training plans to improve performance
H11	designs psychological strategies and nutritional plans in response to individual performance needs
H12	analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____

Task Description:**3 Hour Trial HSC Exam**

Section	Weighting	Syllabus Focus
Section 1: Part A Multiple Choice Questions (20) (10 questions for Core 1 and 10 questions from Core 2)	20%	Core 1 and Core 2
Section 1: Part B Short Answer Questions <ul style="list-style-type: none">Approximately 7 short answer questions containing partsAt least one item will be worth from 6 to 8 marks	40%	Core 1 and Core 2
Section II: Options Short-answer and an extended response question Answer 2 questions (and the parts included in the questions)	40%	Options

Success Criteria:

Recommended Preparation:

- Have completed and memorised study notes for the two Cores and two options?
- Have completed past HSC exam questions?
- Sought feedback on completed past HSC questions
- Have created a glossary of terms
- View Atomi HSC clips and completed supporting quizzes

Feedback:

Medals	Missions



PHYSICS

Physics

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Depth Study: Projectile Motion	Task 2: Practical - Electromagnetic Induction	Task 3: Data Analysis	Task 3: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 2 Week 8	Date: Term 3 Week 3-4
		Outcomes: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-12	Outcomes: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-13	Outcomes: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	Outcomes: PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15
		TASK WEIGHTINGS			
Modules Assessed		Module 5	Module 6	Modules 7-8	Modules 5 to 8
Skills	60%	20%	15%	20%	5%
Knowledge and Understanding	40%	5%	10%	5%	20%
Total	100%	25%	25%	25%	25%

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

Knowledge and Understanding

A student:

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
 PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
 PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
 PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom



Hunter River High School
ASSESSMENT TASK 1 – Year 12 Physics

Notification

Student Name:	
Subject/Course:	Year 12 Physics
Teacher:	
Assessment Task Number:	1
Assessment Task Name:	Depth Study – Projectile Motion
Date Issued:	
Date and Time Due:	
Weighting:	25%
Class Time Allocated:	5 hours of class time.
Presentation and Submission Guidelines:	Drafts can be submitted for feedback until 24 hours before the due date.
Marking Process:	You will be marked according to the attached marking criteria.
Outcomes Assessed:	
<p>PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>PH11/12-5 analyses and evaluates primary and secondary data and information</p> <p>PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>PH12-12 describes and analyses qualitatively and quantitatively circular motion in gravitational field, in particular, the projectile motion of particles</p>	

Participant Declaration:
<p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>



Hunter River High School
ASSESSMENT TASK 1 – Year 12 Physics

Task Description:

Your task is to design and conduct an experiment that will investigate the quantitative relationship between the launch angle of a projectile and its maximum height. You will need to collect and analyse the data then present your findings in a scientific report.

You will be provided with the following equipment:

- Projectile launcher
- Tray of sand
- Tape measure
- Stop watch

It may also be beneficial to use your phone to record the motion of the projectile.

Calculations

You will need to use the kinematic equations you have been using in class to calculate the maximum height of the projectile at various angles.

Writing the Report

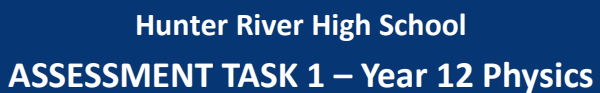
The requirements and structure of the scientific report can be found in the marking criteria. It is important that you seek feedback from your teacher as you write the report. It is also essential that you continually refer to the marking criteria as you progress through the report.



Hunter River High School

ASSESSMENT TASK 1 – Year 12 Physics

Total	/50
Course Performance Descriptors	Marks
<ul style="list-style-type: none"> demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios 	<p>A (B6)</p> <p>46-50</p>
<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding, logically, and effectively using correct scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making some modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, and valid primary and secondary data, and scientific evidence, by applying processes, and formats applies knowledge and information to unfamiliar situations to propose explanations for scientific issues or scenarios 	<p>B (B5)</p> <p>40-45</p>
<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of scientific concepts communicates scientific understanding effectively using scientific terms and application of nomenclature designs and plans investigations to obtain primary and secondary data and evaluates risks processes and interprets primary and secondary data, and represents it using a range of scientific formats identifies scientific problems, questions, or hypotheses and applies processes, and formats to primary or secondary data applies knowledge and information relevant to scientific issues or scenarios 	<p>C (B4)</p> <p>25-39</p>
<ul style="list-style-type: none"> demonstrates basic knowledge and understanding of scientific concepts communicates scientific understanding using basic scientific terms and application of nomenclature implements scientific processes to obtain primary and secondary data and identifies risks processes primary or secondary data, and represents it using scientific formats responds to scientific problems, questions, or hypotheses recalls scientific knowledge and information 	<p>D (B3)</p> <p>10-24</p>
<ul style="list-style-type: none"> demonstrates limited knowledge and understanding of scientific concepts communicates scientific understanding using limited scientific terms partially outlines investigations to obtain data and information provides simple descriptions of scientific phenomena recalls basic scientific knowledge and information 	<p>E (B2)</p> <p>0-9</p>



A self-assessment allows you to reflect on your task and identify ways you could improve. To help you right your self-assessment, you may want to consider the following:

- *According to the success criteria and marking guidelines, what grade and/or mark do I deserve?*
- *Did I submit a draft for feedback? If I received feedback, did I incorporate the feedback into my final submission?*
- *Is this my best work?*
- *Did I manage my time effectively or did I complete it at the last minute?*
- *What can I do next time to improve my chances of success?*

[illegible]

Scientific Report – Marking Criteria

	1	2	3	4
1. Introduction: (11/12-7)	Performed limited or general background research.	Presents background research with some relevance to the subject of investigation.	Presents background research with relevance to the subject of investigation. Secondary sources are referenced mostly in the correct format.	Presents background research with relevance to the subject of investigation. Secondary sources are referenced consistently in the correct format. Information is communicated using effective metalanguage.
2. Aim: (11/12-1)	Aim without independent OR dependent variable OR not linked to the hypothesis.	Aim includes independent and dependant variable that is linked to the hypothesis.		
3. Hypothesis: (11/12-2)	Hypothesis without independent OR dependent variable.	Hypothesis includes independent and dependant variable but not linked to aim.	Hypothesis includes independent and dependant variable and is linked to the aim.	
4. Materials and Method: (11/12-2, 11/12-3)	An attempt at describing the materials and method is made.	Some steps of the method are described. Some equipment is included in the method.	Most steps of the method are described. Most of the equipment is included in the method. Evidence of a fair test is present.	Method is described in sufficient detail. The use of appropriate equipment is included in the method. Evidence of a fair test is present.
5. Risk Assessment: (11/12-2, 11/12-3)	A hazard is identified	A hazard is identified and a strategy to minimise the risk included.	Multiple hazards identified with a strategy to minimise the risk of each.	

6. Results – Table: (11/12-4)	Some attempt to present data in a table is made.	Data is presented clearly. Table includes most of the necessary features.	Data is presented clearly. Table has all correct headings (including units where appropriate).	
7. Results – Calculations: (11/12-4)	Some attempt at carrying out the calculations is made.	Most of the calculations are correct.	Most of the calculations are correct and expressed using the correct units. The working for most calculations is shown.	All of the calculations are correct and expressed using the correct units. The working for all calculations is shown.
8. Results – Diagrams/Images: (11/12-4)	The diagrams/images do not assist in understanding the investigation.	The diagrams/images of the investigation assist the reader in understanding the investigation.		
9. Results – Accompanying Text: (11/12-4)	Some attempt to describe the results is made.	Tables, graphs and diagrams are accompanied by text that describes the results.	Tables, graphs and diagrams are accompanied by text that describes the results. Trends in data are identified.	Tables, graphs and diagrams are accompanied by detailed text that describes the results. Trends in data are identified.
10. Discussion – Analysis of Data: (11/12-5)	Some attempt is made to explain the results.	The trends identified are explained with some background knowledge.	The trends identified are explained with some background knowledge. Comparison between hypothesis and results.	The trends identified are explained with detailed background knowledge. Comparison between hypothesis and results.

11. Discussion – Validity: (11/12-5)	Some reference to variables is made.	Independent and dependent variables are correctly identified. One control variable identified.	Independent and dependent variables are correctly identified. Description of how the other variables were kept constant.	Independent and dependent variables are correctly identified. Detailed description of how the other variables were kept constant. Evaluation of the validity of the experiment.
12. Discussion – Reliability and Accuracy: (11/12-5)	Some reference to reliability or accuracy is evident.	ONE feature of reliability is discussed in relation to the investigation. OR ONE step taken to ensure accuracy is discussed.	ONE feature of reliability is discussed in relation to the investigation. ONE step taken to ensure accuracy is discussed.	TWO features of reliability are discussed in relation to the investigation. Steps taken to ensure accuracy are discussed. Evaluation of the accuracy and reliability of the investigation.
13. Discussion – Suggested Improvements: (11/12-5)	ONE possible improvement to the investigation is made.	ONE possible improvement to the investigation is made. The improvement is related specifically to validity, reliability or accuracy.	TWO possible improvements to the investigation are made. Each improvement is related specifically to validity, reliability or accuracy.	THREE possible improvements to the investigation are made. Each improvement is related specifically to validity, reliability or accuracy.
14. Conclusion: (11/12-1)	Conclusion does not refer to the hypothesis.	Conclusion states if the results support the hypothesis.		
15. References: (11/12-7)	Three or less sources are referenced.	Four to seven sources are referenced. References are set out in an appropriate format.	Eight or more sources are referenced. References are set out in an appropriate format.	



Hunter River High School
ASSESSMENT TASK 2 – YEAR 12 Physics

Notification

Student Name:	
Subject/Course:	Year 12 Physics
Teacher:	
Assessment Task Number:	2
Assessment Task Name:	Practical – Electromagnetic Induction
Date Issued:	
Date and Time Due:	
Weighting:	25%
Class Time Allocated:	One lesson to complete the practical.
Presentation and Submission Guidelines:	Drafts can be submitted for feedback until 24 hours before the due date.
Marking Process:	You will be marked according to the attached marking criteria.
Outcomes Assessed:	
<p>PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation.</p> <p>PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information.</p> <p>PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information.</p> <p>PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.</p> <p>PH11/12-5 analyses and evaluates primary and secondary data and information.</p> <p>PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.</p> <p>PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively.</p>	

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
<i>Participants Signature:</i> _____



Hunter River High School
ASSESSMENT TASK 2 – YEAR 12 Physics

Task Description:

This task involves investigation into the properties of electromagnetic induction. You will carry out three small experiments, record data and observations then analyse your results. The three experiments are:

- 1) Electromagnetic induction using a magnet, solenoid and galvanometer.
- 2) Time taken for a magnet to fall through different pipes.
- 3) Motion of different pendulums through a magnetic field.

For each experiment, you will need to collect data. These can be quantitative or qualitative observations.

Once you have collected your data, you will need to write it up in an experimental report. While you have to analyse your results for all three experiments, you only need to analyse the reliability, validity and accuracy of one of the experiments. Experiment two would be the best choice for this analysis.

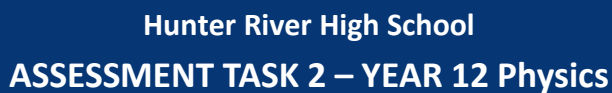
The requirements and structure of the scientific report can be found in the marking criteria. It is important that you seek feedback from your teacher as you write the report. It is also essential that you continually refer to the marking criteria as you progress through the report.



Hunter River High School

ASSESSMENT TASK 2 – YEAR 12 Physics

Total	/50
Course Performance Descriptors	Marks
<ul style="list-style-type: none"> demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios 	<p>A (B6)</p> <p>45-50</p>
<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding, logically, and effectively using correct scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making some modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, and valid primary and secondary data, and scientific evidence, by applying processes, and formats applies knowledge and information to unfamiliar situations to propose explanations for scientific issues or scenarios 	<p>B (B5)</p> <p>40-45</p>
<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of scientific concepts communicates scientific understanding effectively using scientific terms and application of nomenclature designs and plans investigations to obtain primary and secondary data and evaluates risks processes and interprets primary and secondary data, and represents it using a range of scientific formats identifies scientific problems, questions, or hypotheses and applies processes, and formats to primary or secondary data applies knowledge and information relevant to scientific issues or scenarios 	<p>C (B4)</p> <p>25-39</p>
<ul style="list-style-type: none"> demonstrates basic knowledge and understanding of scientific concepts communicates scientific understanding using basic scientific terms and application of nomenclature implements scientific processes to obtain primary and secondary data and identifies risks processes primary or secondary data, and represents it using scientific formats responds to scientific problems, questions, or hypotheses recalls scientific knowledge and information 	<p>D (B3)</p> <p>10-24</p>
<ul style="list-style-type: none"> demonstrates limited knowledge and understanding of scientific concepts communicates scientific understanding using limited scientific terms partially outlines investigations to obtain data and information provides simple descriptions of scientific phenomena recalls basic scientific knowledge and information 	<p>E (B2)</p> <p>0-9</p>



A self-assessment allows you to reflect on your task and identify ways you could improve. To help you right your self-assessment, you may want to consider the following:

- *According to the success criteria and marking guidelines, what grade and/or mark do I deserve?*
- *Did I submit a draft for feedback? If I received feedback, did I incorporate the feedback into my final submission?*
- *Is this my best work?*
- *Did I manage my time effectively or did I complete it at the last minute?*
- *What can I do next time to improve my chances of success?*

[illegible]

Scientific Report – Marking Criteria

	1	2	3	4
1. Introduction: (11/12-7)	Performed limited or general background research.	Presents background research with some relevance to the subject of investigation.	Presents background research with relevance to the subject of investigation. Secondary sources are referenced mostly in the correct format.	Presents background research with relevance to the subject of investigation. Secondary sources are referenced consistently in the correct format. Information is communicated using effective metalanguage.
2. Aim: (11/12-1)	Aim without independent OR dependent variable OR not linked to the hypothesis.	Aim includes independent and dependant variable that is linked to the hypothesis.		
3. Hypothesis: (11/12-2)	Hypothesis without independent OR dependent variable.	Hypothesis includes independent and dependant variable but not linked to aim.	Hypothesis includes independent and dependant variable and is linked to the aim.	
4. Materials and Method: (11/12-2, 11/12-3)	An attempt at describing the materials and method is made.	Some steps of the method are described. Some equipment is included in the method.	Most steps of the method are described. Most of the equipment is included in the method. Evidence of a fair test is present.	Method is described in sufficient detail. The use of appropriate equipment is included in the method. Evidence of a fair test is present.

5. Risk Assessment: (11/12-2, 11/12-3)	A hazard is identified	A hazard is identified and a strategy to minimise the risk included.	Multiple hazards identified with a strategy to minimise the risk of each.	
6. Results – Table: (11/12-4)	Some attempt to present data in a table is made.	Data is presented clearly. Table includes most of the necessary features.	Data is presented clearly. Table has all correct headings (including units where appropriate).	
7. Results – Graph: (11/12-4)	Some attempt at producing a graph is made.	Most of the features of the graph are present.	The majority of features of the graph are present.	Appropriate type of graph is used. Axes are scaled correctly and labelled with correct units. Appropriate data is plotted accurately.
8. Results – Diagrams/Images	The diagrams/images do not assist in understanding the investigation.	The diagrams/images of the investigation assist the reader in understanding the investigation.		
9. Results – Accompanying Text: (11/12-4)	Some attempt to describe the results is made.	Tables, graphs and diagrams are accompanied by text that describes the results.	Tables, graphs and diagrams are accompanied by text that describes the results. Trends in data are identified.	Tables, graphs and diagrams are accompanied by detailed text that describes the results. Trends in data are identified.

10. Discussion – Analysis of Data: (11/12-5)	Some attempt is made to explain the results.	The trends identified are explained with some background knowledge.	The trends identified are explained with some background knowledge. Comparison between hypothesis and results.	The trends identified are explained with detailed background knowledge. Comparison between hypothesis and results.
11. Discussion – Validity: (11/12-5)	Some reference to variables is made.	Independent and dependent variables are correctly identified. One control variable identified.	Independent and dependent variables are correctly identified. Description of how the other variables were kept constant.	Independent and dependent variables are correctly identified. Detailed description of how the other variables were kept constant. Evaluation of the validity of the experiment.
12. Discussion – Reliability and Accuracy: (11/12-5)	Some reference to reliability or accuracy is evident.	ONE feature of reliability is discussed in relation to the investigation. OR ONE step taken to ensure accuracy is discussed.	ONE feature of reliability is discussed in relation to the investigation. ONE step taken to ensure accuracy is discussed.	TWO features of reliability are discussed in relation to the investigation. Steps taken to ensure accuracy are discussed. Evaluation of the accuracy and reliability of the investigation.

13. Discussion – Suggested Improvements: (11/12-5)	ONE possible improvement to the investigation is made.	ONE possible improvement to the investigation is made. The improvement is related specifically to validity, reliability or accuracy.	TWO possible improvements to the investigation are made. Each improvement is related specifically to validity, reliability or accuracy.	THREE possible improvements to the investigation are made. Each improvement is related specifically to validity, reliability or accuracy.
14. Conclusion: (11/12-1)	Conclusion does not refer to the hypothesis.	Conclusion states if the results support the hypothesis.		
15. References: (11/12-7)	Three or less sources are referenced.	Four to seven sources are referenced. References are set out in an appropriate format.	Eight or more sources are referenced. References are set out in an appropriate format.	



Hunter River High School
ASSESSMENT TASK 3 – YEAR 12 Physics

Notification

Student Name:	
Subject/Course:	Year 12 Physics
Teacher:	
Assessment Task Number:	3
Assessment Task Name:	Data Analysis
Date Issued:	
Date and Time Due:	
Weighting:	25%
Class Time Allocated:	The task needs to be completed in your own time.
Presentation and Submission Guidelines:	You will need to submit your report via Google classroom by the due date.
Marking Process:	You will be marked according to the attached marking criteria.
Outcomes Assessed:	
<p>PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>PH11/12-5 analyses and evaluates primary and secondary data and information</p> <p>PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>PH12-8 Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom</p>	



Hunter River High School
ASSESSMENT TASK 3 – YEAR 12 Physics

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____



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ASSESSMENT TASK 3 – YEAR 12 Physics

Task Description:

The aim of this task to develop your skills in analysing and evaluating data. Read the questions carefully and write your answers in the space provided.

Question 1

The diagram below shows the absorption spectra of a gas sample measured in a laboratory and two different galaxies.

Laboratory Source



Observed Spectrum from Galaxy A



Observed Spectrum from Galaxy B





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- a) Explain how the velocities of Galaxy A and Galaxy B are both similar and different relative to Earth (3 marks)

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- b) The following formula can be used to calculate the velocity of a galaxy using the observed wavelength of absorption lines:

$$\frac{v}{c} = \frac{\lambda_o - \lambda_r}{\lambda_r}$$

Where:

v is the velocity in ms^{-1}

c is the speed of light in ms^{-1}

λ_o is the observed wavelength in nm

λ_r is the rest wavelength in nm

Calculate the velocity of Galaxy B if the observed wavelength is 570nm and the rest wavelength is 520nm. (3 marks)

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- c) Explain how measuring the velocities of galaxies in the observable universe has provided evidence for the Big Bang model. **(4 marks)**

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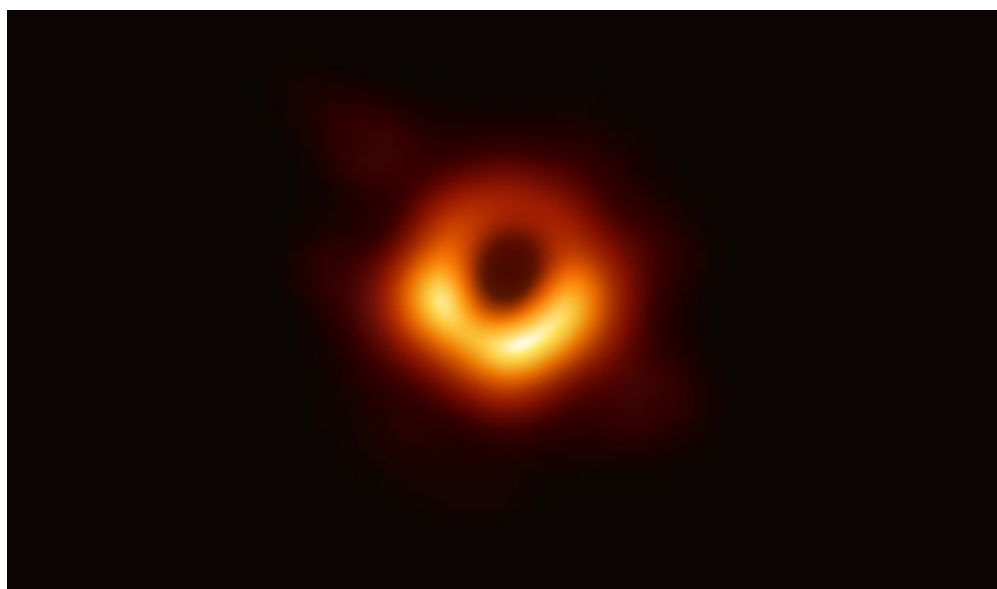
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Question 2

The image below shows the first ever picture taken of a black hole.



- a) Explain how the Event Horizon Telescope was able to take picture of a black hole. **(3 marks)**

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- b) Explain how the Schwarzschild radius relates to the formation of black holes. **(2 marks)**

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c) Use the formula for escape velocity to calculate the Schwarzschild radius for Earth. **(2 marks)**

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d) Use the concepts of the Schwarzschild radius to explain why massive stars form black holes and smaller stars do not. **(3 marks)**

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Question 3

An exoplanet is a planet that orbits a star that is not the Sun. The table below shows the number of exoplanets discovered per year between 2005 and 2021.

Year	Number of Exoplanets Discovered
2005	31
2006	25
2007	47
2008	62
2009	101
2010	105
2011	163
2012	167
2013	154
2014	892
2015	181
2016	1517
2017	176
2018	322
2019	226
2020	259
2021	544

- a) Create a column graph of this data. It is recommended that you use Google sheets to create your graph. **(3 marks)**
- b) Identify and explain TWO trends identified in your graph. **(4 marks)**

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c) Explain TWO ways exoplanets can be detected. **(5 marks)**

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d) Transit spectroscopy is a method astrophysicists can use to detect Earth-like exoplanets. Explain how transit spectroscopy works and evaluate the impacts this method could have on society. **(8 marks)**

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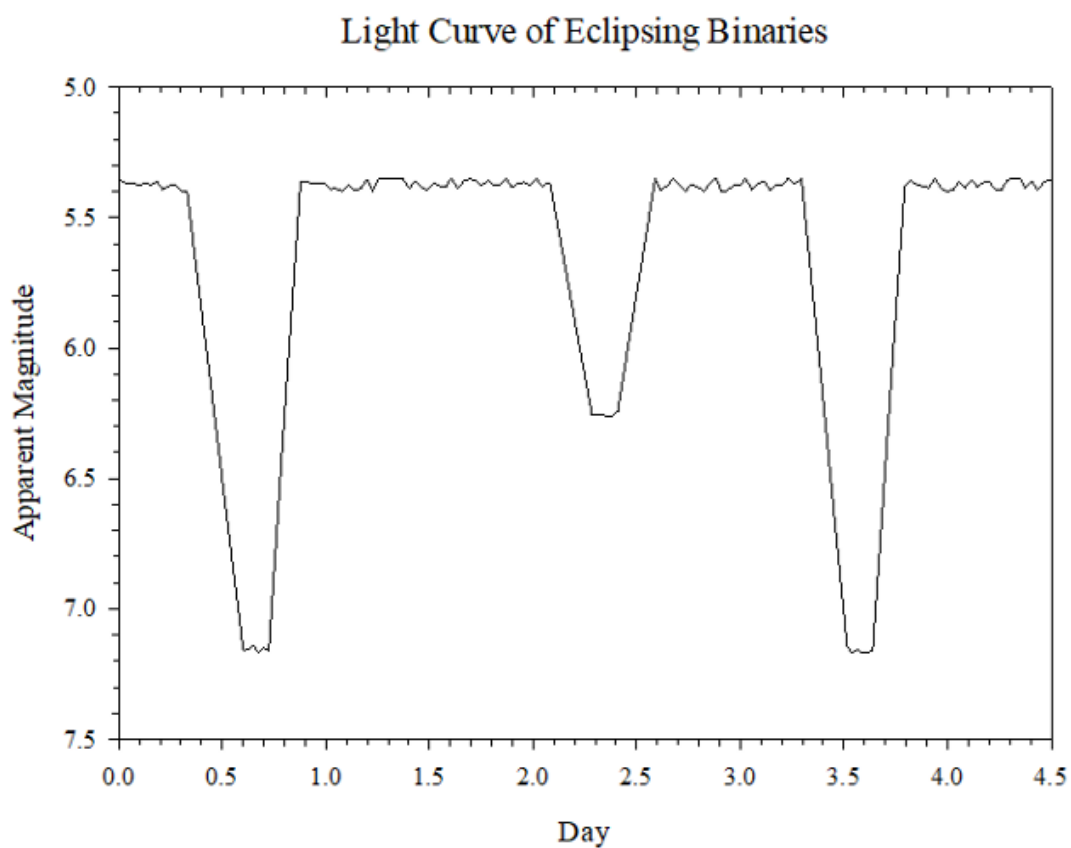
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Question 4

The graph below shows a light curve for eclipsing binary stars.



- a) Explain TWO features of an eclipsing binary star system. **(3 marks)**

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b) Account for the shape of the light curve. **(3 marks)**

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c) The distance between the two binary stars is approximately 200 AU. Use this value, the graph and Kepler's third law to determine the mass of the binary star system. **(4 marks)**

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Question 5

The Drake equation can be used to calculate the probability of finding intelligent life in the Milky Way.

- a) Explain what each term in the Drake equation corresponds to. Provide an outline of a sample calculation using the Drake equation. **(3 marks)**

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- b) Assess the accuracy of the Drake equation in predicting the likelihood of intelligent life in the Milky Way. **(3 marks)**

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- c) Outline how the Fermi paradox relates to the Drake equation. In your answer, describe TWO possible explanations for the Fermi paradox. **(4 marks)**

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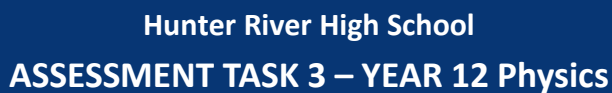
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Total	/60
Course Performance Descriptors	Marks
<ul style="list-style-type: none"> demonstrates an extensive knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding succinctly, logically, and consistently using correct and precise scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships, explain phenomena, and make predictions designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, valid, and relevant primary and secondary data, and scientific evidence, by applying processes, modelling and formats applies knowledge and information to unfamiliar situations to propose comprehensive solutions or explanations for scientific issues or scenarios 	<p>A (B6)</p> <p>53-60</p>
<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of scientific concepts, including complex and abstract ideas communicates scientific understanding, logically, and effectively using correct scientific terms and application of nomenclature in a variety of formats and wide range of contexts designs and plans investigations to obtain accurate, reliable, valid and relevant primary and secondary data, evaluating risks, mitigating where applicable, and making some modifications in response to new evidence selects, processes, and interprets accurate, reliable, valid, and relevant qualitative and quantitative, primary or secondary data, and represents it using a range of scientific formats to derive trends, show patterns and relationships designs solutions to scientific problems, questions, or hypotheses using selected accurate, reliable, and valid primary and secondary data, and scientific evidence, by applying processes, and formats applies knowledge and information to unfamiliar situations to propose explanations for scientific issues or scenarios 	<p>B (B5)</p> <p>45-52</p>
<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of scientific concepts communicates scientific understanding effectively using scientific terms and application of nomenclature designs and plans investigations to obtain primary and secondary data and evaluates risks processes and interprets primary and secondary data, and represents it using a range of scientific formats identifies scientific problems, questions, or hypotheses and applies processes, and formats to primary or secondary data applies knowledge and information relevant to scientific issues or scenarios 	<p>C (B4)</p> <p>30-44</p>
<ul style="list-style-type: none"> demonstrates basic knowledge and understanding of scientific concepts communicates scientific understanding using basic scientific terms and application of nomenclature implements scientific processes to obtain primary and secondary data and identifies risks processes primary or secondary data, and represents it using scientific formats responds to scientific problems, questions, or hypotheses recalls scientific knowledge and information 	<p>D (B3)</p> <p>15-29</p>
<ul style="list-style-type: none"> demonstrates limited knowledge and understanding of scientific concepts communicates scientific understanding using limited scientific terms partially outlines investigations to obtain data and information provides simple descriptions of scientific phenomena recalls basic scientific knowledge and information 	<p>E (B2)</p> <p>0-14</p>



A self-assessment allows you to reflect on your task and identify ways you could improve. To help you right your self-assessment, you may want to consider the following:

- *According to the success criteria and marking guidelines, what grade and/or mark do I deserve?*
- *Did I submit a draft for feedback? If I received feedback, did I incorporate the feedback into my final submission?*
- *Is this my best work?*
- *Did I manage my time effectively or did I complete it at the last minute?*
- *What can I do next time to improve my chances of success?*

This image shows a full page of a handwriting practice worksheet. It consists of multiple sets of three horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.



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ASSESSMENT TASK 3 – YEAR 12 Physics

Question 1a

Criteria	Marks
<ul style="list-style-type: none">Identifies a similarityIdentifies a differenceProvides reasons for the similarity and the difference	3
<ul style="list-style-type: none">Identifies a similarity OR differenceProvides reasons for the similarity or the difference OR <ul style="list-style-type: none">Identifies a similarity and a difference	2
<ul style="list-style-type: none">Provides some relevant information	1

Question 1b

Criteria	Marks
<ul style="list-style-type: none">Provides the correct answer with correct units and direction	3
<ul style="list-style-type: none">Provides most of the features of the correct answer	2
<ul style="list-style-type: none">Provides some relevant information	1

Question 1c

Criteria	Marks
<ul style="list-style-type: none">Describes the velocities of galaxies in the observable universeStates the conclusion drawn from these observationsExplains how the observations support the Big Bang model	4
<ul style="list-style-type: none">Describes the velocities of galaxies in the observable universeStates the conclusion drawn from these observations	3
<ul style="list-style-type: none">Describes the velocities of galaxies in the observable universe OR <ul style="list-style-type: none">States the conclusion drawn from these observations	2
<ul style="list-style-type: none">Provides some relevant information	1



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Question 2a

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed explanation of the Event Horizon Telescope	3
<ul style="list-style-type: none">Describes the operation of the Event Horizon Telescope	2
<ul style="list-style-type: none">Provides some relevant information	1

Question 2b

Criteria	Marks
<ul style="list-style-type: none">Relates the Schwarzschild radius to the formation of black holes	2
<ul style="list-style-type: none">Provides relevant information on black holes or Schwarzschild radius	1

Question 2c

Criteria	Marks
<ul style="list-style-type: none">Provides a correct calculation for Schwarzschild radius for Earth	2
<ul style="list-style-type: none">Provides a correct step toward calculating the Schwarzschild radius	1

Question 2d

Criteria	Marks
<ul style="list-style-type: none">Demonstrates an understanding of the importance of gravity in the formation of black holesRelates the Schwarzschild radius to the gravity in low mass and high mass stars	3
<ul style="list-style-type: none">Demonstrates an understanding of the importance of gravity in the formation of black holes <p>OR</p> <ul style="list-style-type: none">Relates the Schwarzschild radius to the gravity in low mass and high mass stars	2
<ul style="list-style-type: none">Provides some relevant information	1



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Question 3a

Criteria	Marks
<ul style="list-style-type: none">Column graph has all of the following features:<ul style="list-style-type: none">○ Appropriate scale on the X and Y axis○ Both axes labelled with units○ Heading	3
<ul style="list-style-type: none">Most of the features are present	2
<ul style="list-style-type: none">One correct feature	1

Question 3b

Criteria	Marks
<ul style="list-style-type: none">TWO trends in the data are identifiedTWO trends are explained	4
<ul style="list-style-type: none">TWO trends in the data are identifiedONE trend is explained	3
<ul style="list-style-type: none">ONE trend is identified and explained	2
OR	
<ul style="list-style-type: none">TWO trends are identified	
<ul style="list-style-type: none">Provides a correct feature of a hypothesis	1

Question 3c

Criteria	Marks
<ul style="list-style-type: none">Identifies TWO ways exoplanets can be detectedProvides a thorough explanation for each method using physics principles	5
<ul style="list-style-type: none">Identifies TWO ways exoplanets can be detectedProvides an explanation for each method using physics principles	4
<ul style="list-style-type: none">Identifies TWO ways exoplanets can be detectedProvides an explanation for each method	3
<ul style="list-style-type: none">Identifies TWO ways exoplanets can be detected	2
OR	
<ul style="list-style-type: none">Identifies and explains one method	
<ul style="list-style-type: none">Provides some relevant information	1



Hunter River High School
ASSESSMENT TASK 3 – YEAR 12 Physics

Question 3d

Criteria	Marks
<ul style="list-style-type: none">• Provides a thorough understanding of<ul style="list-style-type: none">○ absorption spectra○ the link between absorption spectra and identifying elements○ the motion of stars and planets required for transit spectroscopy• Provides TWO possible impacts of this technique on society• Evaluates the impact of the technique	8
<ul style="list-style-type: none">• Provides a detailed understanding of<ul style="list-style-type: none">○ absorption spectra○ the link between absorption spectra and identifying elements○ the motion of stars and planets required for transit spectroscopy• Provides TWO possible impacts of this technique on society• Evaluates the impact of the technique	7
<ul style="list-style-type: none">• Provides an understanding of<ul style="list-style-type: none">○ absorption spectra○ the link between absorption spectra and identifying elements○ the motion of stars and planets required for transit spectroscopy• Provides TWO possible impacts of this technique on society• Evaluates the impact of the technique	5-6
<ul style="list-style-type: none">• Provides an understanding of<ul style="list-style-type: none">○ absorption spectra○ the link between absorption spectra and identifying elements○ the motion of stars and planets required for transit spectroscopy• Provides ONE possible impact of this technique on society	3-4
<ul style="list-style-type: none">• Provides an understanding of<ul style="list-style-type: none">○ absorption spectraAND/OR○ the link between absorption spectra and identifying elementsAND/OR○ the motion of stars and planets required for transit spectroscopy	2
<ul style="list-style-type: none">• Provides some relevant information	1



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ASSESSMENT TASK 3 – YEAR 12 Physics

Question 4a

Criteria	Marks
<ul style="list-style-type: none">Explains TWO features of binary star systems	3
<ul style="list-style-type: none">Describes TWO features of binary star systems	2
OR	
<ul style="list-style-type: none">Explains ONE feature of binary star systems	
<ul style="list-style-type: none">Provides some relevant information	1

Question 4b

Criteria	Marks
<ul style="list-style-type: none">The relationship between time and apparent magnitude is explained in detail according to the motion of both stars in the system	3
<ul style="list-style-type: none">The relationship between time and apparent magnitude is explained according to the motion of both stars in the system	2
<ul style="list-style-type: none">Provides some relevant information	1

Question 4c

Criteria	Marks
<ul style="list-style-type: none">Provides all the correct steps to calculate the mass of the systemProvides the correct answer including units	4
<ul style="list-style-type: none">Provides most of the correct steps to calculate the mass of the system	3
<ul style="list-style-type: none">Provides some of the correct steps to calculate the mass of the system	2
<ul style="list-style-type: none">Provides some relevant information	1



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ASSESSMENT TASK 3 – YEAR 12 Physics

Question 5a

Criteria	Marks
<ul style="list-style-type: none">Each term in the Drake equation is identifiedA sample calculation is provided	3
<ul style="list-style-type: none">Each term in the Drake equation is identified OR <ul style="list-style-type: none">A sample calculation is provided	2
<ul style="list-style-type: none">Provides some relevant information	1

Question 5b

Criteria	Marks
<ul style="list-style-type: none">The certainties of each value in the Drake equation are describedA judgement on its accuracy is made	3
<ul style="list-style-type: none">The certainties of each value in the Drake equation are described	2
<ul style="list-style-type: none">Provides some relevant information	1

Question 5c

Criteria	Marks
<ul style="list-style-type: none">Relates the Fermi paradox to the Drake equationTWO possible explanations for the Fermi Paradox are described	4
<ul style="list-style-type: none">Describes the Fermi paradoxTWO possible explanations for the Fermi Paradox are described	3
<ul style="list-style-type: none">Describes the Fermi paradoxONE possible explanation for the Fermi Paradox is described OR <ul style="list-style-type: none">TWO possible explanations for the Fermi Paradox are described	2
<ul style="list-style-type: none">Provides some relevant information	1



**SPORT, LIFESTYLE &
RECREATION**

Sport, Lifestyle & Recreation Studies

Syllabus Outcomes	Syllabus Component Weight	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 3:</u>	<u>Task 3:</u>
		First Aid and Sports Injuries	Fitness	Sports Coaching and Training	Trial HSC Examination
		<u>Date:</u>	<u>Date:</u>	<u>Date:</u>	<u>Date:</u>
		Term 4 Week 8	Term 1 Week 9	Term 2 Week 10	Term 3 Week 3/4
		<u>Outcomes:</u>	<u>Outcomes:</u>	<u>Outcomes:</u>	<u>Outcomes:</u>
		3.6, 4.5	1.3, 3.3, 4.1	1.1, 1.3, 2.1, 4.2	1.1, 1.2, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1 4.5
TASK WEIGHTINGS					
Knowledge and understanding	50%	15%	5%	5%	25%
Skills	50%	5%	20%	25%	
Total	100%	20%	25%	30%	25%

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

Hunter River High School
Year 12 SLR 2023/2024
SEQUENCE OF COURSE WORK



Term	Week	Content / Skills
4 2023	1	Module 4: First Aid and Sports Injuries
	2	Handout Assessment: First Aid and Sports Injuries
	3	
	4	
	5	
	6	
	7	
	8	Assessment Due
	9	
	10+	
1 2024	1	Module 5: Fitness
	2	
	3	
	4	
	5	Handout Assessment: Fitness
	6	
	7	
	8	
	9	Assessment Due
	10+	
2 2024	1	Module 15: Sports Coaching and Training
	2	
	3	
	4	
	5	Handout Assessment: Sports Coaching and Training
	6	
	7	
	8	
	9	
	10+	Assessment Due
3 2024	1	Module 7: Games and Sports Applications II
	2	
	3	Trial HSC Exam Period
	4	
	5	
	6	
	7	
	8	
	9	
	10+	

8.4 First Aid and Sport Injuries

Module Description

In this module students develop the knowledge, understanding and skills necessary to assess and manage a variety of injury-related situations. Students will explore resuscitation procedures, preventive strategies, and assessment and management of first aid and of sports injuries.

As a result of studying this module students will develop confidence in responding appropriately to emergency situations.

Students may extend their study of this module through completion of a first aid qualification, research into the roles of medical staff in management and rehabilitation of injuries and in-depth analysis of the physiological response to injury and rehabilitative procedures.

Outcomes

- 1.3 demonstrates ways to enhance safety in physical activity
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.6 assesses and responds appropriately to emergency care situations
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 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

Content

Students learn about:

Emergency Care

- assessment of the situation
- DRSABCD (Danger, Response, Send for help, Airway, Breathing, CPR, Defibrillation)
- CPR (Cardiopulmonary Resuscitation)
- emergency services

Students learn to:

- assess the danger to themselves, the casualty and others in a variety of first aid situations
- prioritise the management of multiple casualties in a first aid situation
- conduct the assessment and treatment of casualties using DRSABCD
- demonstrate the procedures for CPR
- identify the point at which medical referral is required in first aid situations
- outline the information that emergency services will require in a first aid situation

Managing Conditions

- unconsciousness
- shock
- bleeding
- neck and spinal injuries
- heart attack
- asthma
- epilepsy
- diabetes
- poisons, bites and stings
- identify the signs and symptoms of each condition
- demonstrate the management of a person with each condition
- place a casualty in the lateral recovery position

Managing Injuries

- fractures of the limbs
- dislocations
- concussion
- burns
- cramps
- identify the signs and symptoms of the injuries listed
- apply management techniques for each injury
- explain when medical referral is required for injuries and medical conditions

Principles of Sports Injury Management

- prevention
- incident
- acute phase
- referral
- rehabilitation
- describe how warm-up helps reduce the risk of injury
- plan and conduct warm-up sessions consisting of low intensity activities, stretching and sports-specific activities
- describe procedures for assessing the nature of the incident and prioritising action
- conduct an initial assessment of an injury using STOP (Stop, Talk, Observe, Prevent)
- conduct a full assessment of the injury, to determine if the injured athlete can resume play, using TOTAPS (Talk, Observe, Touch, Active movement, Passive movement, Skills test)
- explain the point at which medical referral is required in a variety of first aid situations
- identify the health professionals that guide the rehabilitation process
- describe the importance of a full rehabilitation to the prevention of further injury

Types of Sports Injuries

- hard tissue
- soft tissue
- overuse
- heat injuries
- distinguish between hard and soft tissue injuries
- explain the nature of overuse injuries

Managing Sports Injuries

- slings, bandaging and taping
- demonstrate the application of a sling to manage an injury
- demonstrate basic bandaging and taping skills
- RICER (Rest, Ice, Compression, Elevation, Referral)
- explain the impact of the RICER procedure on injury recovery time
- apply the RICER procedure to a range of soft tissue injuries
- thermoregulation
 - hypothermia
 - hyperthermia
- plan hydration procedures to prevent heat injuries.

Students may wish to further explore first aid and sports injuries through areas such as:

- completing a WorkCover approved first aid accreditation course such as St Johns or Red Cross Certificate.
- completing a sports medicine accreditation such as SMAC level 0
- gaining a resuscitation qualification
- researching the roles of doctor, physiotherapist, sports trainer in the diagnosis and rehabilitation of sports injuries
- examining the physiological responses of the body at the site of a sports injury.

8.5 Fitness

Module Description

In this module students will develop the knowledge, understanding and skills necessary to design, implement and evaluate individual fitness programs. Students will examine the nature of fitness, the key elements of fitness program design and how fitness can be improved.

As a result of studying this module students will develop a repertoire of fitness activities in order to design, implement and evaluate their own individual fitness program. In the process they will gain benefits in their short-term and long-term health, fitness and performance. Students may undertake further detailed study in areas such as phases of competition, training periodisation, extended fitness program analysis or application of module concepts to specific groups of athletes.

Outcomes

- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.2 analyses the fitness requirements of specific activities
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 4.1 plans strategies to achieve performance goals

Content

Students learn about:

Nature of Fitness

- health-related
 - cardio-respiratory endurance
 - muscular strength
 - muscular endurance
 - flexibility
 - body composition
- skill-related
 - power
 - agility
 - co-ordination
 - speed
 - balance
 - reaction time
- fitness vs physical activity
 - guidelines for physical activity
 - benefits of physical activity

Students learn to:

- conduct the measurement of health-related and skill-related fitness components
- analyse and interpret results of health and skill-related fitness tests
- discern the relevance of various fitness and activity programs for groups and individuals

Fitness Programming

- FITT principle (Frequency, Intensity, Type, Time)
- apply the FITT principle to design an individual fitness program
- considerations for individual program design
 - individual needs/hereditary factors
 - muscle fibre composition
 - somatotype
 - gender
 - age
 - training background
- explain how program design can cater for individual circumstances
- explain the relevance of prescreening procedures to program design
- safety considerations
 - contra-indicated activities
 - warm-up/warm-down
 - legal responsibilities
- integrate safety considerations in the design of individual fitness programs
- suggest safe alternatives for contra-indicated activities

Improving Fitness

- nature of aerobic and anaerobic fitness
 - intensity
 - duration
 - recovery
 - energy source
 - psychological benefits
- identify individual aerobic and anaerobic thresholds
- participate in a range of activities designed to enhance aerobic and anaerobic capacity
- training thresholds
 - aerobic
 - anaerobic
- identify and describe the physiological responses to aerobic and anaerobic activities
- conduct and analyse fitness tests for aerobic and anaerobic activities (eg use of heart rate monitors, talk test)
- types of training
 - aerobic
 - circuit
 - fartlek
 - interval
 - continuous
- evaluate types of training in terms of their suitability for individual performance goals
- design, perform and evaluate fitness programs to improve performance in aerobic and anaerobic activities.

Students may wish to further explore individual performance activities through areas such as:

- maintaining a training journal to monitor progress
- conducting and evaluating a training program for an extended period of time (ie greater than 4–6 weeks)
- designing, implementing and evaluating a training program for a specific group (eg school cross-country or soccer team)
- developing a fitness program based on periodisation principles.

8.7 Games and Sports Applications II

Module Description

In these modules students will develop knowledge, understanding and skills that promote confidence and success in a range of games and sports. Students will investigate elements of movement in selected activities and aspects of team dynamics as they develop competence and positive attitudes towards participation.

While it is expected that students will explore a range of performance activities in examining module concepts, they will need the opportunity to specialise in order to develop high levels of competence. For students studying a 40 hour module there may be scope to do a detailed investigation of several selected activities.

As a result of studying this module, students will be able to skilfully and confidently participate in a selected game or sport. This may then lead to an increased prospect of long-term involvement in this form of physical activity. Students may undertake further detailed study in areas such as an independent research project of a chosen activity or in seeking qualifications as a coach, umpire or referee.

In *Games and Sports Applications I*, the emphasis is on activities with the following characteristics:

- opponents simultaneously occupy the same defined area of play
- opponents generally compete for the space on the field of play
- in defence, players stop the opponents' progress through:
 - body contact
 - body position to block the passage of movement
 - intercepting the implement of play while it is being manipulated by the opponent
- in offence, players
 - avoid the opponent
 - control the implements of play.

Examples of games and sports in this module are: Australian Rules Football, Basketball, Hockey, Futsal, Korfball, Lacrosse, Netball, Rugby, Soccer, Team (European) Handball, Touch, Water Polo.

In ***Games and Sports Applications II***, the emphasis is on activities with the following characteristics:

- players intercept the implements of play or the direction of movement of players
- players occupy space critical to their opponent
- body contact does not generally occur
- players generally cannot block a player's passage of movement
- in some activities, players are separated by a net.

Examples of games and sports in this module are: Badminton, Baseball, Beach Volleyball, Bocce, Cricket, Croquet, Lawn Bowls, Racquetball, Softball, Squash, Table Tennis, Tennis, Volleyball.

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.1 explains the principles of skill development and training
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 4.1 plans strategies to achieve performance goals
- 4.4 demonstrates competence and confidence in movement contexts.

Content

Students learn about:

Student learn to:

Elements of Specific Games and Sports Activities

- | | |
|--|--|
| <ul style="list-style-type: none">● performance characteristics<ul style="list-style-type: none">- rules- equipment- space- team members- opposition players- offensive/defensive formations- specified performance outcomes | <ul style="list-style-type: none">● analyse the key performance characteristics in relation to specific activities |
| <ul style="list-style-type: none">● participant responsibilities in the chosen activity<ul style="list-style-type: none">- safety- legal requirements- ethical issues- etiquette | <ul style="list-style-type: none">● participate safely in selected activities observing accepted conventions |
| <ul style="list-style-type: none">● ways to participate<ul style="list-style-type: none">- social activity- competitions | <ul style="list-style-type: none">● identify the benefits associated with social and competitive participation |

Games and Sports Strategies and Skills

- defensive strategies
 - positional play (defensive positions, formations)
 - patterns of movement (reducing space, manipulating tempo)
- offensive strategies
 - positional play (offensive positions, formations)
 - patterns of movement (creating space, set plays)
- manipulative skills
 - techniques
 - practise methods
- adapt to the specific requirements of various defensive positions and formations.
- design and implement a defensive strategy
- adapt to the specific requirements of various offensive positions and formations
- design and implement an offensive strategy
- display competence in a range of manipulative skills

Aspects of Team Play

- individual vs team responsibilities
 - leadership
 - positional responsibilities
- application of defensive and offensive strategies in performance environments
- accept and perform leadership and other team roles to enhance group performance
- select and perform appropriate offensive and defensive strategies in a range of competitive situations.

Students may wish to further explore Games and Sports Applications I or II through areas such as:

- conducting independent research of a chosen activity including, for example: performance characteristics, rules, performance outcomes for the range of participants, offensive/defensive strategies, how to manage team dynamics
- designing, implementing and evaluating offensive and defensive strategies for a school sport team in a chosen activity
- completing a coaching accreditation program for a chosen activity
- completing a refereeing/umpiring accreditation program in a chosen activity.

8.15 Sports Coaching and Training

Module Description

In this module students develop knowledge, understanding and skills in sports coaching and training methodology.

Students examine the roles and responsibilities of the coach, various aspects of training sessions and the role of psychology in coaching. This process will lead students to develop and instruct their own coaching program. Students also develop appropriate ways of evaluating their coaching and training performance.

Students may further develop their learning in this module through examining case studies of successful coaches or by practical participation in a community club.

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

Content

Students learn about:

The Roles and Responsibilities of the Coach

- characteristics of an effective coach
 - knowledge
 - organisational ability
 - communication
 - leadership
 - instructional style
- legal and safety implications
 - accreditation
 - duty of care
 - Occupational Health and Safety

Aspects of a Coaching Session

- planning and organisation
 - time allocation
 - safety
 - routine
 - variety
 - groupings

Students learn to:

- identify and assess the characteristics of an effective coach
- design and apply criteria for assessing coaching ability
- assess codes of ethical conduct for coaches
- plan for effective use of time in a training session
- design ways to vary sessions to maintain player interest

- structure of a training session
 - warm-up and warm-down
 - skill practice
 - fitness
 - games
- techniques
 - instruction
 - demonstration
 - explanation
 - observation
- select and demonstrate a range of grouping techniques and formations in coaching sessions
- develop and implement a planned coaching session to suit the needs of the target audience
- devise a range of practice approaches to develop specific skills
- communicate effectively in a range of coaching situations
- assess areas for player development based on observational strategies

Psychology and Coaching

- motivational strategies
- types of rewards
 - intrinsic
 - extrinsic
- aggression and performance
- assess the impact of positive and negative motivational strategies on performance
- select and implement coaching techniques to optimise participant attention and focus

The Coaching Program

- scope and sequence of a coaching program
 - periodisation
 - pre-season, in-season and post-season phases
- human resource utilisation
 - trainer
 - assistant coach
 - manager
 - selector
 - medical support
- develop a seasonal program including;
 - roles of the coaching staff
 - pre-season, in-season and post-season coaching plan
 - a checklist of season goals
- clarify the roles of the various people involved in the coaching and team support processes
- establish principles and processes for player selection

Evaluating a Coaching Program

- analysing player performance
 - statistics
 - standards
 - expert opinion
 - checklists
- analysis of coaching and support personnel
 - player feedback
 - performance against goals
- critically examine individual and team performance using video
- interpret player performance data
- design, apply and critique criteria for use as a player performance assessment tool
- develop a strategic management plan for a coaching program that incorporates goals and indicators of performance
- design a mechanism for including player feedback in the evaluation of coaching staff.

Students may wish to further explore sports coaching and training through areas such as:

- researching case studies of elite coaches and analysing their strengths and weaknesses
- observing the dynamics at a children's sporting event to determine the positive and negative impact that non-participants (eg parents, coach) can have on the participants' performance
- debating topics such as 'champions are born, not made'
- participating in a coaching accreditation program
- conducting sports development programs for junior students or peers through Sportsfun or Sport Education in Physical Education Program (SEPEP).



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Sports Lifestyle and Recreation
Teacher:	
Assessment Task Number:	1
Assessment Task Name:	First Aid and Sports Injuries
Date Issued:	Term 4, Week 2 2024
Date and Time Due:	Term 4, Week 8 2024
Weighting:	20%
Class Time Allocated:	Students will be provided with ONE planning lesson for the assessment task Students will be provided with ONE lesson to submit the task and complete the practical response.
Presentation and Submission Guidelines:	Task be performed practically on the day during normal SLR period All students are required to submit their theoretical task via email to their respective teacher
Marking Process:	Students will be marked by

Outcomes Assessed:

- 1.3 demonstrates ways to enhance safety in physical activity
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.6 assesses and responds appropriately to emergency care situations
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 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

Success Criteria:

To be successful, I can:

- Analyse a situation and respond effectively to a first aid situation.
- Demonstrate how to bandage, strap, and respond to a first aid situation.
- Communicate clearly and effectively when responding to a stressful situation.



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____



Hunter River High School ASSESSMENT TASK NOTIFICATION

Task Description:

In this task you will be required to respond appropriately to first aid scenarios. The task will be made up of two sections. Students are required to complete both sections of the assessment task.

PART A:

You are to **choose 1 of the following 3 first aid scenarios** and complete the activities below.

Scenario 1:

While going on a bush walk with some friends, one member of your group screams out in pain. When you approach, they state that they have just been bitten by a brown snake on their ankle.

Scenario 2:

A 12-year-old boy has been brought to you claiming that he has been stung by a bee. He has been stung on the forearm, he is complaining about headache, difficulty breathing, nausea and vomiting.

Scenario 3:

You are the designated first aid officer at an athletics carnival. One of the runners stops mid race and complains of severe breathing difficulties. She says she is asthmatic and has cramps in her legs.

Activities:

- Identify the suspected condition of the injured person
- List the signs and symptoms of condition
- Describe each step of the treatment plan for the condition

PART B:

Students will need to utilise DRSABCD to respond to unconscious individual. Students will be allocated time to practically demonstrate their first aid skills. Students will need to understand the correct procedures that need to be taken when responding to the situation and be confident in demonstrating the correct steps.

In your practical response you will be required to:

- Identify the steps of DRSABCD
- Demonstrate practically and verbally their skills and understanding of every step of DRSABCD
- Perform CPR for 2 minutes



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Marking Criteria	Mark
Identify the suspected condition of the injured person	
Suspected condition correctly identified	1
Incorrect or not attempted	0

List the signs and symptoms of condition	
List of 7 or more signs and symptoms of the condition	4
List of 5-6 signs and symptoms of the condition	3
List of 3-4 signs and symptoms of the condition	2
List of 1-2 sign or symptom of the condition	1
Not attempted	0

Describe each step of the treatment plan for the condition	
Clear and comprehensive steps of the treatment plan completed	4-5
List of treatment steps OR Detailed description of some of the treatment steps.	2-3
Identified some treatment steps	1
Not attempted	0

PART B:

Identify the Steps of DRSABCD	
Correctly identified 6-7 steps of DRSABCD	3
Correctly identified 4-5 steps of DRSABCD	2
Correctly identified 1-3 steps of DRSABCD	1
Not attempted	0



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Danger	
Verbally stated the process of DANGER and performed the correct action	2
Verbally stated the process of DANGER OR Performed the correct action	1
Not attempted	0

Response	
Verbally stated the process of RESPONSE and performed the correct action	2
Verbally stated the process of RESPONSE OR Performed the correct action	1
Not attempted	0

Send for help	
Verbally stated the process of SEND FOR HELP and performed the correct action	2
Verbally stated the process of SEND FOR HELP OR Performed the correct action	1
Not attempted	0

Airway	
Verbally stated the process of AIRWAY and performed the correct action	2
Verbally stated the process of AIRWAY OR Performed the correct action	1
Not attempted	0



Hunter River High School ASSESSMENT TASK NOTIFICATION

Breathing	
Verbally stated the process of BREATHING and performed the correct action	2
Verbally stated the process of BREATHING OR Performed the correct action	1
Not attempted	0

CPR	
Verbally stated the process of CPR and performed the correct action	2
Verbally stated the process of CPR OR Performed the correct action	1
Not attempted	0

Defibrillation	
Verbally stated the process of DEFIBRILLATION and performed the correct action	2
Verbally stated the process of DEFIBRILLATION OR Performed the correct action	1
Not attempted	0

Perform CPR for 2 minutes	
Performs CPR with correct technique for 2 minutes without stopping	3
Performs CPR with poor technique for 2 minutes. OR Performs CPR with correct technique for at least 1 minute	2
Performs CPR with poor technique for under 1 minute OR Performs CPR with correct technique for at least 30 seconds	1
Not attempted	0



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Sports Lifestyle and Recreation
Teacher:	
Assessment Task Number:	2
Assessment Task Name:	Fitness
Date Issued:	Term 2, Week 5 2024
Date and Time Due:	Term 2, Week 9 2024
Weighting:	25%
Class Time Allocated:	Students will be given two lessons in class to work on their task.
Presentation and Submission Guidelines:	All students are required to submit their task electronically to their respective teacher
Marking Process:	Students will be marked by

Outcomes Assessed:

- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.2 analyses the fitness requirements of specific activities
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 4.1 plans strategies to achieve performance goals

Success Criteria:

To be successful, I can:

- Create a routine aimed at improving overall fitness.
- Demonstrate key fitness movements with correct technique.
- Communicate clearly and effectively.



Hunter River High School ASSESSMENT TASK NOTIFICATION

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

In pairs (or in groups of three if required for class numbers), students are to create a fitness circuit routine that incorporates a variety of resistance exercises. Your fitness circuit routine must include:

- At least 6 resistance exercises that aim to develop different muscle groups
- Listed number of sets, reps, and rest times for **EACH** exercise
- An order of exercises that does not double up on muscle groups e.g., push ups immediately followed by triceps dips
- The chosen resistance exercises can be using bodyweight, free weights or any equipment that is appropriate for exercise

Students are also required to create an instructional video, demonstrating the exercises included in their created fitness circuit. The video must include:

- A brief introduction for each exercise with key techniques identified
- A demonstration of at least 10 repetitions of each exercise with correct technique
- Each member demonstrating at least 3 (or 2 if in a group of three) of the chosen exercises

Your written circuit routine and instructional video must be submitted together to your classroom teacher by a method to be determined by your teacher.



Hunter River High School ASSESSMENT TASK NOTIFICATION

Theory Component

Marking Criteria	Mark
At least six resistance exercises listed that utilise bodyweight, free weights, or resistance bands	
6 resistance exercises listed that utilise bodyweight, free weights, or resistance bands	4
5 resistance exercises listed.	3
3-4 resistance exercises listed.	2
1-2 resistance exercises listed.	1
Not attempted or completed correctly.	0

Sets, reps and rest times included for each exercise included	
Sets, reps and rest times included for at least 6 exercises included.	4
Sets, reps and rest times included for 5 exercises included.	3
Sets, reps and rest times included for 3-4 exercises included.	2
Sets, reps and rest times included for 1-2 exercises included.	1
Not attempted or completed correctly.	0

Order of exercises that does not repeated double up on muscle groups	
Order of exercises does not allow for repeated double ups	2
Order of exercises includes 1 repeated muscle group double up	1
Not attempted or completed correctly	0

Practical Component

Exercise 1	
Exercise presentation includes correct technique AND 10 repetitions AND 2 key teaching points	3
Exercise presentation includes correct technique AND/OR 10 repetitions AND/OR 2 key teaching points	2
Exercise presentation includes correct technique OR 10 repetitions OR 2 key teaching points	1
Not Attempted	0

Exercise 2	
Exercise presentation includes correct technique AND 10 repetitions AND 2 key teaching points	3
Exercise presentation includes correct technique AND/OR 10 repetitions AND/OR 2 key teaching points	2
Exercise presentation includes correct technique OR 10 repetitions OR 2 key teaching points	1
Not Attempted	0



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Exercise 3	
Exercise presentation includes correct technique AND 10 repetitions AND 2 key teaching points	3
Exercise presentation includes correct technique AND/OR 10 repetitions AND/OR 2 key teaching points	2
Exercise presentation includes correct technique OR 10 repetitions OR 2 key teaching points	1
Not Attempted	0

Exercise 4	
Exercise presentation includes correct technique AND 10 repetitions AND 2 key teaching points	3
Exercise presentation includes correct technique AND/OR 10 repetitions AND/OR 2 key teaching points	2
Exercise presentation includes correct technique OR 10 repetitions OR 2 key teaching points	1
Not Attempted	0

Exercise 5	
Exercise presentation includes correct technique AND 10 repetitions AND 2 key teaching points	3
Exercise presentation includes correct technique AND/OR 10 repetitions AND/OR 2 key teaching points	2
Exercise presentation includes correct technique OR 10 repetitions OR 2 key teaching points	1
Not Attempted	0

Exercise 6	
Exercise presentation includes correct technique AND 10 repetitions AND 2 key teaching points	3
Exercise presentation includes correct technique AND/OR 10 repetitions AND/OR 2 key teaching points	2
Exercise presentation includes correct technique OR 10 repetitions OR 2 key teaching points	1
Not Attempted	0

Presentation	
Presentation of exercises was clear and confident	2
Presentation of exercises was somewhat clear and confident	1
Not Attempted or completed correctly	0



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	12SLR
Teacher:	
Assessment Task Number:	3
Assessment Task Name:	Sports Coaching and Training
Date Issued:	Term 2 – Week 5, 2024
Date and Time Due:	Term 2 – Week 10, 2024
Weighting:	30%
Class Time Allocated:	One lesson will be allocated to unpack / explain the task to students. Part A (Remainder of unpacking lesson) Part B Students will be rostered on for a 25 minute rotation through assigned practical lessons, where they will have 5 minutes to set up their lesson and 20 minutes to deliver their planned session.
Presentation and Submission Guidelines:	All students are required to submit Part A of their task via email or hard copy to their respective teacher
Marking Process:	Students' practical activity will be viewed in a practical lesson and marked accordingly. All assessment will be marked by

Outcomes Assessed:
1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.3 demonstrates ways to enhance safety in physical activity 2.1 explains the principles of skill development and training 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____

Task Description:**Part A (30 marks) *Design a Coaching Session Plan***

In groups students are to design a 20 minute coaching session for a sport of their choosing. The coaching session needs to be suitable for Year 12 students and must be run on either the basketball courts or oval. The coaching session should include:

- An introduction / overview
- Warm up
- Skill instruction and practice – explanation and diagrams should be included
- Coaching tips
- Safety considerations
- Cool Down
- Evaluation / Review
- Timing and Equipment
- Appropriate for the age and skill ability of the participants

The coaching session can be completed and presented on the scaffold provided or in a format of your choice. Coaching session examples have been included for students to refer too.

Part B (30 marks) *Coaching Presentation*

In groups of 3-4 students are to present two skill instruction activities to their peers in SLR. Each group will be required to present for at least 10 minutes and no longer than 20 minutes.

Each student / student group will be required to:

- Collect equipment from the storeroom
- Set up the equipment in the selected area (basketball courts or oval)
- Explain each skill activity giving clear instruction and demonstration
- Effectively transition from one skill activity to the next
- Consider safety aspects
- Actively supervise students
- Offer coaching tips / technique correction

Use good voice projection and present each skill activity with a positive and enthusiastic manner

Success Criteria:**Part A:**

In order to be successful students, need to complete and submit a digital copy of their training program and must include all relevant information by the allocated time and date.

Part B:

In order to be successful students must be able to successfully deliver a modified coaching session which includes a minimum of 1 skill, and modified game to suit.

Part A: Coaching Session Plan

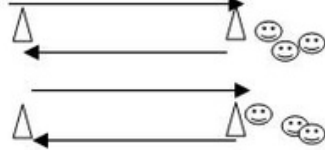
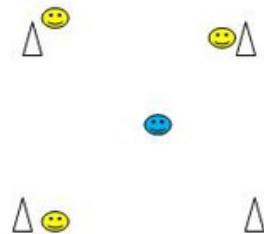
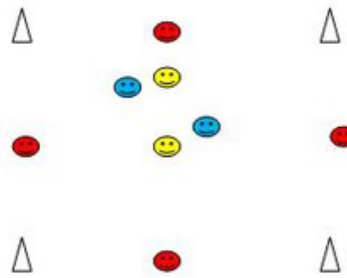
Criteria	Mark		
	Basic	Sound	Excellent
Introduction / Overview	1	2	3
Warm – up	1	2	3
Skill Instruction and practice Explanation and diagrams included	2	4	6
Coaching tips / technique correction	1	2	3
Safety considerations	1	2	3
Cool Down	1	2	3
Evaluation / Review	1	2	3
Timing and Equipment	1	2	3
Appropriate for age and ability of participants	1	2	3
Mark	/30		

Part B: Coaching Presentation

Criteria	Mark		
	Basic	Sound	Excellent
Equipment collection and set up	1	2	3
Clear instructions and demonstrations	1	2	3
Key components of the skill explained	1	2	3
Safety aspects considered	1	2	3
Players were active throughout the presentation	1	2	3
Skill activity was presented in a positive and enthusiastic manner	1	2	3
Coaching tips and technique correction given	1	2	3
Students actively supervised	1	2	3
Effective transition from one skill activity to the next	1	2	3
Voice projection	1	2	3
Mark	/30		

Feedback:

Example Session Plans

Time	Objectives	Activity	Coaching Points	Diagrams	Modifications
10 mins	<ul style="list-style-type: none"> - Get blood and oxygen flowing to working muscles and increase respiration/heart rates - Stretch to minimize injury during session 	<u>Warm up and stretch</u> <ul style="list-style-type: none"> - Jog up and down cones in two lines where the captain and vice captain lead the way, going through different exercises and movements that prepare the body for the session. - Stretch together as a team, insuring the quadriceps, hamstrings, calves and groins are stretched every time. 	<ul style="list-style-type: none"> - Follow the captains and repeat their actions and movements - Display the correct technique 		<ul style="list-style-type: none"> - Relatively simple warm up that most people can do. If hearing impaired they can simply follow the person in front of them.
10 mins	<ul style="list-style-type: none"> - Develop technique - Develop the ability to anticipate passes - Develop the ability to anticipate teammates runs and movements 	<u>3 v 1</u> <ul style="list-style-type: none"> - Students are split into groups of four, each with their own grid of four cones in a square. Three people (outside players) stand on each of the three cones with one cone left vacant. The remaining player starts in the middle of the square and will attempt to win the ball. - When the ball is with an outside player at any given stage, he/she can only pass to a teammate when they are at the cone on either side them. Therefore players need to be aware of where the ball is and move to the free cone where they can receive a pass. - The middle player swaps with an outside player after one minute - This drill promotes awareness, decision making, communication and technique. 	<ul style="list-style-type: none"> - Outside players always move toward the empty cone - Outside players keep moving with your heads up - Inside player work hard to win the ball back 		<ul style="list-style-type: none"> - This activity relies on visual cues rather than auditory cues (such as seeing the empty cone) - A hearing impaired player will be able to participate fully here.
15 mins	<ul style="list-style-type: none"> - Develop technique - Develop the ability to anticipate passes - Develop the ability to anticipate teammates runs and movements - Develop the ability to find and create space - Develop the ability to regain possession 	<u>6 v 2</u> <ul style="list-style-type: none"> - In this drill 8 players are involved (it can be modified to suit more). The grid is a square where there are four 'wall players' on each side. These players are on the team with possession (neutral). - The remaining for players are inside the square and are in a 2 v 2 situation. The middle players contest for possession and aim to use the wall players to create a 6 v 2 situation. - The middle players swap with the outside players after 5 minutes. - This activity promotes finding space, communication, teamwork, technique, anticipation and decision making 	<ul style="list-style-type: none"> - Keep possession by using the extra players - Always communicate to gain an advantage - Defenders use communication and tactics to win the ball back 		<ul style="list-style-type: none"> - This may require more communication therefore a hearing impaired player may struggle at times. - Making them a wall player may be a better option for them as it requires less auditory cues and they can see the whole playing field from the side.

Date 20/05/13

Time: 3-4 pm 1 hour session

Location: Tennis Centre

Learner name: Daniel Bagley

Assessor: Ryan Bullock

Activity Sessions: Agility No.1

Aims: Improve clients agility for Tennis

Context: Through one to one coaching improving agility for a game scenario at the end of the session.

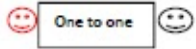

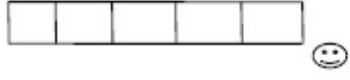
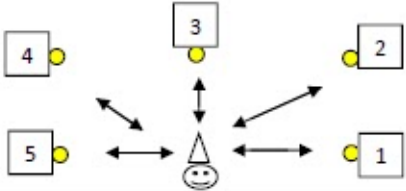
Equipment required: Cones, Ladders, Tennis Racket, Tennis balls

Facility: Tennis Centre

Participants: 1

No.1

Has a Risk Assessment been carried out for this activity? (Y) / N (please circle)

Timings	Explanation	Key Factors/Teaching Points	Diagrams	Equipment
5 Minutes	Start of the warm up, jogging around the Tennis court.	Important, so more oxygen intake and more blood getting pumped to the working muscles		
5 Minutes	Dynamic and Static stretches; involve twisting the torso and shoulders.	Make sure that blood flow around the body is sufficient. Also relaxes muscles further and loosens key joints used in Tennis.		
8 Minutes	Agility Training - Side steps/shuffles and Sprints. To progress this activity have clients balancing a Tennis ball on a racket.	Make sure client isn't cheating when performing drills like cutting corners. Also make sure that you increase the intensity that the client performs the task at		Cones
10 Minutes	Work with Ladders. Using agility ladders different footwork in and out of the ladders. Use the first activity as a further step/progression	Coach may need to demonstrate these activates slowly as they could be a bit complicated to follow for clients.		Ladders, Cones
10 Minutes	Agility - you put a Tennis racket in the middle then five Tennis balls like in the diagram. Your client starts in where the Tennis racket is then runs to the first Tennis ball picks it up and places it on the racket. They should repeat this for the rest of the Tennis balls. As a progression you could throw one of the balls to the client thus incorporating reactions times in to the activity as well as agility.	Make sure that you explain the activity clearly, do demonstrations on what is required. Involve progressions if you think that will improve you clients better.		Tennis Balls, Tennis Racket, Cones
2Minutes	Recovery/ rest time to intake any liquids as they will have been working	Make sure they don't stop moving as this could tighten p the muscles.		

EXAMPLE COACHING SESSION PLAN

DATE: 13TH MAY DURATION: 1 HOUR (6:30 – 7:30)		STAGE OF ATHLETE DEVELOPMENT: MOSTLY FOUNDATION WITH SOME NEARING EGD	
VENUE: LOCAL TRACK, WINDY AND COLD		AGE GROUP OF ATHLETES: 10 – 12 YEARS OLD	
		SIZE OF GROUP: 20	
EQUIPMENT: CONES, PIT, RAKE, MATS, TAPES, SCORING SHEETS.			
SESSION GOALS FOR THE ATHLETES (WHAT-2): WILL BE ABLE TO TAKE OFF FROM 1 FOOT USING A SHORT APPROACH		PERSONAL COACHING GOALS (HOW-2): BY THE END OF THE SESSION I WILL HAVE PROVIDED A DEMONSTRATION...	
PRACTICAL SESSION			
SESSION COMPONENT	UNIT DETAIL	COACHING POINTS	ORGANISATION/ SAFETY KEY POINTS
WARM UP (10 Minutes)	5mins of shuttle activity including walks, skipping, running, bounding, hopping and star jumps, split jumps and 2-footed jumps. Kangaroo time – teams of 5 – 6 athletes. Team has 20 jumps to score as many points as possible.	Head up, chest up, drive up Soft landing with knees bent	Use jumping grids with 4 lines for different point's intervals. Land on mats. Helper required for scoring.
MAIN SESSION Unit A (30 Minutes)	Standing Long Jump – all athletes to have 3 practises after demo. Further 3 measured attempts into pit or using mats. Short approach long jump – using 5 – 7 stride approach into a 1 footed take off into pit. Measure and mark approach run.	Hips high in take off Head up, chest up, drive up Soft landing with knees bent	Coach demo Use jumping grids along side of pit to maximise involvement
MAIN SESSION Unit B (10 Minutes)	Team competition into pit from a short approach, each team member has 2 jumps and scores points for landing on set zones.	Optimal approach speed Drive up with eyes looking ahead Don't look for the board.	Involve athletes in measuring, scoring and recording.
COOL DOWN (10 Minutes)	Jogging into walking (3 minute circuit) followed by stretching of lower back, hamstrings, quads, calves and hip flexors. Min 20 – 30 seconds hold.	Position athletes so all can see the stretches	Breathe out and relax into stretches Hold stretch position for at least 20 seconds

Date:	Attendance:	Equipment Needed:
Venue:		
Duration:		

Introduction: (aims for session, reminders, etc)		
Warm-up activities	Drills and Games	Cool down activities
Coaching tips/ questions/ challenges:		Safety Considerations:
Review/ evaluation (Key points from session)		



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Sports Lifestyle and Recreation
Teacher:	
Assessment Task Number:	4
Assessment Task Name:	Trial Examination
Date Issued:	Term 3, Week 1 2024
Date and Time Due:	Term 3, Week 3-4 2024 (Trial HSC Examination Period)
Weighting:	25%
Class Time Allocated:	Students will be allocated 1 lesson to study and prepare for their examination
Presentation and Submission Guidelines:	All students are required to submit their task in accordance with HRHS examination policies
Marking Process:	Students will be marked by

Outcomes Assessed:	
1.2	explains the relationship between physical activity, fitness and healthy lifestyle
1.3	demonstrates ways to enhance safety in physical activity
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
2.2	analyses the fitness requirements of specific activities
2.5	describes the relationship between anatomy, physiology and performance
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
3.5	analyses personal health practices
3.6	assesses and responds appropriately to emergency care situations
4.1	plans strategies to achieve performance goals
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement contexts
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



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Success Criteria:

To be successful, I can:

- Demonstrate an understanding of Sport, Lifestyle and Recreation concepts
- Illustrate your answers with relevant examples
- Communicate clearly and effectively.

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

Students will have 90 minutes, plus 5 minutes reading time, to complete their examination. Students are to demonstrate their knowledge and understanding of the first aid and sports injuries, fitness and sports coaching and training modules.

EACH module contains the following:

- Part A – multiple choice worth 5 marks
- Part B – short answer responses worth 12 marks
- Part C – extended response worth 8 marks



VISUAL ARTS

What you will need for the year:

- Visual Arts Process Diary – A3 size, or larger.

Art equipment – most will be supplied, but you will accomplish more if you have your own art supplies, you will be able to work at home and won't need to rely on others.

- **DEDICATION AND COMMITMENT!** To get the best marks you need to go beyond classwork/class time. Remember the more effort you put in the greater the results.

Areas of Study:

1. Artmaking 50%

2. Critical and Historical 50%

Major Work:

1.	Artmaking	Body of work
2.	Critical and Historical	HSC Written Examination

YEAR 12 VISUAL ARTS TIMELINE

TERM 4: Development of the Body of Work 20%

W1	W2	W3	W4	W5	W6	W7	W8	W9	W10

TERM 1: Written Task 20%

W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11
				BODY OF WORK DEVELOPMENT DUE - 20%				WRITTEN TASK DUE - 20%		

TERM 2: Resolving Body of Work: 30%

W1	W2	W3	W4	W5	W6	W7	W8	W9	W10
								RESOLVING BODY OF WORK DUE - 30%	

TERM 3: Trial HSC 30%

W1	W2	W3	W4	W5	W6	W7	W8	W9	W10
		TRIAL HSC EXAM – 30%							

HSC VISUAL ARTS: Scope and Sequence

	Term 4				Term 1				Term 2				Term 3			
Artmaking	Development of BOW – 20-30 Page VAPD + Presentation				Development of BOW – Begin BOW artmaking				Development of BOW – Resolving Body of Work				Body of Work Completion			
Critical and Historical	Case Study: Challenging the Mainstream				Case Study: War and Conflict				Case Study: PoMo FemFest				Case Study: Construct This Case Study: Confronting Colonialism			
Frames	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern
Conceptual Framework	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience
Assessments	Body of Work Development – 20%				Written Task – 20%				Resolving Body of Work – 30%				Trial HSC – 30%			
	Artmaking		Critical and Historical		Artmaking		Critical and Historical		Artmaking		Critical and Historical		Artmaking		Critical and Historical	
Outcomes	H1, H2, H3, H4, H7, H8				H7, H8, H10				H1, H2, H3, H4, H5, H6				H7, H8, H9, H10			

Visual Arts

Syllabus Components	Syllabus Weighting	Task 1: <i>Development of the Body of Work:</i> VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artists' practice.	Task 2: <i>Written Task:</i> In class essay Past HSC Exam question.	Task 3: <i>Resolving the Body of Work:</i> Submission of artworks under development, VAPD documenting experimentation, written reflections including explanation of intention and the links between material and conceptual practice.	Task 4: <i>Trial HSC Examination:</i> Written response Art practice, criticism and history.
		Date: Term 1 Week 5	Date: Term 1 Week 9	Date: Term 2 Week 10	Date: Term 3 Weeks 3/4
		Outcomes: H1, H2, H3, H4, H7, H8	Outcomes: H7, H8, H10	Outcomes: H1, H2, H3, H4, H5, H6	Outcomes: H7, H8, H9, H10
Art Making	50%	15%		30%	
Art Criticism and Art History	50%	5%	20%		30%
Marks	100%	20%	20%	30%	30%

Outcomes

A student:

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

VAPD – Visual Arts Process Diary

BOW – Body of Works

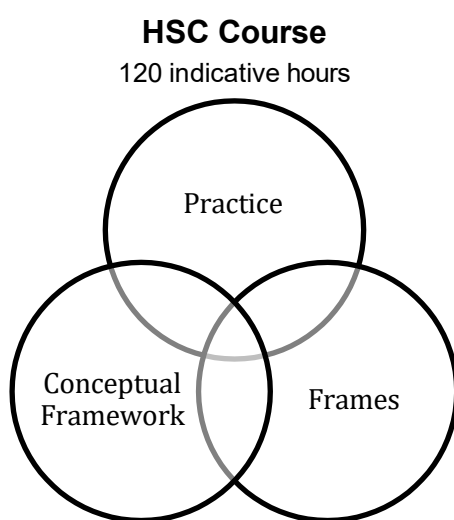
Aim

Visual Arts at Stage 6 is designed to enable students to:

- gain increasing intellectual autonomy in their abilities to aesthetically and persuasively represent ideas in the visual arts; and
- understand and value how the field of the visual arts is subject to different interpretations.

Objectives

Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view. Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.



Course Requirements

It is recommended that:

40% of time should be devoted to artmaking with consideration of the frames and conceptual framework

40% of time should be devoted to art criticism and art history with consideration of the frames and conceptual framework

the remaining 20% of time may be allocated to any aspect of content depending on the interests of teachers and students.

Summary of HSC course requirements

A focus on more interpretive investigations and relationships through:

- the content of practice, conceptual framework, frames
- the development of a body of work
- use of a process diary
- investigation of content through at least five case studies in art criticism and art history.

ARTMAKING

Visual Arts Process Diary

Students are required to keep a Visual Arts Process Diary in both the Preliminary and HSC courses. The diary must differentiate work undertaken in these courses. It is expected that there should be some connection between what is in the diary and what is produced as an artwork and the body of work although it is recognised that the link should not simply be causal or determine the end result.

Purpose and form of the diary

The diary should be used as a tool in teaching and learning in Visual Arts, particularly in artmaking. Students can use their diaries to formulate ideas and their intentions for what they will do in their artmaking.

The diary may indicate a student's research within the creative process. Investigations of subject matter, interests, issues, processes, expressive forms and conceptual challenges may be included. It may suggest some of the technical interests and technical risk-taking a student is involved in through artmaking. Various beliefs and interpretations that they may wish to investigate in their artmaking can be worked through in the diary. Different artmaking practices can be considered in the diary and applied by the student to their own artmaking.

The diary may enable students to compile ideas that are presented and discussed with others, including teachers and their peers. It may provide a significant link between the teacher and the student. It allows for reflection, evaluation and assessment of student achievement. Mistakes and changes can be negotiated, discussed and worked through. Alternative views and multiple ideas can be documented.

The diary should suggest and provide evidence of a student's modes of working. The diary can be conceived of as a site for the development of know-how and a student's judgement. This know-how and judgement works towards informing students' decisions and actions in the production of artworks including the body of work.

The diary may include drawings, paintings, sketches, annotated diagrams, notes and ideas, critical comment and reflections, photographs and collections of objects. It can take the form of a sketchbook, folder, container for three-dimensional works, CDROM, DVD, files on a memory stick or combination of these.

The diary and artmaking practice

Teachers and students should recognise that a diary is not a necessary condition of artmaking as a practice. However, it plays a highly significant role in the art classroom as a means of developing students' understanding and judgement.

Keeping a diary should not necessarily be viewed by teachers and students as a way towards guaranteed success in the practice of artmaking. It is highly recommended that teachers do not encourage students to use their diaries as ends in themselves, nor for them to have a 'life of their own'.

The diary must not be used as a substitute for the making of a body of work.

The diary and school-based assessment and external examination

The diary, as well as artworks produced, must be taken into account in a teacher's assessment of student achievement. It is recommended that teachers' comments and advice should be clearly indicated in a student's diary and the entry dated.

The school should retain the student's diary until the completion of the Visual Arts written examination. The diary must be available if required in the HSC examination and in the event of appeals, to verify and provide further evidence of a student's work.

Recording of technical details and copyright matters

The diary should clearly indicate technical details used in the development of a body of work, such as processes, products, hardware and software. The diary should also indicate that copyright matters have been attended to, as appropriate, in the development of a body of work in the HSC course. This is particularly relevant to digitally produced works, film and video, interactives, and graphic design in relation to sound tracks, music, and imagery that has been appropriated or reinterpreted.

The development of a body of work – HSC course

The body of work, the practice of artmaking and other syllabus content

The body of work is developed during the HSC course and provides the opportunity for the full range of students electing Visual Arts to engage in artmaking as a practice. The body of work will be externally examined.

A selection of one or more works is made at the conclusion of the course and is submitted as evidence of what students know and can do in the practice of artmaking.

Through the production of an individual work or series of works during the HSC course, students can demonstrate their application of knowledge, understanding and critical judgement acquired through experience. Works produced over time provide the possibility for students to establish their intentions as artists and to develop courses of action for their own practice. Their decisions, actions and intentions are developed and realised through the development of the body of work in increasingly sophisticated ways and contribute to their understanding of the nature of practice.

The development of a work or works that may be included in the final submission should encourage students to reveal their practical and theoretical understanding of artmaking. This understanding of the concepts and practical actions required in artmaking is informed through the student's engagement with the frames, their understanding of the conceptual framework, and their interpretations of interests applied to their own investigations.

The body of work – selecting works for an HSC submission

The selection of work for a body of work is made on the basis of the student's demonstration of an understanding of artmaking practice. Work is selected to represent a coherent point of view and to indicate the student's intentions as an artist. This selection should also provide evidence of the conceptual strength and meaning that exists between and within the works included in the body of work.

For example, a student might submit a body of work in the Collection of Works expressive form. The submission might comprise photography, painting and drawing. These works could be closely related and develop from one another in a sustained way in terms of their meaning and conceptual relationships. The conceptual relationships between works in the body of work could occur through the interpretation and shaping of connected ideas about subject matter. These conceptual relationships might also be evidenced through sustained and deeper investigations of the different expressive forms, materials and techniques. These investigations provide students with opportunities to make works in which a coherent point of view is represented and presented within and across the individual works within the body of work.

Other students might demonstrate their understanding in a body of work, developing their ideas around a particular interest that might be related through their interpretation and investigation of subject matter, an expressive form and/or an experimental approach to the use of materials.

An individual work may be selected as a body of work on the basis that it reveals a coherent point of view, conceptual strength and meaning and a student's knowledge and understanding of practice. The work would need to provide evidence of sustained investigations with materials and ideas that, over time, have contributed to the conceptual strength and meaning of the work.

Expressive Forms

A body of work may be produced in one of the 12 expressive forms. The following table provides advice for submissions in each of the expressive forms.

Dangerous materials must not be used. If a submission contains materials considered dangerous to health or safety it may not be unpacked, marked or returned to schools if marked corporately. Submissions considered dangerous to health or safety may not be marked in itinerant marking. Teachers need to ensure that artmaking practices comply with all current legislation relating to work health and safety as well as system and school requirements regarding safety.

The overall limitations of size, weight, dangerous and prohibited materials and duration as set out in Assessment and Reporting in Visual Arts Stage 6 need to be followed.

www.boardofstudies.nsw.edu.au/syllabus_hsc/

Expressive Form	Suggested Submission
Documented Forms	An individual work or series of works documenting time-based events, happenings, performances and site-specific installations.
Collection of Works	A collection or series of works made using different expressive forms.
Drawing	An individual work or series of works with a focus on drawing.
Painting	An individual work or series of works with a focus on painting.
Photomedia	An individual work or series of works in black and white and/or colour made using wet (darkroom) and/or digital practices.
Printmaking	An individual work or series of works with a focus on printmaking.
Textiles and Fibre	An individual work or series of works with a focus on textiles and fibre.
Graphic Design	An individual work or series of works with a focus on graphic design.
Designed Objects	An individual work or series of works with a focus on 3D object design. This expressive form includes wearables, jewellery, architectural design and product design.
Sculpture	An individual work or series of works with a focus on sculpture.
Ceramics	An individual work or series of works with a focus on ceramics.
Time-based forms	An individual work or series of works with a focus on time-based forms. This expressive form includes film and video, digital animation and/or interactives.

Current exclusions

Works developed for assessment in any of the Board Endorsed Courses in Ceramics; Photography, Video and Digital Imaging; and Visual Design are not to be used either in full or in part for assessment in Visual Arts.

In the HSC year students who study Visual Arts may continue to study any of these courses but should note this exclusion in their making of a body of work.

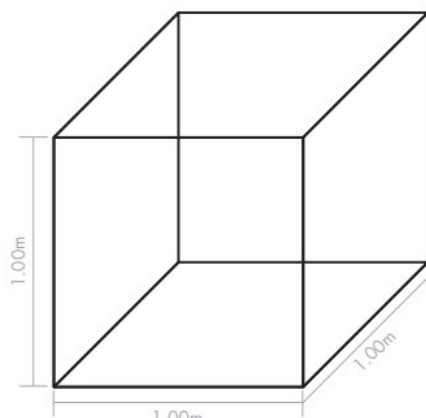
Teachers should also refer to the ACE Manual for current exclusions relating to the submitted body of work and Content Endorsed Courses and/or JSSTAFE Courses. Breaches of exclusions may lead to students being penalised in marks awarded for their body of work submission.

Projects and submitted works developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

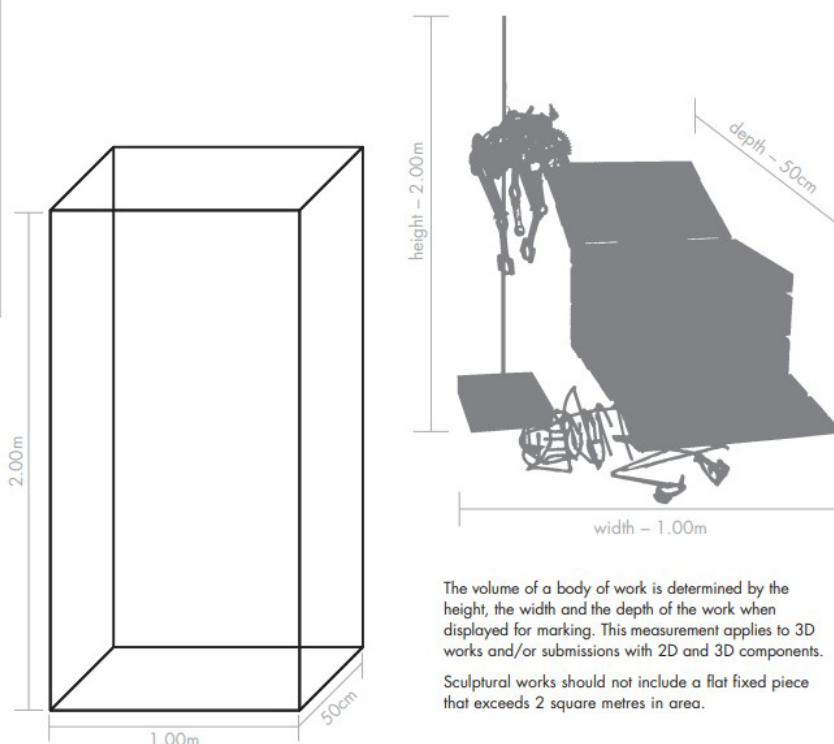
Body of Work – Comparison of Dimensions

A body of work can comprise one or more individual pieces

- Rules for the body of work are on pages 45 to 49 of the Visual Arts Stage 6 Syllabus on the Board of Studies website.
- These rules apply to ALL bodies of work submitted for Visual Arts, whether they are marked corporately or itinerantly.
- ALL submissions need to comply with ALL of these rules when displayed for marking, whether the body of work is 2D, 3D or 4D, or a combination of these forms.
- Teachers and students are reminded that suggested submission formats and notes about each expressive form are included in the Visual Arts Stage 6 Syllabus.

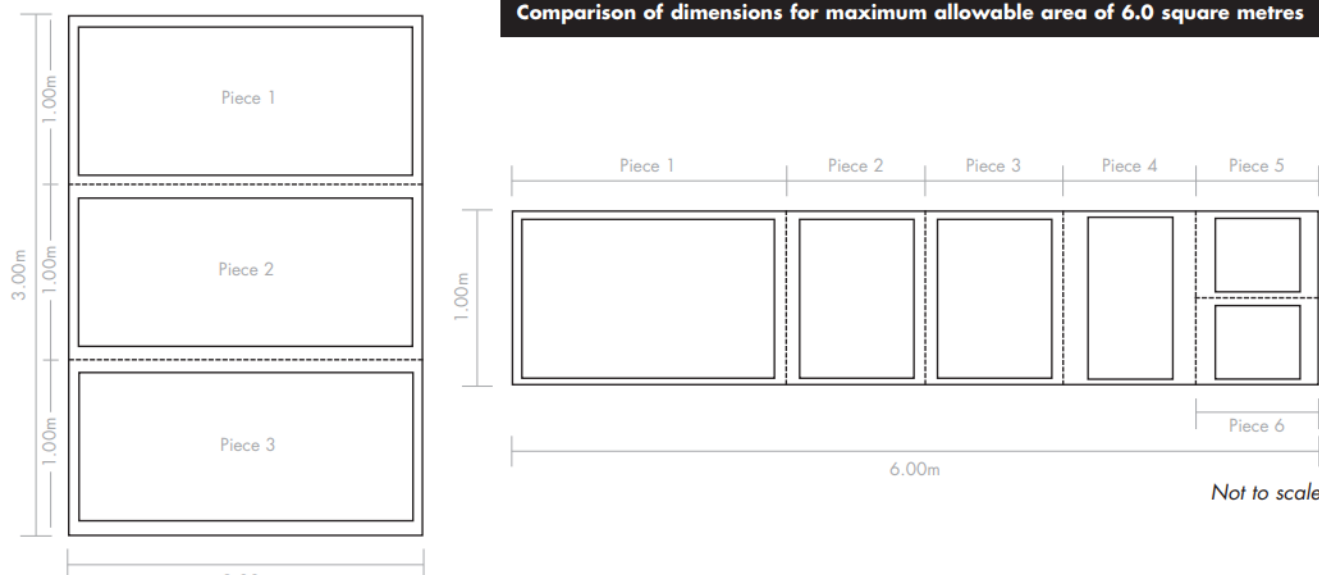


Comparison of dimensions for maximum allowable volume of 1.0 cubic metre



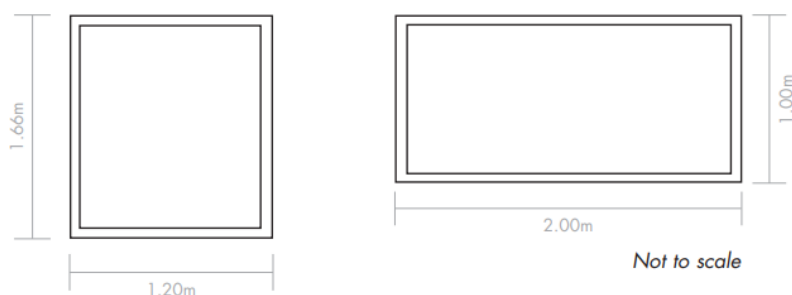
The volume of a body of work is determined by the height, the width and the depth of the work when displayed for marking. This measurement applies to 3D works and/or submissions with 2D and 3D components. Sculptural works should not include a flat fixed piece that exceeds 2 square metres in area.

Comparison of dimensions for maximum allowable area of 6.0 square metres



Not to scale

Comparison of dimensions for allowable area of 2.0 square metres



Not to scale

Examples of length and breadth for allowable area of 2.0 square metres

2.20m x 0.91m	1.74m x 1.15m
2.10m x 0.95m	1.66m x 1.20m
2.00m x 1.00m	1.54m x 1.30m
1.90m x 1.05m	1.48m x 1.35m
1.82m x 1.10m	1.41m x 1.41m

Dangerous and prohibited materials

Dangerous materials must not be used. If a submission contains materials considered dangerous to health or safety it may not be unpacked, marked or returned to schools if marked corporately. Submissions considered dangerous to health or safety may not be marked in itinerant marking.

Prohibited materials:

- Hypodermic syringes must not be included in any submitted works. This includes new or used syringes, with or without needles.
- Bodily secretions and blood products must not be included in any submitted works.
- Food and/or perishable materials (including rice, pasta, dried beans, coffee grounds, confectionary, tobacco) and objects must not be included in any submitted works.
- Liquids in any form must not be included in any submitted works.
- Medications in any form, including tablets and capsules, must not be included in any submitted works.
- Glass in any form must not be included in any submitted works. This includes unbroken glass such as bottles, mirrors or any other form. The use of plastic LED lights is advised. Teflon coated light bulbs may only be used within a sealed light box.
- Any materials that have sharp or jagged edges (barbed wire, fish hooks, corrugated iron, broken machinery etc.) must not be included in any submitted works.
- Live, blank and dummy ammunition casings must not be used in any submitted work.
- Electrical wiring that has not been certified by an electrician must not be included in any submitted works.
- Submissions requiring a high voltage electrical current (e.g. 240 volts) must have a certificate for electrical safety attached. Any electrical wiring necessary for artworks should be undertaken by a qualified electrician. Details and records of such work should be noted in students' diaries.

Presentation and packaging of HSC Body of Work

Teachers and students should ensure that the display requirements for marking the body of work are not complicated or time consuming to set up. Instructions, if submitted, should be clear and easy to follow.

Each work in a submission must be clearly labelled with the student's number, school number, title, the expressive form selected and the number of pieces.

Framing and/or mounting of artworks in a body of work is not necessary.

Works must not be framed under glass or rigid plastic as it impedes close inspection of the submission, and if broken, may cause damage to the work or to markers.

It is recommended that two-dimensional works are presented either flat, or in a folder or box. If works are mounted, simple cardboard mounts are preferred. Works in a series should be numbered to indicate the sequential order for display for marking.

Mannequins must not be included with submissions of Wearables in the Designed Objects expressive form.

Artworks must be stable in their construction to minimise any damage during handling. During marking, artworks might be handled many times.

Artworks should be well packed to minimise the possibility of damage during transport to the marking centre. Most breakages occur because of insufficient packaging or too many fragile articles being packed together.

Boxes used for packaging should be kept as light as possible and all works within the box should be rigidly packed to stop movement. Damage can also occur when paintings are packed for transportation before paint is fully dry.

To protect artworks, the following ways of packing are the most effective.

Artmaking Outcomes

Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.

Content	HSC Course
Practice	A student: H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
Conceptual Framework	H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
Frames	H3: demonstrates an understanding of the frames when working independently in the making of art
Representation	H4: selects and develops subject matter and forms in particular ways as representations in artmaking
Conceptual strength and meaning	H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
Resolution	H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

ART CRITICISM AND ART HISTORY

Case studies in the HSC course

A series of case studies (a minimum of FIVE) should be undertaken with students in the HSC course. However, students may be introduced to case studies in the Preliminary course following more broadly based understanding being developed about practice, the conceptual framework and frames. Case studies should be 4–10 hours in duration in the HSC course. Other more general critical and historical learning opportunities should continue to be offered during the course.

Case studies and syllabus content

Case studies provide a means of studying particular cases in the visual arts. Their function within the classroom is to illustrate a point or something of significance. They should be developed with consideration of the content as outlined in Section 8 of this syllabus. The selection of content for the case study should relate various aspects of critical and historical investigations, taking into account practice, the conceptual framework and the frames. Emphasis may be given to a particular aspect of content although all should remain in play.

Art Criticism and Art History Outcomes

Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

Content	HSC Course
Practice	A student: H7: applies their understanding of practice in art criticism and art history
Conceptual Framework	H8: applies their understanding of the relationships among the artist, artwork, world and audience
Frames	H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
Representation	H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Values and Attitudes

Students should be encouraged to:

appreciate the characteristics of practice in the visual arts in artmaking, art criticism, and art history

appreciate the role and contribution of the artist in different societies and cultures

appreciate the different meanings of artworks that are valued

appreciate the material, physical, transient or virtual qualities of expressive forms of artworks

- appreciate the different ways the world can be interpreted in the making of art and in the critical and historical interpretation of art
- value the role of an audience as a body of critical consumers and appreciate opportunities to view artworks as audience members
- value how significant interpretations and meanings in the visual arts are sustained
- appreciate the significance of expressive representation in the visual arts
- value how their intellectual autonomy is advanced through the making of art and in the critical and historical investigation of art
- appreciate how the field of the visual arts offers insights about themselves, art and the world.

Assessment Criteria - Artmaking

- Conceptual strength and meaning
- Resolution

Outcomes assessed: H1, H2, H3, H4, H5, H6

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an articulation of ideas and concepts that are elaborated, reiterated, subtle and sustained coherently in the form(s) of the work. Meanings make significant references and register on a number of levels• Displays technical sensitivity, refinement, discrimination, moderation, and is respectful of the conditions set by the selection of materials and limitations including course prescriptions	41-50
<ul style="list-style-type: none">• Demonstrates an articulation of ideas and concepts showing some elaboration and reiteration that is more coherent and subtle in some aspects of the work than in others. Meanings and references register on a number of levels but are not as significant• Displays technical sensitivity and moderation, although some aspects are more refined while others are elaborated and/or overworked. Generally respectful of conditions set by the selection of materials and limitations including course prescriptions	31-40
<ul style="list-style-type: none">• Demonstrates an articulation of idea/concept showing some connection that is more apt and coherent in some aspects of the work than in others. Meanings and references register on some levels but in limited ways• Displays technical proficiency yet not very sensitive or refined. Some display for display's sake, thus little moderation. Some respect for conditions set by the selection of materials and limitations including course prescriptions	21-30
<ul style="list-style-type: none">• Demonstrates an articulation of idea/concept confined to some aspect(s) of the work. Meanings and references register in restricted and obvious ways• Displays little refinement or subtlety. Some repetition or inconsistent application. Little discrimination or moderation, limited respect for conditions set by the selection of materials and limitations including course prescriptions	11-20
<ul style="list-style-type: none">• Demonstrates a simplistic, immediate articulation of idea/concept. Meanings register in banal ways. References are limited, driven by the image• Displays neither technical accomplishment nor moderation. Unsubtle, unrefined, incongruous, superficial. At variance with conditions set by selection of materials and limitations including course prescriptions	1-10

Assessment Criteria - Art Criticism and Art History

The paper will consist of two sections

Section I (25 marks)

- There will be three short-answer questions.

Section II (25 marks)

- There will be six extended response questions, two questions on each of practice, the conceptual framework and frames.
- Candidates will be required to answer one question.
- The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).

Outcomes assessed: H7, H8, H9, H10

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents a comprehensive, sophisticated and sustained discussion of content relevant to the questions• Explains the significance of examples/cases to strongly support analysis• Presents complex and logical points of view that are reveal a highly developed understanding of the visual arts	41-50
<ul style="list-style-type: none">• Presents a through and well-reasoned discussion of content relevant to the questions• Explains examples/cases to support an analysis that addresses most aspects of the questions• Presents accomplished and logical points of view that reveal a developed understanding of visual arts	31-40
<ul style="list-style-type: none">• Presents a general discussion of content relevant to the questions• Explains examples/cases to support an analysis that addresses most aspects of the questions• Presents accomplished and logical points of view that reveal an understanding of visual arts	21-30
<ul style="list-style-type: none">• Presents an uneven and superficial description of content relevant to the questions• Describes examples/cases in obvious ways to connect with some aspects of the questions• Presents inconsistent points of view that reflect a foundational understanding of the visual arts	11-20
<ul style="list-style-type: none">• Attempts to explain some aspects of the questions• May offer examples/cases that may not always be relevant or addressed• Presents unsupported points of view that reflect a limited understanding of visual arts	1-10

Performance Band Descriptions

The typical performance in this band demonstrates:

Band 6

- a highly developed understanding of practice and a sustained reflective engagement informed by a knowledge of possibilities, conventions, processes and ways to proceed both practically and conceptually
- an authoritative understanding of the artworld acknowledging the complex and subtle relations among the artist, artwork, world and audience
- a sophisticated understanding of how different interpretive frameworks can be employed to represent a point of view
- a sophisticated understanding of how ideas and interests may be represented involving a synthesis of the interpretation of content/subject matter and the form of the work
- a highly developed understanding of how meaning is sustained at a number of levels through engagement with practice, artworld agencies and interpretive frameworks
- resolution, coherence, completeness which is outstanding, innovative and cutting edge

Band 5

- a well developed understanding of practice and a sustained engagement involving a knowledge of possibilities, conventions, processes and ways to proceed both practically and conceptually
- an accomplished understanding of the artworld involving relations among the artist, artwork, world, and audience
- an accomplished understanding of how different interpretive frameworks can be employed to represent a point of view
- a well developed understanding of how ideas and interests may be represented involving a synthesis of the interpretation of content/subject matter and the form of work
- an accomplished understanding of how meaning is sustained at a number of levels that involve practice, artwork agencies and interpretive frameworks
- resolution, coherence, completeness which is accomplished

Band 4

- a sound understanding of conventions, processes and possibilities of practice
- a sound understanding of the artworld and relations among the artist, artwork, world and audience
- a good understanding that interpretive frameworks inform a point of view
- a sound understanding of representation by attempting some synthesis and interpretation of the content/subject matter and the form of the work
- a good understanding that meaning can be sustained at a number of levels by makers, audiences and artworks
- consideration of the need to adapt, refine and select ideas and approaches employed to achieve resolution
- resolution, cohesion, completeness which is sound

Band 3

- some understanding of conventions, processes and possibilities available to them yet demonstrates a limited engagement
- a basic knowledge of the artworld understood and described as artist, artwork, world and audience
- a foundational understanding of how different points of view may be possible but has difficulty presenting their own point of view
- a basic understanding of representational issues by attempting to select and organise the subject matter/content and form of the work
- some basic awareness that different meanings are possible in the visual arts
- a foundational understanding of ideas and approaches to achieve resolution

Band 2

- some understanding of conventions, processes and possibilities of practice
- a simple understanding of the artworld involving some knowledge of a few artists and artworks
- some understanding that points of view are possible and may differ from their own
- a limited understanding of how ideas and subject matter and materials can be represented
- a belief that meaning is self-evident or apparent in their own and others' work
- a limited selection of ideas and approaches to achieve resolution

Band 1

Topic	Capacity	Capacity Breakdown	Information	Knowledge	Know-how	Wisdom	Notes
Practice in Artmaking, Art Criticism and Art History	Learn About	Students learn about the importance of practice in the visual arts in artmaking, art criticism and art history. They learn that practice refers to the:					
		<ul style="list-style-type: none"> agency of artists, art critics and art historians and the work they produce 					
		<ul style="list-style-type: none"> social structures, positions, actions and sequences that affect choices 					
		<ul style="list-style-type: none"> procedures and judgements 					
		<ul style="list-style-type: none"> perceptions, directions, ways of working and views of those involved in the visual arts 					
		Students learn that the nature of practice involves:					
		<ul style="list-style-type: none"> intentional, informed human activity 					
		<ul style="list-style-type: none"> the inculcation of beliefs, actions, motives and ideas over time 					
		<ul style="list-style-type: none"> recognition that the field of visual arts and design has a history and is continuously transformed by innovations and new knowledge, technologies and agents 					
		<ul style="list-style-type: none"> recognition that conceptions of practice are fluid and transform with changes in the field of visual arts and design. Notions of practice are not only informed by the new and the emergent but also by the re-emergence of existing or traditional conventions of practice. 					
		<i>Students also learn about:</i>					
		<ul style="list-style-type: none"> how artists, art critics and art historians contribute to the field of the visual arts 					

Topic	Capacity	Capacity Breakdown	Information	Knowledge	Know-how	Wisdom	Notes
Practice in Artmaking, Art Criticism and Art History	Learn About and Learn How	1. Artmaking					
		• practice in artmaking					
		• how to make art in its various forms					
		• artmaking requires an understanding of how a network of procedures can be used to make art					
		• critical judgement					
		• making informed decisions and developing autonomous knowledge in responding to the world, making artworks and communicating with audiences					
		• practising of skills to develop mastery of technique					
		• experimentation and research					
		• the importance of representation					
		• the nature of representations as complex responses to the world through subject matter and form					
		• mental representations of ideas can be adapted and developed to take on particular qualities in visual and aesthetic form					
		• conceptual strength, meaning and resolution within an artwork, or body of work, are concerned with representing artistic intentions and holding an interpretive position					
		• audiences interact with and respond to the strength of concepts and layers of meaning of their works					
		• interpretations of the meaning of their artworks can be different from their own intentions as artists					
		• the resolution of material, physical and virtual properties of the expressive forms					
		• how to work in a range of forms					
		• how particular procedures are utilised in the forms.					
		• the potential of materials, processes, techniques, styles and qualities.					

Topic	Capacity	Capacity Breakdown	Information	Knowledge	Know-how	Wisdom	Notes
Practice in Artmaking, Art Criticism and Art History	Learn About and How to	2. Practice in Artmaking: relationship to other areas of content					
		<ul style="list-style-type: none"> the characteristics of practice are informed by and situated in the network of functional and intentional relationships between agencies in the conceptual framework. 					
		<ul style="list-style-type: none"> the different relationships between these agencies that are shaped and generated by the frames will create different accounts of practice. 					
		<ul style="list-style-type: none"> investigate the different values that the frames bring to understanding and evaluating artworks and how this can inform their own practice. 					
		<ul style="list-style-type: none"> how the frames provide alternative ways to build and shape their investigations of concepts and meanings 					
		<ul style="list-style-type: none"> knowledge of relationships between agencies in the conceptual framework generated by the frames can inform their own intentions 					
		<ul style="list-style-type: none"> how meaning can be given to the representation of intense experience, cultural issues, signs and symbols and to those representations that challenge power relations in art. 					
		Art Criticism and Art History					
		<ul style="list-style-type: none"> practice in art criticism and art history 					
		<ul style="list-style-type: none"> how to evaluate and explain the significance of particular artists, artworks, audience responses and representations of the world in these studies. 					
		<ul style="list-style-type: none"> practice requires an understanding of how networks of procedures can be used to speculate about the meanings of artworks, and locate them in critical narratives and significant histories. 					
		<ul style="list-style-type: none"> An understanding of the forms, strategies, characteristics and values of art critical and art historical practices 					
		<ul style="list-style-type: none"> artworks and significant ideas in the visual arts 					

Topic	Capacity	Capacity Breakdown	Information	Knowledge	Know-how	Wisdom	Notes
Practice in Artmaking, Art Criticism and Art History	Learn About and How to	<ul style="list-style-type: none"> take into account art critical and art historical views about artistic practice and artists. 					
		<ul style="list-style-type: none"> Artworks studied will include art, craft, and design as <ul style="list-style-type: none"> two- and three-dimensional works (including architecture) four-dimensional and time-based works multimodal and interactive media, temporal, ephemeral and relational forms, synthetic realities new and emergent technologies and forms. 					
		<ul style="list-style-type: none"> investigate points of view made in critical and historical writing 					
		<ul style="list-style-type: none"> consider how well-reasoned accounts are developed. 					
		<ul style="list-style-type: none"> how judgement contributes to the development of well-reasoned accounts 					
		<ul style="list-style-type: none"> how to select relevant instances of artists, their artworks, interpretations of the world, audience responses and selected value systems in assembling their accounts. 					
		<ul style="list-style-type: none"> how to support their evaluation of, or speculation about, instances through reference to significant art critics and historians. 					
		<ul style="list-style-type: none"> the importance of representation in the artworks they investigate at a certain time, over time and in different places. 					
		<ul style="list-style-type: none"> art criticism and art history provide for the exchange of opinions and viewpoints. 					
		<ul style="list-style-type: none"> reading and reviewing critical and historical interpretations 					
		<ul style="list-style-type: none"> visiting and evaluating exhibitions and relevant internet sites 					
		<ul style="list-style-type: none"> following debates about relevant issues in contemporary and emergent forms of communication technologies. 					

Topic	Capacity	Capacity Breakdown	Information	Knowledge	Know-how	Wisdom	Notes
Practice in Artmaking, Art Criticism and Art History	Learn About and How to	Practice in Art Criticism and Art History: relationship to other areas of content					
		<ul style="list-style-type: none"> the frames provide alternative ways to generate and shape their critical and historical investigations of concepts and meanings in the visual arts. 					
		<ul style="list-style-type: none"> how the frames provide alternative ways to build and shape their investigations of concepts and meanings in art criticism and art history. 					

Topic	Capacity	Capacity Breakdown	Information	Knowledge	Know-how	Wisdom	Notes
The Conceptual Framework	Learn About	Artist					
		<ul style="list-style-type: none"> can be understood as roles that are assigned or assumed within the field 					
		<ul style="list-style-type: none"> The intentions and characteristics artists develop within these complex networks of relationships contribute to practice 					
		<ul style="list-style-type: none"> The intentions and characteristics artists develop within these complex networks of relationships contribute to practice. 					
		<ul style="list-style-type: none"> The agency of the artist includes: <ul style="list-style-type: none"> a person making artworks individually, collaboratively as a group, school, movement or enlisting others to produce their work. practitioners such as artists, craftspeople, designers, architects, filmmakers, performance artists, digital and multimodal practitioners 					
		Audience					
		<ul style="list-style-type: none"> function is ongoing and changeable, intrinsic to the resolution of meaning and the different interpretations of artworks as they occur in and inhabit different contexts, times and places 					
		<ul style="list-style-type: none"> includes art critics and art historians, teachers, students, entrepreneurs, patrons, curators, dealers, members of the public, auction houses, writers and theorists 					
		<ul style="list-style-type: none"> are produced through the display of, and interaction with, artworks. 					
		<ul style="list-style-type: none"> change over time and bring different intentions, beliefs and values to artworks, artists and interpretations of the world 					
		<ul style="list-style-type: none"> inhabit different histories, worlds, identities and beliefs 					

Topic	Capacity	Capacity Breakdown	Information	Knowledge	Know-how	Wisdom	Notes
The Conceptual Framework	Learn About	Artwork					
		<ul style="list-style-type: none"> intentionally conceived and made by artists working individually or collaboratively 					
		<ul style="list-style-type: none"> have properties and forms that are material, virtual, physical and symbolic that exists in combinations of materials, technical skills, concepts and subjects 					
		<ul style="list-style-type: none"> exist as a representation of ideas that reflect such things as personal responses, cultural views, symbolic interpretations and critical reinterpretations of other ideas 					
		<ul style="list-style-type: none"> are representations of meanings when viewed interpretively by audiences 					
		<ul style="list-style-type: none"> The form of production or reproduction affects how audiences view and infer meaning about the work 					
		<ul style="list-style-type: none"> Artworks can be considered: <ul style="list-style-type: none"> in physical, material, virtual and ephemeral forms as 2D, 3D, 4D and time-based works as art, craft, and design as two- and three-dimensional works (including architecture), four-dimensional and time-based works, as well as multimodal and interactive media, temporal, ephemeral and relational forms, synthetic realities and other new and emergent technologies and forms. 					
		World					
		<ul style="list-style-type: none"> functions as a source of interests, ideas, conditions and events represented by artists in artworks 					
		<ul style="list-style-type: none"> designates the systematic ideas of the time, existing theoretical commitments and what is considered plausible and credible in the field of visual arts 					
		<ul style="list-style-type: none"> informs the significance of artistic choice and action as well as audience inference of meaning 					

Topic	Capacity	Capacity Breakdown	Information	Knowledge	Know-how	Wisdom	Notes
The Conceptual Framework	Learn About	<ul style="list-style-type: none"> Artists' responses to the world may shape the dynamics of practice as a vigorous and changing entity 					
		<ul style="list-style-type: none"> Artists can also investigate, interpret and represent the world as a material, conceptual and social experience as well as a place of imaginings, intuition and the personal as ideas for representation 					
		<ul style="list-style-type: none"> Audiences infer meanings through their interactions with artworks in relation to their thoughts, beliefs and understanding of the world and of art 					
		<ul style="list-style-type: none"> Art criticism and art history provide further insights and elaborations of the world 					
		The Conceptual Framework: relationship to other areas of content					
		<ul style="list-style-type: none"> relationships between the four agencies are shaped and generated by the frames 					
		<ul style="list-style-type: none"> Interpretations using the subjective frame view relationships between artists, artworks, audiences and the world through felt, sensory, emotional and psychological states 					
		<ul style="list-style-type: none"> Interpretations using the cultural frame view particular social, economic and political conditions in the world as explanatory contexts for understanding art 					
		<ul style="list-style-type: none"> Interpretations using the structural frame view artists as producing artworks that represent the world using systems of signs and symbols that share a visual language read by artists and audiences for meaning 					
		<ul style="list-style-type: none"> Interpretations using the postmodern frame view artworld relationships as complex reconfigurations, replications, contradictions and challenges to historical and current narratives of art and representations of the world 					

Topic	Capacity	Capacity Breakdown	Information	Knowledge	Know-how	Wisdom	Notes
The Frames	Students Can:	Students learn to adopt points of view through using the frames when approaching their own practice in artmaking, art criticism and art history					
		Students learn how each frame sets up different intentional and functional relations between artists, artworks, the world and the audience					
		Students learn that the frames provide alternative ways for interpreting and explaining meanings and why artists and audiences take on different points of view of what is of value.					
		Subjective Frame					
		In Artmaking:					
		<ul style="list-style-type: none"> explore their own deeply felt experiences and perceptions of the world 					
		<ul style="list-style-type: none"> investigate their own and others' feelings and responses to the world around them. This may influence their selection and imaginative investigation of subject matter 					
		<ul style="list-style-type: none"> explore autobiographical and personal concerns and/or experiences of significance from their own environment. This can include world events that have an impact on an intimate level 					
		<ul style="list-style-type: none"> explore the role of intuition, spontaneity or chance in artmaking practice. 					
		In art criticism and art history:					
		<ul style="list-style-type: none"> explore artworks as expressive and unique objects 					
		<ul style="list-style-type: none"> explore explanations of artworks or practices which are based on the personal psychology of the artist 					
		<ul style="list-style-type: none"> investigate how other critics and historians represent personal, emotive accounts of art practices 					
		<ul style="list-style-type: none"> investigate themes of human emotion and psychology in artworks 					
		<ul style="list-style-type: none"> develop personal interpretive responses to artists and artworks that are significant to themselves. 					

Topic	Capacity	Capacity Breakdown	Information	Knowledge	Know-how	Wisdom	Notes
The Frames	Students Can:	Structural Frame					
		In Artmaking:					
		<ul style="list-style-type: none"> explore the communicative value of their work through the use of conventions and in the selection of codes and symbols 					
		<ul style="list-style-type: none"> investigate signs, codes and symbols as a system of visual language including the way meaning is embedded in the material and conceptual organisation of the work 					
		<ul style="list-style-type: none"> investigate how this may affect their adoption of certain conventions and lead them to consider how codes and symbols are read by themselves and audiences and how particular expressive forms convey certain meanings. 					
		In art criticism and art history:					
		<ul style="list-style-type: none"> consider how artworks can be read and their meaning understood in terms of how specific symbols refer to the world within conventions of representation 					
		<ul style="list-style-type: none"> study how visual information is organised and transmitted in artworks within individual artistic practice, within a particular art form as well as within genres or traditions of subject matter 					
		<ul style="list-style-type: none"> investigate art critical and art historical practices which categorise, value and explain artworks through their formal language 					
		<ul style="list-style-type: none"> study how the formal and organisational relationships in a work may mean certain things and how the visual arts can operate as visual language at a certain time and over time. 					

Topic	Capacity	Capacity Breakdown	Information	Knowledge	Know-how	Wisdom	Notes
The Frames	Students Can:	Cultural Frame					
		In Artmaking:					
		<ul style="list-style-type: none"> explore cultural values and social meanings 					
		<ul style="list-style-type: none"> choose to explore ideas and interests of significance to their society or of particular cultural groups. This may influence how they represent subject matter of a broad social significance 					
		<ul style="list-style-type: none"> explore the cultural meanings of the expressive forms they work in. 					
		In art criticism and art history:					
		<ul style="list-style-type: none"> consider how notions of cultural identity can inform artistic practice and the production of artworks 					
		<ul style="list-style-type: none"> study differing cultural attitudes towards the visual arts and the effects of scientific and technological innovation, politics and economics 					
		<ul style="list-style-type: none"> study concepts of social and cultural identity (eg gender, Indigenous, regional, national, modern, contemporary, globalised) on artistic practices in particular places at a certain time and over time 					
		<ul style="list-style-type: none"> explore the reconstruction of meaning of an artwork in and for the society in which it was produced or they may explore the reception, uses and meanings of artworks at certain times or over time 					
		<ul style="list-style-type: none"> investigate how art historians have constructed social histories of art 					
		<ul style="list-style-type: none"> investigate how art critical practice might be considered as a socially significant contribution to the artworld 					
		<ul style="list-style-type: none"> apply their understanding of significant narratives on the social history of art to their understanding of artworks. 					

Topic	Capacity	Capacity Breakdown	Information	Knowledge	Know-how	Wisdom	Notes
The Frames	Students Can:	Postmodern Frame					
		In Artmaking:					
		<ul style="list-style-type: none"> adopt positions related to their understanding of contemporary artistic practice and theories 					
		<ul style="list-style-type: none"> recontextualise artworks and critique definitions of what art is through exploration of both art forms and imagery 					
		<ul style="list-style-type: none"> modify, reinterpret or appropriate images from a variety of sources, including popular culture and forms of communication in the artworks they make 					
		<ul style="list-style-type: none"> investigate the potential of newer technologies where challenges are made to the unique, singular, precious object as art. 					
		In art criticism and art history:					
		<ul style="list-style-type: none"> question practice in art, assumptions about what art is and the generally accepted classifications of artists, artworks, movements and styles 					
		<ul style="list-style-type: none"> investigate contemporary critical theory and particular theorists 					
		<ul style="list-style-type: none"> view revisionist histories and critique traditional explanations of meaning in art to identify inconsistencies, contradictions and hidden assumptions in what is written 					
		<ul style="list-style-type: none"> re-evaluate notions of artistic genius and the masterpiece, and study influences, canons and chronologies to reveal power relations, disjunctions and hidden assumptions 					
		<ul style="list-style-type: none"> re-examine artistic practices which have been marginalised by conventional narratives of value in art. 					



Hunter River High School
ASSESSMENT TASK NOTIFICATION



Student Name:	
Subject/Course:	Visual Arts
Teacher:	Mr Moore
Assessment Task Number:	1
Assessment Task Name:	Body of Work Development
Date Issued:	Week 8 2023
Date and Time Due:	Week 5 2024
Weighting:	20%
Time Allocated:	Weeks 5 – 10 Term 4 2023, Weeks 1-5 Term 1 2024. Class time will be allocated each lesson leading up to the assessment date for students to develop their VAPD and to receive feedback.
Presentation and Submission Guidelines:	Students are to submit their Body of Work concept through a 5-minute speech and submission of their VAPD (10-30 pages) to classroom teacher, after presentation component.
Marking Process:	The task will be marked by the classroom teacher in accordance with the performance descriptors and the common grade scale for HSC assessment.

Outcomes Assessed:

Syllabus Code	Syllabus Description
H1	initiates and organises artmaking practice that is sustained, reflective and adapted to suit <u>particular conditions</u>
H2	applies their understanding of the relationships among the artist, artwork, <u>world</u> and audience through the making of a body of work
H3	demonstrates an understanding of the frames when working independently in the making of art
H4	selects and develops subject matter and forms in particular ways as representations in artmaking
H8	applies their understanding of the relationships among the artist, artwork, world and <u>audience</u>
H10	constructs a body of significant art histories, critical <u>narratives</u> and other documentary accounts of representation in the visual arts

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:**Development of your Body of Work****Part A: Presentation**

Presentation of approximately 5 minutes to class that consists of two selected artists of influence and your Body of Work ideas and concepts.

- **Two Artists of Influence** – One artist influencing your concept (subject matter, ideas) and one artist one influencing your chosen medium (painting, drawing, ceramic etc).
- **BOW Ideas** - detailing your research and development so far. This should include your concept, your medium/s of choice, and any relevant exploration you would like to discuss in your development of your ideas.

Part B: VAPD – 20-30 Completed Pages

You will need to submit your VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artists' practice. Your VAPD should be used as a visual aid during your speech to the class.

Submit **20-30 pages** that includes:

- Planning (mind maps/sketches/pictures/written ideas)
- Artists of influence
- Other influences (pictures, news articles, concepts etc)
- Experimentation of medium/practice
- Compositions drafts
- Reflection (respond to how your work is going/what is happening/make connections)

Success Criteria:

Students should:

- Constructs a body of significant art histories, critical narratives, and other documentary accounts of representation in the visual arts. Include some biographical information, information about context and influences, artmaking practices.
- Communicate their ideas in a clear and logical way.
- Plan and organise their VAPD, presenting in an overall aesthetic in the development of each page.
- Consider their own point of view when selecting ideas, concepts and works with an aim to display a coherent point of view and conceptual strength and meaning in works produced. (The Body of Work must be conceived of, and executed by the student, under the supervision of the teacher, it must also follow syllabus guidelines regarding size, weight, materials etc).

Work Samples:



Marking Guidelines: Part A – Presentation 5%	Marks
<ul style="list-style-type: none"> Outstanding <ul style="list-style-type: none"> constructs a body of significant art histories, critical narratives, and other documentary accounts of representation in the visual arts Include some biographical information, information about context and influences, artmaking practices refers to the Conceptual Framework describing the interrelationships between world, artist, artwork, and audience signs and symbols, visual imagery, and the impact of the artist on the world communicated in a clear logical way presents an articulation of ideas and concepts that are elaborated 	A
<ul style="list-style-type: none"> High <ul style="list-style-type: none"> includes some biographical information and describes context and influences, art practice with reference to the world, artist, artwork, and audience referencing the Conceptual Framework the student makes some mention of visual language, signs and symbols and the impact of the artist on the world presents an articulation of ideas and concepts showing some elaboration 	B
<ul style="list-style-type: none"> Sound <ul style="list-style-type: none"> presents two artists with some biographical detail, some mention of the context, historical context, audience, artwork, signs, and symbols, and impact the artist has had on the world presents an articulation of idea/concept showing some connection that is more apparent and coherent in some aspects than in others 	C
<ul style="list-style-type: none"> Basic <ul style="list-style-type: none"> presents a basic understanding of the life and work of the artist lacks depth, research and demonstrates a basic understanding of the interrelationship between the world, the artist, the artwork, and the audience. understanding of artist's influences and practice is demonstrated at a basic level presents an articulation of idea/concept confined to some aspect(s) 	D
<ul style="list-style-type: none"> Limited <ul style="list-style-type: none"> presents two artists with minimal levels of research presents a simplistic, immediate articulation of idea/concept 	E
<ul style="list-style-type: none"> Student fails to submit task, plagiarism, or non-serious attempt 	N
Marking Guidelines: Part B – VAPD 15%	Marks
<ul style="list-style-type: none"> Outstanding <ul style="list-style-type: none"> Visual Diary contains thorough experimental artmaking, mark-making, coloured copies of artists of influence, sophisticated concept brainstorming, concept development sketches and research of artists working similarly the Visual Diary includes articles of artists working in their conceptual area experimentation shows that the student is working towards an informed and sophisticated point of view 	A
<ul style="list-style-type: none"> High <ul style="list-style-type: none"> Visual Diary contains a high level of experimental artmaking, mark-making, coloured copies of artists of influence, deep concept brainstorming, strong concept development sketches and research of artists working similarly the Visual Diary includes articles of artists working in their conceptual area. experimentation shows that the student is working towards an informed and sophisticated point of view 	B
<ul style="list-style-type: none"> Sound <ul style="list-style-type: none"> Visual Diary contains experimental artmaking, some scrapbooking of artists of influence, concept brainstorming, sound concept development sketches and research of artists working similarly the Visual Diary also includes articles of one or two artists experimentation shows that the student is working towards an informed and sophisticated point of view 	C
<ul style="list-style-type: none"> Basic <ul style="list-style-type: none"> Visual Diary contains some experimentation, some scrapbooking of artists of influence, concept brainstorming, sound concept development sketches and basic research of artists working similarly with some investigation into art practice experimentation shows that the student is working towards an informed and sophisticated point of view 	D
<ul style="list-style-type: none"> Limited <ul style="list-style-type: none"> Visual Diary contains minimal experimentation, minimal examples of artists of influence, limited concept brainstorming, concept development sketches and basic research of artists working similarly with some investigation into art practice experimentation shows that the student is working towards an informed and sophisticated point of view 	E
<ul style="list-style-type: none"> Student fails to submit task, plagiarism, or non-serious attempt. 	N



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	12 Visual Arts
Teacher:	Mr Moore
Assessment Task Number:	2
Assessment Task Name:	Written Task: Informal Essay and Unseen Artwork Analysis
Date Issued:	Week 2 Term One 2022
Date and Time Due:	Period One. <u>Week</u> 10 Term One 2024
Weighting:	20% (Critical and Historical)
Time Allocated:	1 hour
Presentation and Submission Guidelines:	Section I: Unseen plates to be completed as in class exam. Week 9 Term One 2022. Section II: Essay to be completed at home. Submitted via Google Classroom. Week 9 Term One 2022.
Marking Process:	Marked by classroom teacher, written feedback.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H7	<i>applies their understanding of practice in art criticism and art history</i>
H8	<i>applies their understanding of the relationships among the artist, artwork, <u>world</u> and audience</i>
H10	<i>constructs a body of significant art histories, critical <u>narratives</u> and other documentary accounts of representation in the visual arts</i>

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
Participants Signature: _____

Task Description:

Written Task: Informal Essay and Unseen Artwork Analysis

Section I – Analyse a series of unseen artworks by answering a series of short answer questions.

A series of questions about a series of unseen artworks to be answered in exam conditions in class time.

Section II – Complete an open book essay.

To be completed outside of class time and submitted before end of the period of the in-class exam to classroom teacher as a physical or digital copy OR via Google Classroom.

Choose one of six essay questions to answer. You are to present a well-reasoned and informed point of view. Apply your understanding of the frames, Conceptual Framework and Practice. Use relevant examples of artists and artworks that you have studied to support your discussion.

Practice

Question 4 (25 marks)

Examine how artists create meaning in their artmaking practices by using existing imagery, objects, and source material.

In your answer, refer to a range of examples.

OR

Question 5 (25 marks)

The myth of the artist as alone genius, isolated from the outside world, operating without research, dialogue, or collaboration, has long been shattered.

Michael Wilson, art critic

Investigate how artists collaborate and interact with other practitioners and groups as part of their artmaking practice.

In your answer, refer to a range of artists and their works.

OR

Conceptual Framework

Question 6 (25 marks)

Discuss the role and contribution of artists, curators, art historians and art critics when they question accepted values or points of view.

In your response, refer to a range of examples.

OR

Question 7 (25 marks)

My work is a reflection of the world that I actively participate in, whether it is something close to home or news or events from afar.

Raul Gonzalez, artist

With reference to the quote, examine how significant social, environmental, and political issues or events influence artists and their artworks.

OR

Frames

Question 8 (25 marks)

Analyse the significance of an artist's choice and use of forms, materials and techniques to communicate meaning.

In your answer, refer to the work of ONE or more artists

OR

Question 9 (25 marks)

An artwork unable to make people feel uncomfortable or to feel different is not one worth creating.

Ai Wei Wei, artist

Explore how artworks can prompt emotional responses from their audience.

In your answer, refer to a range of artists and their works.

Success Criteria:**Section I**

Your answer will be assessed on how well you:

- Write in a concise and well-reasoned way
- Present an informed point of view
- Use the plates and any other source material provided to inform your response

Section II

Your answer will be assessed on how well you:

- Present a well-reasoned and informed point of view
- Apply your understanding of the different aspects of contents as appropriate (Practice, Conceptual Framework, and the Frames)
- Use relevant examples

Marking Guidelines:	Marks
<ul style="list-style-type: none">• Outstanding<ul style="list-style-type: none">- Presents a comprehensive, sophisticated, and sustained discussion of content relevant to the questions- Explains the significance of examples/cases to strongly support analysis- Presents complex and logical points of view that reveal a highly developed understanding of the visual arts	A
<ul style="list-style-type: none">• High<ul style="list-style-type: none">- Presents a thorough and well-reasoned discussion of content relevant to the questions- Explains examples/cases to support an analysis that addresses most aspects of the questions- Presents accomplished and logical points of view that reveal a developed understanding of visual arts	B
<ul style="list-style-type: none">• Sound<ul style="list-style-type: none">- Presents a general discussion of content relevant to the questions- Explains examples/cases to support an analysis that addresses most aspects of the questions- Presents accomplished and logical points of view that reveal an understanding of visual arts	C
<ul style="list-style-type: none">• Basic<ul style="list-style-type: none">- Presents an uneven and superficial description of content relevant to the questions- Describes examples/cases in obvious ways to connect with some aspects of the questions- Presents inconsistent points of view that reflect a foundational understanding of the visual arts	D
<ul style="list-style-type: none">• Limited<ul style="list-style-type: none">- Attempts to explain some aspects of the questions- May offer examples/cases that may not always be relevant or addressed- Presents unsupported points of view that reflect a limited understanding of visual arts	E
<ul style="list-style-type: none">• Student fails to submit task/plagiarism	N



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Visual Arts HSC
Teacher:	Mr Moore
Assessment Task Number:	3
Assessment Task Name:	Resolving Body of Work
Date Issued:	Term 2 Week 3 2024
Date and Time Due:	Term 3 Week 1 2024
Weighting:	30%
Time Allocated:	Approximately 3-4 Visual Arts Periods per cycle will be dedicated to resolving your final BOW leading up to this assessment date, from when the assessment is issued.
Presentation and Submission Guidelines:	Submit VAPD and BOW
Marking Process:	Marked by classroom teacher, with written feedback given.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H1	initiates and organises artmaking practice that is sustained, reflective and adapted to suit <u>particular conditions</u>
H2	applies their understanding of the relationships among the artist, artwork, <u>world</u> and audience through the making of a body of work
H4	selects and develops subject matter and forms in particular ways as representations in <u>artmaking</u>
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of <u>ways</u>
H6	demonstrates technical accomplishment, <u>refinement</u> and sensitivity appropriate to the artistic intentions within a body of work

Participant Declaration:

Task Description:

Resolving Body of Work

Submit the following:

1. Visual Arts Process Diary that includes:

- Planning (mind maps/sketches/pictures/written ideas)
- Artists of influence
- Other influences (pictures, news articles, concepts etc)
- Experimentation of medium/practice
- Final compositions drafts
- Reflections (respond to how your work is going/what is happening/make connections)

2. Body of Work that is:

- Body of work submission should be 50-75% completed
- Artmaking should demonstrate approx. 100 hours work
- Artmaking should display technical sensitivity, refinement, and a coherent concept

Success Criteria:

• **Conceptual strength and meaning:**

Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.

• **Resolution:**

Demonstrates technical accomplishment, refinement, and sensitivity appropriate to the artistic intentions within a body of work.

Students will submit a Body of Work as a compulsory part of the examination. In this Body of Work they should demonstrate their understanding of artmaking as a practice and represent their ideas and interests through their interpretation of subject matter and use of expressive forms. They should consider their own resolve in selecting works for examination with a view to representing a coherent point of view and in relation to the conceptual strength and meaning of works produced. The Body of Work must be conceived of, and executed, by the student under the supervision of the Visual Arts teacher. The Body of Work must comply with the overall prescribed dimensions for HSC submitted artworks in Visual Arts Stage 6 in terms of overall limitations on size, weight, volume, and duration as set out in Assessment and Reporting in Visual Arts Stage 6. Students can refer to these dimensions in their HSC Visual Arts booklets that have been handed out and signed for in class.

For examples of completed high-quality BOWs, the official ArtExpress website can be accessed at:

<https://artexpress.artsunit.nsw.edu.au/>

Marking Guidelines:	Marks
<ul style="list-style-type: none"> Outstanding <ul style="list-style-type: none"> - Demonstrates an articulation of ideas and concepts that are elaborated, reiterated, subtle and sustained coherently. - Meanings make significant reference and register on a number of levels - Displays technical sensitivity and moderation and is respectful of the conditions set by the selection of materials and limitations including course prescriptions - VAPD supports the BOW with experimentation and documentation of the marking and planning of the BOW 	A
<ul style="list-style-type: none"> High <ul style="list-style-type: none"> - Demonstrates an articulation of ideas and concepts showing some elaboration and reiteration that is more coherent and subtle in some aspects than in others. - Meanings and references register on a number of levels but are not as significant - Displays technical sensitivity and moderation, although some aspects are more refined while others are elaborated and/or overworked. Generally respectful of conditions set by selection of materials and limitations including course prescriptions - VAPD supports the BOW with experimentation and documentation of the making and panning of the BOW 	B
<ul style="list-style-type: none"> Sound <ul style="list-style-type: none"> - Demonstrates an articulation of idea/concept showing some connection that is more apt and coherent in some aspects than in others - Meanings and references register on some levels but in limited ways - Displays technical proficiency yet not very sensitive or refined. Some display for displays sake, thus little moderation. Some respects for conditions set by selection of materials and course prescriptions - VAPD supports the BOW with experimentation and documentation of the making and panning of the BOW 	C
<ul style="list-style-type: none"> Basic <ul style="list-style-type: none"> - Demonstrates an articulation of idea/concept confined to some aspect(s). - Meanings are references register in restricted and obvious ways - Displays little refinement or subtlety. Some repetition or inconsistent application. Little discrimination or moderation, limited respect for conditions set by materials and course prescriptions 	D
<ul style="list-style-type: none"> Limited <ul style="list-style-type: none"> - Demonstrates a simplistic, immediate articulation of idea/concept. - Meanings register in predictable ways. - Displays neither technical accomplishment nor moderation. Unsubtle, unrefined, incongruous, superficial. At variance with conditions set by selection of materials and course prescriptions 	E
<ul style="list-style-type: none"> Student fails to submit task 	N

The NESA HSC Visual Arts BOW marking guidelines can be found at:

<https://educationstandards.nsw.edu.au/wps/wcm/connect/e30e247c-4e06-4da2-a8e0-e16bf2e9de2d/hsc-visual-arts-body-of-work-marking-guidelines.pdf?MOD=AJPERES&CVID=>



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	Visual Arts HSC
Teacher:	Mr Moore
Assessment Task Number:	4
Assessment Task Name:	Trial HSC Examination
Date Issued:	Week 1, Term 3 2024
Date and Time Due:	Trial Exam Period, Weeks 3 and 4 of Term 3, 2024
Weighting:	30% (Critical and Historical)
Time Allocated:	Class time will be allocated leading up to the assessment date for examination preparation and revision. This will consist of approximately half of all class time.
Presentation and Submission Guidelines:	Examination will be completed during the allocated examination period.
Marking Process:	Collegially marked by the classroom teacher Mr Moore and Mrs Beatty according to the marking criteria provided.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
H7	<i>applies their understanding of practice in art criticism and art history</i>
H8	<i>applies their understanding of the relationships among the artist, artwork, world and audience</i>
H10	<i>constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts</i>

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
Participants Signature: _____

Task Description:

Written Paper – Art Criticism and Art History (50 marks)

Time allowed: 1 hour and 30 minutes plus 5 minutes reading time.

The paper will consist of 2 sections of equal value.

Section I (25 marks)

- There will be 3 short-answer questions.
- Questions may consist of parts.
- One question/part will be worth from 10 to 15 marks.
- Colour plates and citations are provided.
- All reference material should be used to inform responses to each question, including images, citations, and the rubric for each question.
- The mark value and time allocation per question on the examination paper may vary from year to year.

Section II (25 marks)

- Candidates will be required to answer ONE question.
- There will be 6 extended response questions, 2 questions on each of Practice, the Conceptual Framework, and Frames.
- No images or citations are provided.
- Candidates are to demonstrate a breadth and depth of knowledge developed from investigation of Case Studies.
- While demonstrating knowledge and understanding of the 3 areas of content (Practice, the Conceptual Framework, and Frames). Candidates focus on the dominant area of content relevant to the question selected.
- The expected length of response will be around 8 pages of an examination writing booklet (approximately 1000 words).

Success Criteria:

The external HSC examination measures student achievement in a range of syllabus outcomes.

Students should:

- read the question carefully to ensure that they do not miss important components of the question
- have a clear understanding of key words in the question and recognise the intent of the question and its requirements
- engage with any stimulus material provided and refer to it in the response
- develop a plan for an extended response to assist with the logical sequencing of information
- use relevant concepts and terms, where appropriate, to support their response
- develop a cohesive and sustained argument in response to the question, reflecting extensive knowledge of artists, artworks, critics and historians' views and the syllabus
- present a logical and cohesive response that addresses the question
- integrate diverse examples across time and place to demonstrate depth and breadth of understanding
- review their response to ensure that it addresses the question requirements.

The external examination and its marking relate to the syllabus by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the performance band descriptions
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

Examination questions may require candidates to integrate knowledge, understanding and skills developed through studying the course.

Marking Guidelines:	Marks
Outstanding <ul style="list-style-type: none"> - Presents a comprehensive, sophisticated, and sustained discussion of content relevant to the questions - Explains the significance of examples/cases to strongly support analysis - Presents complex and logical points of view that are reveal a highly developed understanding of the visual arts 	A
High <ul style="list-style-type: none"> - Presents a through and well-reasoned discussion of content relevant to the questions - Explains examples/cases to support an analysis that addresses most aspects of the questions - Presents accomplished and logical points of view that reveal a developed understanding of visual arts 	B
Sound <ul style="list-style-type: none"> - Presents a general discussion of content relevant to the questions - Explains examples/cases to support an analysis that addresses most aspects of the questions - Presents accomplished and logical points of view that reveal an understanding of visual arts 	C
Basic <ul style="list-style-type: none"> - Presents an uneven and superficial description of content relevant to the questions - Describes examples/cases in obvious ways to connect with some aspects of the questions - Presents inconsistent points of view that reflect a foundational understanding of the visual arts 	D
Limited <ul style="list-style-type: none"> - Attempts to explain some aspects of the questions - May offer examples/cases that may not always be relevant or addressed - Presents unsupported points of view that reflect a limited understanding of visual arts 	E
Student fails to submit task/plagiarism	N



VISUAL DESIGN

Visual Design

Syllabus Outcomes	Syllabus Component Weight	Task 1: <i>Jewelry Collection and Design Journal:</i> Submission of design works and design journal containing critical and historical written tasks.	Task 2: <i>Publication design and Design Journal:</i> Submission of design works and design journal containing critical and historical written tasks.	Task 3: <i>Independent Major Work:</i> Submission of personal interest major design work.	Task 4: <i>Examination:</i> Written responses examining designers and their works through the critical and historical studies.
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 3 Week 1	Date: Term 3 Weeks 3/4
		Outcomes: DM1, DM2, DM5, DM6, CH1, CH2	Outcomes DM1, DM2, DM3, DM4, CH1, CH3	Outcomes: DM 1-6	Outcomes: CH 1-4
		TASK WEIGHTINGS			
Art Making	70%	20%	20%	30%	
Art Criticism and Art History	30%	5%	10%		15%
Marks	100%	25%	30%	30%	15%

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 Work 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

Year 12 Visual Design Scope & Sequence 2023-24

Term 4	Week 1-10, Term 4 (35 Hours)			
WD2 Jewellery and Aecessories – Brand and Cohesion Case Study Artists/Designers: Cartier, Tiffany and Co	This module provides students with opportunities to design and make various types of body adornments and accessories, informed by the critical and historical study of the work of designers, particularly those with an interest in wearable and object design. Students will work through the design and making process to create a brand and series of Jewellery / Accessories that would be marketable in a certain context – eg luxe jewellery store, Boho clothing store etc. Students, in critical and historical studies, will eplore the practice of designers working locally and internationally in jewellery and wearable design and will explore themes of bespoke and commercial design.			
Assessment	Designing and Making: <i>Visual Design Project – 20%</i>		Critical and Historical: <i>Submission of Visual Design Journal 5%</i>	
Syllabus Outcomes	Designing and Making - Outcomes: DM1, DM2, DM3, DM4, DM5, DM6 Critical and Historical Studies - Outcomes: CH1, CH2, CH3, CH4			
Frames	Structural	Subjective	Cultural	Postmodern
Term 1	Week 1-10, Term 1 (35 Hours)			
GD1: Publications and Information – Themed Event Case Study Artists/Designers: Canva	This module provides students with opportunities to design and make publications, promotional material and information, informed by the critical and historical study of the work of designers, particularly those with an interest in graphic design. Students will be led through the process of developing publications and event media for an event of their choosing such as a concert, music festival, wedding, baby shower etc. Students will need to develop skills in using typography and develop a deep understanding of the elements of design, composition and symbols. Students will complement their design with a media release reviewing their designed event in a magazine article with their event featuring on the front page.			
Assessment	Designing and Making: <i>Visual Design Project –20%</i>		Critical and Historical: <i>Submission of Visual Design Journal 10%</i>	
Syllabus Outcomes	Designing and Making - Outcomes: DM1, DM2, DM3, DM4, DM5, DM6 Critical and Historical Studies - Outcomes: CH1, CH2, CH3, CH4			
Frames	Structural	Subjective	Cultural	Postmodern
Term 2	Week 1-10, Term 2 (35 Hours)			
Independent Major Design Work	This module provides students with opportunities to construct their own design module, in consultation with their teacher, which extends the learning undertaken in previous modules. Students’ design work might encompass more than one field, eg Graphic Design and Product Design. It should entail researching the development of the brief (including its constraints and identification of purpose), focus on at least one frame and include some related critical and historical studies.			

4 Aim

Visual Design Stage 6 is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic, wearable, product, and interior/exterior design invite different interpretations and explanations.

5 Objectives

Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment.

Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

6 Course Structure

The time allocated is flexible within the range of 20-40 hours. When deciding on the duration of modules consideration should be given to:

- the time required to achieve outcomes
- the level to which outcomes will be achieved
- the extent to which content in modules will be explored
- the requirements of TAFE courses, for which there may be potential for credit transfer.

Possible course options:

Course	Units	Hours	Structure
1 year (Year 11 or Year 12)	1	60	2–3 modules
1 year (Year 11 or Year 12)	2	120	3–6 modules
2 year (Year 11 and Year 12)	1	120	3–6 modules
2 year (Year 11 and Year 12)	2	240	6–12 modules

Fields and Modules

The Occupational, Health and Safety Module is mandatory in any course offered and should be delivered as an integrated module.

Each of the other modules, with the exception of the Individual/Collaborative Design Project, is situated within a field of practice — graphic design, wearable design, product design, and interior/exterior design. There are three modules in each field. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Modules may be selected from any of the fields (as well as the Individual/Collaborative Project) to construct a 60-hour, 120-hour or 240-hour course. The course must also include the Work Health and Safety Module. The diagram on the next page provides further detail.

Graphic Design	Modules: 20-40 hours	
	GD1	Publications and Information
	GD2	Illustration and Cartooning
	GD3	Interactive and Multimedia

and/or

Wearable Design	Modules: 20-40 hours	
	WD1	Clothing and Image
	WD2	Jewellery and Accessories
	WD3	Textiles

and/or

Product Design	Modules: 20-40 hours	
	PD1	Packaging
	PD2	Furniture
	PD3	Industrial

and/or

Interior/Exterior Design	Modules: 20-40 hours	
	IED1	Structures and Environments
	IED2	Stage Sets and Props
	IED3	Interiors

and/or

General	Module: 20-40 hours	
	GM	Individual/Collaborative Design Project

and

Mandatory (any Field(s))	Module: 3-6* hours	
	MM	Work Health and Safety

*depending on length of course selected

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

Objectives	Outcomes	Modules
Students will develop:	A student:	
<ul style="list-style-type: none"> knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment 	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 Work Health and Safety in the making of a range of works	All
<ul style="list-style-type: none"> knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design 	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	All

Note: DM – Designing and Making

CH – Critical and Historical Studies

Values and Attitudes Outcomes

Students should be encouraged to:

- appreciate the characteristics of practice in the different fields of design and in critical and historical investigations of these fields
- appreciate the role and contribution of the artist/designer in different cultures
- appreciate the different meanings designed images and works can sustain
- appreciate the material and virtual properties of design
- appreciate the different ways the world can be interpreted in design
- value the role of an audience as a body of critical consumers and appreciate opportunities to view and use designed objects, products and images.

7.2 Key Competencies

The Content Endorsed Course Stage 6, Visual Design, provides a context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

In ***collecting, analysing and organising information***, students learn to research selected information that is adapted and shaped in their own investigations of practice, concepts and works. Students consider how information can be analysed and used to represent new interpretations of ideas. In ***communicating ideas and information***, students develop understanding about how they can represent their ideas and explore different ways of communicating these ideas to audiences. Throughout the course students consider such things as how they may employ codes, symbols and conventions or use materials expressively to convey certain meanings. Students regularly participate in activities that involve ***planning and organising*** in their designing and making, and in their critical and historical studies. Students learn to plan courses of action in the development of their works, eg they develop a sequence for scanning and overlaying selected images, experiment with the use of different media before employing selected types in their work, or prepare a storyboard to plan for the sequence of the action in promotional material. Planning and organising also plays a role in how students go about their critical and historical investigations.

In Visual Design students are provided with many opportunities to ***work with others and in teams*** through group work, discussions, research, debates and in the making of collaborative works. Students learn to work cooperatively and consider the work of others in sharing resources, eg in their work-spaces. Students learn to use ***mathematical ideas and techniques*** to estimate and measure such things as distance, focus, proportion, size, weight and spatial relationships. ***Solving problems*** is evident in the ways that students conceptualise and negotiate the parameters of design briefs, experiment with different techniques and forms, synthesise their ideas and work towards resolving their works. Students make ongoing evaluations and judgements about the appropriateness of actions and procedures to solve problems in their designing and making and in critical and historical studies. In Visual Design students develop skills in ***using a range of technologies*** involving traditional and more contemporary technologies associated with, for example, paints, clays, photography, fibres, and metals through to technologies associated with video, digital and multimedia applications.

8 Modules

Approaches to the modules

The modules include reference to concepts associated with design briefs, and the exploration of expressive forms. They also acknowledge different points of view as represented in the content frames that can focus inquiries in designing and making, and in critical and historical studies. Each of these aspects of content should be considered in selected modules.

Practice

Practice refers to the actions and sequences that affect choices, directions, and ways of working in the different fields of design. It involves the inculcation of beliefs and values over time. A notion of practice will affect such things as students' intentions and exercise of critical reflection and judgement. Practice also affects the development of students' interpretations of the world, how they consider the designer's function, the audiences/consumers for their works and the kinds of works they produce. It has both conceptual and material dimensions within the works produced and takes into account the importance of innovation, experimentation, and research. Practice relates to learning opportunities offered in designing and making, and in critical and historical studies.

Design briefs

Each module offers suggestions for design briefs. Teachers and students will develop these further within the classroom context. In developing these briefs consideration can be given to the scope and parameters of the brief and negotiation of these parameters through discussion and clarification.

Expressive Forms

Each module suggests a range of expressive forms that can be investigated within each module leading to the development and refinement of concepts and material properties of images and objects produced as, for example, models, plans, diagrams, maquettes, digital images, prototypes and other works. The expressive forms range from drawing to film and video and computer-based applications. Students should be encouraged to develop and experiment with a range of techniques, using selected expressive forms that contribute to the meaning and significance of their works in any of the fields of graphic design, wearable design, product design, and interior/exterior design.

Frames

Students learn about and learn to understand graphic design, wearable design, product design, and interior/exterior design as fields of practice, which are related to interests in the visual arts. The frames orientate investigations in designing and making, in critical and historical studies, and represent different beliefs, values and philosophical views.

Assessment Components, Weightings and Tasks

The components and weightings to be used by schools are detailed below. The allocation of weighting to particular tasks is left to the individual schools, but the percentage allocated to each assessment component must be maintained.

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content and
- skills outcomes and content as follows:

Component	Weighting (%)
Designing and Making	70
Critical and Historical Studies	30

One task may be used to assess both components. It is suggested that two to three tasks are sufficient to assess the HSC course outcomes for a one-unit course and three to five tasks are sufficient to assess the HSC course outcomes for a two-unit course.

The assessment tasks given to students must:

- be consistent with the objectives and outcomes being assessed
- provide for a range of performances and achievements within the group
- be consistent in number with comparable 1 or 2 unit Board-developed courses
- be appropriate for the outcomes they are designed to measure. A range of assessment instruments is to be included
- include at least one assessment task derived from formal examinations which includes both making and critical/historical studies. (Formal examinations are defined as any form of examination as used in the Higher School Certificate under conditions similar to those in the HSC for comparable tasks and which apply to all students at the school.)
- include reference to work undertaken in the diary.



Hunter River High School ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	12 Visual Design
Teacher:	Mrs Aubrey
Assessment Task Number:	1
Assessment Task Name:	Jewellery Collection and Design Journal
Date Issued:	Week 5, Monday
Date and Time Due:	Week 9, Friday
Weighting:	Designing and Making: 20% Critical and Historical 5%
Presentation and Submission Guidelines:	Submit to classroom teacher by 3.20pm
Marking Process:	Marked by classroom teacher, written feedback.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
DM1	<i>generates a characteristic style that is increasingly self-reflective in their design practice</i>
DM2	<i>explores concepts of artist/designer, kinds of designed works, interpretations of the</i>
DM5	<i>develops different techniques suited to artistic and design intentions in the making of a range of works</i>
DM6	<i>takes into account issues of Work Health and Safety in the making of a range of works</i>
CH1	<i>generates in their critical and historical practice ways to interpret and explain design</i>
CH2	<i>investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations</i>

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
Participants Signature: _____

Success Criteria:
<p>Successful students:</p> <ul style="list-style-type: none"> • Utilise research, investigation and experimentation to form original ideas and design concepts • Create a range of preliminary designs that inform their final design • Make sophisticated design choices that link to their design brief and produce a refined, innovative, and creative collection that reflects their intentions, consumer, and purpose. • Submit all assessment criteria.
Task Description:
<p>Practical Component: /20 Students are required to design create a collection of jewellery.</p> <p>Criteria 1: Completed as part of coursework - Creation of a brand name, logo, company theme/ethos. Students will focus on what their target audience will be, their marketing approach, costs, resources, materials etc.</p> <p>The required evidence of planning will be 2 whole pages in their Journal documenting the above information with one of more sketches of their proposed company logo. The pages should present in the aesthetic of their company's style.</p> <p>Criteria 2: Production of a series of design drawings exploring different forms of jewellery and styles. For example – organic design, materials such as beading, polymer clay, jewels etc. These sketches may be complimented with a collection of 'mood board images' that inspire the direction of their design process.</p> <p>Criteria 3: Drawings of 6-10 resolved pieces. Within these designs student must consider packaging design, colour scheme and swatches, use of design elements – line colour, pattern, etc. Students should annotate these designs in their journals appropriately and acknowledge any influence they have used.</p> <p>Criteria 4: Creation at least 4 pieces with 'packaging' tags for sale/marketing purposes. These may include necklaces, rings, earrings, bracelets, brooches, or other wearable pieces like a headband.</p> <p>Critical and Historical Component: /10 Students are required to submit their design Journal with their completed Case Study on Tiffany and Co. Case study should be presented in students journals and students should ensure they complete all activities as located on their Canvas page. Specific tasks completed as coursework will be submitted for assessment as part of the design journal.</p>

Marking Guidelines: Making	Marks
<ul style="list-style-type: none"> • Outstanding <ul style="list-style-type: none"> - makes sophisticated visual design artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world. - demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated visual design artworks in the forms of product and object. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their visual design artworks leading to a cohesive collection of works. 	<p>A 18-20</p>
<ul style="list-style-type: none"> • High <ul style="list-style-type: none"> - makes accomplished visual design artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. - demonstrates well-developed technical accomplishment and refinement to make visual design artworks in the forms of print and object. They experiment and reflect on their actions, judgements and artistic intentions to make visual design artworks leading to a mostly cohesive collection of works. 	<p>B 15-17</p>
<ul style="list-style-type: none"> • Sound <ul style="list-style-type: none"> - makes a variety of visual design artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. 	<p>C 10-14</p>

<ul style="list-style-type: none"> - demonstrates sound technical accomplishment in making visual design artworks in the forms of product and object that may represent their actions, judgements and artistic intentions leading to the creation of works exhibiting sound cohesion. 	
<ul style="list-style-type: none"> • Basic <ul style="list-style-type: none"> - makes visual design artworks and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world. - recognises their artistic intentions in visual design artworks in the forms of product and object, demonstrating very basic technical accomplishment. 	D 5-9
<ul style="list-style-type: none"> • Limited <ul style="list-style-type: none"> - makes simplistic visual design artworks with an elementary understanding of the frames and the conceptual framework. - Requires ongoing support to recognise that ideas, interests in the world and artistic intentions can be represented in the forms of product and object, and demonstrates very limited technical accomplishment. 	E 1-4
<ul style="list-style-type: none"> • Student fails to submit task/plagiarism 	N

Marking Guidelines: Historical and Critical		Marks
<ul style="list-style-type: none"> • Outstanding <ul style="list-style-type: none"> - demonstrates a deep, perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view through the completion of critical and historical case studies. 		A 10
<ul style="list-style-type: none"> • High <ul style="list-style-type: none"> - demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view through the completion of critical and historical case studies. 		B 8-9
<ul style="list-style-type: none"> • Sound <ul style="list-style-type: none"> - demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some frames can be used to represent a point of view through the completion of critical and historical case studies. 		C 5-7
<ul style="list-style-type: none"> • Basic <ul style="list-style-type: none"> - recognises the function of, and relationships between, some agencies of the conceptual framework, and how some frames can be used to represent a point of view through the completion of critical and historical case studies. 		D 3-4
<ul style="list-style-type: none"> • Limited <ul style="list-style-type: none"> - with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view through the completion of critical and historical case studies. 		E 1-2
<ul style="list-style-type: none"> • Student fails to submit task/plagiarism 		N
Feedback:		
<p style="text-align: center;">Medals</p> <ul style="list-style-type: none"> • 	<p style="text-align: center;">Missions</p> <ul style="list-style-type: none"> • 	



Hunter River High School ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	12 Visual Design
Teacher:	
Assessment Task Number:	2
Assessment Task Name:	Publication Design Works and Design Journal
Date Issued:	Week 5 Term 1
Date and Time Due:	Week 10 Term 1
Weighting:	Designing and Making: 20% Critical and Historical 10%
Presentation and Submission Guidelines:	Submit to classroom teacher by 3.20pm
Marking Process:	Marked by classroom teacher, written feedback.

Outcomes Assessed:	
Syllabus Code	Syllabus Description
DM1	<i>generates a characteristic style that is increasingly self-reflective in their design practice</i>
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
CH1	<i>generates in their critical and historical practice ways to interpret and explain design</i>
CH3	distinguishes between different points of view, using the frames in their critical and historical investigations

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.
Participants Signature: _____

Success Criteria:
<p>Successful students:</p> <ul style="list-style-type: none"> • Utilise research, investigation and experimentation to form original ideas and design concepts • Create a range of preliminary designs that inform their final design • Make sophisticated design choices that link to their design brief and produce a refined, innovative, and creative collection that reflects their intentions, consumer, and purpose. • Submit all assessment criteria.
Task Description:
<p>Practical Component: /20</p> <p>Students are required to create a series of publication materials for an event of their own creation or an existing event. The event may encompass a small-scale occasion such as a birthday party or baby shower or something of a larger scale such as a wedding, conference, or music festival.</p> <p>Students are to create between 3-6 pieces of publication material and could consider the following as options:</p> <ul style="list-style-type: none"> -invitations -posters -name tags -thank you cards -ticketing -lanyards -special media- baby shower 'advice for parents' / 'advice for newly-weds' -a program -social media promotional material. <p>Students may elect to use digital means to produce these publications such as utilising canva or photoshop. Students may also elect to hand-produce their publication materials. If using canva students will need to consider how they can make their work an original piece using the many different design functions within the program and not just using an existing design.</p> <p>It is important for students to consider the use of lettering and fonts, visual imagery, use of compositional elements and the elements of design. Students are required to complete some planning in their journals to document their idea process and include research that informs their choices around the event, style, atmosphere etc that they are aiming for.</p> <p>Critical and Historical Component: /10</p> <p>To extend student understanding of publication media, they are required to research a magazine featuring an 'event' review. This may be a wedding magazine, high end fashion magazine, business magazine etc. (<i>Structural and Subjective Frame focus</i>)</p> <p>Students research should be scaffolded to direct the information they collect such as:</p> <ul style="list-style-type: none"> -The use of elements of design and composition within the review to create an engaging piece -How is text used to draw in the reader using scale/lettering/placement. -How are images used to enhance the impact of the review. -How has the editor/creator constructed emotional impact through features within the review. -What atmosphere is created – e.g. dreamy, professional, joyful etc. <p>Information to be presented in their Visual Design Journals.</p>

Marking Guidelines: Making	Marks
<ul style="list-style-type: none"> • Outstanding <ul style="list-style-type: none"> - makes sophisticated visual design artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world. - demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated visual design artworks in the forms of product and object. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their visual design artworks leading to a cohesive collection of works. 	<p>A</p> <p>18-20</p>
<ul style="list-style-type: none"> • High 	<p>B</p> <p>15-17</p>

<ul style="list-style-type: none"> - makes accomplished visual design artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. - demonstrates well-developed technical accomplishment and refinement to make visual design artworks in the forms of print and object. They experiment and reflect on their actions, judgements and artistic intentions to make visual design artworks leading to a mostly cohesive collection of works. 	
<ul style="list-style-type: none"> • Sound <ul style="list-style-type: none"> - makes a variety of visual design artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. - demonstrates sound technical accomplishment in making visual design artworks in the forms of product and object that may represent their actions, judgements and artistic intentions leading to the creation of works exhibiting sound cohesion. 	C 10-14
<ul style="list-style-type: none"> • Basic <ul style="list-style-type: none"> - makes visual design artworks and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world. - recognises their artistic intentions in visual design artworks in the forms of product and object, demonstrating very basic technical accomplishment. 	D 5-9
<ul style="list-style-type: none"> • Limited <ul style="list-style-type: none"> - makes simplistic visual design artworks with an elementary understanding of the frames and the conceptual framework. - Requires ongoing support to recognise that ideas, interests in the world and artistic intentions can be represented in the forms of product and object, and demonstrates very limited technical accomplishment. 	E 1-4
<ul style="list-style-type: none"> • Student fails to submit task/plagiarism 	N

Marking Guidelines: Historical and Critical		Marks
<ul style="list-style-type: none"> • Outstanding <ul style="list-style-type: none"> - demonstrates a deep, perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view through the completion of critical and historical case studies. 		A 10
<ul style="list-style-type: none"> • High <ul style="list-style-type: none"> - demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view through the completion of critical and historical case studies. 		B 8-9
<ul style="list-style-type: none"> • Sound <ul style="list-style-type: none"> - demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some frames can be used to represent a point of view through the completion of critical and historical case studies. 		C 5-7
<ul style="list-style-type: none"> • Basic <ul style="list-style-type: none"> - recognises the function of, and relationships between, some agencies of the conceptual framework, and how some frames can be used to represent a point of view through the completion of critical and historical case studies. 		D 3-4
<ul style="list-style-type: none"> • Limited <ul style="list-style-type: none"> - with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view through the completion of critical and historical case studies. 		E 1-2
<ul style="list-style-type: none"> • Student fails to submit task/plagiarism 		N
Feedback:		
Medals	Missions	
•	•	



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	12 Visual Design
Teacher:	
Assessment Task Number:	3
Assessment Task Name:	Major Independent Visual Design Work
Date Issued:	Week 1 Term 2
Date and Time Due:	Week 1 Term 3
Weighting:	Designing and Making: 30%
Presentation and Submission Guidelines:	Submit to classroom teacher by 3.20pm
Marking Process:	Marked by classroom teacher, written feedback.

Outcomes Assessed:
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 Work Health and Safety in the making of a range of works

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____

Success Criteria:

Successful students:

- Utilise research, investigation and experimentation to form original ideas and design concepts
- Create a range of preliminary designs that inform their final design
- Make sophisticated design choices that link to their design brief and produce a refined, innovative, and creative collection that reflects their intentions, consumer, and purpose.
- Submit all assessment criteria.

Task Description:

For the duration of Term 2 students will develop their own personal interest design project, culminating in a completed collection or series / major design piece. Student must complete the appropriate planning and design processes as documented below. Design projects may encompass any design forms explored in Stage 5 or 6 such as sticker design, wearable art, textiles, publication, digital art design etc.

Students use their Visual Design Journal to develop and document their ideas:

- Students will create a mind map of initial ideas, concepts, and themes (1 page) – This should include a range of design forms linked to areas of study from previous Visual Design Modules.
- Generation of ideas. Students will further develop 3 ideas from mind map. (3 pages)
- Students will document existing products which reflect the ideas they are exploring/researching (2 pages)
- Students will document their 2 selected designers case studies in their journal (1 page per designer)
- Composition drafts and material practice will be documented in journal (2-3 pages)

Students will also produce a **Mood Board** using Canva to visually document their planned idea/colour palette/design features etc.

Design Brief Component:

CLIENT

- (Company Name) is a (location) based (product type) company/business.
- The company was established (when).
- The company/business owners created the business to/for/because (business purpose and why they started the business).

TARGET AUDIENCE

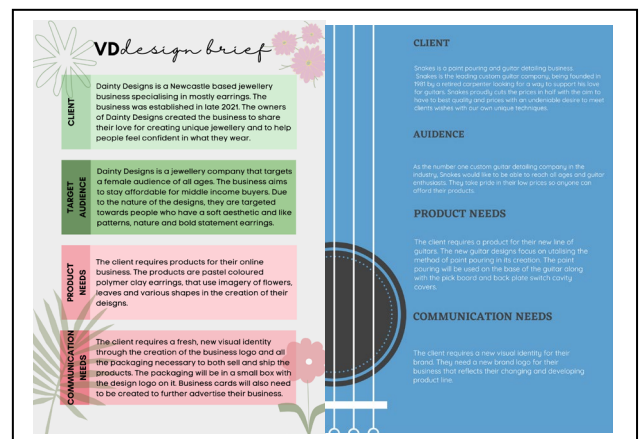
- (Company Name) is a (what kind of company) targeting (what kind of customers).
- Gender, age, economic status, interests

PRODUCT NEEDS

- The client requires ____ products/merchandise for their (store, band, new line of product etc.)

COMMUNICATION NEEDS

- The client requires a new visual identity through the creation of ____
- Logos, packaging, advertising etc.



Design Project Finalisation

Students are to finalise the development of their Visual Design Project before its due date in Week 1 Term 3

- Reflect upon feedback given
- Continue to document design process in Visual Design Journal
- Use design brief and mood board as reference for product and communication designs
- Use Case Study and Top Designs as guidance for Design Project Development
- Continue the creation of their product and communication designs.



Marking Guidelines: Making	Marks
<ul style="list-style-type: none"> Outstanding <ul style="list-style-type: none"> makes sophisticated visual design artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world. demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated visual design artworks in the forms of product and object. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their visual design artworks leading to a cohesive collection of works. 	A 18-20
<ul style="list-style-type: none"> High <ul style="list-style-type: none"> makes accomplished visual design artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. demonstrates well-developed technical accomplishment and refinement to make visual design artworks in the forms of print and object. They experiment and reflect on their actions, judgements and artistic intentions to make visual design artworks leading to a mostly cohesive collection of works. 	B 15-17
<ul style="list-style-type: none"> Sound <ul style="list-style-type: none"> makes a variety of visual design artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. demonstrates sound technical accomplishment in making visual design artworks in the forms of product and object that may represent their actions, judgements and artistic intentions leading to the creation of works exhibiting sound cohesion. 	C 10-14
<ul style="list-style-type: none"> Basic <ul style="list-style-type: none"> makes visual design artworks and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world. recognises their artistic intentions in visual design artworks in the forms of product and object, demonstrating very basic technical accomplishment. 	D 5-9
<ul style="list-style-type: none"> Limited <ul style="list-style-type: none"> makes simplistic visual design artworks with an elementary understanding of the frames and the conceptual framework. Requires ongoing support to recognise that ideas, interests in the world and artistic intentions can be represented in the forms of product and object, and demonstrates very limited technical accomplishment. 	E 1-4
<ul style="list-style-type: none"> Student fails to submit task/plagiarism 	N

Final mark/grade:	
Student Reflection:	



Hunter River High School
ASSESSMENT TASK NOTIFICATION

Student Name:	
Subject/Course:	12 Visual Design
Teacher:	
Assessment Task Number:	4
Assessment Task Name:	Final Examination
Date Issued:	Week 8 Term 2
Date and Time Due:	Week 3-4 Examination Period, Term 3
Weighting:	Critical and Historical: 15%
Presentation and Submission Guidelines:	Submit to classroom teacher by 3.20pm
Marking Process:	Marked by classroom teacher, written feedback.

Outcomes Assessed:
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

Participant Declaration:
I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment. <i>Participants Signature:</i> _____

Task Description
<p>Written Paper – Visual Design Criticism and History - 25 Marks.</p> <p><i>Time allowed: 1 hour plus 5 minutes reading time.</i></p> <p>The paper will consist of 4 questions that will assess students ability to analyse and examine Visual Design works utilising their understanding of Visual Design practice, the Frames and Conceptual Framework.</p> <p>Question 1 (5 marks)</p> <p>Extended response to two unseen images.</p> <p>Allow about 10 minutes for this question.</p> <p>Question 2 (5 marks)</p> <p>Short answer responses to portraiture photography.</p> <p>Allow about 10 minutes for this question.</p> <p>Question 3 (5 marks)</p> <p>Short answer responses to photography exposure.</p> <p>Allow about 10 minutes for this question.</p> <p>Question 4 (10 marks)</p> <p>Short answer responses to unseen images.</p> <p>Allow about 20 minutes for this question.</p>

Final mark/grade:	
Student Reflection:	



WORK STUDIES



**Work Studies
2023-2024**

**120 hours Preliminary & 120 hours HSC
Face to Face, Online & In the Workplace**

Scope and Sequence/Assessment Schedule

All course content is delivered online through Google Classroom. Work Studies is a NESA Content Endorsed Course.

Structure of the course

The *Work Studies CEC* syllabus is delivered at Hunter River High School as a 2-unit 240-hour course for Year 11 & Year 12.

Core - My Working Life

Modules - There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

Term	Preliminary Module/Core	Term	HSC Module/Core
1	Core- My Working Life	4	Module 3- Workplace Communication
2	Module 2- Preparing Job Applications	1	Module 4- Teamwork & Enterprise Skills
3	Module 1- In the Workplace	2	Module 6- Personal Finance
		3	Module 5- Managing Work & Life Commitments

Objectives

Knowledge, understanding and skills.

Students will develop:

- knowledge and understanding of work, the work environment and skills for employment
- knowledge and understanding of employment options, career management, life planning and further education and training
- skills for success in the workplace influences on individuals and groups
- skills in critically assessing personal and social

Values and Attitudes

Students will value and appreciate:

- Opportunities to build self-belief, motivation, persistence and resilience
- Achieving positive results in school, work, family and community activities
- Personal attributes that contribute to success in the workplace
- Access to employment opportunities and further education and training.

Outcomes:

A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning skills for success in the workplace
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems skills in critically assessing personal and social influences on individuals and groups
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Preliminary Module & Outcomes	Core 1 My Working Life	Outcomes 1, 2, 3, 4 ,5, 6 ,7, 8, 9 Term 1 2023
	Module 2 Preparing Job Applications	Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9 Term 2 2023
	Module 1 In the Workplace	Outcomes 1, 2, 3, 4, 5, 6, 8 Term 3 2023
HSC Module & Outcomes	Module 3 Workplace Communication	Outcomes 1, 2, 5, 6, 7, 8, 9 Term 4 2024
	Module 4 Teamwork & Enterprise Skills	Outcomes 3, 5, 6, 7, 8, 9 Term 1 2024
	Module 6 Personal Finance	Outcomes 4, 5, 6, 7, 8, 9 Term 3 2024
	Module 5 Managing Work & Life Commitments	Outcomes 2, 3, 5, 6, 7, 8, 9 Term 3 2024
Work Experience	Module 10 Experiencing Work	Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9 Ongoing

Preliminary Assessment Timeline		
Task 1 Conduct a survey and present findings.	30%	Term 1 Week 7
Task 2 Preparing Job Applications	40%	Term 2 Week 6
Task 3 Job Research	30%	Term 3 Week 6

HSC Assessment Timeline		
Task 1 In the Workplace Presentation	25%	Term 4 Week 11
Task 2 Teamwork and Enterprise Skills Task	25%	Term 1 Week 6
Task 3 Workplace Diary	25%	Term 2 Week 7
Task 4 Yearly Examination	25%	Term 3 Weeks 3/4

Work Studies

Syllabus Outcomes ?	Syllabus Component Weight ?	<u>Task 1:</u> In the Workplace Presentation	<u>Task 2:</u> Teamwork and Enterprise Skills Task	<u>Task 3:</u> Workplace Logbook	<u>Task 4:</u> Yearly Examination
		<u>Date:</u> Term 4 Week 11	<u>Date:</u> Term 1 Week 7	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 3/4
		<u>Outcomes:</u> 2, 4, 5, 8	<u>Outcomes:</u> 5, 6, 7, 9	<u>Outcomes:</u> 5, 6, 7, 8, 9	<u>Outcomes:</u> 1, 2, 3, 4, 5, 6, 7, 8, 9
		TASK WEIGHTINGS			
Knowledge and understanding of content	40%	15%	10%	5%	10%
Skills	60%	10%	15%	20%	15%
Marks	100%	25%	25%	25%	25%

Outcomes

A student:

- H.1 investigates a range of work environments
- H.2 examines different types of work and skills for employment
- H.3 analyses employment options and strategies for career management
- H.4 assesses pathways for further education, training and life planning
- H.5 communicates and uses technology effectively
- H.6 applies self-management and teamwork skills
- H.7 utilises strategies to plan, organise and solve problems
- H.8 assesses influences on people's working lives
- H.9 evaluates personal and social influences on individuals and groups



Student Name:	
Subject/Course/Teacher:	HSC Work Studies
Assessment Task Number:	1
Assessment Task Name:	Success in the Workplace
Date Issued:	
Date and Time Due:	Term 4, Week 7
Weighting:	25%
Class Time Allocated:	Students will be allocated two weeks of class time to complete the task
Presentation and Submission Guidelines:	Students are to complete the task on the computer and submit via Google Classroom by the due date. Students are to submit: A report that includes responses to questions 1-7 ALARM tables where necessary
Marking Process:	Mrs Mason will be marking the tasks based on the criteria over the page.

Outcomes Assessed:	
Syllabus	Syllabus Description
H.2	examines different types of work and skills for employment
H.4	assesses pathways for further education, training and life planning
H.5	communicates and uses technology effectively
H.8	assesses influences on people's working lives

Participant Declaration:
<p>I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.</p> <p><i>Participants Signature:</i> _____</p>
Success Criteria:
<ul style="list-style-type: none"> Students should create a glossary that provides their own definitions, where they understand all words and synonyms. Students should use the scaffold to provide their THREE top self-management skills

- Students should create a table that includes text and images of good quality and poor-quality work samples.
- Students should demonstrate how their listed self-management skills assist them to complete a large quantity of work, while maintaining a high quality.
- Students can submit drafts for feedback prior to the due date and the completed task be submitted before 3:20pm on the due date.
- N Warnings will be given for non-attempts and non-submission.

Task Description:

In this course you are learning about a variety of workplaces. You are learning concepts relevant to the workplace and developing knowledge, skills, values and attitudes needed to participate in the work environment. Complete section A & B as a report and submit for marking.

Report

PART A: Performing Work Tasks (35 marks)

1. Create a **vocabulary glossary table** that is in **alphabetical order**; includes **YOUR OWN definition** and **two synonyms**. All words relate to employment so your glossary should reflect this. Use the words below. **(10 marks)**

-indicators	-self-management	-output	-co-operatively	-feedback
-quality	-personal attribute	-targets	-team dynamic	-leadership
-supervisor	-initiative	-simultaneously	-diverse	-clarification
-demonstrate	-enterprise	-standard	-culture	-conflict

Yours should look like this:

Vocabulary	My Definition	Synonyms x2
Conflict	Fighting/arguing with someone	Dispute Argument

2. Go to <https://au.indeed.com/career-advice/career-development/self-management-skills>

Select your **THREE top self-management skills** and write 3 sentences for each **describing** a time you have demonstrated those skills. **(10 marks)**

Yours should look like this x3:

(What) NAME / DEFINE Meaning; What is it?	(What) DESCRIBE Give characteristics & features, what are the details?	(Why) EXAMPLE Explain the significance Cause & Effect
Name the self-management skill	Say when you demonstrated the skill	Where can an employer find evidence of you demonstrating the skill?
The first self-management skill that I possess (have) is time-management.	I demonstrate time-management every day when I arrive to work on time and have limited sick days.	Evidence of this can be found on ESS, where I have accrued many unused sick days.



The first self-management skill that I possess (have) is time-management. I demonstrate time-management every day when I arrive to work on time and have limited sick days. Evidence of this can be found on ESS, where I have accrued many unused sick days.

3. In the workplace it is important that you complete all jobs to a quality standard.

Select a job that you are interested in. Create a table that shows **5 different roles** that you would undertake in that job, **identify** what a good quality job looks like and a poor-quality job. Your table should include images and writing. **(10 marks)**

Yours should look like this x5:

My Job: Teaching

Good Quality	Poor-Quality
 <p>A quality teacher knows their students well by building a rapport with students, so they know how to best support individual needs.</p>	 <p>A poor-quality teacher does not take the time to know their students or how they learn.</p>

4. Sometimes in the workplace you will be required to do a large quantity (amount) of work, while still maintaining a high quality. **How** do your self-management skills assist you to do this? Complete the table and paragraph below. **(5 marks)**

<p>(What) NAME / DEFINE Meaning; What is it?</p> <p>Define the self-management skill</p>	<p>(What) DESCRIBE Give characteristics & features, what are the details? *</p> <p>Give details about how your self-management skill assists when completing a large amount of work.</p>	<p>(Why) EXAMPLE Explain the significance Cause & Effect What is the function, purpose, importance?</p> <p>Give a specific example</p>	<p>(How) ANALYSE Explain the connection between features and <u>its</u> <u>impact</u>?</p> <p>Thesis: Answer the question in one sentence.</p>
<p>Organisation is.....</p>	<p>When under pressure to complete a large amount of work organisation is important because....</p>	<p>For example,</p> <p>Effect: This leads to</p>	

PART B: Working with Others (15 marks)

5. Go to <https://wordart.com/create>

Create a word art image of all the words you can think of that demonstrate good communication in the workplace, use at least 15 words. Upload a copy of the image to your report. **(5 marks)**

6. Create a table that **lists** people from diverse social and cultural backgrounds. **(5 marks)**

Yours should look like this:

Social Backgrounds	Cultural Backgrounds
<ul style="list-style-type: none">• Age	<ul style="list-style-type: none">• Language

7. **Outline** at least 3 ways that you can work effectively with people from diverse social and cultural backgrounds. **(5 marks)**

Marking Guidelines:

Student Name: _____

1. Vocab list

Mark	A student in this range:	Total
9-10	<ul style="list-style-type: none"> Creates a vocabulary glossary table that is in alphabetical order; includes students' OWN definition and 2 synonyms Vocabulary links to employment 	
6-8	<ul style="list-style-type: none"> Creates a vocabulary glossary table that is in alphabetical order; includes <u>mostly</u> students' OWN definition and 2 synonyms Vocabulary <u>mostly</u> links to employment 	
4-7	<ul style="list-style-type: none"> Creates a vocabulary glossary table that is in alphabetical order; includes <u>some</u> students' OWN definition and 1-2 synonyms <u>Some</u> vocabulary links to employment 	
1-3	<ul style="list-style-type: none"> Attempts a vocabulary glossary table 	

2. Self-Management Skills

Mark	A student in this range:	Total
9-10	<ul style="list-style-type: none"> Identifies and describes (characteristics & features of) 3 self-management skills and a time skill were demonstrated Uses ALARM to write 3 <u>quality</u> sentences Includes <u>relevant</u> examples. 	
6-8	<ul style="list-style-type: none"> Creates a vocabulary glossary table that is in alphabetical order; includes <u>mostly</u> students' OWN definition and 2 synonyms Vocabulary <u>mostly</u> links to employment 	
4-7	<ul style="list-style-type: none"> Creates a vocabulary glossary table that is in alphabetical order; includes <u>some</u> students' OWN definition and 1-2 synonyms <u>Some</u> vocabulary links to employment 	
1-3	<ul style="list-style-type: none"> Attempts a vocabulary glossary table 	

3. Standard of Job Roles

Mark	A student in this range:	Total
9-10	<ul style="list-style-type: none"> <u>Quality, labelled</u> table that includes 5 <u>job-specific</u> roles. Identifies good quality and poor-quality for all 5 roles for each. Includes <u>relevant</u> images. 	
6-8	<ul style="list-style-type: none"> <u>Labelled</u> table that includes 5 job roles. Identifies good quality and poor-quality for all 5 roles for each. Includes images. 	
4-7	<ul style="list-style-type: none"> Table that includes 3-5 job roles. Lists good quality and poor-quality roles for each. May includes images. 	
1-3	<ul style="list-style-type: none"> Table that includes 3-5 job roles. Lists good quality and poor-quality roles for each. May includes images. 	

4. **How** do your self-management skills assist you to do a large quantity of work, while still maintaining a high quality?

Mark	A student in this range:	Total
5	<ul style="list-style-type: none"> • <u>Thoroughly</u> shows the relationship between self-management skills and completing a large quantity of work, while still maintaining a high quality • Completes ALARM table to a <u>high</u> standard. • Includes <u>relevant</u> examples 	
3-4	<ul style="list-style-type: none"> • <u>Attempts to</u> show the relationship between self-management skills and completing a large quantity of work, while still maintaining a high quality • Completes ALARM table. • Includes examples 	
1-2	<ul style="list-style-type: none"> • Describes self-management skills OR quality of work OR quantity of work. 	

5. **Word Art**

Mark	A student in this range:	Total
5	<ul style="list-style-type: none"> • Completes word a Word Art to a <u>high</u> standard and includes it in report. • Includes at least 15 words that link to good communication. 	
3-4	<ul style="list-style-type: none"> • Completes word a Word Art and includes it in report. • Includes 10- 15 words that link to communication. 	
1-2	<ul style="list-style-type: none"> • Attempts a Word Art. • Includes than 10 words. 	

6. **Social and Cultural Background Table**

Mark	A student in this range:	Total
5	<ul style="list-style-type: none"> • <u>Comprehensively</u> lists people from diverse social AND cultural backgrounds. 	
3-4	<ul style="list-style-type: none"> • Lists people from diverse social AND cultural backgrounds. 	
1-2	<ul style="list-style-type: none"> • Lists people from diverse social OR cultural backgrounds. 	

7. **Word Art**

Mark	A student in this range:	Total
5	<ul style="list-style-type: none"> • Outline (sketches in general teams) at least 3 ways that you can work effectively with people from diverse social AND cultural backgrounds. 	
3-4	<ul style="list-style-type: none"> • Lists at least 3 ways that you can work effectively with people from diverse social and/or cultural backgrounds 	
1-2	<ul style="list-style-type: none"> • Provides limited information on ways to work effectively with people from diverse social and/or cultural backgrounds. 	

Support Material:

Question 2:

(What) NAME / DEFINE Meaning; What is it? Name the self-management skill	(What) DESCRIBE Give characteristics & features, what are the details? Say when you demonstrated the skill	(Why) EXAMPLE Explain the significance Cause & Effect Where can an employer find evidence of you demonstrating the skill?
The first self-management skill that I possess is	I demonstrate time-management	Evidence of this can be found

Question 4:

(What) NAME / DEFINE Meaning; What is it? Define the self-management skill	(What) DESCRIBE Give characteristics & features, what are the details? * Give details about how your self-management skill assists when completing a large amount of work.	(Why) EXAMPLE Explain the significance Cause & Effect What is the function, purpose, importance? Give a specific example	(How) ANALYSE Explain the connection between features and <u>its impact?</u> Thesis: Answer the question in one sentence.
Organisation is.....	When under pressure to complete a large amount of work organisation is important because....	For example, Effect: This leads to	

Module 1: In the Workplace (15–30 indicative hours)

This module focuses on employers, their expectations of employees and their responsibilities towards them.

Note: This module is a prerequisite for Module 7.

Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
8. assesses influences on people's working lives

Key Issues

Employers' expectations

- **employees**
 - enthusiasm and initiative
 - willingness to learn quickly
 - mistakes can be part of the learning process
- **positive employee behaviours**
 - appropriately dressed and presented
 - positive and enthusiastic approach
 - well-prepared
 - focused on the job
 - exercises care in carrying out tasks
 - ethical attitude to work
- **work harmoniously with colleagues**
 - engage with colleagues positively
 - be respectful of gender, age and cultural differences
 - understand the organisational structure
 - recognise and respond to workplace protocols

Learning Experiences

Students:

- explain why it is important for a new employee to try to meet an employer's expectations
- demonstrate the capacity to communicate positively and interrelate effectively
- identify actions that help employees to work harmoniously with their colleagues in the workplace
- analyse a workplace code of conduct and its contribution to a harmonious and productive work environment
- explain what employees should do if they are worried that they are not meeting their employer's expectations

- identify examples of behaviours that could be in conflict with a hypothetical employer's expectations
- discuss what employees should do if their employer is not meeting their expectations in some areas.

Employment obligations

- **types of employment**
 - casual
 - part-time
 - full-time
 - apprenticeships/traineeships
 - contract
 - labour-hire employment
 - voluntary/unpaid
 - self-employment
 - mixed modes

Learning Experiences

Students:

- distinguish between the different types of employment
- discuss the advantages and disadvantages of the different types of employment
- explain how the preferred type of employment might change for people through their working lives.

- **types of employment contracts**
 - awards – the minimum wage, awards for different occupations
 - enterprise agreements
 - individual contracts

Learning Experiences

Students:

- distinguish between the minimum wage, award wages and wage rates determined in enterprise agreements
- explain how individuals are protected in awards and enterprise agreements
- outline the circumstances under which a person would be covered by an individual contract.

- **employers' responsibilities**
 - wages and conditions
 - wage rates required by workplace laws, including 'trial' periods, overtime and penalty rates when applicable
 - working hours and meal breaks
 - access to leave entitlements – personal leave, recreation leave, parental leave
 - superannuation – eligibility and choice of fund
 - safe and healthy systems of work
 - safe work practices
 - anti-discrimination and anti-bullying procedures
 - workers' compensation insurance
 - other legal responsibilities
 - dismissal procedures are fair and legal

- employees able to join a union of their choice

Learning Experiences

Students:

- research the award wage for the starting salary of a particular occupation
- investigate the process for applying for a Tax File Number
- identify the current rates for personal income tax
- outline the steps that should be followed by employees who are bullied or experience discrimination in the workplace
- explain why employees should choose their own superannuation fund
- investigate the current unfair dismissal procedures and the associated avenues for appeal
- explain what an employee should do if asked to do something that is likely to adversely affect their health and safety
- discuss the case for and against joining a union.
- **employees' responsibilities**
 - follow lawful instructions
 - meet attendance and punctuality requirements
 - work conscientiously and competently
 - comply with work health and safety requirements
 - comply with anti-discrimination requirements
 - act ethically and in the interests of the employer

Learning Experiences

Students:

- outline the responsibilities of employees regarding attendance and punctuality, work health and safety requirements, and working conscientiously and ethically
- investigate what an employee should do if asked to follow an instruction that is not lawful
- identify situations where a employees might face disciplinary action because they have not acted in the interests of the employer.

Indicators of success

- **performing work tasks**
 - the quantity and quality of the good or service produced
 - meeting work supervisor and customer expectations
 - self-management and personal attributes
 - initiative and enterprise
 - limit of responsibilities
- **working with others**
 - working cooperatively and contributing to positive team dynamics
 - working effectively with people from diverse social and cultural backgrounds and ages
 - tracking progress of project plans or team goals
 - receiving and giving feedback
 - leadership
- **managing change**
 - staying calm and making good decisions

- seeking assistance and clarification
 - coping with stress and conflict
 - problem-solving
 - planning and organising
 - using new technology
 - undertaking further education and training
- **personal satisfaction**
 - achieving success
 - earning respect of colleagues
 - maintaining a record of achievements

Learning Experiences

Students:

- discuss the dilemmas that might arise for employees who strive to achieve output targets and high-quality standards simultaneously
- identify actions by individuals that can lead to greater effectiveness in teams
- describe situations in which relatively new employees should use their initiative in the workplace
- examine the contribution of planning and organising to solving problems associated with change
- explain how change in the workplace can lead to stress and conflict
- investigate strategies that employees should address to cope with conflict and stress in the workplace
- discuss how further education and training can contribute to success at work.



Student Name:	
Subject/Course:	Work Studies
Teacher:	
Assessment Task Number:	2
Assessment Task Name:	Teamwork and Enterprise Skills Task
Date Issued:	
Date and Time Due:	
Weighting:	25%
Class Time Allocated:	Students will be allocated two weeks of class time to complete the assessment task.
Presentation and Submission Guidelines:	Students are to complete the task on the computer and submit a hard copy, printed task by the due date. Students are to submit: -A hard copy A4 booklet that includes a front cover, contents page, headings and SEVEN characteristics of good team members.
Marking Process:	The task will be marked based on the criteria over the page.

Outcomes Assessed:

Syllabus	Syllabus Description
5	communicates and uses technology effectively.
6	applies self-management and teamwork skills
7	utilises strategies to plan, organise and solve problems
9	evaluates personal and social influences on individuals and groups

Participant Declaration:

Task Description:

Students are to write a manual instructing new employees on how to be a valued member of the workforce. This manual must include seven characteristics of good team members from the list on the following page. Each characteristic needs to include the following:

- a) Explain why this characteristic is important for being a good team member. (3 marks)**
- b) Provide an example of how to use this characteristic positively in the workplace. (2)**

Your manual needs to have the following features. (5 marks)

- Front cover (include title and author)
- Contents page and page numbers
- Headings and Subheadings
- Be well-designed and aesthetically pleasing
- Be an A4 booklet

Characteristics of Good Team Members (Choose 7): (45 Marks)

- Working towards shared team goals
- Collaborative approaches in completing tasks
- Cooperation rather than competition
- Build team spirit
- Speaking clearly
- Listening actively
- Writing plainly and concisely
- Courteous and involved decision-making
- Learning from others
- Seeking feedback
- Developing positive meeting skills
- Giving and receiving constructive criticism
- Settling disagreement appropriately
- Demonstrating cross-cultural understanding
- Working positively with a variety of people

Success Criteria:

Students create a booklet that answers each of the two questions for 7 characteristics.

Students complete the task on the computer and submit a hard copy, printed task by the due date.

Students submit: a hard copy A4 booklet that includes a front cover, contents page, headings and SEVEN characteristics of good team members.

Students can submit drafts for feedback prior to the due date and the completed task be submitted before 3:20pm on the due date.

N Warnings will be given for non-attempts and non-submission.

Marking Guidelines:

Student Name: _____

a) Explain why this characteristic is important for being a good team member.

b) Provide an example of how to use this characteristic positively in the workplace.

(45 marks)

Mark	A student in this range:	Total
39-45	<ul style="list-style-type: none">• Demonstrates extensive understanding of the importance of appropriate team member characteristics.• Demonstrates extensive understanding of implementing appropriate team member characteristics in the workplace.	
30-38	<ul style="list-style-type: none">• Demonstrates thorough understanding of the importance of appropriate team member characteristics in the workplace.• Demonstrates thorough understanding of implementing appropriate team member characteristics in the workplace.	
20-29	<ul style="list-style-type: none">• Demonstrates sound understanding of the importance of appropriate team member characteristics in the workplace.• Demonstrates sound understanding of implementing appropriate team member characteristics in the workplace.	
10-19	<ul style="list-style-type: none">• Demonstrates basic understanding of the importance of appropriate team member characteristics in the workplace.• Demonstrates basic understanding of implementing appropriate team member characteristics in the workplace.	
0-9	<ul style="list-style-type: none">• Demonstrates elementary understanding of the importance of appropriate team member characteristics in the workplace.• Demonstrates elementary understanding of implementing appropriate team member characteristics in the workplace.	

Your manual needs to have the following features. (5 marks)

- Front cover (include title and author)
- Contents page and page numbers
- Headings and Subheadings
- Be well-designed and aesthetically pleasing
- Be an A4 booklet

Mark	A student in this range:	Total
5	Demonstrates extensive ability to follow assigned instructions in implementing a workplace plan by including an aesthetically pleasing A4 booklet that includes a front cover, contents page, page numbers, headings.	
4	Demonstrates thorough ability to follow assigned instructions in implementing a workplace plan by including most of the following: an aesthetically pleasing A4 booklet that includes a front cover, contents page, page numbers, headings.	
3	Demonstrates sound ability to follow assigned instructions in implementing a workplace plan by including some of the following: aesthetically pleasing A4 booklet that includes a front cover, contents page, page numbers, headings.	
2	Demonstrates basic to follow assigned instructions in implementing a workplace plan by including one to two of the following: A4 booklet that includes a front cover, contents page, page numbers, headings.	
1	Demonstrates elementary ability to follow assigned instructions in implementing a workplace plan by including by including one of the following: a front cover, contents page, page numbers, headings.	

Feedback:	
Medals: 	Missions:
Student Reflection:	Final mark/grade:

Module 4: Teamwork and Enterprise Skills (15–30 indicative hours)

This module analyses the attributes of enterprising people and examines how individuals should contribute to teams.

Note: This module is a prerequisite of Module 9.

Outcomes

1. analyses employment options and strategies for career management
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Key Issues

Being a valued team member

- **characteristics of good team members**
 - work toward shared team goals
 - collaborative approaches to completing tasks
 - cooperation rather than competition
 - speak clearly, listen actively and write plainly and concisely
 - courteous and involved in decision-making
 - learn from others and seek feedback
 - replace others when required
 - develop positive meeting skills
 - build team spirit
 - give and receive constructive criticism
 - settle disagreements
 - demonstrate cross-cultural understanding
 - work positively with people who vary in age, gender, race, religion or political persuasion
- **characteristics of difficult team members**
 - dominate discussions
 - block the contributions of others
 - attack the contributions of others
 - off-task regularly
 - lack punctuality and reliability
 - work in their own self interest

Learning Experiences

Students

- explain the benefits of teamwork for individuals and an organisation
- analyse the elements of a collaborative approach to solving problems
- identify the ways that individuals should communicate in teams and meetings
- discuss the benefits of cross-cultural understanding to team performance
- discuss behaviours that can have beneficial and adverse effects on teams
- role play a group activity in which some group members adopt one difficult behaviour each, then analyse the influence of those members on the group's performance
- propose ways to address the behaviour of difficult team members.

Being an enterprising person

- **attributes of enterprising people**
 - uses initiative to lead and implement new ideas and innovations
 - identifies opportunities for improvement
 - works with others to plan, implement and monitor solutions to problems
 - monitors and evaluates performance
 - is positive, optimistic and resilient
 - manages resources effectively – human and physical
 - manages risk well when translating ideas into action
 - adapts to new situations in a flexible way
 - works on problems using planning, self-management and teamwork
- **challenges faced by enterprising people**
 - inadequate support of workplace and/or co-workers
 - inadequate finance
 - controlling financial risks
 - obtaining inputs – price and reliability of supply
 - unfavourable market fluctuations
 - complex legal requirements

Learning Experiences

Students:

- identify successful entrepreneurs at a national and local level
- explain how people who have implemented new ideas and innovations have used initiative and leadership
- discuss the ways that enterprising people solve problems
- discuss the relationship between risk and return
- assess the difficulties of managing a combination of resources
- examine the challenges faced by enterprising people.

Participating in enterprise activities and projects

- **types of enterprise activities**
 - business
 - community
 - school
 - sport
 - competitions

- **planning and organising enterprise activities**
 - plan – goals, targets and deadlines
 - organise – necessary approvals, resource allocation and scheduling
 - leadership
- **monitoring and modifying the enterprise activity**
 - progress checks
 - process and product
 - identifying problems
 - responding to issues that arise

Learning Experiences

Students:

- identify common features of enterprise projects
- propose possible enterprise projects
- explain the contribution of planning to managing an enterprise project
- discuss ways that employees could demonstrate initiative and leadership in an enterprise project
- describe strategies for monitoring and modifying an enterprise project.



Student Name:	
Subject/Course:	HSC Work Studies
Assessment Task Number:	3
Assessment Task Name:	Module 10 Experiencing Work - Workplace Diary
Date Issued:	
Date and Time Due:	Term 2, Week 7
Weighting:	25%
Class Time Allocated:	Students will be allocated two weeks of class time to complete the tasks.
Presentation and Submission Guidelines:	Students are to complete the task in their booklet and by the due date.
Marking Process:	Task will be marked based on the criteria over the page.

Outcomes Assessed:

Syllabus Syllabus Description

- | | |
|------------|--|
| H.5 | communicates and uses technology effectively |
| H.6 | applies self-management and teamwork skills |
| H.7 | utilises strategies to plan, organise and solve problems |
| H.8 | assesses influences on people's working lives |

Participant Declaration:

I declare that the completed assessment task I have submitted represents, to the best of my knowledge, my original work. Information from any other source has been correctly referenced. The material contained in the assessment tasks has not been submitted for any other form of credit, in any other learning environment.

Participants Signature: _____

Task Description:

In this course you must undertake work experience in some form. This can be done as part of your part-time job, any subject Work Placement or via Work Experience. You must keep a diary/logbook in the booklet provided of the work you undertake. The Diary will include the following.

Safety and Workcover /20

Organisation /20

Training and Advancement /20

Wages and Union /20

Overview /20

Success Criteria:

- Students should complete the Workplace Diary either online or as a hard copy.
- Students must complete all sections based on either their part-time job, work experience or work placement.
- Students should answer in full sentences and address the HSC verbs correctly.
- Students can submit drafts for feedback prior to the due date.
- Completed task is to be submitted before 3:30pm on the due date.
- Logbooks are to be printed and submitted as a hard copy.
- N-Warnings will be given for non-attempts and non-submissions.

Marking Guidelines:

Student Name: _____

1. Safety and Work Cover

Mark	A student in this range:	Total
16-20	Outstanding <ul style="list-style-type: none">• Demonstrates sophisticated knowledge and understanding of Safety and Work Cover with extensive information obtained from conducting a comprehensive and rigorous investigation.• Response is well-structured, logical, coherent, and articulate ideas using relevant vocational terminology.• Spelling, grammar, punctuation and sentence structure are outstanding, with only very minimal errors.• Contains extensive data or information that complements the topic.	
11-15	High <ul style="list-style-type: none">• Demonstrates detailed knowledge and understanding of Safety and Work Cover balance with information obtained from conducting a thorough research investigation.• Response contains and uses highly relevant source material to support ideas.• Response is well-structured primarily, logical and coherent, and ideas are communicated using relevant vocational terminology.• Spelling, grammar, punctuation, and sentence structure are high standards with only minor errors.	
6-10	Sound <ul style="list-style-type: none">• Demonstrates sound knowledge and understanding of Safety and Work Cover with general information obtained from conducting a research investigation.• Response contains and makes use of source material to support ideas.• Response contains some structural issues, and ideas are not communicated effectively using relevant vocational terminology.• Some errors in spelling, grammar, punctuation and sentence structure.	
1-5	Basic <ul style="list-style-type: none">• Demonstrates basic knowledge and understanding of Safety and Work Cover with basic information obtained from conducting a research investigation.• Response contains and makes use of basic source material to support ideas.• Response has several structural issues, and ideas are not communicated effectively using relevant vocational terminology.• Several errors in spelling, grammar, punctuation and sentence structure.	

2. Organisation

Mark	A student in this range:	Total
16-20	Outstanding <ul style="list-style-type: none"> • Demonstrates sophisticated knowledge and understanding of Organisation with extensive information obtained from conducting a comprehensive and rigorous investigation. • Response is well-structured, logical, coherent, and clearly articulated ideas using relevant vocational terminology. • Spelling, grammar, punctuation and sentence structure are outstanding, with only very minimal errors. • Contains extensive data or information that complements the topic. 	
11-15	High <ul style="list-style-type: none"> • Demonstrates detailed knowledge and understanding of Organisation balance with information obtained from conducting a thorough research investigation. • Response contains and uses highly relevant source material to support ideas. • Response is well-structured mainly, logical and coherent, and ideas are communicated using relevant vocational terminology. • Spelling, grammar, punctuation, and sentence structure are high standards with only minor errors. 	
6-10	Sound <ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the Organisation with general information obtained from conducting a research investigation. • Response contains and makes use of source material to support ideas. • Response contains some structural issues, and ideas are not communicated effectively using relevant vocational terminology. • Some errors in spelling, grammar, punctuation and sentence structure. 	
1-5	Basic <ul style="list-style-type: none"> • Demonstrates basic knowledge and understanding of Organisation with basic information obtained from conducting a research investigation. • Response contains and makes use of basic source material to support ideas. • Response has several structural issues, and ideas are not communicated effectively using relevant vocational terminology. • Several errors in spelling, grammar, punctuation and sentence structure. 	

3. Training & Advancements

Mark	A student in this range:	Total
16-20	Outstanding <ul style="list-style-type: none"> • Demonstrates sophisticated knowledge and understanding of Training & Advancements • with extensive information obtained from conducting a comprehensive and rigorous investigation. • Response is well-structured, logical, coherent, and clearly articulated ideas using relevant vocational terminology. • Spelling, grammar, punctuation and sentence structure are outstanding, with only very minimal errors. • Contains extensive data or information that complements the topic. 	
11-15	High <ul style="list-style-type: none"> • Demonstrates detailed knowledge and understanding of Training & Advancements • balance with information obtained from conducting a thorough research investigation. • Response contains and uses highly relevant source material to support ideas. • Response is well-structured primarily, logical and coherent, and ideas are communicated using relevant vocational terminology. • Spelling, grammar, punctuation, and sentence structure are high standards with only minor errors. 	
6-10	Sound <ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of Training & Advancements • with general information obtained from conducting a research investigation. • Response contains and makes use of source material to support ideas. • Response contains some structural issues, and ideas are not communicated effectively using relevant vocational terminology. • Some errors in spelling, grammar, punctuation and sentence structure. 	
1-5	Basic <ul style="list-style-type: none"> • Demonstrates basic knowledge and understanding of Training & Advancements • with basic information obtained from conducting a research investigation. • Response contains and makes use of basic source material to support ideas. • Response has several structural issues, and ideas are not communicated effectively using relevant vocational terminology. • Several errors in spelling, grammar, punctuation and sentence structure. 	

4. Wages & Unions

Mark	A student in this range:	Total
16-20	Outstanding <ul style="list-style-type: none"> • Demonstrates sophisticated knowledge and understanding of Wages & Unions • with extensive information obtained from conducting a comprehensive and rigorous investigation. • Response is well-structured, logical, coherent, and clearly articulated ideas using relevant vocational terminology. • Spelling, grammar, punctuation and sentence structure are outstanding, with only very minimal errors. • Contains extensive data or information that complements the topic. 	
11-15	High <ul style="list-style-type: none"> • Demonstrates detailed knowledge and understanding of Wages & Unions • balance with information obtained from conducting a thorough research investigation. • Response contains and uses highly relevant source material to support ideas. • Response is well-structured primarily, logical and coherent, and ideas are communicated using relevant vocational terminology. • Spelling, grammar, punctuation, and sentence structure are high standards with only minor errors. 	
6-10	Sound <ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of Wages & Unions • with general information obtained from conducting a research investigation. • Response contains and makes use of source material to support ideas. • Response contains some structural issues, and ideas are not communicated effectively using relevant vocational terminology. • Some errors in spelling, grammar, punctuation and sentence structure. 	
1-5	Basic <ul style="list-style-type: none"> • Demonstrates basic knowledge and understanding of Wages & Unions • with basic information obtained from conducting a research investigation. • Response contains and makes use of basic source material to support ideas. • Response has several structural issues, and ideas are not communicated effectively using relevant vocational terminology. • Several errors in spelling, grammar, punctuation and sentence structure. 	

5. Overview

Mark	A student in this range:	Total
16-20	Outstanding <ul style="list-style-type: none"> • Demonstrates sophisticated knowledge and understanding of Overview • with extensive information obtained from conducting a comprehensive and rigorous investigation. • Response is well-structured, logical, coherent, and clearly articulated ideas using relevant vocational terminology. • Spelling, grammar, punctuation and sentence structure are outstanding, with only very minimal errors. • Contains extensive data or information that complements the topic. 	
11-15	High <ul style="list-style-type: none"> • Demonstrates detailed knowledge and understanding of Overview • balance with information obtained from conducting a thorough research investigation. • Response contains and uses highly relevant source material to support ideas. • Response is well-structured primarily, logical and coherent, and ideas are communicated using relevant vocational terminology. • Spelling, grammar, punctuation, and sentence structure are high standards with only minor errors. 	
6-10	Sound <ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of Overview • with general information obtained from conducting a research investigation. • Response contains and makes use of source material to support ideas. • Response contains some structural issues, and ideas are not communicated effectively using relevant vocational terminology. • Some errors in spelling, grammar, punctuation and sentence structure. 	
1-5	Basic <ul style="list-style-type: none"> • Demonstrates basic knowledge and understanding of Overview • with basic information obtained from conducting a research investigation. • Response contains and makes use of basic source material to support ideas. • Response has several structural issues, and ideas are not communicated effectively using relevant vocational terminology. • Several errors in spelling, grammar, punctuation and sentence structure. 	

Module 10: Experiencing Work (15–30 indicative hours)

This module focuses on providing students with actual experiences in the workplace. It aims to build on prior learning in the *Work Studies* syllabus core and other elective modules.

Schools have the flexibility to include up to a maximum of 60 indicative hours for one or two modules on *Experiencing Work*. These modules must not exceed 50 percent of course time.

They may involve integrated work placements and/or block work placements in businesses and/or community organisations. Students may also conduct research activities in a number of workplace settings and/or be involved in structured enterprise competitions. The value of these experiences is to reinforce the school-based components of the course and to complement work placements that students undertake in other subjects.

Teachers should ensure all required approvals and documentation is completed for students to be involved in activities external to the school.

Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Key Issues

Work health and safety

Note: Teachers may modify this *Work health and safety* content depending on prior student learning.

- **safe working practices**
 - a safe work area
 - safe use of equipment
 - personal protective equipment and clothing
 - preventing bullying and harassment
- **managing risks**
 - identify hazard/s
 - assess the risks of the hazard
 - control the hazard
 - report the hazard
- **common hazards**
 - manual handling
 - slips and falls
 - hazardous substances

- UV radiation
- noise
- plant and equipment
- electrical safety

Learning Experiences

Students:

- using a specific work environment explain how safe working practices are implemented
- identify some common hazards and rate the degree of risk associated with each
- propose measures for controlling a range of hazards with different degrees of risk
- identify workplace hazards, safety signs and symbols.

The workplace

- specific workplace/s for experiencing work

Learning Experiences

Students:

- identify a suitable workplace/community organisation
- familiarise themselves with the workplace and its procedures and protocols
- obtain all approvals to participate in experiencing work
- submit appropriate documentation.

Participate in a work environment

- specific workplace/s

Learning Experiences

Students:

- perform duties and tasks in the workplace
- experience the daily procedures in particular occupations/workplaces
- meet and talk to people in the workplace
- build a network of contacts
- prepare material to support future job applications
- apply workplace skills
- work safely
- prepare a report/logbook of experiencing work



Student Name:	
Subject/Course/Teacher :	HSC Work Studies
Assessment Task Number:	4
Assessment Task Name:	Final Examination
Date Issued:	
Date and Time Due:	Term 3, Weeks 3/4
Weighting:	25%
Class Time Allocated:	Students complete the task during the Trial Examination period. The exam will be made up of multiple choice and short answer questions.
Presentation and Submission Guidelines:	Students are to complete the task on the computer and submit via Google Classroom by the due date. Students are to submit: A report that includes responses to questions 1-7 ALARM tables where necessary
Marking Process:	Mrs Mason will mark the exams

Outcomes Assessed:

- | | |
|------------|---|
| H.1 | investigates a range of work environments |
| H.2 | examines different types of work and skills for employment |
| H.3 | analyses employment options and strategies for career management |
| H.4 | assesses pathways for further education, training and life planning |
| H.5 | communicates and uses technology effectively |
| H.6 | applies self-management and teamwork skills |
| H.7 | utilises strategies to plan, organise and solve problems |
| H.8 | assesses influences on people's working lives |
| H.9 | evaluates personal and social influences on individuals and groups |

Module 3: Workplace Communication (15–30 indicative hours)

This module focuses on providing students with knowledge of the different types of communication in the workplace and with skills to apply them effectively.

Outcomes

1. investigates a range of work environments
2. examines different types of work and skills for employment
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Key Issues

Appropriate communications

- **written, spoken, numerical and visual**
 - different methods of communication
 - correct spelling and punctuation
 - audible, clear and friendly voice
 - concise, correct and courteous communication
 - accurate calculations and visual representations
 - culturally appropriate communication
 - communication that is inclusive of colleagues and clients with a disability

Learning Experiences

Students:

- practise conveying instructions to a hypothetical co-worker
 - write a note/memorandum to a supervisor
 - reply to an email sent to an employee by a supervisor about a hypothetical situation
 - interpret a tax invoice or sales receipt
 - undertake a range of calculations typical of particular vocations
 - identify examples of communications that could offend others
 - role play communicating with a customer.
- **listening, reading and questioning**
 - active listening
 - interpreting technical information
 - open and closed questioning
 - maintaining confidentiality

Learning Experiences

Students:

- demonstrate active listening
 - interpret text, diagrams and data of a technical nature
 - explain the purpose of open and closed questions
 - identify the reasons for maintaining confidentiality in the workplace.
- **body language, personal space and overall communications**
 - personal presentation
 - appropriate and inappropriate body language

- personal space
- sensitivity to others

Learning Experiences

Students:

- deduce meaning from different forms of personal presentation – consider clothing and accessories
- identify common ways of expressing meaning using body language
- analyse how people indicate that someone is entering their personal space.

Working with customers

• assisting customers

- internal and external customers
- business image and expectations
- greetings in accordance with the business's policy
- friendly, open, positive and honest communications
- understanding customer needs
- seeking assistance if required
- concluding in a positive manner

Learning Experiences

Students:

- distinguish between internal and external customers
 - identify how appropriate personal presentation can vary among workplaces
 - demonstrate how employees should greet customers in hypothetical work settings
 - investigate the customer's wants by using open questions and active listening
 - demonstrate how employees should end a meeting with an external customer, close a sale or a business transaction.
-
- **negotiation**
 - win-win approach
 - negotiating informally
 - collecting data and determining priorities
 - finding common ground
 - making concessions
 - achieving consensus
 - confirming agreement
-
- **customer complaints**
 - dealing with customer complaints
 - protocols to address a complaint
 - resolution of the issue

Learning Experiences

Students:

- identify some informal negotiations that often occur in the classroom or other familiar setting
- identify an example of a win-win approach to negotiating
- recommend strategies that could help two people find common ground in their negotiations
- propose situations in which someone might make concessions to achieve an agreement in a negotiation
- role play customer complaint scenarios.

Using technology

- **general workplace technology**
 - communication, including email
 - electronic diary and scheduling software
 - information processing
 - copiers and shredders
- **industry-specific technology**
- **software**
 - word processing
 - spread sheets
 - databases
 - presentations
 - specialist software
 - point of sale systems
- **internet**
 - research
 - financial transactions, including banking
- **inappropriate use**
 - personal use of the employer's equipment
 - inappropriate use of the social media
 - cyber bullying
 - personal mobile phone calls at work

Learning Experiences

Students:

- demonstrate the operation of different types of office technology
- perform simple tasks on spreadsheets and databases
- use the internet to conduct work-related research
- investigate issues associated with transferring money online
- present a report on the inappropriate use of office technology.

Module 5: Managing Work and Life Commitments (15–30 indicative hours)

This module focuses on assisting students to analyse those factors that affect work–life balance and to make decisions that help them to get the balance right. They should develop a clear idea of the positive and negative influences on working lives.

Note: This module is a prerequisite of Module 8.

Outcomes

2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Key Issues

Rewards from work

- **financial rewards**
 - payment for work
 - superannuation
 - leave provisions
 - incentives such as housing, rental, uniform or equipment allowances
 - promotion to a higher position
- **non-monetary rewards**
 - personal growth, learning and skill development
 - access to training opportunities
 - status with colleagues and in the community
 - performing important functions for the community
 - supporting local enterprises and community organisations
 - lifestyle
 - personal fulfilment and job satisfaction
 - social interaction with work colleagues

Learning Experiences

Students:

- distinguish between the different financial rewards from work
- investigate work-related incentives and allowances
- discuss the strategies that people could follow to maximise their financial rewards
- discuss the extent to which different people gain a sense of personal fulfilment from work
- outline how a person's job can affect their status among friends and in the community
- describe how individual work can contribute positively to the community.

Work–life challenges

- **work–life contexts**
 - home-based work
 - welfare
 - paid work
 - employment and self-employment
 - casual work
 - part-time work
 - full-time work

Learning Experiences

Students:

- explain why different people make different work–life choices
 - discuss the advantages and disadvantages of being self-employed or working for an employer
 - discuss the advantages and disadvantages of full-time and part-time work
 - identify short education/training courses that can increase access to work
 - identify programs that assist people to access work.
- **work commitments**
 - hours of work
 - overtime, shiftwork and changing rosters
 - 'on call' and connections to work
 - education and training courses
 - workplace stress
 - travel commitments
 - working multiple jobs
 - meeting work commitments
 - seeking leave if necessary

Learning Experiences

Students:

- explain how work demands may affect a person's work–life balance
 - examine the circumstances where being in full-time work can lead to increased happiness and life satisfaction
 - outline strategies that a full-time employee could adopt to reduce the adverse effects of work demands
 - propose strategies that would help employees to complete further education and training.
- **family, friends and community commitments**
 - commitments in work hours
 - commitments outside work hours that could adversely affect work performance
 - planning leisure activities
 - ensuring that work commitments will be met
 - building and maintaining friendships and networks
 - **financial commitments**
 - borrowings – including credit card debt, financing purchases and personal loans
 - fixed costs – including rent, phone plans, cost of transport to work
 - non-essential costs – discretionary expenditure
 - avoiding financial problems
 - **legal issues**
 - contracts and their commitments

- unlawful acts and possible implications
- avoiding problems with the law
- getting assistance when necessary
- **changes in work environment**
 - organisational restructure
 - redundancy
 - company closure
 - introduction of new technology
 - effect of new regulations

Learning Experiences

Students:

- recognise the role family, friends and the community play in their lives
- outline how family, friends, work colleagues and community influence the behaviour of employees in positive and negative ways
- discuss the role of self-management in achieving a desirable work–life balance
- explain the strategies that young employees could adopt to achieve a good work–life balance
- discuss strategies that employees could adopt to minimise negative influences on their work commitments
- explain why minimising costs and maximising saving can, over time, assist individuals to improve their work–life balance
- outline how legal matters can adversely affect a person's work–life balance
- examine how individuals can cope with changes in the work environment.

Module 6: Personal Finance (15–30 indicative hours)

This module focuses on assisting students to successfully manage their finances after obtaining a job.

Outcomes

3. assesses pathways for further education, training and life planning
4. communicates and uses technology effectively
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

Key Issues

Managing an income

- **understanding a pay advice statement**
 - wage rate, hours worked and gross income
 - income tax rates, tax payments and net income
 - superannuation contributions
 - other deductions
- **managing a bank account**
 - electronic, cheque and cash deposits
 - debit and credit cards
 - internet banking
 - maximising interest on savings
 - maximising account security
 - minimising fees and charges
- **managing a superannuation account**
 - choosing a superannuation fund
 - combining accounts into one
 - making additional contributions
 - seeking financial advice
- **completing a tax return**
 - documentation required
 - understanding deductions and rebates
 - calculating taxable income
 - using an online tax return
 - using a tax accountant

Learning Experiences

Students:

- calculate the key aggregates that appear on a pay advice statement
- investigate how employees should respond if they think there are errors on their pay advice statement
- examine the different ways of using financial accounts
- compare the costs and returns for similar accounts in different financial institutions
- identify strategies which could maximise the security of financial accounts
- discuss the factors that should be considered when choosing a superannuation fund

- interpret the information on a payment summary (group certificate)
- calculate the main aggregates required in a tax return.

Personal finance strategies

- **budgeting**
 - annual income
 - annual costs – avoidable and unavoidable costs
 - annual savings and overall accumulated savings
- **consumer spending**
 - comparison shopping
 - methods of payment
 - restricting long term commitments
- **borrowing money**
 - reasons for borrowing
 - types of loans
 - using credit cards
 - comparing total payments for the duration of the loan
 - meeting commitments and repayments
- **protecting assets**
 - types of insurance
 - compulsory insurance
 - insurance contracts
 - maintaining and replacing assets

Learning Experiences

Students:

- distinguish between costs that are avoidable and not avoidable and explain the role of each in the budgetary process
- discuss the possible advantages of minimising costs associated with long-term contracts
- examine the advantages of accumulating savings
- analyse common mistakes made by consumers and borrowers
- assess the need for the different types of insurance.

Investing money

- **reasons for saving and investing money**
 - saving for a major purchase
 - earning extra income
 - seeking a capital gain
 - retirement
- **types of investments**
 - savings accounts
 - term deposit accounts
 - property
 - shares
 - superannuation
 - small business ownership

- **tax implications**
 - tax rates on different types of investment
- **sources of financial advice and information**
 - financial institutions
 - financial planners/advisers
 - superannuation funds
 - tax accountants
 - government organisations

Learning Experiences

Students:

- explain why people attempt to maximise the income generated by their savings
- identify the ways that capital gains may be earned
- assess the advantages and disadvantages of the different types of investments by considering the relationship between risk and return
- explain why the tax treatment of the different types of investments is important for investors
- discuss ways that individuals can improve their financial literacy
- analyse sources of financial advice
- analyse the factors that influence how individuals make financial decisions.



Hunter River High School Illness / Misadventure Appeal Application

To be completed and handed in to the Head Teacher prior to the Assessment Task, or **within two days of return** to school.

Section A: To be completed by the student.

STUDENT NAME:

YEAR:

SUBJECT/S:

Date of Assessment Task	Assessment Task/s affected	Details of effect on performance, <i>if relevant</i>	Attendance Can/did you attend? YES/NO

Section B:

Reason for failure to meet requirements by/on due date (attach any additional evidence to support this application):

Evidence of illness or medical condition, where relevant:

For appeals based on illness or other medical condition, this section will normally be completed by a doctor or other health professional. *However, this person may be a parent or care giver.* The school and NESA advises that students *should attend Assessment Tasks unless it is considered that it would be detrimental to their health.*

Diagnosis / medical condition:

Date of onset of illness or condition:

Dates and time(s) of all consultations / meetings relating to this illness / condition:

Please attach medical certificate/s, where available.

Please describe how the student's condition / symptoms could impede their performance in the Assessment Task. *(If the student was unable to attend an examination, it is imperative that you provide full detail in the space provided or on additional sheets and attach them to this application.)*

Any other comments which you feel will assist in the assessment of the student's application. *(If there is not enough space please provide additional sheet/s)*

Section C: Student Appeal

I have carefully read the information sheet detailing Assessment Task Illness / Misadventure Appeals and the instructions at the front of this form, and have completed each item on the checklist.

I consider that my Assessment Task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the Assessment Task, as set out above and in Section A of this form.

I request HRHS to use a moderated assessment mark, based on my other school Assessments, where that mark exceeds my Assessment Task mark for the course/s in which I have appealed. **Where an absence is known in advance, I understand I will need to complete the task prior to the date. I will engage with the Code of Conduct required of me in this instance.**

I declare that all the information I have supplied is true.

Student signature:

Date:

Parent/caregiver signature:

Date:

Name of person lodging appeal *if not the student:*

Reason not lodged by student:

Signature:

Telephone:

Section D: Class Teacher Comment (comment / recommendations in relation to this appeal):

Name (please print):

Signature:

Date: ____ / ____ / ____

Section E: Head Teacher Comment (comment / recommendations in relation to this appeal):

Name (please print):

Signature:

Date: ____ / ____ / ____

Section F: Result / outcome

Copy to be provided to: student / CT / HT / YA / DP / student file

Panel member name:

Signature:

Date:

Panel member name:

Signature:

Date:

Panel member name:

Signature:

Date: