



# PORT HACKING HIGH SCHOOL

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## SENIOR ASSESSMENT INFORMATION

## PRELIMINARY COURSES 2009

# Table of Contents

OVERVIEW .....	3
<b>ENGLISH .....</b>	<b>7</b>
ADVANCED .....	7
STANDARD .....	11
EXTENSION .....	14
ESL .....	16
<b>MATHEMATICS .....</b>	<b>19</b>
GENERAL MATHEMATICS .....	20
MATHEMATICS 2U .....	21
MATHEMATICS - EXTENSION 1 .....	22
<b>SCIENCE.....</b>	<b>23</b>
PHYSICS .....	24
BIOLOGY.....	24
CHEMISTRY .....	25
SENIOR SCIENCE .....	25
<b>TAS - INDUSTRIAL ARTS.....</b>	<b>26</b>
DESIGN & TECHNOLOGY.....	26
CONSTRUCTION.....	26
ENGINEERING STUDIES .....	27
INDUSTRIAL TECHNOLOGY .....	27
INFORMATION PROCESSES AND TECHNOLOGY.....	28
<b>TAS – HOME ECONOMICS.....</b>	<b>29</b>
COMMUNITY AND FAMILY STUDIES .....	29
FOOD TECHNOLOGY .....	29
HOSPITALITY OPERATIONS.....	29
TEXTILES AND DESIGN.....	31
<b>HUMAN SOCIETY &amp; ITS ENVIRONMENT (HSIE) .....</b>	<b>32</b>
ANCIENT HISTORY.....	32
MODERN HISTORY .....	33
SOCIETY & CULTURE .....	34
STUDIES OF RELIGION II .....	35
BUSINESS STUDIES .....	36
ECONOMICS .....	36
LEGAL STUDIES .....	36
<b>PERFORMING ARTS .....</b>	<b>37</b>
DANCE.....	37
DRAMA.....	38
ENTERTAINMENT .....	42
MUSIC.....	43
<b>VISUAL ARTS.....</b>	<b>45</b>
VISUAL ARTS .....	45
<b>PD/H/PE.....</b>	<b>47</b>
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION .....	47
SPORT, LIFESTYLE AND RECREATION STUDIES .....	49

## **OVERVIEW**

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary Pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six units from Board Developed courses;
- At least two units of a Board Developed course in English;
- At least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
- At least four subjects

## **SATISFACTORY COMPLETION OF A COURSE**

The following course completion criteria refer to both Preliminary and HSC courses.

### ***Course Completion Criteria***

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a) **followed** the course developed or endorsed 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.

## **ATTENDANCE**

While the Board of Studies does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate students' absence to the non-completion of course requirements.

## **N-DETERMINATION**

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected. If the warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

Where a student receives an 'N' determination in a course that course will not appear on the student's Record of Achievement. In some cases the student may not then meet the pattern of study requirements and hence be ineligible for the award of the Higher School Certificate in that year (see Note below).

The Board will withhold a course if a student is found to have engaged in malpractice or a non-serious attempt at the examination(s).

If the 'N' determination or the Board's withholding of the course results in a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or undertaking another course(s) within the five-year accumulation period.

If a student is found to have engaged in malpractice in examinations for more than one course in any single year, then all courses attempted in that year will be withheld by the Board. Students may, however, meet the requirements of the award of the Higher School Certificate within the five-year accumulation period.

The award of the Higher School Certificate or issue of a Record of Achievement may not be withheld for reasons related to school management of codes of conduct, such as non-payment of fees, participation in prohibited activities, non-wearing of school uniform or misuse of school equipment. Similarly, 'N' determinations may not be made on such grounds. The basis for withholding the Higher School Certificate is the Education Act 1990, Section 95.

**Note:** An 'N' determination or Board decision to withhold a course will have the following consequences:

- in a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study;
- in the common component of related courses that course and the related Extension course will not contribute in that year to the required pattern of study;
- in the Extension course, that course only will not contribute in that year to the required pattern of study.

For further details visit the Board's website at: <http://www.boardofstudies.nsw.edu.au> or contact the school on 9524 8816.

## **SCHOOL ASSESSMENT POLICY**

Each subject has prepared a detailed Assessment policy which outlines the components of the assessment and the types of tasks to be included. This will be provided to each student. Students will be informed in writing at least two weeks in advance of which tasks are to be included in the assessment and when the assessing will be done.

There is a 2 week Assessment Free period before the Half Yearly Exams and before the Trial HSC.

This does not include long term progressively assessed task such as major works, PIP's, Process Diaries etc which are handed in periodically for assessment.

### **Non-Completion of Assessment Tasks**

It is essential that students ensure that they are present for and complete all assessment tasks. If a student is absent on the day of an assessment task, he or she must contact the school to explain the absence, and then provide the principal with an illness/misadventure form if appropriate. An illness claim must be supported by a medical certificate dated at the time of the illness.

Computer and/or printer malfunction is not considered a valid excuse.

Where the principal decides that a valid reason has been supplied, the following special procedures will be implemented in all courses in all subjects.

- a) an extension of time, or
- b) awarding of a mark based on completion of a substitute task, or
- c) where neither is feasible nor reasonable, or where the missed task is difficult to duplicate, the Principal may authorise the use of an estimate for that task based on other appropriate evidence.

**Where there is no valid reason for non-completion of an assessment task, a zero mark must be recorded for that task.**

**NB** Students who do not make a serious attempt at 50% or more of assessment tasks within a course will be awarded an N for the final assessment submitted to the Board.

### **Responsibility for Substitute Tasks**

The responsibility for requesting a substitute task lies with the student. The student must contact the teacher on the *first day* of attendance after the missed task, or no substitute task will be given and the student will have a zero mark recorded for that task.

In cases where a zero mark has been recorded, the student must be given an opportunity to complete the task/s and so show some achievement in that section of the course.

### **Late Handing in of Tasks/Assignments**

Procedures outlined in *Granting of Substitute Tasks* above, also apply to the late handing in of tasks. If the late handing in of a task is not explained by a valid illness/misadventure claim, **a zero mark** will be recorded.

### **Malpractice and Plagiarism**

A zero mark will be recorded for tasks where malpractice or plagiarism is involved. Malpractice is defined as failing to comply with the Rules of Conduct set out by the School (see below). Plagiarism is “when you pretend that you have written or created a piece of work that someone else originated.” (All My Own Work, Board of Studies). Candidates who do not comply with these rules or who engage in malpractice in assessment tests or examinations, or in the preparation of assessments, will receive no marks for that task.

### **Non-serious attempts**

Any student who enters a non-serious attempt (including inappropriate comments to questions, challenging markers to take away marks, making abusive, rude or derogatory comments, inappropriate diagrams) will receive zero marks for that assessment task.

### **Rules of Conduct**

- a) Where a task takes the form of a test or examination the supervisor's instruction must be followed at all times.  
Candidates must not:
  - speak to any person other than the supervisor during the examination;
  - behave in any way likely to disturb the work of any other candidate or upset the conduct of the examination.Nor may any books, notes, paper or equipment other than that specifically permitted by the supervisor be taken into the room where the examination is taking place.
- b) All tasks must be the work of the student submitting them. All sources used in preparation of a task must be acknowledged. Teachers will use their professional judgement to decide what is the student's own work.
- c) Mobile Phones and MP3 players: in accordance with the BOS policy mobile phones and MP3 players are banned.
  - they may not be taken into an examination room
  - during class assessment tasks they are to be switched off and in student's school bag.
- d) Any attempt at malpractice or plagiarism will result in a zero mark.

### **Appeals**

Appeals against decisions made with regard to this policy must be addressed to the principal in writing.

**X** Attach any supporting evidence here with a staple or a pin.

**PORT HACKING HIGH SCHOOL  
ILLNESS OR MISADVENTURE CLAIM FORM**

Students Name: \_\_\_\_\_ Year: \_\_\_\_\_ Roll Class: \_\_\_\_\_

Parent's name: \_\_\_\_\_ Daytime parent contact phone number: \_\_\_\_\_

Exam or Assessment task affected: \_\_\_\_\_

\_\_\_\_\_ Due date of task: \_\_\_\_/\_\_\_\_/\_\_\_\_

Subject: \_\_\_\_\_ Class Teacher's name: \_\_\_\_\_

Type of claim ( Please tick ✓ )     Illness     Misadventure

Describe your reasons for submitting this claim. (Describe the illness or misadventure)  
(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached to the top left corner of this form.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

State what outcome you hope to achieve by submitting this claim:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent or Guardian's Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**INSTRUCTIONS:** (Please read the following instructions carefully.)

- This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Principal.
- This claim form should be submitted **as soon as possible** after the examination or assessment task in question has occurred. (It may also be submitted before the task is due.)
- Failure to comply with these instructions may result in a zero assessment being recorded.

**Office use only**

Day & Date claim received by Head Teacher: Mo Tu We Th Fr \_\_\_\_/\_\_\_\_/\_\_\_\_

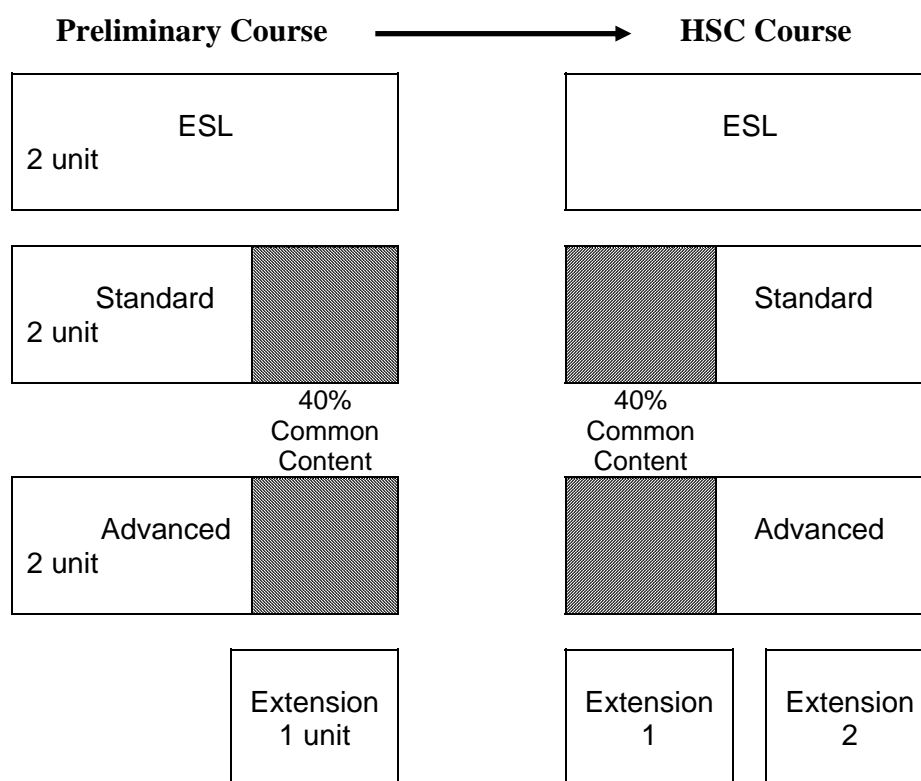
Head Teacher's name: \_\_\_\_\_ signature: \_\_\_\_\_

This claim form should be filed in the student's master file attached to a brief note describing the outcome of the claim.

## ENGLISH

### ENGLISH STAGE 6 SYLLABUS

The new *English Stage 6 Syllabus* describes five sets of Preliminary and HSC courses in English.



### ADVANCED

In the Preliminary English (Advanced) course students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

#### Course Requirements

In the Preliminary English (Advanced) course, students are required to:

- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text.

The course has two sections and the requirements listed above apply to both sections.

<p><b>Section 1</b>  <b>Content common to the Standard and Advanced courses</b> is undertaken through a unit of work called an Area of Study.</p> <p>Students explore texts and develop skills in synthesis.</p> <p>The common content comprises 40% of the course content.</p> <p>Students undertake at <b>least one</b> Area of Study.</p>	<p><b>Section 2</b>  <b>Electives</b></p> <p>Students explore, examine and analyse texts. They analyse the ways that texts and contexts shape and are shaped by different attitudes and values.</p> <p>The electives comprise 60% of the course content.</p>
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### **Areas of Study – Yr11**

An Area of Study is the exploration of a concept that affects our perceptions of ourselves and our world.

Students explore, analyse, question and articulate the ways in which perceptions of this concept are shaped in and through a variety of texts.

Areas of Study are developed by teachers and require students to explore a concept through:

- close study of one text
- responding to and composing a wide range of related texts
- making connections between texts and the area of study
- synthesising aspects of a variety of texts
- presenting coherently integrated interpretations of the concept.

Students will prepare Journeys as their Area of Study.

### **Electives**

The electives require students to explore the ways particular texts, forms, media, contexts or aspects of language shape meaning.

The electives are developed by teachers to allow for:

- their students' needs, interests and abilities
- choice of approach
- choice of texts for study
- student-teacher negotiation of content

There will be 2 electives studied in Year 11

## Outcomes

These outcomes are derived from the English (Advanced) Objectives and the content of the Preliminary and HSC courses. They specify the intended result of student learning.

<b>Preliminary</b>	<b>HSC</b>
1. A student describes and explains the relationships between composer, responder, text and context in particular texts.	1. A student explains and evaluates the effects of different contexts of responders and composers on texts.
2. A student describes and explains relationships among texts.	2. A student explains relationships among texts.
	2a. <b>Advanced only</b> A student recognises different ways in which particular texts are valued.
3. A student develops language relevant to the study of English.	3. A student develops language relevant to the study of English.
4. A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.	4. A student explains and analyses the ways in which language forms and features, and structure of texts shape meaning and influence responses.
5. A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.	5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
6. A student engages with a wide range of texts to develop a considered and informed personal response.	6. A student engages with the details of text in order to respond critically and personally.
7. A student selects appropriate language forms and features, and structures to explore and express ideas and values.	7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.	8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organization of information and ideas.	9. A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organization of information and ideas.
10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.	10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
11. A student draws upon the imagination to transform experience into text.	11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
12. A student reflects on own processes of responding and composing.	12. A student reflects on own processes of responding and composing.
12a. <b>Advanced only</b> A student demonstrates a capacity to understand and use different ways of responding to and composing particular texts.	12a. <b>Advanced only</b> A student explains and evaluates different ways of responding to and composing text.
13. A student reflects on own processes of learning.	13. A student reflects on own processes of learning.

## **Electives**

The electives comprise **60%** of the course content.

Through these electives students will explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

### **MODULE A: Critical Study of Texts**

This module requires students to explore and evaluate a specific text and its reception in a range of contexts. Students explore the ideas expressed in the text through analysing its construction, content and language. Students are also required to research others' perspectives of the text.

### **MODULE B: Comparative Study of Texts and Context**

This module requires students to compare texts in order to explore them in relation to their contexts. It develops students' understanding of the effects of context and questions of value.

**AREA OF STUDY = 40%    MODULE A = 25%    MODULE B = 35%**

<b>MODES</b>	<b>AREA OF STUDY LISTENING TASK</b>	<b>AREA OF STUDY ASSESSMENT TASK</b>	<b>AREA OF STUDY EXAM</b>	<b>MODULE A ASSESSMENT TASK</b>	<b>MODULE A EXAM</b>	<b>MODULE B ASSESSMENT TASK</b>	<b>MODULE B EXAM</b>	<b>TOTAL</b>
READING		5%	5%	15%		5%		30%
WRITING		5%	5%		10%		10%	30%
LISTENING	15%							15%
SPEAKING						15%		15%
VIEWING/REPRESENTING			5%			5%		10%

### **Task Weeks**

- Task 1 - AOS - Term 1, Week 6
- Task 2 - AOS - Term 1, Week 9
- Task 3 - Module A - Term 2, Week 8
- Task 4 - Module B - Term 3, Week 6-7
- Task 5 - Examination – Term 3 Weeks 9-10

## STANDARD

In the Preliminary English (Standard) course, students explore and experiment with the ways events, experiences, ideas, and processes are represented in and through texts.

### Course Requirements

In the Preliminary English (Standard) course, students are required to:

- study Australian and other texts;
- explore a range of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts;
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts;
- integrate the modes of reading, writing, speaking, and viewing and representing as appropriate;
- engage in the integrated study of language and text.

The course has two sections and the requirements listed above apply to both sections.

<p><b>Section 1</b> <b>Content common to the Standard and Advanced courses</b> is undertaken through a unit of work called an Area of Study.</p> <p>Students explore texts and develop skills in synthesis.</p> <p>The common content comprises 40% of the course content.</p> <p>Students undertake at <b>least one</b> Area of Study.</p>	<p><b>Section 2</b> <b>Electives</b> Students explore and examine texts and analyse aspects of meaning.</p>          <p>The electives comprise 60% of the course content.</p>
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### Course Content

#### **Area of Study – Year 11**

An Area of Study is the exploration of a concept that affects our perceptions of ourselves and our world.

Students explore, analyse, question and articulate the ways in which perceptions of this concept are shaped in and through a variety of texts.

Areas of Study are developed by teachers and require students to explore a concept through:

- close study of one text
- responding to and composing a wide range of related texts
- making connections among texts and the Area of Study
- synthesising aspects of a variety of texts
- presenting coherently integrated interpretations of the concept.

Students will prepare Journeys as their Area of Study.

## **Electives**

The electives require students to explore the ways particular texts, forms, media contexts or aspects of language shape meaning.

The electives are developed by teachers to allow for:

- their students' needs, interests and abilities
- choice of approach
- choice of texts for study
- student-teacher negotiation of content.

There will be 2 electives studied in Year 11.

## **Outcomes**

These outcomes are derived from the English (Standard) objectives and the content of the Preliminary and HSC courses. They specify the intended result of student learning.

Preliminary	HSC
1. A student demonstrates understanding of the relationships between composer, responder, text and context.	1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2. A student identifies and describes relationships among texts.	2. A student demonstrates understanding of the relationships among texts.
3. A student develops language relevant to the study of English.	3. A student develops language relevant to the study of English.
4. A student identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses.	4. A student describes and analyses the ways that language forms and features, and structure of texts shape meaning and influence responses.
5. A student describes the ways different technologies and media of production affect the language and structure of particular texts.	5. A student analyses the effect of technology and medium on meaning.
6. A student engages with a wide range of texts to develop a considered and informed personal response.	6. A student engages with the details of text in order to respond critically and personally.
7. A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values.	7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.	8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.	10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
11. A student draws upon the imagination to	11. A student draws upon the imagination to

transform experience into text.	transform experience and ideas into text demonstrating control of language.
12. A student reflects on own processes of responding and composing.	12. A student reflects on own processes of responding and composing.
13. A student reflects on own processes of learning.	13. A student reflects on own processes of learning.

**Module A : The Power Of Language**

This elective requires students to explore, examine and analyse how language is used in various textual forms for various purposes.

**Module B : Literature Focus**

This elective requires students to engage in detailed analysis of a text. It develops students’ understanding of how ideas, forms and language of a text interact within the text and may affect our response to it.

**AREA OF STUDY = 40%**

**MODULE A - THE POWER OF LANGUAGE = 30%**

**MODULE B - LITERATURE FOCUS = 30%**

MODES	AREA OF STUDY LISTENING TASK	AREA OF STUDY ASSESSMENT TASK	AREA OF STUDY EXAM	MODULE A ASSESSMENT TASK	MODULE A EXAM	MODULE B ASSESSMENT TASK	MODULE B EXAM	TOTAL
READING		5%	5%	5%		15%		30%
WRITING		5%	5%		10%		10%	30%
LISTENING	15%							15%
SPEAKING				15%				15%
VIEWING/REPRESENTING			5%			5%		10%

Task Weeks

- Task 1 - AOS – Term 1, Week 6
- Task 2 - AOS – Term 1, Week 9
- Task 3 - Module A - Elective A – Term 2, Week 8
- Task 4 - Module B - Elective B – Term 3, Week 6-7
- Task 5 - Examination – Term 3, Weeks 9-10

## **EXTENSION**

Students are required to undertake the Preliminary English Extension course as a prerequisite to the HSC Extension course. The course may only be taken by students undertaking Advanced English. In the Preliminary English (Extension) course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

### **Course Requirements**

Students undertaking the Preliminary English (Extension) course must complete:

**Module:** Texts, Culture and Values

Students explore the ways in which texts reflect context and values. The module develops students' understanding of how and why cultural values and ideas are maintained and changed, link with the forms, features and structures of a type of text. Students closely examine a key pre-20<sup>th</sup>C text and a range of texts to the present. Through close study they:

- consider the relationships between the text and its culture
- explore the language of the texts and examine the ways in which language shapes and reflects values
- consider the effects of different ways of responding to texts
- consider the ways and reasons the original and later manifestations of the text are valued

Students also explore, analyse and critically evaluate different examples of texts in a range of contexts and media, including some appropriations of their own choosing.

Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in sustained composition.

### **Modes for Assessment**

Reading	15 marks
Writing	15 marks
Listening/Speaking	10 marks
Viewing/Representing	10 marks
Total	50 marks

- Students are required to complete 2 assessment tasks during their course of study (Total = 35 marks).
- Task 3 – Examination – Term 3, Weeks 9-10 (Total = 15 marks).

## Outcomes

These outcomes are derived from the English (Extension) objectives and the content of the Preliminary course. They specify the intended result of student learning. Students will work to achieve the outcomes by responding to and composing highly complex texts in a variety of modes and media.

<b>Preliminary (Extension) Outcomes</b>
A student understands how and why texts are valued in and appropriated into a range of contexts.
A student develops skills in independent investigation, involving particular texts and their manifestations in various forms, and within particular cultural contexts.
A student develops skills in extended composition in a range of modes and media for different audiences and purposes.

The table below sets out the content of the Preliminary English (Extension) course and illustrates the relationship between the objectives, outcomes and content.

<b>Objectives</b>	<b>Outcomes</b>	<b>Content</b>
Students will develop knowledge and understanding of how and why texts are valued.	1. A student understands how and why texts are valued in and appropriated into a range of contexts.	1. Students learn about how and why texts are valued in and appropriated into a range of contexts by: <ul style="list-style-type: none"> <li>• recognising different kinds and degrees of appropriation and their effects</li> <li>• considering the relationships between a text and the culture in which it was composed</li> <li>• exploring and examining the ways in which language shapes and reflects values</li> <li>• considering the effects of different ways of responding to texts</li> <li>• considering the ways and reasons early and later manifestations of the text are valued</li> <li>• considering why some texts may be perceived as culturally significant.</li> </ul>
Students will develop skills in extensive independent investigation	2. A student develops skills in independent investigation involving particular texts and their manifestations in various forms, and within particular cultural contexts.	2. Students learn to develop skills in independent investigation by: <ul style="list-style-type: none"> <li>• engaging with a range of key texts</li> <li>• engaging in independent investigation of specific key texts, cultures and forms</li> </ul>
Students will develop skills in sustained composition	3. A student develops skills in sustained composition in a range of modes and media for different audiences and purposes.	3. Students learn to develop skills in sustained composition by: <ul style="list-style-type: none"> <li>• refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expression</li> <li>• recreating texts by varying perspective and contexts to demonstrate how values are maintained and changed</li> <li>• using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes</li> <li>• using stylistic devices appropriate to purpose, audience and context</li> </ul>

## **ESL**

In the Preliminary English (ESL) course, students acquire and develop specific English language skills, knowledge and understanding in the context of an understanding of the ways ideas and processes are represented in texts.

### **Course Requirements**

The Preliminary English (ESL) course is designed by teachers. In designing the course they need to address the Objectives of Stage 6 English (ESL) and assist their students to achieve the course outcomes.

In the Preliminary English (ESL) course students are required to:

- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction film, media or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text

The course has two sections and the requirements listed above apply to both sections.

<p><b><i>Section 1</i></b> <b>Language Study within Areas of Study</b> is undertaken through a unit of work called an Area of Study.</p> <p>Students acquire and develop their English language skills, knowledge and understanding through exploration of an idea or process represented in texts.</p> <p>Language Study within Areas of Study comprises 60% of the course content.</p> <p>Students undertake at <b>least one</b> Area of Study.</p>	<p><b><i>Section 2</i></b> <b>Electives</b></p> <p>Students develop and use their English language skills in their examination and analysis of particular aspects of shaping meaning.</p> <p>The electives comprise 40% of the course content.</p>
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Students also have opportunities to:

- enhance their understanding of Australian and other cultures
- study units of work that will meet industry competency standards relating to communication.

## **Objectives and Outcomes**

The table below sets out the content of the Preliminary English (ESL) course and illustrates the relationship between the objectives, the outcomes and the content. Students will work to achieve the outcomes by responding to and composing increasingly complex texts in a variety of modes and media.

<b>Objectives</b>	<b>Outcomes</b>
Students will develop knowledge and understanding of the relationships between texts and contexts.	1. A student demonstrates an understanding of the relationships between composer, responder, text and context.
	2. A student identifies and describes relationships among texts.
Students will develop knowledge and understanding of cultural reference in text.	3. A student demonstrates understanding of cultural reference in texts.
Students will develop knowledge and understanding of the relationships between purposes and structures of texts.	4. A student develops language relevant to the study of English.
	5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.
Students will develop knowledge and understanding of language forms and features of texts.	6. A student interprets texts using key language patterns and structural features.
	7. A student describes the ways different technologies and media of production affect the language and structure of particular texts.
Students will develop skills in responding to and composing a range of texts.	8. A student uses a variety of textual forms appropriately for different purposes, audiences and contexts in all modes.
Students will develop skills in effective written, spoken and visual communication for a variety of purposes and audiences.	9. A student engages with a wide range of texts to develop a considered and informed personal response.
Students will develop skills in flexible and critical thinking.	10. A student assesses the appropriateness of a range of processes and technologies in the investigation and organization of information and ideas.
	11. A student analyses and synthesises information and ideas from a range of texts in a range of modes and media.
Students will develop skills in individual and collaborative learning.	12. A student draws upon the imagination to transform experience into text.
Students will develop skills in reflecting on and critically evaluating the purposes and effects of language.	13. A student reflects on own processes of responding and composing.
	14. A student reflects on own processes of learning of English.

## Language Study Within Area of Study

The Language Study is organised within an Area of Study that involves exploration of a concept that affects our perceptions of ourselves and our world. Students explore, analyse and experiment with the ways in which perceptions of this concept are shaped in and through a variety of texts.

Students address the following broad aspects of language study through the Areas of Study:

- linguistic conventions, grammatical features and vocabulary
- language use shaped by context, purpose and audience
- text structures
- features of style

They explore the concept through:

- close study of one or more texts
- responding to and composing a wide range of related texts
- making connections between texts and the Area of Study
- synthesising aspects of a variety of texts
- presenting coherently integrated interpretations of the concept

The number and content of Areas of Study are not prescribed in the Preliminary English (ESL) course. Teachers design Areas of Study that will, in length, content and focus, provide an appropriate language learning environment for students.

## Electives

The electives require students to use their developing English language skills to explore the ways particular texts, forms, media, contexts or aspects of language shape meaning.

The electives are developed by teachers to allow for:

- their students' needs, interests and abilities
- choice of approach
- choice of texts for study
- student-teacher negotiation of content.

## Assessment: Components, Weightings and Tasks

TASK	LISTENING	SPEAKING	READING	WRITING	VIEWING / REPRESENTING	TOTAL
<b>STUDY AREA</b>						
Core Text			5%	10%	5%	20%
Main Related Text	10%	5%	5%			20%
Other Related Texts		10%				10%
Yearly Exam Paper 1.			5%	5%		10%
						<b>60%</b>
<b>MODULES</b>						
<b>A.</b> Experience Through Language		5%	5%			10%
<b>B.</b> Media Language					10%	10%
Yearly Exam Paper 2 Listening	10%			10%		20%
						<b>40%</b>
<b>TOTAL</b>	20%	20%	20%	25%	15%	<b>100%</b>

## MATHEMATICS

1. A Satisfactory standard of achievement is expected in each assessment task.
2. Each task will assess the different components and in the weightings as indicated by the Board of Studies.
3. **Three** assessments will be conducted during the Preliminary courses at all levels: Mathematics, Mathematics Ext 1, General.
4. The final assessment will be determined in the following way:

Assessment	Weighting
End of Term 1	25%
End of Term 2	25%
End of Term 3	50%

5. Students who do not attain a satisfactory level of achievement may be required to do a substitute assessment, in any of the given tasks.
6. Students who do not reach a satisfactory standard in the first two tasks may be required to elect another course or level.
7. Students absent from any assessment, should have a doctor's certificate or note from parent/s to explain the reason for their absence.
8. Students who miss an assessment, must report to their teacher, on their first day of their return to school, to make arrangements for a substitute assessment.
9. In General Mathematics, a variety of tasks may be used to give students the opportunity to demonstrate outcomes in different ways.

## GENERAL MATHEMATICS

The course consists of the following areas of study.

<b>Financial Mathematics</b>	FM1: Earning money
	FM2: Investing money
	FM3: Taxation
<b>Data Analysis</b>	DA1: Statistics & society
	DA2: Data collection and sampling
	DA3: Displaying single data sets
	DA4: Summary statistics
<b>Measurement</b>	M1: Units of measurement
	M2: Applications of area and volume
	M3: Similarity to two-dimensional figures
	M4: Right-angled triangles
<b>Probability</b>	PB1: The language of chance
	PB2: Relative frequency and probability

### Objectives and Outcomes

Objective	Outcome
<b><i>Students will develop</i></b>	<b><i>A student:</i></b>
<ul style="list-style-type: none"> <li>appreciation of the relevance of mathematics</li> </ul>	P1: develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation
<ul style="list-style-type: none"> <li>the ability to apply mathematical skills and techniques to interpret practical situations</li> <li>skills, knowledge and understanding in algebraic modelling</li> </ul>	P2: applies mathematical knowledge and skills to solving problems within familiar contexts
	P3: develops rules to represent patterns arising from numerical and other sources
	P4: represents information in symbolic, graphical and tabular forms
<ul style="list-style-type: none"> <li>skills, knowledge and understanding in measurement</li> </ul>	P5: represents the relationships between changing quantities in algebraic and graphical form
	P6: performs calculations in relation to two-dimensional and three-dimensional figures
<ul style="list-style-type: none"> <li>skills, knowledge and understanding in financial mathematics</li> </ul>	P7: determines the degree of accuracy of measurements and calculations
	P8: models financial situations using appropriate tools
<ul style="list-style-type: none"> <li>skills, knowledge and understanding in data analysis</li> </ul>	P9: determines an appropriate form of organization and representation of collected data
<ul style="list-style-type: none"> <li>skills, knowledge and understanding in probability</li> </ul>	P10: performs simple calculations in relation to the likelihood of familiar events
<ul style="list-style-type: none"> <li>the ability to communicate mathematics in written and/or verbal form</li> </ul>	P11: justifies his/her response to a given problem using appropriate mathematical terminology

## MATHEMATICS 2U

The course consists of the following areas of study:

Basic Arithmetic and Algebra  
Real Functions  
Plane Geometry  
Trigonometric Ratios  
Linear Functions and Lines 1  
Series  
Introductory Calculus  
Quadratic Polynomials

### Objectives and Outcomes

Objective	Outcome
<b><i>Students will develop</i></b>	<b><i>A student:</i></b>
<ul style="list-style-type: none"><li>• appreciation of the scope, usefulness, beauty and elegance of mathematics</li></ul>	P1: demonstrates confidence in using mathematics to obtain realistic solutions to problems
<ul style="list-style-type: none"><li>• the ability to reason in a broad range of mathematical contexts</li></ul>	P2: provides reasoning to support conclusions which are appropriate to the context
<ul style="list-style-type: none"><li>• skills in applying mathematical techniques to the solution of practical problems</li></ul>	P3: performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
	P4: chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
<ul style="list-style-type: none"><li>• understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions</li></ul>	P5: understands the concept of a function and the relationship between a function and its graph
	P6: relates the derivative of a function to the slope of its graph
	P7: determines the derivative of a function through routine application of the rules of differentiation
<ul style="list-style-type: none"><li>• the ability to interpret and communicate mathematics in a variety of forms</li></ul>	P8: understands and uses the language and notation of calculus

## MATHEMATICS - EXTENSION 1

This course consists of the following areas of study:

- Other inequalities
- Circle Geometry
- Further Trigonometry
- Angle between two lines
- Interval and external division of lines
- Parametric Representation
- Permutations and Combinations
- Polynomials
- Harder Applications of the Preliminary 2U course

### Objectives and Outcomes

Objective	Outcome
<b><i>Students will develop</i></b>	<b><i>A student:</i></b>
<ul style="list-style-type: none"><li>• appreciation of the scope, usefulness, beauty and elegance of mathematics</li></ul>	P1: appreciates the role of mathematics in the solution of practical problems
<ul style="list-style-type: none"><li>• the ability to reason in a broad range of mathematical contexts</li></ul>	P2: uses multi-step deductive reasoning in a variety of contexts
<ul style="list-style-type: none"><li>• skills in applying mathematical techniques to the solution of practical problems</li></ul>	P3: solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
<ul style="list-style-type: none"><li>• understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions</li></ul>	P4: uses the parametric representation together with differentiation to identify geometric properties of parabolas
	P5: determines derivatives which require the application of more than one rule of differentiation
<ul style="list-style-type: none"><li>• the ability to interpret and communicate mathematics in a variety of forms</li></ul>	P6: makes comprehensive use of mathematical language, diagrams and

## SCIENCE

The Science Faculty Assessment Policy has been formulated in accordance with, the guidelines published by the Board of Studies and the Assessment Policy of Port Hacking High School.

### Details of Assessment Policy

- Assessment period will be from beginning of Term 1 Yr 11 to end of Term 3 Yr 11.
- Assessment tasks are designed to assess student achievement of the various syllabus outcomes.
- A number of assessment tasks (as per attached schedule) will be set and marked throughout the assessment period. The results obtained for these tasks will be combined to give an assessment mark, ranking and student profile for that period. Students will be fully informed on the nature of the tasks which will contribute towards their assessment mark.
- Students will be given adequate notice (a minimum of 1 week) of the date for each assessment task.
- When a student is unable to complete the set assessment task at the designated time, because of illness or approved leave, a medical certificate and or written communication from parents must be presented before a substitute task will be arranged. (See school assessment policy for exact details)
- It is the responsibility of the student to contact the subject teacher, on the **first day** back at school, to arrange for the completion of a missed assessment task.
- Where there is a valid reason for non completion of a task one of the following may occur
  - o The task is completed at a mutually agreeable time.
  - o An extension of time may be given.
  - o A substitute task may be given.
  - o An estimate, based on appropriate evidence, may be given.
- Where there is no valid reason for non-completion of a task at the arranged time a zero mark will be recorded for that task.
- Late assignments may be marked but will receive no marks toward HSC assessment.
- If a candidate has been given zero marks, because of failure to complete assessment tasks worth 50% or more of the final course assessment marks, an *unsatisfactory* award will be given.
- Where two or more classes are undertaking a course, tasks will be administered simultaneously where possible. Marks gained in such tasks may be used to moderate marks gained in tasks which cannot be administered simultaneously.
- Completed assessment tasks will be marked and students given a mark and position or comment for that task. Marks for this task can only be queried at this time.
- Marks for assessment tasks will be recorded by individual teachers and periodically transferred to Science Faculty register.
- Notice of assessment rank (based on cumulative mark) will be given during and on completion of the assessment period.
- Assessment data is to be reported separately from the examination data.
- The final assessment mark, obtained at the end of the course, will be on the HSC section of the course only.
- The final assessment mark submitted to the Board of Studies will be moderated by them before it appears on the HSC Statement of Attainments.
- No marks will be given to students cheating in any assessment task.
- No marks will be given to students who submits a non-serious attempt for an assessment task.
- It is the student's responsibility to read the School Assessment Policy.

## **PHYSICS**

### **Assessment Components And Weightings**

Assessment tasks are designed to give students feedback on their achievement of syllabus outcomes.

Students will be informed of the syllabus outcomes to be assessed prior to each assessment task.

<b>Topic</b>	<b>Knowledge and Understanding (%)</b>	<b>Investigation Skills (%)</b>	<b>Problem Solving Skills (%)</b>	<b>Total (%)</b>	<b>Assessment Strategy</b>
Moving about	5		15	20	Problem solving skill
Electrical Energy in the Home	10	5	5	20	Open book Test
The World Communicates	5	10		15	Practical Task
The Cosmic Engine	5	10		15	Research Assignment
Preliminary Examination	15	5	10		
<b>Total</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>	

## **BIOLOGY**

### **Assessment Components And Weightings**

Assessment tasks are designed to give students feedback on their achievement of syllabus outcomes.

Students will be informed of the syllabus outcomes to be assessed prior to each assessment task.

<b>Topic</b>	<b>Knowledge and Understanding (%)</b>	<b>Investigation Skills (%)</b>	<b>Problem Solving Skills (%)</b>	<b>Total (%)</b>	<b>Assessment Strategy</b>
Ecology		15		15	Assignment
Patterns in Nature	15			15	Closed book Test
Life on Earth		5	10	15	Open Book Test
Evolution of Aust Biota			15	15	Excursion and Open Book Test
Preliminary Examination	25	10	5	40	
<b>Total</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>	

## CHEMISTRY

### Assessment Components And Weightings

Assessment tasks are designed to give students feedback on their achievement of syllabus outcomes.

Students will be informed of the syllabus outcomes to be assessed prior to each assessment task.

Topic	Knowledge and Understanding (%)	Investigation Skills (%)	Problem Solving Skills (%)	Total (%)	Assessment Strategy
The Chemical Earth	10	5	5	20	Closed Book Test
Metals	5	20		25	Practical Skills Task
Water	5		20	25	Research Assignment
Preliminary Examination	20	5	5	30	End Preliminary Examination
<b>Total</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>	

## SENIOR SCIENCE

### Assessment Components And Weightings

Assessment tasks are designed to give students feedback on their achievement of syllabus outcomes.

Students will be informed of the syllabus outcomes to be assessed prior to each assessment task.

Topic	Knowledge and Understanding (%)	Investigation Skills (%)	Problem Solving Skills (%)	Total (%)	Assessment Strategy
Water for Living	20			20	Topic Test
Plants		10	10	20	Open ended Investigation
Human Body			20	20	Practical Skills Examination
Local Environment		20		20	Fieldwork
Preliminary Examination	20			20	Multiple choice, long & short answers
<b>Total</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>	

# TAS - INDUSTRIAL ARTS

## DESIGN & TECHNOLOGY

### Assessment Schedules

Component. (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Name							Prelimin. Exam
		Industry Study	Project 1	Group Project	Research project	Minor Design Project	Exam
		Term 1 week 6	Term 2 Week 4	Term 2 Week 5	Term 3 Week 2	Term 3 week 8	End Term 3
<b>Designing &amp; Producing;</b>	<b>Outcomes</b>	<b>All preliminary outcomes covered</b>					
- Design Projects	50		15	10		25	
- Presentation of Research	25	10			10	5	
- Tests	25						25
	<b>100%</b>	<b>10%</b>	<b>15%</b>	<b>10%</b>	<b>10%</b>	<b>30%</b>	<b>25%</b>

## CONSTRUCTION

The Construction course is competency based. The purpose of this assessment is to judge competence on the basis of performance criteria. A participant is judged either competent or not yet competent. Competency based assessment is based on the requirements of the workplace including problem solving and the assessment of skills and knowledge. A number of elements of competency or even several units of competency can be assessed together.

Assessment	Weighting
Practical Competencies	60
Assignment work	20
Yearly Exam	20
Total	100

### **Course requirements**

Students must attempt ALL of the compulsory unit of competence.

Students must complete a minimum of 35 hours of mandatory work placement.

### Construction (120 indicative hours)

<b>COMPULSORY Attempt ALL units</b>		
Unit Code	Unit title	HSC indicative hours of credit
BCGCM1001B	Follow OH&S policies & procedures	25
BCGCM1004B	Conduct workplace communication	10
BCGCM1005B	Carry out measurements & calculations	20
BCGVE1002B	Undertake a basic construction project	20
BCGCM2001B	Read & interpret plans & specifications	20
BCGCM2004B	Handle & construct materials	15
BCGCM2005B	Use construction tools & equipment	20

## ENGINEERING STUDIES

### Components and Assessment Weighting

Outcomes P1 - P6	Component	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
			Household Appliances	Landscape Products	Braking Systems	Bio Engineering	Yearly Exam
			T1 Wk 6	T2 Wk 2	T2 Wk 7	T3 Wk 4	Term 3
1.1 1.2	Scope of the profession	10	1	1	2	2	4
2.1 2.2	Knowledge of engineering principles	40	6	6	6	6	16
3.1 3.2 3.3	Communication skills	20	3	3	3	3	8
4.1 4.2 4.3	Understanding the impacts of engineering	10	1	2	1	2	4
5.1 5.2	Management and problem solving	10	2	1	2	1	4
6.1 6.2	The application of engineering methodology	10	2	2	1	1	4
	<b>Marks</b>	100					
			15	15	15	15	40

## INDUSTRIAL TECHNOLOGY

### Assessment Schedule

Component. (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
<b>Name</b>		Project 1	Group Project	Industry Study	Research project	Minor Design Project	Exam
		Term 1 week 6	Term 2 Week 2	Term 2 Week 9	Term 3 Week 6	Term 3 week 9	End Term 3
<b>Designing &amp; Producing;</b>	<b>Outcomes</b>	<b>All preliminary outcomes covered</b>					
- Design Projects	50		10	15		25	
- Presentation of Research	25	10			10	5	
- Tests	25						25
	<b>100%</b>	<b>10%</b>	<b>10%</b>	<b>15%</b>	<b>10%</b>	<b>30%</b>	<b>25%</b>

**INFORMATION PROCESSES AND TECHNOLOGY**

Component	Weighting
Introduction to Information Skills and Systems	20%
Tools for information Processes	50%
Developing Information Systems	30%
<b>Marks</b>	<b>100%</b>

**Assessment Components, Weightings and Tasks**

Name	Poster	History Channel	Half Yearly Exam	It's my Party	Sell it to me	Preliminary Exam	
Format	Individual Project	Group Project	Written Exam	Individual Project	Group Project	Written Exam	
Date	Term 1 Week 5	Term 1 Week 10	Term 2 Week 1	Term 2 Week 8	Term 3 Week 7	Term 3 Week 10	
Assessment Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	<b>Weight</b>
Introduction to Information Skills and Systems	5	5	5			5	<b>20%</b>
Tools for information Processes	5	5	5	10	10	15	<b>50%</b>
Developing Information Systems		5		5	10	10	<b>30%</b>
<b>TOTAL</b>	<b>10%</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

# **TAS – HOME ECONOMICS**

## **COMMUNITY AND FAMILY STUDIES**

The Preliminary course consists of three mandatory modules:

- Resource management
- Individuals and groups
- Families and communities

### **Assessment Tasks**

The internal assessment mark provides a summation of the student's achievements at points throughout the course. It will reflect the rank order of the student and the relative differences between students' achievements.

<b>Task No</b>	<b>Timing</b>	<b>Assessment Task</b>	<b>Weighting</b>	<b>Component</b>
1.	Term 1	Class test Resource Management	20%	Resource Management
2.	Term 2	Case Study: Groups	25%	Individuals & Groups
3.	Term 3	Oral Presentation: Communities	25%	Families & Community
4.	Term 3	End of Preliminary Course Exam	30%	<ul style="list-style-type: none"><li>• Resource Management</li><li>• Individuals &amp; Groups</li><li>• Families &amp; Communities</li></ul>

## **FOOD TECHNOLOGY**

### **Core Strands**

<b>Nutrition</b>	<b>Food Quality</b>	<b>Food Availability &amp; Selection</b>
Food Nutrients Diets for Optimum nutrition	Safe storage of food Safe preparation and presentation of food Sensory characteristics of food Functional properties of food	Influences on food availability Factors affecting food selection

Assessments include a range of tasks to develop knowledge and understanding of the topics, research, analysis and communication of ideas, experimentation and preparation exercises, design implementation and evaluation. Class homework is vital for knowledge and skill development in preparation for assessment tasks.

### **Assessment Outline**

<b>Task No.</b>	<b>Timing</b>	<b>Task</b>	<b>Weighting</b>
1	Term 1	Nutrition - research - food preparation - evaluation	25%
2	Term 2	Food Quality - experimentation / preparation - Research / analysis - evaluation	30%
3	Term 3	Food Availability & Selection - research / analysis - food preparation	25%
4	Term 3	Preliminary Examination	20%

## **HOSPITALITY OPERATIONS**

## 240 HOUR COURSE

Possible AQF Qualification Statement of Attainment towards Certificate II in Hospitality  
(Kitchen Operations)

### Course Structure

This course consists of six compulsory core units, the Commercial Cookery strand and nominated units from the elective pool.

### Course Requirements

Students must achieve all the core units of competency plus the elective units from one strand over two years to qualify for Certificate II. Students must complete a minimum of 70 hours of work placement with a minimum of 35 hours during the Preliminary Course. (Year 11) Students are also expected to purchase their own “chef uniform” and basic knife kit which will be arranged by the school at a discount rate.

### Course Outline

#### *Core*

1. Develop and update hospitality industry knowledge
2. Work with colleagues & customers
3. Work in a socially diverse environment
4. Participate in environmentally sustainable work practices
5. Follow health, safety, and security procedures
6. Follow workplace hygiene procedures

#### *Commercial Cookery Strand*

1. Organise & prepare food
2. Present food
3. Use basic methods of cookery
4. Implement food safety procedures
5. Clean and maintain kitchen premises

#### *Elective Pool*

1. Prepare sandwiches
2. Prepare appetisers and salads
3. Prepare stock, sauces and soups
4. Prepare vegetables, eggs and farinaceous dishes
5. Receive and store kitchen supplies

Students will be given guidelines in each lesson as to the direction of the competency standards expected. Students must reach a level of competency in each unit to proceed onto the next topic. Competency based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem solving and the capacity to apply skills & knowledge in both familiar & new situations.

### Year 11

Students will be assessed by using a variety of techniques to ensure the student is competent in each task.

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Practical Assessments Research Assignment	Topic Reviews Practical Assessments Workplacement Report	Formal examination Practical Assessments

## **TEXTILES AND DESIGN**

The course is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

The internal assessment provides a measure of each student's achievements, measured at points throughout the course and based on a wide range of syllabus content and outcomes.

There are three components in the Preliminary Course and there are suggested weightings. These weightings are flexible and can be adjusted by the school to meet individual needs:

- Design
- Properties and Performance of Textiles
- The Australian Textile, Clothing, Footwear and Allied Industries

### **Assessment Tasks**

<b>Task No</b>	<b>Assessment Task</b>	<b>Weighting</b>	<b>Syllabus Content Area</b>
1.	Design Exercises	15%	Design
2.	Textile Project 1: (folio and product)	20%	Design
3.	Application Exercises: for properties & performance	20%	Properties and Performance
4.	Textile Project 2: (folio and product)	20%	Properties and Performance
5.	Preliminary Exam	10% 10% 5%	Design Prop & Perf Textiles Aust Textile Industry

## HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)

On the following pages, you will find the Assessment Schedules and Outcomes Grids for the three Preliminary Courses offered by the History Department:

1. Ancient History
2. Modern History
3. Society & Culture

The presentation is the same in each case: firstly, you will find the Assessment Schedule; secondly the Outcomes Grid. On the Assessment Schedule, tasks have been numbered and it is these numbers which are used in the Outcomes Grid, so that you can identify which outcomes are assessed by which task. More information on tasks and outcomes will be provided by your class teacher as the tasks are set.

### ANCIENT HISTORY

#### Assessment Guidelines

Date	Component	Assessment	Weighting
Term 1, Week 10	Case Study	Research Report	25%
Term 2, Week 9	Ancient Society	Source Study	25%
Term 3, Week 6	Historical Investigation	Essay	25%
Term 3, Week 9/10		Exams	25%

#### Assessment Tasks Outcomes grid

Outcomes	Research Report	Source Study	Essay	Exam
	Task 1	Task 2	Task 3	Task 4
P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context	X		X	X
P2.1 identifies factors that contribute to change identify historical factors and explain their significance in contributing to change and continuity in the ancient world		X		X
P3.1 locate, select and organise relevant information from a variety of sources	X		X	X
P3.2 identify relevant problems of sources in reconstructing the past	X			
P3.3 comprehend sources and analyse them for their usefulness and reliability	X	X		X
P3.4 identify and account for differing perspectives and interpretations of the past			X	X
P3.5 discuss issues relating to ownership and custodianship of the past	To be assessed in class assignments			
P3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources	X		X	X
P4.1 use historical terms and concepts appropriately	X	X	X	X
P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms	X	X	X	X

## MODERN HISTORY

### Assessment Guidelines

Component	Weighting
(a) Case Study 1	15
(b) Case Study 2	20
(c) Case Study 3	15
(d) Core Study – the World in 1900 – Research Task	20
(e) Final exam	30

Assessment Tasks	Mark %
<b>Term 1 – Week 6</b> Source analysis (a)	15
<b>Term 2 – Week 1</b> Research Project (b) & Oral	20
<b>Term 2 – Week 7</b> Prepared essay (c)	15
<b>Term 3 – Week 4</b> Research essay (d)	20
<b>Term 3 – Weeks 9 – 10</b> Final Exam [(a) – (e*)]	30

\* incorporates prepared Source based analysis

### Assessment Tasks Outcomes grid

Outcomes	T1	T2	T3	T4	T5
P1.1 identifies the key features of different nineteenth and twentieth century historical investigations	X	X	X	X	X
P1.2 describes the role of key individuals, groups, events and ideas during specific periods of twentieth national and international history	X	X	X	X	X
P2.1 identifies the forces that contribute to change and continuity in different nineteenth and twentieth historical investigations and describes their relative significance	X	X	X	X	X
P3.1 uses historical terms and concepts appropriately within the contexts of nineteenth and twentieth national historical investigations	X	X	X	X	X
P4.1 identifies different types and varieties of sources	X	X	X		
P4.2 evaluates sources of their usefulness and reliability in relation to specific historical investigations	X	X	X		
P4.3 identifies different perspectives and interpretations of the past			X	X	X
P5.1 selects and organises relevant historical information from a variety of sources	X	X			X
P5.2 plans a historical investigation, analyses and synthesises historical information from a variety of perspectives and presents the findings of the investigation		X			
P6.1 communicate through well-structured texts to explain, argue, discuss, analyse and evaluate complex historical information, ideas and issues using appropriate written oral and graphic forms.	X			X	X
P6.2 negotiates in groups to allocate tasks, establish roles, procedures and evaluation strategies to achieve appropriate goals in set deadlines in order to develop and complete historical investigations		X			

## SOCIETY & CULTURE

### Assessment Guidelines

Component	Weighting
(a) The Social and Cultural World	20
(b) Personal and Social Identity	40
(c) Intercultural Communication	40

Assessment Tasks	Mark %
<b>Term 1</b> (Wk 9) Knowledge Test (a)(	10
<b>Term 1/2</b> (Wk 4, T2) Research Project (b)	20
<b>Term 2</b> (Wk 9) Media Content Analysis [(b) + (c)]	20
<b>Term 2/3</b> (Wk 9, T2) Oral Task (c)	20
<b>Term 3</b> (Wk 8) Final Exam [(a) – (c)]	30
<b>Total %</b>	100

Note:

- (i) Your teacher will give details of exact topics being studied
- (ii) With tasks assessing more than one component, the marks will be divided equally between the components.

### Assessment Tasks Outcomes Grid

Outcomes	T1	T2	T3	T4	T5
P1 describes the interaction between persons, societies, cultures and environments across time	X	X	X	X	X
P2 identifies and describes relationships within and between social and cultural groups			X	X	X
P3 describes cultural diversity and commonality within societies and cultures	X	X	X	X	X
P4 evaluates continuity and change, and assesses social futures and their implications for societies and cultures			X	X	
P5 investigates power, authority, gender and technology and their influence on decision-making and participation in society	X	X	X	X	
P6 differentiate between and applies the methodologies of social and cultural research	X	X	X	X	
P7 applies appropriate language and concepts associated with society and culture	X				X
P8 selects, organises and evaluates information and sources for usefulness, validity and bias		X	X	X	X
P9 plans an investigation and analyses information from a variety of perspectives and sources		X	X		
P10 communicates information, ideas and issues using appropriate written, oral and graphic forms	X	X	X	X	X
P11 works independently and in groups to achieve appropriate goals in set timelines		X	X		

## **STUDIES OF RELIGION II**

The Preliminary course consists of three modules for students undertaking the one unit course and six modules for students undertaking the two unit course. The modules are studied in the following sequence:

**Term One:** Nature of Religion and Beliefs  
Religious Tradition Study 1

**Term Two:** Religious Tradition Study 2  
Religious Tradition Study 3

**Term Three:** Religions of Ancient Origin  
Religion in Australia pre-1945

(Religious Tradition Studies are taken from the five major religions: Buddhism, Christianity, Hinduism, Islam and Judaism)

<b>Module</b>	<b>Task</b>	<b>Date</b>	<b>Weight</b>	<b>Outcomes</b>
Nature of Religion and Beliefs	Multiple Choice + Short Answer	Term 1 Week 6	10	P1, P2, P6, P8
Religious Tradition Studies	In class prepared essay	Term 1 Week 11	15	P3, P4, P5, P6, P7, P8, P9
Religious Tradition Study 3	Short Answer + Extended response question	Term 2 Week 10	20	P3, P4, P5, P6, P7, P8, P9
Religions of Ancient Origin	Oral Presentation & Written report	Term 3 Week 3	15	P1, P2, P6, P7, P8, P9
All Modules Studied	Yearly Exam (multiple choice, stimulus, short answer, extended response)	Term 3 Weeks 9-10	40	P1, P2, P3, P4, P5, P6, P7, P7, P9

## **BUSINESS STUDIES**

### **Assessment tasks**

Assessment 1	Term 1 Week 8	Nature of Business (multiple choice/short answer)	10
Assessment 2	Term 2 Week 7	Key Business Functions stimulus/short answers	20
Assessment 3	Term 3 Week 6	Business Case Study Extended research assignment on a business presented in a business plan format	30
Assessment 4	Term 3 Weeks 9-10	Final Exam (multiple choice, stimulus, short answer and extended response)	40

## **ECONOMICS**

### **Assessment tasks**

Assessment 1	Term 1 Week 5	Introduction to economics (multiple choice)	10
Assessment 2	Term 2 Week 5	a) Consumers and Business b) Markets (multiple choice & short response)	30
Assessment 3	Term 3 Week 4	Government (research assignment)	20
Assessment 4	Term 3 Weeks 9-10	Final Exam a) Financial Markets and b) Government in the Economy	40

## **LEGAL STUDIES**

### **Assessment tasks**

Assessment 1	Term 1 Week 11	The Legal System (Short Response and Multiple Choice Test in class)	20
Assessment 2	Term 2 Week 4	The Individual and the State (Research essay)	10
Assessment 3	Term 3 Week 1	The Law in Focus (Research essay written in class)	20
Assessment 4	Term 3 Week 6	The Law in Focus (Group Research and Oral Presentation)	20
Assessment 5	Term 3 Weeks 9-10	Final Exam (multiple choice, stimulus, short answer, extended response)	30

# PERFORMING ARTS

## DANCE

Component (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
	Date	T1 W8	T2 W5	T2 W10	T3 W5	T3 W9
		Perform	Perform & Comp	Apprec	Composition	Yearly
Performance	45%	15%	15%			15%
Composition	35%		10%	10%		15%
Appreciation	20%				10%	10%
Marks	100%	15%	25%	10%	10%	40%

### Assessment Tasks

### WEIGHTING

#### **TASK 1      Performance**

15%

- P1.3 Develops the skills of dance through performing, composing and appreciating dance.  
 P2.1 Identifies the physiology of the human body as it is relevant to the dancer.  
 P2.2 Identifies the bodies capabilities and limitations.

#### **TASK 2      Performance/Composition**

25%

- P1.1 Understands dance as a performance and communication of ideas through movement and in written and oral form.  
 P2.4 Demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and co-ordination.  
 P3.1 Identifies the elements of dance composition.  
 P3.4 Explores the elements of dance relating to dance composition.

#### **TASK 3      Appreciation**

10%

- P4.1 Understands the socio-historic context in which dance exists.  
 P4.3 Demonstrates the skills of gathering, classifying and recording information about dance.

#### **TASK 4      Composition**

10%

- P3.5 Devises movement material in a personal style in response to creative problem-solving tasks in dance composition.  
 P3.6 Structures movement devised in response to specific concept/intent.

#### **TASK 5      Yearly Exam**

40%

- P1.1 Understands dance as a performance and communication of ideas through movement and in written and oral form.  
 P1.2 Understands the use of terminology relevant to the study of dance as an artform.  
 P1.3 Develops the skills of dance through performing, composing and appreciating dance.  
 P2.3 Recognises the importance of the application of safe dance practice.  
 P2.5 Performs combinations, phrases and sequences with due consideration of safe dance practice.  
 P3.2 Understands the compositional process.  
 P3.3 Understands the function of structure.  
 P4.2 Develops knowledge to critically appraise and evaluate dance.  
 P4.4 Develops skills in critical appraisal and evaluation.

## **DRAMA**

### **TASK 1**

#### ***Playbuilt Performance***

WEIGHTING

**20%**

The student:

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces

### **TASK 2**

#### ***Performance Review***

WEIGHTING

**20%**

The student:

- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contribution to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

### **TASK 3**

#### ***Scripted Performance***

WEIGHTING

**15%**

The student:

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrated directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces

**TASK 4**  
***Project Presentation***

**WEIGHTING**  
***15%***

The student:

- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

**TASK 5**  
***Research Presentation***

**WEIGHTING**  
***15%***

The student:

- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

**TASK 6**  
***Log/Journal***

**WEIGHTING**  
***15%***

The student:

- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

Outcomes	Component (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Date	T1 W9 Playbuilt Performance	T1 W9 Performance Review	T2 W8 Scripted Performance	T2 W9 Project Presentation	T3 W2-9 Research Presentation	T3 W9 Log/ Journal
Task 1 P1.1 to P1.6 P2.1 to P2.4  Task 2 P2.1 P2.2 P3.1 P3.2 P3.3	Improvisation Playbuilding Acting	40%	20%	20%				
Task 3 P1.1 P1.4 P1.6 P2.1 P2.2 P2.3 P2.4  Task 4 P1.3 P1.5 P2.1 P2.2 P3.1 to P3.3	Elements of Production in Performance	30%			15%	15%		
Task 5 P3.1 P3.2 P3.3  Task 6 P1.5 P3.1 to P3.3	Theatrical Traditions & Performance Styles	30%					15%	15%

## **Making**

### ***Objectives***

Through Drama, students will develop knowledge and understanding about and skills in:

- using drama, through participation in a variety of dramatic and theatrical forms
- making drama and theatre, using a variety of dramatic and theatrical techniques and conventions

## **Outcomes**

The student:

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action

## **Performing**

### ***Objectives***

Through Drama, students will develop knowledge and understanding about and skills in:

- using the elements of drama and theatre in performance
- performing in improvised and playbuilt theatre and scripted drama

### ***Outcomes***

The student:

- P2.1 understands the dynamics of actor-audience relationship
- P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces

### **Critically Studying**

#### ***Objectives***

Through Drama, students will develop knowledge and understanding about and skills in:

- recognising the place and function of drama and theatre in communities and societies, past and present
- critically studying a variety of forms and styles used in drama and theatre

### ***Outcomes***

The student:

- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

**ENTERTAINMENT**  
**(Live Production, Theatre and Events)**

**240 HOUR COURSE**

Possible Qualification: Certificate III in Live Production, Theatre and Events (Technical Operations)

**Course Structure**

This course consists of thirteen compulsory core units, a work placement component of a minimum 70 hours and four nominated units from the elective pool.

**Course Requirements**

Students must achieve all the core units of competency, the elective units and complete their work placement hours over two years to qualify for Certificate III. Students must complete a minimum of 70 hours of work placement with a minimum of 35 hours during the Preliminary Course

**Course Outline**

**Topics Covered:**

**COMPULSORY Students attempt ALL following units**

- Communicate in the workplace
- Apply a general knowledge of vision systems to work activities
- Manage own work and learning
- Work with others
- Provide quality service to customers
- Deal with conflict and resolve complaints
- Source and apply entertainment industry knowledge
- Apply a general knowledge of lighting to work activities
- Apply a general knowledge of audio to work activities
- Apply a general knowledge of staging to work activities
- Follow health, safety and security procedures
- Work in a culturally diverse environment
- Provide first aid

**ELECTIVE POOL Students attempt units to a minimum value of 85 indicative hours**

- Handle physical elements safely during bump in/bump out
- Communicate using a two way system
- Use hand tools
- Record and operate standard lighting cues and/or
- Install and operate follow spot

Competency based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem solving and the capacity to apply skills & knowledge in both familiar & new situations.

**Year 11 Assessment**

Students will be assessed by using a variety of techniques to ensure the student is competent in each task. Practical Assessment is continuous throughout the term. Some Practical Tasks are examined during non-school hours. Students must obtain their First Aid training at their own expense out of School Hours. The (one) external Work Placement (minimum 35 hours) should be completed by the end of the third school term.

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Work Placement	Formal Examination Work Placement	Preliminary Examination Work Placement

## MUSIC

### COURSE 1

#### Objective

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.

#### Outcomes

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

Outcomes	Component (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Date	Term 1 Week 8	Term 2 Week 5	Term 2 Week 10	Term 3 Week 3	September Yearly Exam
P1, P2 (P9, P10, P11)	Performance Core	25%			10% classroom activity		15% Performance
P2, P3, P5, P8 (P10, P11)	Composition Core	25%		10% Composition	15% Composition activity		
P2, P5, P6, P7 (P10)	Musicology Core	25%		10% Class presentation of research		15% Viva voce on topic of study	
P4, P6, P7, P8 (P10)	Aural Core	25%	10% Written response				15% Written response
	Marks	100%	10%	20%	25%	15%	30%

## COURSE 2

### Outcomes

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

- P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2 demonstrates and understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solos and/or small ensembles
- P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
- P6 discusses and evaluates music making constructive suggestions about performances and compositions
- P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- P8 understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied
- P9 identifies, recognises, experiments with and discusses the use of technology in music
- P10 performs as a means of self expression and communication
- P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P12 demonstrates a willingness to accept and use constructive criticism

	<b>Task 1 Term 1 Week 9</b>	<b>Task 2 Term 2 Week 5</b>	<b>Task 3 Term 2 Week 10</b>	<b>Task 4 Term 2 Week 9</b>	<b>Yearly Exam September</b>
Performance 25%			Performance 1 work 10%		Performance 2 Works + Sight Singing 15%
Aural 25%	Written Response 10%				Written Exam 15%
Composition 25%			Composition Portfolio 10%	Composition and Portfolio 15%	
Musicology 25%		Class Presentation of research 10%			Written Exam 15%
	10%	10%	20%	15%	45%

# VISUAL ARTS

## VISUAL ARTS

**Artmaking 50%**

**Art Criticism and Art History 50%**

### Introduction

#### *Content*

Practice, Conceptual framework provide the content for Visual Arts assessment.

The Preliminary Course requires students to focus on:

- the content of practice, Conceptual framework, frames
- making artworks in at least 2 forms
- use of a process diary
- broad investigation of ideas in art criticism and art history

#### *Artmaking*

The assessment of the students' artmaking will include ongoing evaluations of a student's ability to:

- investigate artmaking as a practice involving procedures and judgements
- explore and apply the conceptual framework of art involving artist, artwork, world and audience
- use of one or more frames to develop points of view that inform their interpretations
- develop meaning and focus in the representations of ideas in artworks (at least 2 forms) as evident in lead-up work in diaries, work under development resolved works and student explanations

#### *Art Criticism and Art History*

The assessment of student work in this component will include ongoing evaluation of the student's ability to:

- investigate art criticism and art history as practice involving procedures and judgements
- explore and utilise the conceptual framework of art involving artist, artwork, world and audience in discussions and art writing
- use one or more frames to develop theoretical positions to inform their interpretations and points of view
- attribute meaning to selected artworks
- interpret critical and historical written accounts as evident in research tasks, oral tasks, reviews, reports, assignments

Each assessment task for Preliminary Course work will be documented and presented to students in a format which will include the topic, the practice, the weighting, due date, content focus, specific task, the assessment task outcomes – criteria for assessment and feedback on the marking scheme in terms of Performance bands.

#### *The Nature of Visual Arts Assessment Tasks*

As a subject area with both practical and theoretical components, Visual Arts will be assessed by a diverse range of tasks. These may include:

**Artmaking** – collection of works, visual verbal presentations, visual arts process diary

**Artmaking and Art History/Criticism** – audio tape presentation, exhibition reports, computer simulation, multi-media, co-operative learning tasks, audio visual presentation of interviews.

**Art History/Art Criticism** – essays-critical analysis, oral presentations, research reports, case study reports, surveys, interviews, graphic presentations, fieldwork, debates.

## Assessment

<b>Art Criticism/Art History Art Making</b>	<b>Task Description</b>	<b>Date</b>	<b>How Assessed</b>	<b>Mark Value</b>
<b>Art Criticism/Art History Task 1</b> Analytical writing and interpretation of texts and imagery	a) Written response/ interpretation of text types b) Written response to art image with reference to 'Frames'.	Term 2 Week 3	In class test	10
<b>Art Criticism/Art History Task 2</b> Case Study - Research	Essay - Exhibition Experience	Term 2 Week 7		10
<b>Art Criticism/Art History Task 3</b> Yearly Examination	Short answer and essay responses to text to test information and visual images.	Term 3 Week 7,8	Yearly Exam	30
<b>Art Making Task 1</b> Development and Resolution of 2 minor works – visual responses to Art Camp or similar process	Student development of personal responses to a specific site, exhibition or Artist's practice.	Term 2 Week 5	Submission of 2 minor works. Assessed by marking panel of at least 2 teachers	15
<b>Art Making Task 2</b> Visual Arts Process Diary		Term 3 Week 8	Submission for marking	10
<b>Art Making Task 3</b> Body of Work	Students develop a Body of Work based on experiences during the Preliminary course will include relevant research and documentation in the Visual Arts process Diary	Term 3 Week 8	Submission of "Body of Work" (may be a single item for assessment by a marking panel (2).	25

## PD/H/PE

### PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Outcomes	Component (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
			Term 1 Week 9	Term 2 Week 5	Term 3 Week 6	Term 3, Week 5	Yearly
P7, P8, P9, P11	CORE 3	25%		10%			10%
P5, P10, P14, P17	OPTION 1	15%	15%				5%
P1, P2, P3	CORE 1	10%					10%
P2, P4, P6, P15	CORE 2	35%			25%		10%
P6, P16, P17	OPTION 2	15%				10%	5%
	MARKS	100%	15%	10%	25%	10%	40%

#### Weightings and Outcomes

##### **TASK 1**

**Core 3            *The Body in Motion***

**WEIGHTING**

**15%**

The student will be able to:

- P7 explain how body structures influence the way the body moves
- P8 identify the component of fitness and explain how they are monitored
- P9 describe biomechanical factors that influence the efficiency of the body in motion
- P11 assess physical fitness level

##### **TASK 2**

**Option 1            *Outdoor Recreation***

**WEIGHTING**

**10%**

The student will be able to:

- P5 plan and implement actions that can support the health and safety of others
- P10 develop plans for participation in a physical activity to satisfy a range of individual needs
- P14 identify the technical skills necessary to participate safely in challenging outdoor recreation activities
- P17 analyse factors influencing movement and patterns of participation

##### **TASK 3**

**Core 2            *Better Health for Individuals***

**WEIGHTING**

**25%**

The student will be able to:

- P2 identify factors which affect personal health and explain how these impact on personal health
- P4 identify the aspects of health over which individuals can exert some control
- P6 propose actions (under the guidelines of the Ottawa Charter) that can improve and maintain personal health
- P15 form opinions about health promoting actions based on critical examination of relevant information

**TASK 4**  
*Option 2 Fitness Choices*

**WEIGHTING**  
**10%**

Students will be able to:

- P6 propose actions/activities which can improve and maintain personal health
- P16 utilise a range of sources to draw conclusions about health and physical activity concepts
- P17 analyse factors influencing movement and patterns of participation

**TASK 5**  
*Yearly Exam*

**WEIGHTING**  
**40%**

Examines all subject matter covered in the preliminary course, especially Core 1, which does not have an assessment task attached to it.

## **SPORT, LIFESTYLE AND RECREATION STUDIES**

### ***A CONTENT ENDORSED COURSE***

Student assessment will reflect the extent to which Course Outcomes have been achieved.

A single mark will be given:

**2 unit course: a mark out of 100**

**1 unit course: a mark out of 50**

#### **2 Unit Course**

<b>Outcomes</b>	<b>Timing</b>	<b>Task</b>	<b>Knowledge &amp; understanding Weighting 50%</b>	<b>Skill Weighting 50%</b>	<b>Total weighting 100%</b>
1.1, 1.2, 1.3, 2.2, 3.1, 3.2	Term 3	Yearly Exam	20%		20%
1.1, 2.1, 3.1, 3.2, 4.1	Term 1 Week 10	Sport Application 1	10%	10%	20%
1.3, 2.2, 3.2, 4.2	Term 3 Week 5	In Depth Study	10%	10%	20%
2.1, 3.2, 4.1	Term 3 Week 2-4	Sport Application 2	5%	5%	10%
1.1, 1.3, 3.1, 4.4, 4.2	Ongoing	Practical	5%	25%	30%

#### **1 Unit Course**

<b>Outcomes</b>	<b>Timing</b>	<b>Task</b>	<b>Knowledge &amp; understanding Weighting 50%</b>	<b>Skill Weighting 50%</b>	<b>Total weighting 100%</b>
1.1 1.3 2.2 3.1 3.2	Term 3	Yearly Exam	20%		20%
1.1 2.1 3.1 3.2 4.1	Term 1 Week 10	Sport Application 1	15%	10%	25%
2.1 3.2 4.1	Term 3 Week 2-4	Sport Application 2	15%	10%	25%
1.1 1.3 3.1 4.4 4.2	Ongoing	Practical	5%	25%	30%

#### **Outcomes**

<b>Outcome</b>		<b>Module</b>
1.1	applies the rules & conventions that relate to participation in a range of physical activities	6, 7, 10
1.3	demonstrates ways to enhance safety in physical activity	6, 7, 10, 15
2.1	explains the principals of skill development and training	6, 7, 10, 15
2.2	analyses the fitness requirements of specific sports	1, 15
3.1	selects appropriate strategies and tactics for success in a range of movement contexts	6, 7, 10, 15
3.2	designs programs which respond to performance needs	6, 7, 10, 15
4.1	plans strategies to achieve performance goals	6, 7, 10
4.2	demonstrate leadership skills and a capacity to work cooperatively in movement context	15
4.4	demonstrate competence and confidence in movement contexts	6, 7, 10
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity	15