

Judge the evidence a source provides for a particular topic

Sample examination questions:

- To what extent do Sources A and B provide evidence for [a particular topic]
- Compare and contrast Sources A and B as evidence for [a particular topic]
- How does Source A provide evidence for [a particular topic]
- What do Source A and B reveal about [a particular topic]
- Analyse the limitations of Source A for an historian studying [a particular topic]
- Contrast the value of Source A and Source B for an historian studying [a particular topic]

What you need to think about in answer questions about the evidence a source provides:

Evidence – anything that helps to prove or support something

Compare – what is similar and what is different

Contrast – what is different or opposite

To what extent, how much? Do the sources provide information on everything you need to know about the topic? What do they say? What is missing? It is important to make a clear judgement at the start of this response, then use examples from the source as evidence to support this.

Use sources to support a response to a question

Sample examination questions:

- Use Sources A and B and your own knowledge, [answer a question]
- Study Sources A, B and C. Using these sources, [answer a question]
- [Question] Make critical reference to Sources A and B and your own knowledge in your answer.
- [Question] Refer to Sources A and B and your own knowledge in your response

What you need to think about when answering questions requiring source evidence (and, usually, too):

Make a statement (topic sentence) that covers the general points that you are going to cover – DO NOT SAY something like – eg. (There were differing attitudes towards the war in Germany that changed over the course of 1914-1918) – get straight to the point – eg. (Attitudes changed over time in Germany towards the war, due to the harsh conditions of the naval blockade and the knowledge of failure in the war)

- Introduce own knowledge...
- Support a point with Source A...
- Introduce new point of own knowledge...
- Support a point with Source B.
- Know your content well for this section and make sure you include everything surrounding the question that is asked!

The focus here is using your detailed content knowledge to answer the question and support this with examples from the source.

Hsc Teacher Guide

**Kirsty Devaney, Martin Fautley, Joana
Grow, Annette Ziegenmeyer**



Hsc Teacher Guide:

Course and Curriculum Improvement Materials National Science Foundation (U.S.),1976 **HSC Economics** Ian Bremner,Peter Hauser,1981 A Guide to Promising Practices in Educational Partnerships Jacqueline Danzberger,Cristina Bodinger-DeUriarte,1996 This guide which is designed for individuals interested in establishing joint endeavors among schools social service agencies cultural institutions businesses industries and or institutions of higher education illustrates promising practices supporting and reflecting partnership activities Part 1 is divided into three sections detailing practices supporting partnership building in the following areas needs assessments educational community and participant based needs assessments project staffing transition of key personnel and volunteer project managers and initiating activities identifying and recruiting partners recruiting volunteers and recruiting partners Part 2 includes four sections in which promising practices representing partnership activities in the following areas are described staff development cross agency training teacher tutor training school based master s degrees student support services peer tutor mentors and business mentors and coaches school to work transition articulated curricula job skills workshops job shadows health career internships and business and instructional internships and community involvement parent education resource directories and public hearings Concluding the guide is a profile of one promising partnership that encompasses many of the practices described Appended are the names addresses of the members of the Educational Partnership Study Group which conducted the study out of which this guide grew MN *Cambridge Preliminary Mathematics General* Greg Powers,2012-12-21 Cambridge preliminary mathematics general second edition has been completely revised for the stage 6 mathematics general syllabus implement from 2013 to prepare you for the HSC general 1 or general 2 course *Resources in Education* ,2001-10 *Jacaranda Outcomes 1 Health and Movement Sciences Preliminary Course, 6e* learnON & Print Ron Ruskin,Kim Harper,Jade Hunt,Erinn McMahon,Wade Richardson,Clare Warren,2024-08-26 Jacaranda Outcomes NSW s favourite Jacaranda Outcomes has the new Health Movement Science Stage 6 Syllabus covered with new content and tools to support your transition an enhanced exam focus and rich multimedia to support deeper learning Exam preparation in print and online Students can practise in class and at home with past HSC exam questions in print a printable exam question booklet annotated exam questions and sample responses plus 100s of additional exam questions online Videos by experienced teachers Students can hear another voice and perspective with new videos featuring expert teachers explaining how to answer exam questions including Band 6 responses Support for teachers Tools to save teachers time and support the transition to the new Syllabus including a full topic on the new depth studies and collaborative investigations plus instant reports into student progress For teachers learnON includes additional teacher resources such as quarantined questions and answers curriculum grids and work programs *Reflections on the History of Computers in Education* Arthur Tatnall,Bill Davey,2014-05-05 This book is a collection of refereed invited papers on the history of computing in education from the

1970s to the mid 1990s presenting a social history of the introduction and early use of computers in schools The 30 papers deal with the introduction of computer in schools in many countries around the world Norway South Africa UK Canada Australia USA Finland Chile The Netherlands New Zealand Spain Ireland Israel and Poland The authors are not professional historians but rather people who as teachers students or researchers were involved in this history and they narrate their experiences from a personal perspective offering fascinating stories Excel Senior High School Jenny Harrison,2002

Excel Preliminary Business Studies Louise Fleming,2004-10 Contains a comprehensive summary of the entire course activities glossary of terms and a list of websites A Practical Guide for Teachers of Students with an Autism Spectrum

Disorder in Secondary Education Debra Costley,Trevor Clark,Elaine Keane,Kathleen Lane,2012 This book has all the essential guidance and tools that anyone working in education will need to help students on the autism spectrum perform to their best potential and stay organised and on track with their school work The book also covers general obstacles including social situations anxiety mental health and the next steps after school **Excel Senior High School** Donna Kerr,Sandra Wilson,2004

The Routledge Companion to Teaching Music Composition in Schools Kirsty Devaney,Martin Fautley,Joana Grow,Annette Ziegenmeyer,2023-08-18 The Routledge Companion to Teaching Music Composition in Schools International Perspectives offers a comprehensive overview of teaching composing from a wide range of countries around the world Addressing the current state of composition pedagogy from primary to secondary school levels and beyond the volume explores issues including different curricular and extracurricular settings cultural aspects of composing aesthetics musical creativity the role of technology and assessment With contributors from over 30 countries this volume encompasses theoretical historical empirical and practical approaches and enables comparisons across different countries and regions Chapters by experienced educators composers and researchers describe in depth the practices taking place in different international locations Interspersed with these chapters interludes by the volume editors contextualize and problematize the teaching and learning of composing music The volume covers a range of contexts including formal and informal those where a national curriculum is mandated or where composing is a matter of choice and a range of types styles and genres of musical learning and music making Providing a wide ranging and detailed review of international approaches to incorporating music composition in teaching and learning this volume will be a useful resource for teachers music education researchers graduate and undergraduate students and all those working with children and young people in composing music

Visual Arts Craig Malyon,2002 Excel Revise in a Month titles give you a step by step program to revise for your HSC one month before your exams Each book in the series includes numerous tests key information points and exam style questions to make sure you make the most of your study time Excel Revise in a Month Visual Arts covers the HSC content Practice the Conceptual Framework and the Frames plus includes a chapter on revising your case studies includes a bonus chapter on Art making in the HSC to help you prepare and submit your Body of Work is an effective study program for you a

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Senior High School Japanese Beginners/Accelerated Level Fudeko Reekie, 2002 This study guide to HSC Japanese offers a comprehensive coverage for the entire course from year 11 Includes seven main themes and over 100 pages of HSC type questions **Australian Government Publications**, 1980 *Excel Preliminary Chemistry* C. M. Roebuck, 2003

Learning to Teach Citizenship in the Secondary School Liam Gearon, 2009-09-02 A comprehensive and illuminating resource on both citizenship and citizenship education David Hicks Times Educational Supplement What is the role of Citizenship How can it be taught effectively The fully updated second edition of Learning to Teach Citizenship in the Secondary School is an essential text for students training to teach Citizenship as a first or second subject as well as experienced teachers who have opted to take responsibility for this vital subject Written in a clear and practical way yet underpinned by a sound theoretical background it examines Citizenship as a wide ranging subject that can be taught in its own right or through other curriculum subjects and activities The new edition includes a range of brand new chapters covering key themes in Citizenship education including Historical origins and contemporary contexts Developing subject knowledge and skills of enquiry Effective lesson plans schemes of work and assessment Citizenship beyond the classroom community based work and learning outdoors Citizenship across the curriculum History English drama and media and R E Research in Citizenship With key objectives and tasks for each chapter this book will help the reader improve their

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