



*Newtown High School  
of the  
Performing Arts*

***ASSESSMENT  
BOOKLET***

**YEAR 11**

**2017**

This provides you with important information about the timing of assessment tasks, the content examined and the weighting of each assessable task you have this year.

*Equity, Creativity, Excellence*



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# **Newtown High School of the Performing Arts**

## **Senior Assessment Policy**

### **Why do we need a School Assessment Policy?**

- The School Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.
- Assessment at Newtown High School of the Performing Arts encourages progressive development of skills and knowledge while ensuring:
  - consistency across courses
  - fairness in marking and reporting
  - co-ordination of the assessment program to ease the load on students.

### **How are Course Outcomes assessed?**

Students are assessed against Course Outcomes through a range of assessment tasks in each course. An outcome is a description of the learning which has taken place. Student progress in achieving course outcomes is reported twice a year.

A range of tasks is used for assessment and will vary from course to course. These may include:

- Examinations which may take a written, practical and oral form
- Essays, research tasks, assignments, portfolios, log books
- Practical tasks, projects and major works.

### **Excursions and Fieldwork**

Some courses require students to undertake mandatory fieldwork or mandatory excursions to achieve and assess some outcomes. In the case of unavoidable absence from such activities students must negotiate alternate arrangements and follow Illness/Misadventure procedures.

### **Malpractice**

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- breaching published school examination rules
- being in possession of unauthorised notes
- being in possession of electronic devices during a test or examination
- using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- presenting another person's work as their own
- paying someone to write or prepare an assessment task
- offering false documentation or explanations in support of an appeal/non-serious attempt in an assessment task
- work presented which contains frivolous and/or objectionable material
- assisting another student to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students

Students must engage in ethical practice regarding assessment tasks. Work submitted for assessment tasks must be the student's own work. Malpractice in the HSC examination will disqualify students from an award in that course; similarly, malpractice within the school context of the Preliminary or HSC course, will render a task a 'zero' score.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Head Teacher. If both are in agreement then the student will be awarded a zero for the task. Students may appeal any such decision using the appeals procedures existing within the school.

In cases of proven malpractice in Preliminary and HSC assessment tasks, all schools are required to register this information with the Board of Studies.

### What are the responsibilities of the school?

An assessment schedule has been developed for each course within the guidelines provided by the Board of Studies incorporating mandatory assessment components and weightings for that course. Components are the parts of courses or major areas to be assessed. Weightings are the percentages of marks to be allocated to the components.

The school is required to provide students with the following information;

- An Assessment Calendar, which outlines what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task.
- Assessment tasks will be of the same type and have the same weighting for all classes studying that course. At the completion of each task, students will receive a *mark, rank and cumulative rank, detailed marking criteria and written feedback concerning areas for development*.
- Written notification of the specific nature of each calendared assessment task at least TWO weeks in advance. This is a more detailed explanation of the specific nature of the task.
- In exceptional circumstances some tasks may be rescheduled or substituted; in such cases teachers will inform students of the new arrangements in writing at least **two weeks** in advance.
- Official warning letters of concern will be posted home to parents/carers outlining the areas of unsatisfactory completion of the Preliminary/HSC course requirements.

### What are the responsibilities of the students?

- Students must demonstrate sustained diligence and effort in each subject.
- Students must attend classes regularly and ensure their attendance does not fall below 85%.
- Students must complete all set tasks in order to achieve course outcomes.
- Students must engage in ethical practice regarding assessment tasks.
- Students are required to participate in all lessons constructively.
- Every student has the responsibility to follow the procedures outlined in the school's assessment booklet. Every student must also be familiar with the course information contained in this booklet.
- It is important that the student speaks with their teacher or head teacher of the faculty if there is any doubt about the requirements of the assessment task.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks **at the required time** as specified in the booklet and the assessment calendar.
- Excluding exam periods, students must be **present** for the **whole day** in which an assessment task is scheduled. Failure to do so will require an Illness/misadventure application. It is not acceptable for a student to attend school to fulfil the requirements of an assessment task **only** and not be present at **all** the timetabled lessons for that particular day.
- Students need to arrive promptly to examinations. Students who arrive 10 minutes or more after an examination start time will not be permitted entry. They will need to reschedule and apply for Illness/misadventure with supporting documentation.
- Hand-in tasks include tasks such as research essays, written reports, materials as part of in-class presentations and practical work. All assessment tasks are to be submitted on the **due date** at the **specified time**. It is the student's responsibility to ensure that these tasks are submitted on time.
- Unless otherwise stated on the assessment notification, all hand-in tasks must be submitted at the beginning of the lesson on the day of the task. Failure to do so will require an illness/misadventure application.
- Hand-in tasks are to be submitted to the class teacher or the relevant faculty head teacher and the Assessment Issue Record signed. Students must not leave hand-in tasks on teachers' desks.
- If the student has only completed part of a hand in task, this part must be submitted to the class teacher on the due date.
- In the case of illness or misadventure it is the student's responsibility to apply to the Assessment Review Committee (ARC) for consideration.

## Procedures for Illness or Misadventure

Consideration is given to students who suffer Illness or Misadventure prior to or at the time of a task. These procedures must be followed in order to ensure fairness for all students.

**NOTE: Technology failure or printer breakdown will not be accepted as a valid reason for late submission or absence. 'Teching' is also not a valid excuse for missing a scheduled assessment task.**

### Application for Illness/Misadventure

An Illness/Misadventure Application Form must be completed and all paperwork, along with relevant supporting documentation, is to be submitted **within TWO days** of the student's return to school. In the case of Illness, relevant written evidence from a medical practitioner covering the period of absence/non-submission is mandatory in order to be considered by the Assessment Review Committee (ARC).

**The Illness/Misadventure form can be obtained from the faculty Head Teacher, the Deputy Principal in charge of the year group or downloaded from the school's website.**

In the case of:

1. **Absence due to Illness/Misadventure on the day of an in-school assessment task**
  - The student or family member is requested to contact the school to notify the relevant Head Teacher **on the morning the task is scheduled.**
  - Students must report to the relevant Head Teacher on the **first day of their return to school**, complete the Illness/Misadventure form and return it within 2 days.
2. **Partial Absence on the day of and prior to an assessment task** (excluding exam periods)
  - The student or family member is requested to contact the school to notify the relevant Head Teacher **on the morning the task is scheduled.**
  - Students must report to the relevant Head Teacher on the day of the task; complete the Illness/Misadventure form and return it within 2 days.
3. **Absence due to Illness/Misadventure on the day an assessment task is due to be submitted**
  - The student or family member is requested to contact the school to notify the relevant Head Teacher on the **same day a task is due to be handed in.**
  - On the first **day of the student's return to school** they must submit the task to the Head Teacher, complete the Illness/Misadventure form and return it within 2 days.
4. **Failure to hand in assessment task at the required time**
  - When submitting an assessment task after the required time on the day of the assessment task, the student is required to complete the Illness/Misadventure form and return it within 2 days.
5. **Illness/misadventure during an in-school assessment**
  - The student must notify the supervisor of the task that they are feeling unwell **before they view the task.** At this stage the student will need to decide;
    - (a) to sit the task, in which case the mark earned will be awarded. The student cannot apply retrospectively for any special consideration due to illness.
    - (b) leave the task and apply for illness/misadventure. The student must then collect an Illness/Misadventure form from the relevant Head Teacher or Deputy Principal and follow the illness/misadventure process, which will require a medical certificate dated the day of the task.

6. **Illness/Misadventure during an examination period including lateness**
- The student must contact the relevant Deputy Principal.
  - The Deputy Principal will liaise with the student and organise a rescheduling of the affected exam(s).
  - The student must complete an Illness/Misadventure form for the missed exam and return it to the relevant Deputy Principal within two days.
7. **Group performance Illness/Misadventure**
- When a group performance cannot go ahead on a scheduled date, the students affected need to complete a group performance Illness/Misadventure form.
  - This form needs to be returned to the relevant Head Teacher within two days. The Head Teacher will reschedule an alternative date for the performance.
  - The student responsible for this group Illness/Misadventure application must complete an individual Illness/Misadventure form outlining the nature of their application. Please note that this application will be considered separately to the group's application.

# Procedures for Illness/Misadventure

Students missing an assessment task and wishing to make application for Illness or Misadventure must follow the procedure outlined below:

## **Step One: Student contacts the school**

Student is requested to inform the school of the absence.



## **Step Two: On first day of return**

*It is the student's responsibility:*

- (i) Report to the Head Teacher of the faculty
- (ii) Complete Illness / Misadventure application including head teacher comments and parent/carer signature.
- (iii) Submit application form to faculty Head Teacher (or Deputy Principal for exams) within 2 days of their return.



## **Step Three: Resolution and Feedback**

Assessment Review Committee consisting of a Deputy Principal and two Head Teachers will meet to consider application. Resolution and feedback is given to head teacher, student and parents.



## Illness/Misadventure Form

Name: ..... Course: ..... Year: .....

Name of Assessment Task: .....  
Performance, Assessment Task No.....  
Task, Weighting: .....  
Date Due: .....  
Class Teacher: .....

Nature of Task: (Please circle) Examination,  
Performance, Practical Task, Speaking Task,  
Written Task, Viewing Assignment, Research  
Activity, Portfolio, Field Work.

### Section A

*To be completed by the student*

Outline reasons for this application for Illness/Misadventure and attach relevant documentation.

.....  
.....  
.....

Parent/Carer Signature: ..... Student Signature: .....

Date: ..... Date: .....

### Section B

*To be completed by the Head Teacher*

Head Teacher's Name: ..... Faculty: ..... Course: .....

Receipt date of Illness/Misadventure form: .....

Task submitted/completed  Yes  No Date Completed: .....

Date of rescheduled task: .....

Comments:

HT Signature: .....

### Section C

*To be completed by the Assessment Review Committee*

Resolution: Accepted / Rejected

.....  
.....

ARC Members: .....

**Copy to:** Committee/Relevant Head Teacher /Student/Parent/Carer/Student File

# Group Performance Procedures for Illness/Misadventure

Students wishing to make application for Group Illness or Misadventure must follow the procedure outlined below:

## Step One: Students affected complete form

Complete the Group Illness/Misadventure form.



## Step Two: Contact Head Teacher

*It is the student's responsibility:*

- (i) Report to the Head Teacher of the faculty
- (ii) Complete Group Illness / Misadventure Application including Head Teacher comments.
- (iii) Submit application form to faculty Head Teacher within 2 days.

**NOTE:** If a student is responsible for this group Illness/Misadventure application they must complete an individual Illness/Misadventure form, otherwise they will be awarded a mark of zero.



## Step Three: Resolution and Feedback

Assessment Review Committee consisting of a Deputy Principal and two Head Teachers, will meet to consider both individual and group application. Resolution and feedback given to head teacher, student and parents.

# Newtown High School of the Performing Arts

## Group Performance Illness/Misadventure Form



Name/Names of students causing misadventure: .....

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### Section A

List of students affected:

Course: ..... Year: .....

Name of Group Performance: ..... Weighting ..... Date Due: .....

Class Teacher: .....

Outline reasons for this application for Illness/Misadventure:

Attention: If a student is responsible for this group illness/misadventure application they MUST also complete an individual illness/misadventure form otherwise they will be awarded a mark of zero.

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### Section B

*To be completed by the Head Teacher*

Head Teacher's Name: ..... Course: .....

Faculty: ..... Date: .....

Receipt date of Illness/Misadventure form: .....

Task submitted/completed  Yes  No Date of Rescheduled Task: .....

Comments: .....

HT Signature: .....

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### Section C

*To be completed by the Assessment Review Committee*

Resolution: .....

ARC Members: .....

**Copy to:** Committee/Relevant Head Teacher /Student/Parent/Carer/Student File

# Procedures for Extension and Approved Leave

## Request for Extension

Students are provided with the opportunity to apply for an extension if they feel they have a genuine inability to meet a scheduled due date. These applications are to be expressed in writing using the request for extension form provided by the school. These forms are to be collected from the Deputy Principal and must be returned to the relevant Deputy Principal within two days of issue. All applications for an extension must be made 5 school days prior to the due date.

## Approved Leave (approved by Principal or nominee)

If a student knows in advance that they will be absent on the day a task is due, then the task should be handed in prior to the due date. When the task is to be completed in class, then arrangements must be made with the Head Teacher prior to the task. These arrangements need to be noted in writing and communicated to the student.

**The consequences of not following these procedures may result in your application for Illness/Misadventure being rejected and a zero mark being awarded.**

## Outcome of Illness/Misadventure

The Assessment Review Committee (comprising of the Deputy Principals and two Head Teachers) will consider all Illness/Misadventure cases. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted one of three things may occur:

1. If the task has already been completed/submitted, the mark will be awarded.
2. If the task has not been completed/submitted, it will be rescheduled and the mark will be awarded.
3. In exceptional circumstances, where undertaking an alternative task is not possible, the Principal may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the 'zero'.

**If the application is rejected, a mark of zero will be awarded.** The student may choose to apply to the Principal in writing to reconsider the Assessment Review Committee's decision. This appeal must be made within two weeks of receiving the decision.

# Procedures for Applying for an Extension

Students wishing to apply for an extension must follow the procedure outlined below:

## **Step One:**

Student fills in the Request for Extension Form which can be obtained from the Deputy Principal in charge of their year group.



## **Step Two:**

Within two days of the form being issued students must complete all the paperwork and submit the form to the Deputy Principal in charge of their year group.  
This application must be made at least 5 school days prior to the official due date.



## **Step Three: Resolution and Feedback**

The application will be considered by the relevant Deputy Principal and the decision will be communicated in writing to the relevant Head Teacher, student and parents/carers.



## Request for Extension Form

Name: ..... Course: ..... Year: .....

Class Teacher: ..... Weighting: ..... Date Due: .....

Name of Assessment Task : ..... Nature of Task: *(please circle)*

*Examination*                      *Performance*                      *Assignment*                      *Field Work*                      *Portfolio*  
*Research Activity*                      *Practical Task*                      *Speaking Task*                      *Viewing Task*                      *Written Task*

Other (please specify): .....

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### Section A

Date of Assessment Task: ...../...../.....

Reason for application (attach supporting letter or documentation as necessary)

.....  
.....  
.....

State sufficient details to support your case for consideration, to gain an extension of time.

Signed (Student) : ..... Date: ...../...../.....

Signed (Parent) : ..... Date: ...../...../.....

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### Section B

Head Teacher's Comment: .....

.....

Signed: ..... Date: ...../...../.....

Form Issued on: ...../...../..... Form Received on: ...../...../..... By: .....

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### Section C

Decision: .....

.....

Signed: ..... Date: ...../...../.....

## Non-Completion of Preliminary/HSC Course Requirements Procedure

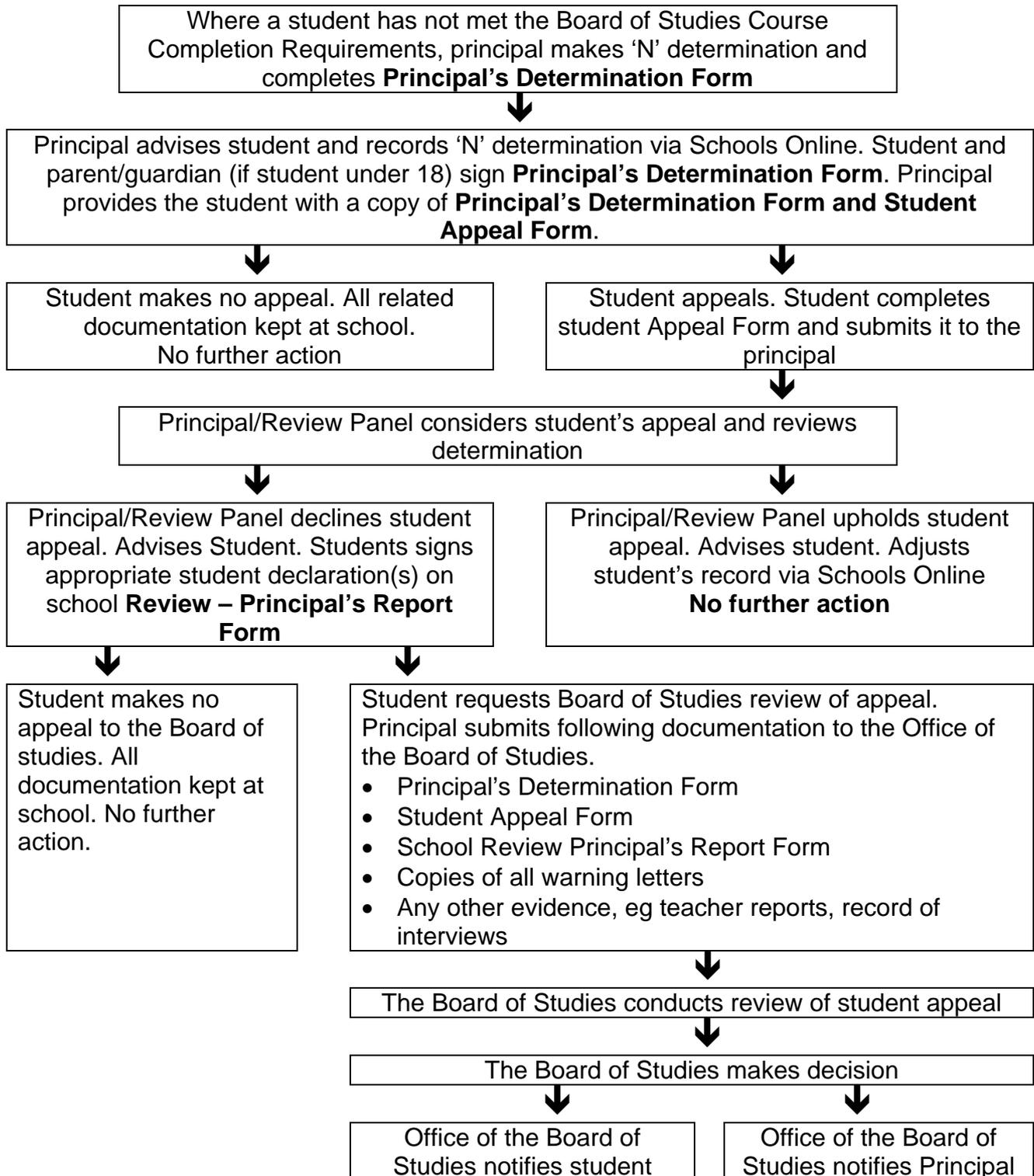
1. The Non-completion of a course requirements procedure commences when a student has not:
  - (a) **Followed** the course developed by the board; and
  - (b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - (c) **Achieved** some or all of the course outcomes.
2. The **first** official warning letter is issued indicating the area(s) of concern. The Head Teacher of the faculty interviews the student in danger of not satisfactorily completing a course. The Head Teacher documents the interview and the record of interview is completed which outlines the agreed Plan of Improvement.
3. The **second** official warning letter will be issued for completely different reasons as outlined in the first official warning, ie a student cannot receive two letters for the same task. A pattern of indiscretions which illustrate that the course completion criteria (a), (b) and/or (c) has not been met needs to be established.

Once the second official warning letter is issued an interview with a designated member of the executive and the student will be organised to discuss all outstanding concerns. At the interview a Plan for Improvement will be negotiated and be implemented over an agreed time. This outcome is recorded.
4. Receipt of the **third** official warning letter for any one further indiscretion or a series of indiscretions will result in an interview with the Deputy Principal in charge of the year group, parent or caregiver and the student. At this meeting the Deputy Principal will make a determination, which may include implementation of a negotiated Program of Improvement.

**NB: Students who have received a minimum of two official warning letters in a single course and have not completed the requirements detailed on these letters are at risk of receiving an 'N' determination for that course.**

Please refer to the flow chart on the next page.

## Procedures for appeals against ‘N’ determinations for Non-completion of Preliminary and HSC course requirements.



## Ancient History Preliminary Course

Objectives	Preliminary Course Outcomes
<p><b><i>Students develops knowledge and understanding about:</i></b></p> <p>1. people, places, societies and events in the context of their times</p>	<p><b><i>A student develops the skills to:</i></b></p> <p>P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context.</p>
<p>2. change and continuity over time</p>	<p>P2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world.</p>
<p>3. the process of historical inquiry</p>	<p>P3.1 locate, select and organize relevant information from a variety of sources.            P3.2 identify relevant problems of sources in reconstructing the past            P3.3 comprehend sources and analyse them for their usefulness and reliability            P3.4 identify and account for differing perspectives and interpretations of the past            P3.5 discuss issues relating to ownership and custodianship of the past            P3.6 plan and present the findings of historical investigations, analyzing and synthesizing information from a range of sources.</p>
<p>4. communicating an understanding of history</p>	<p>P4.1 use historical terms and concepts appropriately            P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms.</p>

## Ancient History Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Investigating the Past: History, Archaeology and Science Who owns the past? Case Study: Ancient Human Remains	30%	P3.1, P3.2, P3.5	Half Yearly Exam	Term 2 Week 2
2	Historical Investigation: Significant Individual	40%	P2.1, P3.3, P3.6	Written Report Class Presentation	Term 2 Week 5
3	Ancient Societies, Ancient Societies, Sites and Sources	30%	P1.1, P3.4	Yearly Exam	Term 3 Weeks 8/9
1, 2, 3	All tasks combined for yearly report	N/A	P4.1, P4.2	All tasks	N/A

# Biology Preliminary Course

## Course Structure

The Preliminary Biology course is organised into a number of modules. The Preliminary modules consist of core content that would be covered in 120 indicative hours. Practical experiences are an essential component of the preliminary course. Students will complete 55 indicative hours of practical/field work during the Preliminary course. Practical experiences must include at least one open-ended investigation integrating skill and knowledge outcomes in the Preliminary course. **Preliminary Course:** 120 indicative hours

The preliminary course incorporates the study of:

- A local Ecosystem (25 indicative hours)
- Patterns in Nature (35 indicative hours)
- Life on Earth (30 indicative house)
- Evolution of Australian Biota (30 indicative hours)

Objectives	Outcomes
<b>Students will develop knowledge and understanding of:</b> the history of Biology	P1 outlines the historical development of major biological principles, concepts and ideas
the nature and practice of biology	P2 applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology
applications and uses of biology	P3 assesses the impact of particular technological advances on understanding in biology
implications of biology for society and the environment	P4 describes applications of biology which affect society or the environment
current issues, research and developments in biology	P5 describes the scientific principles employed in particular areas of biological research
cell-ultrastructure and processes	P6 explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
biological diversity	P7 describes the range of organisms in terms of specialisation for a habitat
environmental interactions	P8 analyses the interrelationships of organisms within the ecosystem
mechanisms of inheritance	P9 explains how processes of reproduction ensure continuity of species
biological evolution	P10 identifies and describes the evidence for evolution
<b>Students will develop further skills in:</b> planning investigations	<b>A student:</b> P11 identifies and implements improvements to investigation plans
conducting investigations	P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources

## Biology Preliminary Course continued

Objectives	Preliminary Course Outcomes
<i>Students will develop further skills in:</i> the history of biology	<b>A student:</b> P13 identifies appropriate terminology and reporting styles to communicate information and understanding in biology P14 draws valid conclusions from gathered data and information P15 implements strategies to work effectively as an individual or as a team member P16 demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science
developing scientific thinking and problem-solving techniques	
working individually and in teams	
<i>Students will develop positive values about and attitudes towards:</i> themselves, others, learning as a lifelong process, biology and the environment	

Task	Course Component	Weighting	Outcomes	Task	Date
1	Patterns in Nature	25%	P1, P2, P3, P5, P6, P7, P11, P13 & P14	Practical (PC, Com)	Term 1 Week 10
2	Patterns in Nature Life on Earth	25%	P1, P2, P3, P5, P6, P7, P9, P 11, P13 & P14	Oral (KU, PFA, PC)	Term 2 Week 2
3	Life on Earth Evolution of Australian Biota	20%	P2, P4, P8, P10, P11, P12, P13, P14, P15, P16	Written task	Term 3 Week 3
4	Patterns in Nature Life on Earth Evolution of Australian Biota A Local Ecosystem	30%	P1, P2, P3, P5, P6, P7, P8, P9, P10, P11, P13, P14	Yearly Exam (KU, PFA, PC)	Term 3 Weeks 8/9

# Business Studies Preliminary Course

Objectives	Preliminary Course Outcomes	
<b>Students develops knowledge and understanding about:</b> The nature, role and structure of business	P1	discusses the nature of business, its role in society and types of business structure
	P2	explains the internal and external influences on businesses
	P3	describes the factors contributing to the success or failure of small to medium enterprises
Internal and external influences on business	P4	assesses the processes and interdependence of key business functions
The functions and processes of business activity	P5	examines the application of management theories and strategies
Management strategies and their effectiveness	P6	analyses the responsibilities of business to internal and external stakeholders
<b>The student develops skills to:</b> Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations  Communicate business information and issues using appropriate formats  Apply mathematical concepts appropriate to business situations	P7	plans and conducts investigations into contemporary business issues
	P8	evaluates information for actual and hypothetical business situations
	P9	communicates business information and issues in appropriate formats
	P10	applies mathematical concepts appropriately in business situations

## Business Studies Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Nature of Business	20%	P1, P2, P7	Business Research Task	Term1 Week 8
2	Nature of Business Business Management	25%	P1, P4, P5, P6	Half Yearly Exam	Term 2 Week 2
3	Nature of Business Business Management	25%	P1, P2, P7, P8, P9,	SME Investigation Task: Oral Presentation	Term 3 Week 3
4	Nature of Business Business Management Business Planning	30%	P1, P2, P3, P4, P5, P6, P8, P9, P10	Yearly Exam	Term 3 Weeks 8/9

# Chemistry Preliminary Course

## Course Structure

The Preliminary Chemistry course is organised into a number of modules. The Preliminary modules consist of core content that would be covered in 120 indicative hours. Practical experiences are an essential component of the Preliminary course. Students will complete 55 indicative hours of practical/field work during the Preliminary course. Practical experiences must include at least one open-ended investigation integrating the skills and knowledge and understanding outcomes in the Preliminary course.

**Preliminary Course:** 120 indicative hours

- The Chemical Earth (30 indicative hours)
- Metals (30 indicative hours)
- Water (30 indicative hours)
- Energy (30 indicative hours)

Objectives	Outcomes
<b><i>Students will develop knowledge and understanding of:</i></b>	
the history of Chemistry	P1 outlines the historical development of major principles, concepts and ideas in Chemistry.
the nature and practice of Chemistry	P2 applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in Chemistry.
applications and uses of Chemistry	P3 assesses the impact of particular technological advances on understanding in Chemistry
implications for society and the environment	P4 describes applications of Chemistry which affect society or the environment
current issues, research and developments	P5 describes the scientific principles employed in particular areas of research in Chemistry
atomic structure and periodic table	P6 explains trends and relationships between elements in terms of atomic structure and bonding
energy	P7 describes chemical changes in terms of energy inputs and outputs
chemical reactions	P8 describes factors that influence the type and rate of chemical reactions
carbon chemistry	P9 relates the uses of carbon to unique nature of carbon chemistry
stoichiometry	P10 applies simple stoichiometric relationships
planning investigations	P11 identifies the need for, drafts and improves investigation plans
conducting investigations	P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources

## Chemistry Preliminary Course continued

Objectives	Outcomes
<b><i>Students will develop knowledge and understanding of:</i></b> communicating information and understanding	P13 identifies appropriate terminology and reporting styles to communicate information and understanding.
developing scientific thinking and problem-solving	P14 draws valid conclusions from gathered data and information
working individually and in teams	P15 implements strategies to work effectively as an individual or as a member of a team
<b><i>Students will develop positive values about and attitudes towards:</i></b> themselves, others, learning as a lifelong process, chemistry and the environment	<b><i>A student:</i></b> P16 demonstrates positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

Task	Course Component	Weighting	Outcomes	Task	Date
1	Chemical Earth Metals	25%	P1, P2, P3, P4, P5, P6 & P13	Research/Oral : (K&U, PFA & Com)	Term 1 Week 10
2	Chemical Earth Metals	20%	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11, P12, P13& P14	Half Yearly Exam (KU, PFA, PC)	Term 2 Week 2
3	Water Energy	25%	P11, P12, P13 & P14	Practical (PC & Com)	Term 3 Week 6
4	Chemical Earth Metals Water Energy	30%	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13 & P 14.	Yearly Exam (KU, PFA, PC)	Term 3 Week 8/9

## Classical Ballet Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Classical Ballet Appreciation	10%	<ul style="list-style-type: none"> <li>Understand the artistic and cultural context of Classical Ballet.</li> <li>Demonstrate in written and oral form the ability to analyse and synthesise information to make informed judgments on Classical Ballet.</li> <li>Value the diversity of Classical Ballet from national and international perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Research Project: History of Classical Ballet</li> </ul>	Term 1 Week 10
2	Classical Ballet Technique	25%	<ul style="list-style-type: none"> <li>Develop skills of Classical Ballet through Classical Ballet technique, style and appreciation</li> <li>Understands and performs Classical Ballet technique, style and performance quality with due consideration of safe dance practices.</li> </ul>	Half Yearly Exam <ul style="list-style-type: none"> <li>Perform Classical Ballet exercises</li> <li>Journal</li> </ul>	Term 2 Week 2
3	Classical Ballet Performance	25%	<ul style="list-style-type: none"> <li>Understand the artistic and cultural context of Classical Ballet.</li> <li>Demonstrate in written and oral form the ability to analyse and synthesise information to make informed judgments on Classical Ballet.</li> <li>Understands and performs Classical Ballet technique, style, and performance quality with due consideration of Safe Dance Practices.</li> </ul>	<ul style="list-style-type: none"> <li>Performance of Solo</li> <li>Analysis/Journal</li> <li>Discuss the solo with reference to safe dance practices – Viva Voce</li> </ul>	Term 2 Week 8
4	Classical Ballet Technique and Classical Ballet Performance and Appreciation	40%	<ul style="list-style-type: none"> <li>Understand Classical Ballet from artistic, aesthetic and cultural perspective through movement and in the written and oral form.</li> <li>Develop skills of Classical Ballet through Classical Ballet technique, style, and appreciation.</li> <li>Acknowledge and appreciate the relationship of the art of Classical Ballet with other arts.</li> <li>Understands and performs Classical Ballet technique, style, and performance quality with due consideration of Safe Dance Practices.</li> <li>Value Classical Ballet Performance</li> </ul>	Yearly Exam <ul style="list-style-type: none"> <li>Perform Classical Ballet Class and Solo</li> <li>Written Exam</li> </ul>	Term 3 Weeks 8/9

## Dance Preliminary Course

Task		Weighting	Outcomes	Task	Marking Criteria	Date
1	Core Performance	30%	<p>P2.4 The student demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination.</p> <p>P2.5 The student performs combinations phrases and sequences within due consideration of safe dance practices.</p> <p>P4.4 The student develops skills in critical appraisal and evaluation</p>	<p>Half Yearly Exam: Perform &amp; film Dance Sequence</p> <p>Process Journal</p>	<p>Performance</p> <p>Journal</p>	<p>Term 2 Week 2</p> <p>Week 4</p>
2	Core Appreciation	20%	<p>P4.3 The student demonstrates the skill to gather record and classify information about dance.</p> <p>P4.1 The student demonstrates an understanding of the socio-historic context in which dance exists.</p> <p>P4.2 The student demonstrates the knowledge to critically appraise and evaluate dance.</p>	<p>Research assignment: Dance in Australia.</p>	<p>Essay on prescribed work</p>	<p>Term 2 Week 10</p>
3	Core Composition	20%	<p>P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form.</p> <p>P1.2 understands the use of dance terminology relevant to the study of dance as an art form</p> <p>P1.3 develops the skills of dance through performing, composing and appreciating dance</p>	<p>With music as a stimulus compose two motif driven phrases</p>	<p>Performance of Composition</p> <p>Journal</p>	<p>Term 3 Week 6</p>
4	Core Performance	30%	<p>P2.4 The student demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination.</p> <p>P2.5 The student performs combinations phrases and sequences within due consideration of safe dance practices.</p> <p>P4.4 The student develops skills in critical appraisal and evaluation</p>	<p>Perform Dance Sequence Viva Voce</p>	<p>Performance Viva Voce</p>	<p>Term 3 Weeks 8/9</p>

# Drama Preliminary Course

Objectives	Preliminary Course Outcomes
<p><b><i>Through Drama, students will develop knowledge and understanding about and skills in:</i></b></p> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• using drama, through participation in a variety of dramatic and theatrical forms</li> <li>• making drama and theatre, using a variety of dramatic and theatrical techniques and conventions and values attitudes about:</li> <li>• the collaborative nature of drama and theatre</li> </ul>	<p>P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles</p> <p>P1.2 explores ideas and situations, expressing them imaginatively in dramatic form</p> <p>P1.3 demonstrates performance skills appropriate to a variety of styles and media</p> <p>P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively</p> <p>P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance</p> <p>P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action</p> <p>P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration</p> <p>P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole</p>
<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• using the elements of drama and theatre in performance</li> <li>• performing in improvised and playbuilt theatre and scripted drama and values and attitudes about:</li> <li>• the diversity of the art of dramatic and theatrical performance</li> </ul>	<p>P2.1 understands the dynamics of actor-audience relationship</p> <p>P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers front-of-house staff, technical staff and producers</p> <p>P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action</p> <p>P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces</p> <p>P2.5 understands and demonstrates the commitment, collaboration and energy required for a production</p> <p>P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance</p>

## Drama Preliminary Course

Objectives	Outcomes
<p><b><i>Through Drama, students will develop knowledge and understanding about and skills in:</i></b></p> <p><b>Critically Studying</b></p> <ul style="list-style-type: none"> <li>• recognising the place and function of drama and theatre in communities and societies, past and present</li> <li>• critically studying a variety of forms and styles used in drama and theatre and values and attitudes about:</li> <li>• drama and theatre as a community activity, a profession and an industry</li> </ul>	<p>P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performance of others</p> <p>P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques</p> <p>P3.3 analyses and synthesizes research and experiences of dramatic and theatrical styles, traditions and movements</p> <p>P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest</p>

## Drama Preliminary Course

Three topics are chosen for each class. A topic is the study of theatre in a socio-historical context. It may be the study of a historical period, movement or theatre practitioner(s). eg. Greek, Elizabethan, Realism, Boal, Post-modern, Australian, American, Commedia del Arte, Modernism etc.)

Task	Course Component	Weighting	Outcomes	Task	Date
1	Topic 1	30%	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4	Workshop Task (15%) Individual Performance (15%)	Term 1 Week 8
2	Topic 2	40%	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4	Design Task (15%); In Class Essay (15%); Workshop Task (10%) all based on Topic Area 1	Term 2 Week 8
3	Topic 3	30%	P3.2, P3.3, P2.1, P2.3, P2.4, P2.5, P2.6, P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8	Preliminary Examination: Essay based on Topic Area 1&2 (20%) Group Performance (10%) based on Topic Area 2	Term 3 Weeks 8/9

## Design and Technology Preliminary Course

Objectives	Outcomes
<p><b><i>Students will develop:</i></b></p> <ul style="list-style-type: none"> <li>• knowledge and understanding about design theory and design processes in a range of contexts</li> </ul>	P1.1 examines design theory and practice and considers the factors affecting designing and producing in design projects
<ul style="list-style-type: none"> <li>• knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment</li> </ul>	P2.1 identifies design and production processes in domestic, community, industrial and commercial settings P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
<ul style="list-style-type: none"> <li>• creativity and an understanding of innovation and entrepreneurial activity in a range of contexts</li> </ul>	P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing
<ul style="list-style-type: none"> <li>• skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs opportunities</li> </ul>	P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities P4.2 uses resources effectively and safely in the development and production of design solutions P4.3 evaluates the processes and outcomes of designing and producing
<ul style="list-style-type: none"> <li>• skills in research, communication and management in design and production</li> </ul>	P5.1 uses a variety of management techniques and tools to develop design projects P5.2 communicates ideas and solutions using a range of techniques P5.3 uses a variety of research methods to inform the development and modification of design ideas
<ul style="list-style-type: none"> <li>• knowledge and understanding about current and emerging technologies in a variety of settings</li> </ul>	P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects P6.2 evaluates and uses computer-based technologies in designing and producing

## Design and Technology Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Design & Producing	25%	P1.1, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	Design Project 1 Product and Folio	Term 2 Week 3
2	Half-Yearly	20%	P1.1, P2.1, P2.2, P4.3, P6.1, P6.2	Half Yearly Exam	Term 2 Week 2
3	Designing and Producing	25%	P1.1, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	Design Project 2 Product and Folio	Term 3 Week 10
4	Exam	30%	P1.1, P2.1, P2.2, P4.3, P6.1, P6.2	Yearly Examination	Term 3 Weeks 8/9

## English Advanced and Standard Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Module A	30%	2, 3, 4, 6, 8	Module A Speech and Listening Task.	Term 2 Week 2
2	Module B	30%	7, 8, 10, 12, 12A (Advanced only), 13	Critical Response.	Term 2 Week 9
3	Area of Study	40%	1, 3, 5, 9 11	Area of Study: Examination comprising two sections: an essay and creative response.	Term 3 Weeks 8/9

### A student:

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

## English Extension 1 Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Text 1	30%	1, 2, & 3	Speaking / Listening Task	Term 2 Week 2
2	Text 2	30%	1, 2, & 3	Viewing / Representing Task	Term 3 Week 1
3	Text 3	40%	1, 2, & 3	Yearly Exam: Essay and Creative Response	Term 3 Weeks 8/9

### A student:

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

# Film Production Preliminary Course

Film Production is a 1 unit NON ATAR course which allows students to experience, understand, enjoy and value film and video as a social collaborative and creative art form and as an expression of culture through making and critically appreciating Film and Video.

Objectives	Outcomes	
<p><b>Students will develop:</b> knowledge, skills and understanding, through the making of films, that lead to and demonstrate conceptual and technical accomplishment</p>	M1	Generates a characteristic style that is increasingly self-reflective in their film practice.
	M2	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of moving works
	M3	Investigates different points of view in the making of films
	M4	Generates images and ideas as representations/simulations in the making of films
	M5	Develops different techniques suited to artistic intentions in the making of films
	M6	Takes into account issues of occupational health and safety in the making of films
<p><b>Students will develop:</b> knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of film</p>	CH1	Generates in their critical and historical practice ways to interpret and explain film
	CH2	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
	CH3	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies
	CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the field of film
	CH5	Recognises how films are used in various fields of cultural production

## Film Production Preliminary Course

Task	Content	Weighting	Outcomes	Task	Date
1	Film Criticism and History	20%	CH2, CH3, CH4	Critical Studies: Written Analysis of the opening sequence of Orson Welles' <i>CITIZEN KANE</i>	Term 1 Week 11
	Film Making	10%	M5	Practical Task: Sequencing Task	
2	Film Making	30%	M1, M2, M6	Practical Task: A short Film A short film that explores cultural symbolism.	Term 2 Week 7
	Film Criticism and History	5%	CH5	Critical Studies: Documentation of pre-production processes in a film diary: Idea, concept, storyboards	
3	Film Making	30%	M3, M4	Practical Task: A Short Film that explores the codes and conventions of film genre	Term 3 Week 8 & 9
	Film Criticism and History	5%	CH1	Critical Studies: Documentation of pre-production processes in a film diary: Idea, concept, storyboards	

## Food Technology Preliminary Course

Objectives	Outcomes
<p><b><i>Students will develop:</i></b>                      knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society</p>	P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to	P2.1 explains the role of food nutrients in human nutrition P2.2 identifies and explains the sensory characteristics and functional properties of food
skills in researching analysing and communicating food issues	P3.1 assesses the nutrient value of meals/diets for particular individuals and groups P3.2 presents ideas in written, graphic and oral form using computer software where appropriate
skills in experimenting with and preparing food by applying theoretical concepts	P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection. P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
skills in designing implementing and evaluating solutions to food situations	P5.1 generates ideas and develops solutions to a range of food situations

## Food Technology Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Due
1	Research, analysis and communication (10%)	10%	P1.2	<b>Food Availability and Selection</b>	Term 1 Week 7
2	Design, implement and evaluate food situations (5%) Research, analysis and communication (5%) Experimenting, preparing and applying theoretical concepts (10%)	20%	P2.2, P4.1, P4.4	<b>Food Quality Practical and Theory</b>	Term 2 Week 7
3	Design, implement and evaluate food situations (5%) Research, analysis and communication (10%) Experimenting, preparing and applying theoretical concepts (10%)	20%	P2.1, P3.1, P3.2, P4.3, P5.1	<b>Nutrition Practical and Theory</b>	Term 3 Weeks 5/6
4	Knowledge and understanding of food technology (20%) Design, implement and evaluate food situations (10%) Research, analysis and communication (10%) Experimenting, preparing and applying theoretical concepts (10%)	20%	P1.1, P1.2, P3.2	<b>Half Yearly Exam</b>	Term 2 Week 2
		30%	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P4.4, P5.1	<b>Yearly Exam</b>	Term 3 Weeks 8/9

# Geography Preliminary Course

Objectives	Outcomes
<p><b><i>Students develops knowledge and understanding about:</i></b>                      the characteristics and spatial distribution of environments</p> <p>the processes that form and transform the features and patterns of the environment</p> <p>the global and local forces which impact on people, ecosystems, urban places and economic activity</p> <p>the contribution of a geographical perspective</p>	<p>P1 differentiates between spatial and ecological dimensions in the study of geography</p> <p>P2 describes the interactions between the four components which define the biophysical environment</p> <p>P3 explains how a specific environment functions in terms of biophysical factors</p> <p>P4 analyses changing demographic patterns and processes</p> <p>P5 examines the geographical nature of global challenges confronting humanity</p> <p>P6 identifies the vocational relevance of a geographical perspective</p>
<p><b><i>The student will develop skills to:</i></b></p> <p>investigate geographically</p> <p>communicate geographically</p>	<p>P7 formulates a plan for active geographical inquiry</p> <p>P8 selects, organises and analyses relevant geographical information from a variety of sources</p> <p>P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries</p> <p>P10 applies mathematical ideas and techniques to analyse geographical data</p> <p>P11 applies geographical understanding and methods ethically and effectively to a research project</p> <p>P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms</p>

## Geography Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Biophysical Interactions	25%	P1, P2, P3	In Class: Written Task based on Research	Term 1 Week 7
2	Global Challenges	25%	P4, P5, P8	Half Yearly Exam	Term 2 Week 2
3	Senior Geography Project	20%	P7, P8, P9, P11, P12	1) Research/Data Assessment 2) Oral Presentation	Term 3 Week 3 Week 6
4	Final Yearly Exam	30%	P1, P5, P8, P10, P12	Final Exam	Term 3 Weeks 8/9

## Legal Studies Preliminary Course

Objectives	Preliminary Course Outcomes	
<p><b><i>Students will develop knowledge and understanding about:</i></b></p> <p>1. the nature and institutions of domestic and international law</p>	P1	Identifies and applies legal concepts and terminology
<p>2. The operation of Australian and international legal systems and the significance of the rule of law</p>	P2	Describes the key features of Australian and international law
<p>3. the interrelationship between law, justice and society and the changing nature of the law</p>	P3	Describes the operation of domestic and international legal systems
<p><b><i>A student develops skills in:</i></b></p> <p>4. investigating, analyzing and communicating relevant legal information and issues</p>	P4	Discusses the effectiveness of the legal system in addressing issues
	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
	P8	Locates, selects and organizes 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

Task	Course Component	Weighting	Outcomes	Task	Date
1	The Legal System	15%	P1, P4, P5, P6	Research Report on a Contemporary Law Reform Issue	Term 1 Week 8
2	The Legal System	25%	P1, P2, P3, P4	Half Yearly Exam	Term 2 Week 2
3	The Law in Practice The Individual and the Law	30%	P7, P8, P9, P10	Research Task: Oral Presentation	Term 3 Week 4
4	The Individual and the Law The Law in Practice The Legal System	30%	P2, P7, P9, P10	Final Exam	Term 3 Weeks 8/9

# General Mathematics

Objectives	Outcomes
<p><b><i>Students will develop the ability to:</i></b></p> <ul style="list-style-type: none"> <li>• 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 and statistical concepts</li> </ul>	<p>MGP-2: represents information in symbolic, graphical and tabular form  MGP-2: represents information in symbolic, graphical and tabular form</p>
<ul style="list-style-type: none"> <li>• use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, and probability</li> </ul>	<p>MGP-3: represents the relationships between changing quantities in algebraic and graphical form  MGP-4: performs calculations in relation to two-dimensional and three-dimensional figures  MGP-5: demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units  MGP-6: models financial situations relevant to the student's current life using appropriate tools  MGP-7: determines an appropriate form of organisation and representation of collected data  MGP-8: performs simple calculations in relation to the likelihood of familiar events</p>
<ul style="list-style-type: none"> <li>• use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations</li> </ul>	<p>MGP-9: uses appropriate technology to organise information from a limited range of practical and everyday contexts</p>
<ul style="list-style-type: none"> <li>• interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and statistical graphs</li> </ul>	<p>MGP-10: justifies a response to a given problem using appropriate mathematical terminology</p>
<ul style="list-style-type: none"> <li>• appreciation of the relevance of mathematics</li> </ul>	<p>MGP-VA: develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation</p>

## General Mathematics Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Algebraic Manipulation, Interpreting Linear Relationships, Earning & Managing Money, Focus Study.	20%	MGP-1, MGP-2, MGP-3, MGP-6, MGP-7, MGP-9. MGP-10	Part A Exam–10% Part B Focus Study booklet–10%	Part A: Term 1 Week 7 Part B: Term 1: Week 9
2	Algebraic Manipulation, Interpreting Linear Relationships, Earning & Managing Money, Mobile Phone Plans, Units of Measurement & Applications, Applications of Perimeter, Area & Volume.	25%	MGP-1, MGP-2, MGP-3, MGP-4, MGP-5, MGP-6, MGP-7, MGP-10	Half Yearly Exam	Term 2 Week 2
3	Algebraic Manipulation, Interpreting Linear Relationships, Earning & Managing Money, Mobile Phone Plans, Units of Measurement & Applications, Applications of Perimeter, Area & Volume, Investing Money, Taxation, Similarity of 2-D figures, right angled triangles, Statistics & Society, Data collections & sampling, Displaying & interpreting single data sets, Relative frequency & Probability, Costs of purchase and insurance.	20%	MGP-1, MGP-2, MGP-3, MGP-4, MGP-5, MGP-6, MGP-7, MGP-8, MGP-10	In-class Exam	Term 3 Week 1
4	Entire Preliminary Course to date.	35%	MGP-1, MGP-2, MGP-3, MGP-4, MGP-5, MGP-6, MGP-7, MGP-8, MGP-10	Preliminary Final Exam	Term 3 Weeks 8/9

### Notes

- Half-Yearly Report will comprise tasks 1 and 2
- Yearly Report will comprise tasks 1, 2, 3, and 4
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher

# Mathematics Preliminary Course

Objectives	Preliminary Course Outcomes
<p><b><i>Students will develop:</i></b></p> <p>Appreciation of the scope, usefulness, beauty and elegance of mathematics</p> <p>The ability to reason in a broad range of mathematical contexts</p> <p>Skills in applying mathematical techniques to the solution of practical problems</p> <p>Understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions</p> <p>The ability to interpret and communicate mathematics in a variety of forms</p>	<p>P1 Demonstrates confidence in using mathematics to obtain realistic solutions to problems</p> <p>P2 Provides reasoning to support conclusions which are appropriate to the context</p> <p>P3 Performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities</p> <p>P4 Chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques.</p> <p>P5 understands the concept of a function and the relationship between a function and its graph</p> <p>P6 Relates the derivative of a function to the slope of its graph.</p> <p>P7 Determines the derivative of a function through routine application of the rules of differentiation</p> <p>P8 Understands and uses the language and notation of calculus.</p>

## Mathematics Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Basic Arithmetic Basic Algebra	15%	P1, P2, P3 & P4	Assessment Task 1	Term 1 Week 7
2	Basic Arithmetic Basic Algebra Plane Geometry Functions & Graphs	25%	P1, P2, P3, P4 & P5	Half Yearly Exam	Term 2 Week 2
3	Basic Arithmetic Basic Algebra Plane Geometry Functions & Graphs Trigonometry Linear Functions	20%	P1, P2, P3, P4 & P5	Assessment Task 3	Term 3 Week 1
4	Basic Arithmetic Basic Algebra Plane Geometry Functions & Graphs Trigonometry Linear Functions Introductory Calculus Quadratic Polynomial	40%	P1, P2, P3, P4, P5, P6, P7 & P8	Preliminary Exam	Term 3 Weeks 8/9

### Notes

- Half-Yearly Report will comprise tasks 1 and 2
- Yearly Report will comprise tasks 1, 2, 3, and 4
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher

## Mathematics Extension 1 Preliminary Course

Objectives	Outcomes
<p><b><i>Students will develop:</i></b></p> <p>Appreciation of the scope, usefulness, beauty and elegance of mathematics</p> <p>The ability to reason in a broad range of mathematical contexts</p> <p>Skills in applying mathematical techniques to the solution of practical problems</p> <p>Understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions</p> <p>The ability to interpret and communicate mathematics in a variety of forms</p>	<p><b><i>A student:</i></b></p> <p>PE1 Appreciates the role of mathematics in the solution of practical problems.</p> <p>PE2 Uses multi-step deductive reasoning in a variety of contexts.</p> <p>PE3 Solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations.</p> <p>PE4 Uses the parametric representation together with differentiation to identify geometric properties of parabolas</p> <p>PE5 Determines derivatives which require the application of more than one rule of differentiation</p> <p>PE6 Makes a comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations.</p>

## Mathematics Extension 1 Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Harder 2 Unit Content Harder Inequalities	10%	PE3 & PE6	Assessment Task 1	Term 1 Week 8
2	Harder 2 Unit Content Harder Inequalities Polynomials Circle Geometry	30%	PE1, PE2, PE3, PE6	Half Yearly Exam	Term 2 Week 2
3	Harder 2 Unit content Harder Inequalities Circle Geometry Polynomials Ratio Division Angle between two lines Further Trigonometry	30%	PE1, PE2, PE3, PE5 & PE6	Assessment Task 3	Term 3 Week 2
4	Harder 2 Unit Content Harder Inequalities Further Trigonometry Angle between two lines Circle Geometry Ratio Division Angle between two lines (using calculus) Polynomials Permutations & Combinations	30%	PE1, PE2, PE3, PE5 & PE6	Yearly Exam	Term 3 Weeks 8/9

### Notes

- Half-Yearly Report will comprise tasks 1 and 2
- Yearly Report will comprise tasks 1, 2, 3, and 4
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher

# Modern History Preliminary Course

Objectives	Preliminary Course Outcomes
<p><b><i>Students develops knowledge and understanding about:</i></b></p> <p>1. key features, issues, individuals and events from the eighteenth century to the present.</p>	<p><b><i>A student develops the skills to:</i></b></p> <p>P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present.            P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present.</p>
<p>2. change and continuity over time</p>	<p>P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present.</p>
<p>3. the process of historical inquiry</p>	<p>P3.1 ask relevant historical questions            P3.2 locate, select and organize relevant information from different types of sources            P3.3 comprehend and analyse sources for their usefulness and reliability            P3.4 identify and account for differing perspectives and interpretations of the past            P3.5 plan and present the findings of historical investigations, analyzing and synthesizing information from different types of sources.</p>
<p>4. communicating an understanding of history</p>	<p>P4.1 use historical terms and concepts appropriately            P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms</p>

## Modern History Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	<b>Depth Studies 1 and 2</b> Decline and fall of the Romanov Dynasty (List A) Civil Rights Movement in the USA in 1950's and 1960's (List B)	30%	P1.1, P1.2	<b>Half Yearly Exam</b> Extended and short responses including sources analysis	Term 2 Week 2
2	<b>Depth Study 3</b>	40%	P2.1, P3.1,P3.2, P3.5, P4.2	<b>Historical Investigation</b> Written report and class presentation	Term 2 Week 6/7
3	<b>Core Study</b> World at the Beginning of the 20 <sup>th</sup> Century and Depth Studies 1 and 2	30%	P3.3, P3.4, P4.1	<b>Yearly Exam</b> Extended and short responses including source analysis	Term 3 Weeks 8/9

## Music Course 1 Preliminary Course

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

## Music Course 1 Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Improvisation/ Performance	20%	P1, P3, P5, P7, P9, P10	Devise a group performance of selected jazz standard, demonstrating your understanding of the style, your role in the ensemble, and the element of improvisation.	Term 1 Weeks 7/8
2	Musicology – Aural (Exam)	20%	P2, P6, P10	A written paper testing your understanding of musical concepts and contexts.	Term 2 Week 2
3	Composition	25%	P3, P5, P7, P8, P9, P11	Compose a piece of music for film demonstrating manipulation of a motif through use of different types of technology. See criteria sheet	Term 3 Weeks 1/2
4	Performance Journal	15% 5%	P1, P2, P4, P6, P9	Performance - Present a solo/group performance representative of any one of the three topic areas studied in Preliminary Course.	Term 3 Weeks 5/6 Performance/Journal
	Musicology - Aural	15%		* Aural – a written exam paper testing your understanding of musical concepts and contexts.	Weeks 8/9 Musicology - Aural

## Music Course 2 Preliminary Course

Objectives	Preliminary Course Outcomes
<p>To continue to develop musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art form through performance, composition, musicology and aural activities</p>	<p><b><i>Through activities in performance, composition, musicology and aural, a student:</i></b></p> <p>P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble</p> <p>P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussion, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics</p> <p>P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles</p> <p>P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts</p> <p>P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations</p> <p><b><i>Through activities in performance, composition, musicology and aural, a student:</i></b></p> <p>P6 discusses and evaluates music making constructive suggestions about performance and compositions</p> <p>P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics</p>
<p>To develop an awareness and understanding of the impact of technology on music.</p>	<p><b><i>Through activities in performance, composition, musicology and aural, a student:</i></b></p> <p>P8 understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied</p> <p>P9 identifies, recognises experiments with and discusses the use of technology in music</p>
<p>To develop personal values about music.</p>	<p><b><i>Through activities in performance, composition musicology and aural, a student:</i></b></p> <p>P10 performs as a means of self-expression and communication</p> <p>P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities</p> <p>P12 demonstrates a willingness to accept and use constructive criticism</p>

## Music Course 2 Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Performance	10%	P1, P2, P10, P11	Perform a piece of music representative of the mandatory topic: Music of Western Tonal Tradition. (1600 – 1900)	Term 1 Weeks 7/8
2	Musicology/Aural Prepared Essay Written Exam	10% 15%	P2, P5, P7, P11	<b>Written Exam:</b> Respond to a series of questions related to musical examples from the mandatory topic area. <b>Prepared essay to be written in exam:</b> Compare the stylistic features of the baroque and Classical periods with reference to two works. Refer to score examples in your essay.	Term 2 Week 2
3	Composition	25%	P3, P4, P5, P6, P8	Present a score and recording of a composition that demonstrates your understanding of the role of melody and accompaniment in the context of the Mandatory topic – Music of Western Tonal Tradition. Submit a composition portfolio. Include draft ideas and scores and a discussion of stylistic influences from the Mandatory topic that you have used in your composition.	Term 3 Weeks 1/2
4	Performance	10%	P1, P2, P7, P9, P10, P11, P12	Present an item - solo/ensemble – representing your additional topic.	Term 3 Weeks 5/6 –Performance
	Essay	10%		Respond to a series of unprepared test questions reflecting the Mandatory and Additional topics.	Term 3 Yearly Exam
	Exam	15%		Prepared essay question in exam based on the additional topic.	Weeks 8/9 - Written
	Sight-singing	5%		Sight-singing 8 bar diatonic melody.	Week 10 Sight-singing

# PD/H/PE Preliminary Course

## Core 1 (Better Health for Individuals)

Critical Questions	Course Outcomes
<p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> <li>• What does health mean to individuals?</li> <li>• What influences the health of individuals?</li> <li>• What strategies help promote the health of individuals?</li> </ul>	<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>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>P15 forms opinions about health-promoting actions based on a critical examination of relevant information</p> <p>P16 uses a range of sources to draw conclusions about health and physical activity concepts.</p>

## Core 2 (The Body in Motion)

Critical Questions	Course Outcomes
<p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> <li>• How do the musculoskeletal and cardiorespiratory systems of the body influence and respond to movement?</li> <li>• What is the relationship between physical fitness, training and movement efficiency?</li> <li>• How do biomechanical principles influence movement?</li> </ul>	<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>P10 plans for participation in physical activity to satisfy a range of individual needs</p> <p>P11 assesses and monitors physical fitness levels and physical activity patterns</p> <p>P16 uses a range of sources to draw conclusions about health and physical activity concepts</p> <p>P17 analyses factors influencing movement and patterns of participation.</p>

## PD/H/PE – Option 1 (First Aid)

Critical Questions	Course Outcomes	
<p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> <li>• What are the main priorities for assessment and management of first aid patients?</li> <li>• How should the major types of injuries and medical conditions be managed in first aid situations?</li> <li>• What does the individual need to consider in administering first aid?</li> </ul>	<p>P6</p> <p>P12</p> <p>P15</p> <p>P16</p>	<p>proposes actions that can improve and maintain an individual's health</p> <p>demonstrates strategies for the assessment, management and prevention of injuries in first aid settings</p> <p>forms opinions about health-promoting actions based on a critical examination of relevant information</p> <p>uses a range of sources to draw conclusions about health and physical activity concepts.</p>

## PD/H/PE – Option 3 (Fitness Choices)

Critical Questions	Course Outcomes	
<p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> <li>• What does exercise mean to different people?</li> <li>• What are the ways people choose to exercise for fitness?</li> <li>• What influences people's choice of fitness activities?</li> </ul>	<p>P5</p> <p>P6</p> <p>P10</p> <p>P15</p> <p>P16</p> <p>P17</p>	<p>describes factors that contribute to effective health promotion</p> <p>proposes actions that can improve and maintain an individual's health</p> <p>plans for participation in physical activity to satisfy a range of individual needs</p> <p>forms opinions about health-promoting actions based on a critical examination of relevant information</p> <p>uses a range of sources to draw conclusions about health and physical activity concepts</p> <p>analyses factors influencing movement and patterns of participation.</p>

## PD/H/PE Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Core 2 - The Body in Motion	20%	P7, P8, P9, P10, P11, P16, P17	Research Task	Term 1 Week 11
2	Half Yearly Core 2- Body in Motion Option 1 - First Aid	25%	P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	Half Yearly Examination	Term 2 Week 2
3	Core 1 – (Better Health for Individuals)	25%	P1, P2, P3, P4, P5, P6, P15, P16	Case Study Analysis & Multimedia presentation	Term 2 Week 10
4	Yearly Examination Core 1 – Better Health for Individuals Core 2 – The Body in Motion Option 1 - First Aid Option 3 - Fitness Choices	30%	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	Written Paper	Term 3 Weeks 8/9

## Photography Preliminary Course

Photography (Photography, Video and Digital Imaging syllabus) is a 1 unit NON ATAR course which offers students the opportunity to explore contemporary artistic practices that make use of wet and digital photography.

Objectives	Outcomes	
<p><b>Students will develop:</b> knowledge, skills and understanding, through the making of photographs and/or digital images, that lead to and demonstrate conceptual and technical accomplishment</p>	M1	Generates a characteristic style that is increasingly self-reflective in their photographic and/or digital practice.
	M2	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works.
	M3	Investigates different points of view in the making of photographs and/or digital images.
	M4	Generates images and ideas as representations/simulations in the making of photographs and/or digital images.
	M5	Develops different techniques suited to artistic intentions in the making of photographs and/or digital images.
	M6	Takes into account issues of occupational health and safety in the making of photographs and/or digital works.
<p><b>Students will develop:</b> knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or digital imaging</p>	CH1	Generates in their critical and historical practice ways to interpret and explain photography and/or digital imaging.
	CH2	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.
	CH3	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies.
	CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or digital imaging.
	CH5	Recognises how photography and/or digital imaging are used in various fields of cultural production.

## Photography Preliminary Course

Task	Content	Weighting	Outcomes	Task	Date
1	Photographic Artmaking	20%	M2, M4, M6	<b>Photographic Portfolio</b> Submit portfolio of images and documentation.	Term 1 Week 10
	Photographic Criticism and History	10%	CH1, CH2, CH4, CH5	<b>Research task</b> on the practice of photographers.	
2	Photographic Artmaking	20%	M1, M2, M3, M4, M5, M6	<b>Photographic Portfolio</b> Submit portfolio of images and documentation.	Term 2 Week 10
3	Photographic Artmaking	30%	M1, M2, M3, M4, M5, M6	<b>Photographic Portfolio</b> Submit portfolio of images and documentation during assessment weeks.	Term 3 Week 8 & 9
	Photographic Criticism and History	20%	CH1, CH2, CH3, CH4, CH5	<b>Yearly Exam</b> Including multiple choice, short answers and extended responses. During Assessment Weeks.	

# Physics Preliminary Course

## Course Structure

The Preliminary Physics course is organised into a number of modules. The Preliminary modules consist of core content that will be covered in 120 indicative hours.

Practical experiences are essential component of the Preliminary course. Students will complete 55 indicative hours of practical/field work during the Preliminary course. Practical experiences must include at least one open-ended investigation integrating the knowledge and understanding, and skills outcomes in the Preliminary course.

## Preliminary Course

120 indicative hours

The Preliminary course incorporates the study of:

- The World Communicates (30 indicative hours)
- Electrical Energy in the Home (30 indicative hours)
- Moving About (30 indicative hours)
- The Cosmic Engine (30 indicative hours)

Objectives	Outcomes
<b>Students will develop knowledge and understanding of:</b>	<b>A student:</b>
1. the history of Physics	P1 outlines the historical development of major principles, concepts and ideas in Physics
2. the nature and practice of physics	P2 applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics
3. applications and uses of physics	P3 assesses the impact of particular technological advances on understanding in physics
4. implications of physics for society and the environment	P4 describes applications of physics which affect society or the environment
5. current issues, research and developments in physics	P5 describes the scientific principles employed in particular areas of physics research
6. kinematics and dynamics	P6 describes the forces acting on an object which cause changes in its motion
7. energy	P7 describes the effects of energy transfers and energy transformations
8. waves	P8 explains wave motions in terms of energy sources and the oscillations produced
9. fields	P9 describes the relationship between force and potential energy in fields
10. matter	P10 describes theories and models in relation to the origins of matter and relates these to the forces involved
<b>Students will develop skills in:</b>	
11. planning investigations	P11 identifies and implements improvements to investigation plans

## Physics Preliminary Course continued

Objectives	Preliminary Course Outcomes
<p><b><i>Students will develop skills in:</i></b>                      12. conducting investigations</p>	<p><b><i>A student:</i></b>                      P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources</p>
<p>13. communicating information and understanding</p>	<p>P13 identifies appropriate terminology and reporting styles to communicate information and understanding in physics</p>
<p>14. developing scientific thinking and problem-solving techniques</p>	<p>P14 draws valid conclusions from gathered data and information</p>
<p>15. working individually and in teams</p>	<p>P15 implements strategies to work effectively as an individual or as a member of a team</p>
<p>16. Students will develop positive values about and attitudes towards:                      themselves, others, learning as a lifelong process, physics and the environment</p>	<p>P16 demonstrates positive values about and attitudes both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science</p>

## Physics Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	World Communicates	25%	P1, P2, P3, P4, P5, P6 & P13	Research (PFA & Communication)	Term 1 Week 9
2	Moving About World Communicates	15%	P1, P2, P3, P4, P5, P6, P7, P8, P10,, P11, P12 & P14	Midcourse exam (KU, PFA, PC)	Term 2 Week 2
3	Electrical Energy	25%	P11, P12, P13 & P14	Research/Practical (PFA, PC, Com)	Term 3 Week 4
4	Moving About World Communicates Electrical Energy Cosmic Engine	35%	P1, P2, P3, P4, P5, P6, P7, P8, P9. P10, P11, P13 & P14	Final Exam (KU, PFA, PC)	Term 3 Weeks 8/9

## Textiles and Design Preliminary Course

Objectives	Outcomes
<p><b><i>Students will develop:</i></b></p> <p>1. knowledge and understanding of the functional and aesthetic requirements of textiles for a range of applications</p>	<p><b><i>A student:</i></b></p> <p>P1.1 describes the elements and principles of design and uses them in a variety of applications</p> <p>P1.2 identifies the functional and aesthetic requirements and features of a range of textile items</p>
<p>2. practical skills in design and manipulation of textiles through the use of appropriate technologies</p>	<p>P2.1 demonstrates the use of a variety of communication skills, including computer-based technology</p> <p>P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment</p> <p>P2.3 manages the design and manufacture of textile projects</p>
<p>3. the ability to apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items</p>	<p>P3.1 identifies properties of a variety of fabrics, yarns and fibres</p> <p>P3.2 justifies the selection of fabrics, yarns and fibres for end-uses</p>
<p>4. skills in experimentation, critical analysis and the discriminatory selection of textiles for specific end-uses</p>	<p>P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation</p>
<p>5. knowledge and understanding of Australian Textile, clothing, Footwear and Allied Industries</p>	<p>P5.1 examines the status of the Australia Textile, Clothing, Footwear and Allied Industries within the global context</p> <p>P5.2 Investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries</p>
<p>6. an appreciation of the significance of textiles in society</p>	<p>P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society</p>

## Textiles and Design Preliminary Course

Task	Outcomes	Weighting	Task	Date
1	P1.1, P1.2	20%	Half Yearly Exam	Term 2 Week 2
2	P1.1, P1.2, P2.1, P2.2, P2.3	25%	Preliminary Project 1 – Focusing on Design	Term 2 Week 3
3	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	25%	Preliminary Project 2 – Focusing on Properties and Performance of Textiles	Term 3 Week 10
4	P1.1, P1.2, P3.1, P3.2, P4.1, P5.1, P5.2, P6.1	30%	Yearly Exam	Term 3 Weeks 8/9

# Visual Arts Preliminary Course

Visual Arts is a 2 unit ATAR course which develops students skills in artmaking, art criticism and art history. Students create their own artworks developing skills in both conceptual and material practice. Students critically and historically research artworks, critics, historians and artists from Australia as well as from other cultures, traditions and times.

Objectives	Preliminary Course Outcomes	
<b>Art Making Outcomes</b>		
Practice	P1	Explores the conventions of practice in artmaking.
Conceptual Framework	P2	Explores the roles and relationships between the concepts of artist, artwork, word and audience.
Frames	P3	Identifies the frames as the basis of understanding expressive representation through the making of art.
Representation	P4	Investigates subject matter and forms as representations in artmaking.
Conceptual strength and meaning	P5	Investigates ways of developing coherence and layers of meaning in the making of art.
Resolution	P6	Explores a range of material techniques in ways that support artistic intentions.
<b>Art Criticism and Art History</b>		
Practice	P7	Explores the conventions of practice in art criticism and art history.
Conceptual Framework	P8	Explores the roles and relationships between concepts of artists, artwork, world and audience through critical and historical investigations of art.
Frames	P9	Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art.
Representation	P10	Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.

## Visual Arts Preliminary Course

Task	Content	Weighting	Outcomes	Task	Date
1	Artmaking: Drawing - Personal & Public Spaces	15%	P1, P2, P3, P4, P5, P6	<b>BOW: Drawing</b> Students submit resolved drawings exploring the theme: <i>Personal and Public Spaces</i> Documentation of processes in VAPD	Term 1 Week 10
2	Art Criticism and Art History	20%	P7, P8, P9, P10	<b>Half Yearly Exam</b> Written assessment using the HSC format.	Term 2 Week 2
3	Artmaking: Performance & Installation	15%	P1, P2, P3, P4, P5, P6	<b>BOW: Performance &amp; Installation.</b> Students create and document an art performance or installation artwork. Documentation of processes in VAPD.	Term 2 Week 10
4A	Art Criticism and Art History	30%	P7, P8, P9, P10	<b>Yearly Exam</b> Written assessment using the HSC format.	Term 3 Week 8 & 9
4B	Artmaking: Painting & Body of Work	20%	P1, P2, P3, P4, P5, P6	<b>Body Of Work: Acrylic painting and choice of media.</b> Students submit an acrylic painting and Body of Work. Documentation of processes in VAPD. Due during Assessment Weeks.	

# Newtown High School of the Performing Arts

## Notice of Receipt of Assessment Policy HIGHER SCHOOL CERTIFICATE YEAR 11 2017 ASSESSMENT POLICY

The Principal  
Newtown High School of the Performing Arts  
P O Box 785  
NEWTOWN NSW 2042

Dear Mr.Gray,

I have received the Year 11 Assessment Booklet.

Student's Name: (Please print) .....

Student's Signature: ..... Date: .....

I have sighted the School Assessment Booklet and the Calendar of Tasks.

Parent/Carer's Signature: ..... Date: .....

**Please sign and return this page to:  
Ms C. Spirovska or Mr S. Byrne (Year 11 Student Advisers) or  
Deputy Principal Ms N. Rajwar**