STAGE 6

ASSESSMENT POLICY & PROCEDURES

YEAR 11 - 2020

NEWCASTLE HIGH SCHOOL

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CONTENTS

KEY TERMS USED IN THIS BOOKLET

AMOW	**All My Own Work** A compulsory program that must be completed by all students prior to commencing their Preliminary HSC
NESA	**NSW Education and Standards Authority** The NSW government body responsible for the curriculum in all schools
RoSA	**Record of School Achievement** Certification students receive if they leave school prior to completing the HSC
HSC	**Higher School Certificate** Highest level of certification in NSW high schools; usually completed in Year 12 of high school
Preliminary HSC	First stage of the HSC; usually completed in Year 11 of high school
Stage	A period of learning, typically of two years duration. Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12
Unit	The amount of time involved in a course
BDC	**Board Developed Course** Courses developed by NESA that can be used in the calculation of an ATAR
BEC	**Board Endorsed Course** Courses endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR
Category A/B	Classification of Board Developed Courses. Only one Category B course can be counted in the calculation on an ATAR
TAFE	**Technical and Further Education**
VET	**Vocational Education & Training**
TVET	TAFE delivered Vocational Education & Training courses
UAC	**University Admissions Centre**
ATAR	**Australian Tertiary Admission Rank** A rank calculated by UAC as a way of determining entry to University courses

STUDENT RIGHTS AND RESPONSIBILITIES REGARDING ASSESSMENT

In Higher School Certificate assessment, students have the following rights:

- to be informed of the assessment policies of the school and the NSW Education and Standards Authority (NESA).
- to receive clear guidelines relating to the requirements of each assessment task.
- to be told in advance of the due date for each assessment task.
- to receive feedback that assists them to review their work.
- to query the mark for an individual task at the time it is returned to them.
- to request a review of the calculation of the final assessment mark if they believe their final assessment rank is incorrect.

Students have the following responsibilities:

- to become familiar with, and follow, the school's assessment policies and the rules in the *Rules and Procedures for Higher School Certificate Candidates* booklet.
- to register with Students Online and ensure their personal details are correctly recorded with NESA.
- to attend all scheduled lessons, unless there is a valid reason they can't.
- to complete and submit all set tasks on the due date.
- to follow up any concerns with tasks at the time they are marked and returned.
- to not engage in behaviour which could be considered malpractice or cheating.
- to ensure that all assessment work is their own, or acknowledge the contribution of others.

GUIDELINES FOR PRELIMINARY HSC ASSESSMENT
AT NEWCASTLE HIGH SCHOOL

1. Meeting HSC eligibility requirements

To be eligible for the HSC, you must have:

- satisfactorily complete Years 9 and 10, or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the pattern of study detailed below
- sit for, and make a serious attempt at, the required HSC examinations.

You must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English, or English Studies*
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

*You can include English Studies in your 6 units Board Developed Courses, but you can't count it as the 2 units of English that UAC uses to calculate an ATAR.

2. Types of Courses

Board Developed courses are the large number of courses set and examined by NESA that also contribute to the calculation of the ATAR.

Board Endorsed courses are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and do not contribute towards the calculation of your ATAR.

Special education (Life Skills) - If you have special education needs you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

Vocational Education and Training (VET) - VET courses can be studied either at school or through TAFE NSW and other training providers. All VET courses involve a minimum number of hours in the work place.
VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, recognised by industry and employers throughout Australia. Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR.

3. HSC Pathways

While most students complete their HSC over two years during Years 11 and 12, there are other pathways that may suit a student's particular needs better. A student requires the Principal's approval to undergo either of these pathways.

Accumulating - You can take up to five consecutive years to finish your studies, starting from the first year you complete an HSC course. After five years, you must have met all HSC requirements.

Repeating - You can repeat one or more courses within the five years without penalty. Your Record of Achievement will show the results of all attempts. The Universities Admissions Centre (UAC) will calculate your ATAR from the results of your most recent attempt.

4. Confirming your entry for the Preliminary HSC

You will receive a printed Confirmation of Entry showing your personal details, courses entered and whether or not you are eligible for the Preliminary HSC. You must check that all details are correct. If not, you must notify the school immediately. You must then sign the declaration printed on the Confirmation of Entry and return it to the school.

If you change your personal details during the year, you must notify the school immediately.

5. Disability Provisions

NESA may approve disability provisions if you have a condition that would, in a normal exam situation, prevent you from:

- reading the exam questions
- communicating responses.

Students who are granted disability provisions by NESA, will also receive similar provisions during school-based assessment tasks.

If you have any questions regarding disability provisions, please speak with Mrs Durie. Further information can also be found on the NESA website

http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions

6. NESA Course Completion Criteria

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that you have met the following Course Completion Criteria:

(a) followed the course developed or endorsed by NESA;
(b) applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
(c) achieved some or all of the course outcomes.

Students must make a genuine attempt at tasks that total **more than 50%** of the available school assessment marks for that course. The completion of tasks worth exactly 50% is not sufficient. While a task submitted after the due date may not receive its full value in marks, the student may be required to submit the task in order to avoid falling below the level required by this regulation.

While NESA does not mandate attendance requirements, the principal may determine that, as a result of absence, the course completion criteria are not being met.

Students undertaking VET courses may be deemed to have either completed, or not completed, requirements. The course completion criteria listed above form the basis for this decision. If a student fails to undertake any mandatory work placement component, it may be determined that the student has not made a genuine attempt to complete the course requirements and a Non-completion determination may be made.

7. Non-completion Warning

If the principal determines that you are in danger of not meeting the course completion criteria, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements (see page14 for sample letter).

If you complete the "Action Required by Student", detailed in the Course Warning Letter, then the issue is deemed to have been resolved.

If you ignore the warning and do nothing, then this will be recorded as an unresolved warning.

8. Non-completion Determination

If the principal determines that you have not met the criteria for satisfactory completion of a course, the school will inform you in writing.

A student must have at least two unresolved N-warnings, and/or have failed to complete over 50% of the assessment tasks, before the Principal may issue this determination.

You have the right to appeal to the school against this determination. If unsuccessful, you may appeal to NESA. Your principal will advise you of this right and explain the appeal process.

If you do not satisfactorily complete a course, you will receive no results in that course,

the course will not appear on your Record of Achievement, and the course will not count towards your pattern of study for the award of a Higher School Certificate.

9. Preliminary HSC assessment

All assessment for the Preliminary HSC is school-based.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assignments, practical activities, fieldwork and projects.

This handbook includes the assessment schedules of all courses conducted at Newcastle HS. There is a maximum of three tasks for each course. Only one task can be an exam-style task and no individual task can be weighted more than 40%.

10. Subject assessment schedules

Each faculty has prepared an assessment schedule for the courses it offers. These schedules are included in this handbook and indicate:

- the components which will be assessed
- the weightings of the components
- the specific tasks which make up the assessment schedule
- the number of tasks for each subject
- the approximate time when the tasks will be administered
- the relative values of each task

Any change to an assessment schedule must be approved by the Principal and given to the students in writing.

11. Timing of assessment tasks

Subject schedules set out the approximate timing for each task. A minimum of ten school days notification will be given by your class teacher, in writing, detailing the precise timing of the assessment task date, the nature of the task, the topic areas to be assessed, outcomes, weightings, marking scale and criteria.

Students will be required to sign when the task notification is issued. Variations to dates for assessment tasks must be negotiated when the task is handed out (minimum of 10 days' notice still applies)

In addition there will be a 'task free zone' period of 10 school days before the final examination period in Weeks 9 and 10 of Term 3.

It is the student's responsibility to be alert to the notification of tasks and, if absent from school, check with the class teacher as the time approaches for tasks as shown on the schedules.

12. Maintaining honesty and integrity

All HSC candidates, their teachers and others who guide them must comply with NESA's Honesty in Assessment Standard to maintain the integrity of the HSC.

You must be entirely honest when completing all your assessment tasks, exams and submitted works. You will be marked only on the quality and originality of the work you have produced.

You must acknowledge any part of your work that was written, created or developed by someone else. This includes any material from other sources like books, journals, electronic resources and the internet. You don't need to formally acknowledge material that you learned from your teacher in class.

13. Understanding malpractice

Behaving dishonestly to gain unfair advantage in assessments is malpractice, or cheating. Any form of malpractice, including plagiarism, is unacceptable, and NESA treats these allegations very seriously is any activity that allows you to gain an unfair advantage over other students.

Malpractice includes:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, CDs or the internet without giving its source
- building on someone else's ideas without giving their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, like a parent, coach or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice.

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed
- answer questions about the assessment task, exam or submitted work being investigated, to show your knowledge, understanding and skills.

Students who are found to have conducted malpractice, will receive a zero mark on the relevant sections of the task, or the whole task if appropriate.

14. Submission of tasks

Assessment tasks due to be submitted on a specific date must be handed in to a locked box in the Front Office before **9:00am** on that day. Any task submitted after 9:00am will be deemed to be late and receive a ZERO MARK.

If a student is unable to attend school on the day a task is due, they must arrange for someone else to submit the task on their behalf. Failure to do so will result in a ZERO MARK being issued for that task.

In class tasks must be handed in at the conclusion of the time allowed for the task.

15. Feedback

Feedback will be provided in a timely manner after each assessment task. This feedback will include the assessment mark recorded, the course average, the student rank and any recommendations for student improvement.

If a student disputes the assessment mark provided, they should approach the class teacher in the first instance. This should be done immediately after the return of the task.

Where a student is dissatisfied with any aspect of the assessment process, or the response of the class teacher, they should appeal to the Principal who will convene a meeting of the School Appeals Panel.

16. Invalid or unreliable assessment tasks

Where the Principal determines that an assessment task produces an invalid or unreliable result, the marks from that task will be discarded.

An alternative task will be set.

17. Courses conducted by TAFE or other schools

Students are responsible for obtaining the assessment policy booklet from the delivering school for the subject in which they are enrolled. It is the student's responsibility to follow the policy procedures of the particular school and the tasks pertaining to the subject being studied.

Where tasks are not completed, the delivering school will send out warning letters to students. Copies of these warning letters will also be sent to the home school.

18. Student attendance prior to assessment tasks

Students must not seek to gain an unfair advantage on an assessment task by choosing not to attend school, in order to prepare for that task.

If a student is absent, without valid explanation, for any lessons on the day of an in-class task, a ZERO MARK will be issued for that task.

If a student is absent, without valid explanation, on the day immediately prior to the due date of an assessment task, they are at risk of receiving a zero mark for that task, if it is deemed that they sought to achieve an unfair advantage.

19. Non-serious attempt on a task

Students are required to make a serious attempt on all assessment tasks. This includes attempting a range of questions throughout an examination paper. Attempting multiple-choice questions only is not sufficient.
Frivolous or offensive responses are also considered a non-serious attempt.

If it is deemed that a student submitted a non-serious attempt on an assessment task, they will be issued with a ZERO MARK.

20. Failure to submit/complete a task on the due date

Failure to submit or complete an assessment task on the due date will automatically result in a ZERO MARK being issued for that task.

21. Appealing a Zero Mark

If a student has a valid reason for failing to submit/complete a task on the due date, they can submit an Appeal Form (collect from HT Admin or DP).

Submitting an Appeal Form. The student must:

- complete Section A
- attach relevant documentation
- give to class teacher/HT within 2 days of issue

When a student is unable to complete a task on the due date because of illness or misadventure, they must also follow these steps:

- Contact the school on that morning to explain the absence.
- Collect an Appeal form on the first day of return to school.

When a student KNOWS IN ADVANCE that they will be absent on the due date of a task, e.g. work placement or sporting event, they must submit the Appeal Form PRIOR to the event.

Failure to complete any part of this process will result in the Appeal being denied and the zero mark upheld.

22. Appealing an assessment rank

If a student submitted/completed an assessment task on the due date, but experienced illness or misadventure immediately before or during the task, and they believe this significantly impacted on their performance on the task, they can submit an Appeal Form for consideration.

This category of appeal will only be considered if:

- the Appeal Form is submitted on, or before, the task date;
- the student's rank on that task is significantly different to that demonstrated on previous tasks.

23. Grounds for Appeal

Grounds for an appeal must be serious and substantiated – students must be able to prove the reason for absence or late submission.

Serious
The reason for absence/lateness was of a serious nature and was significant enough to prevent the student from submitting/completing the task appropriately.

Illness – short term sickness or physical injuries suffered directly by the student.

Misadventure – an event beyond the student's control.

Substantiated

Independent documentation supporting the reason for absence/lateness must be provided with the Appeal form e.g. medical certificate for illness or accident; a statutory declaration verifying the misadventure.

24. Limitations for Appeal

Students can only apply in relation to circumstances that occur immediately before or during an assessment task.

You cannot submit an application on the basis of:

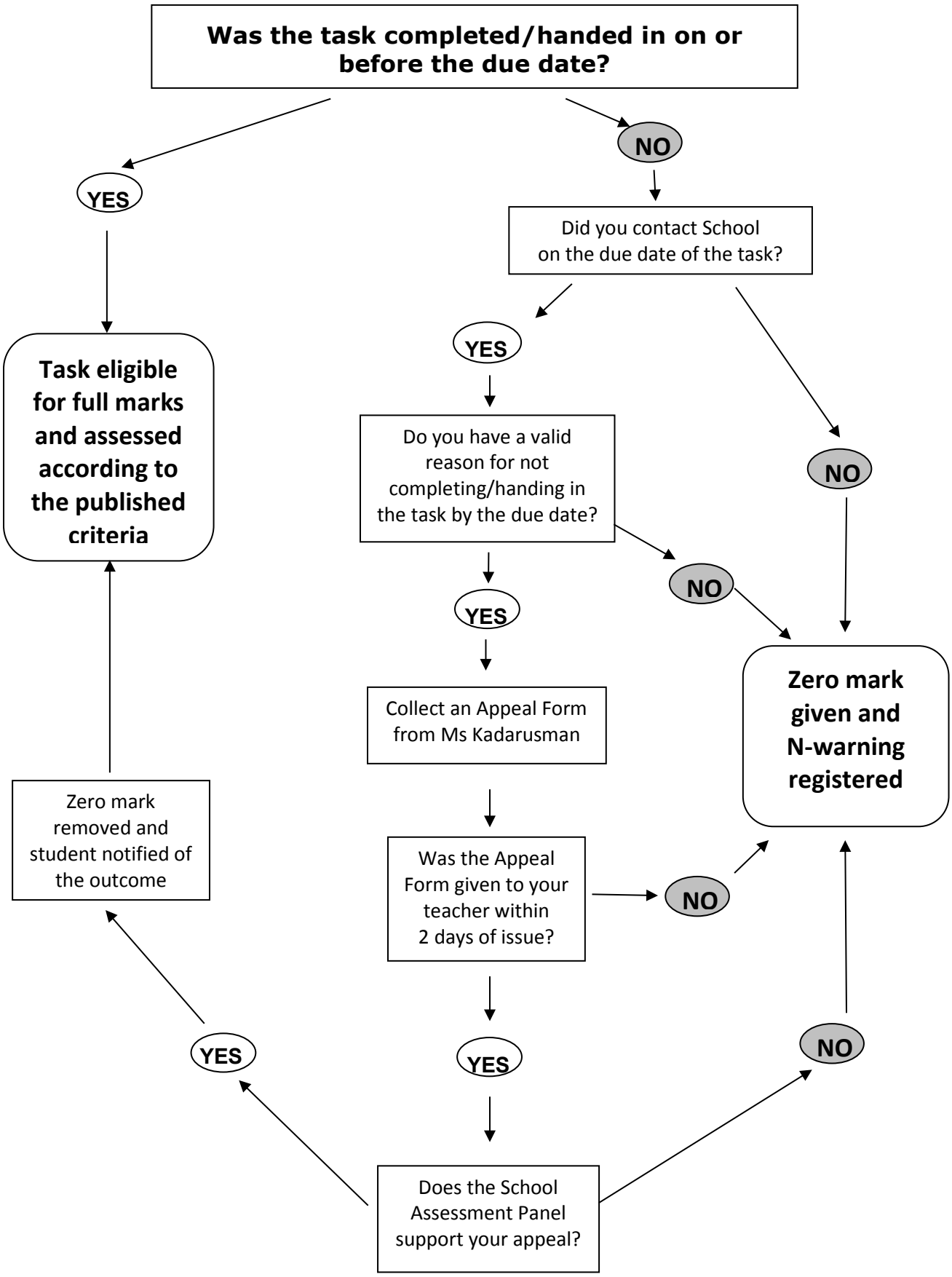
- Technology malfunction
- Misreading the assessment notification
- The same grounds for which you receive disability provisions, unless your condition was exacerbated at the time of the task
- Long term illness, such as asthma or epilepsy, unless you experienced a significant flare up of your condition at the time of the task
- Alleged deficiencies in teaching
- Difficulties in preparation or loss of preparation time
- Absence due to suspension

25. Processing an Appeal Form

The School Assessment Panel will consider the application and documentation provided. The panel will notify the student of the outcome of their appeal within two days of receiving the form.

26. Appealing the decision of the School Assessment Panel

Where students are dissatisfied with the decision reached by the School Assessment Panel, they may appeal to the Principal, who will convene a meeting of the School Appeals Panel.


Was the task completed/handed in on or before the due date?
YES
NO
Did you contact School on the due date of the task?
YES
NO
Task eligible for full marks and assessed according to the published criteria
Do you have a valid reason for not completing/handing in the task by the due date?
YES
NO
Collect an Appeal Form from Ms Kadarusman
Zero mark given and N-warning registered
Was the Appeal Form given to your teacher within 2 days of issue?
NO
YES
Zero mark removed and student notified of the outcome
YES
NO
Does the School Assessment Panel support your appeal?

Office Use Only

Date issued: _____

Student copy / Faculty copy / School copy

NEWCASTLE HIGH SCHOOL - STAGE 6 APPEAL FORM

PART A – to be completed by STUDENT, then given to Teacher within 2 days of issue				
STUDENT NAME			**YEAR**	
SUBJECT		**TEACHER**		
TASK DETAILS	(title)	(due date)	(weighting)	

Appeal Category (tick one)

- ☐ Unable to sit task on due date (prior knowledge). Requesting task reschedule.
- ☐ Did not/cannot submit task on due date (illness/misadventure). Requesting extension of time.
- ☐ Performance on task affected by illness/misadventure. Requesting rank order adjustment.

Justification for Appeal (explain your reasons)

……

……

……

Documentation provided (please attach evidence)

- ☐ Medical certificate
- ☐ Statutory declaration
- ☐ Other

Student signature …….. Parent/carer signature ……..

Date …….. Date ……..

PART B – to be completed by TEACHER/ HEAD TEACHER, then given to HT Admin within 2 days of receipt	
Comment:	Recommendation: ❑ Task rescheduled (without penalty) to: …….. ❑ Student mark to be adjusted to reflect established rank ❑ ZERO Mark to be upheld ❑ other
CRT signature: …… Date ……..	
HT signature: …… Date ……..	

PART C – to be completed by member of School Assessment Panel

DECISION OF SCHOOL ASSESSMENT PANEL

❑ Task rescheduled (without penalty) to: ……

❑ Alternative task to be completed (without penalty) on: ……

❑ Student mark to be adjusted to reflect established rank

❑ ZERO Mark to be upheld

❑ other ……

……

Authorised by …… Signature ……

Date ……

PART D – to be completed by student (if desired)

I wish to appeal the decision of the School Assessment Panel for the following reasons:

……

……

……

Student signature …… Parent/carer signature ……

Date …… Date ……

PART E – to be completed by School Appeal Panel (if required)

Decision of School Assessment Panel ☐ UPHELD ☐ OVERTURNED

Explanation:

……

……

……

Principal's signature …… Date ……

OFFICIAL WARNING
Non-completion of a HSC Course

I am writing to advise that your son/daughter _____

Is in danger of not meeting the course completion criteria for the Higher School Certificate course _____

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Please regard this letter as the _____ *(specify no.)* official warning issued concerning _____

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

(a) followed the course developed or endorsed by NESA; and/or
(b) applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school; and/or
(c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement.

In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met _____ *(a/b/c)* of the course completion criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

In order for _____ to satisfy the course completion criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved.

Please discuss this matter with _____ and contact the school if further information or clarification is required.

Yours sincerely,

Class Teacher Head Teacher Principal

To satisfy course completion criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____

Task Name/Course requirements	Date Task(s) Course requirements initially due	Action Required by student	Date to be completed (if applicable)

PLEASE DETACH THIS SECTION AND RETURN TO THE SCHOOL

Requirements for the Satisfactory Completion of a Higher School Certificate Course

I have received the letter dated _____ indicating that my child _____ is in danger of not having satisfactorily completed the Higher School Certificate course: _____

I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.

I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

STUDENT'S SIGNATURE: _____ DATE: _____

PARENT/CARER'S SIGNATURE _____ DATE: _____

GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate (HSC) documents. Using the Glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

ACCOUNT	Account for; state reasons for, report on. Give an account of. narrate a series of events or transactions
ANALYSE	Identify components and the relationship between them; draw out and relate implications
APPLY	Use, utilise, employ in a particular situation
APPRECIATE	Make a judgement about the value of
ACCESS	Make a judgment of value, quality, outcomes, results or size
CALCULATE	Ascertain /determine from given facts, figures or information
CLARIFY	Make clear or plain
CLASSIFY	Arrange or include in classes/ categories
COMPARE	Show how things are similar or different
CONSTRUCT	Make; build; put together items or arguments
CONTRAST	Show how things are different or opposite
CRITICALLY	Add a degree or level of accuracy depth, knowledge and understanding, logic, (analyse/evaluate) questioning, reflection and quality to (analysis/evaluation)
DEDUCE	Draw conclusions
DEFINE	State meaning and identify essential qualities
DEMONSTRATE	Show by example
DESCRIBE	Provide characteristics and features
DISCUSS	Identify issues and provide points for and/or against
DISTINGUISH	Recognise/note/indicate as being distinct or different from; note differences between

EVALUATE	Make a judgement based on criteria; determine the value of
EXAMINE	Inquire into
EXPLAIN	Relate cause and effect; make the relationships between things evident, reasons why
EXTRACT	Choose relevant and/or appropriate details
IDENTIFY	Recognise and name
INTERPRET	Draw meaning from
INVESTIGATE	Plan, inquire into and draw conclusions about
JUSTIFY	Support an argument or conclusion
OUTLINE	Sketch in general terms; indicate the main features of
PREDICT	Suggest what may happen based on available information
PROPOSE	Put forward (point of view, idea, argument) for consideration or action
RECALL	Present remembered ideas, facts or experiences
RECOMMEND	Provide reasons in favour
RECOUNT	Retell a series of events
SUMMARISE	Express, concisely, the relevant details
SYNTHESISE	Putting together various elements to make a whole

PRELIMINARY ASSESSMENT CALENDAR – 2020

WEEK	TERM 1	TERM 2	TERM 3
1		MODERN HISTORY VISUAL ARTS	ANCIENT HISTORY
2		ANCIENT HISTORY MATHS EXT	MATHS EXT DESIGN & TECHNOLOGY
3		ENGLISH EXT SLR (WKS 3 – 9)	
4		MATHS STANDARD ***Fri, May 22*** ***Yr11 Reports: CRT to HT***	DRAMA (WKS 4 – 7) SOFTWARE DESIGN
5		CAFS	VISUAL ARTS
6	CHEMISTRY PHYSICS		ENGLISH EXT SLR
7	BUSINESS EARTH&ENVIRO SCIENCE MATHS ADVANCED	BUSINESS CHEMISTRY EARTH&ENVIRO SCIENCE ENGINEERING MATHS ADVANCED	
8	DESIGN & TECHNOLOGY INVESTIGATING SCIENCE BIOLOGY CAFS ENGINEERING FOOD TECH PDHPE	FOOD TECH LEGAL MUSIC PDHPE PHYSICS	INDUSTRIAL TECH
9	ENGLISH ADVANCED ENGLISH STANDARD ENGLISH STUDIES FRENCH INDUSTRIAL TECH MATHS STANDARD MUSIC	INVESTIGATING SCIENCE BIOLOGY ENGLISH ADVANCED ENGLISH STANDARD ENGLISH STUDIES MODERN HISTORY	**PRELIMINARY EXAMS**
10	DRAMA (WKS 10/11) GEOGRAPHY SOFTWARE DESIGN SLR	DRAMA FRENCH GEOGRAPHY SAC	**PRELIMINARY EXAMS**
11	LEGAL SAC		

ANCIENT HISTORY PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Nature of Ancient History, + Case study** **(In class assessment, unseen questions)**	**TASK 2** **Historical Investigation** **(Written or digital report and presentation)**	**TASK 3** **Final Exam**
		Term 2 Week 2	**Term 3 Week 1**	**Term 3 Weeks 9/10**
Knowledge and understanding of course content	**40%**	15%		25%
Source-based skills	**20%**	5%	5%	10%
Historical inquiry and research	**20%**		20%	
Communicating of historical understanding in appropriate forms	**20%**	10%	5%	5%
Total	**100%**	**30%**	**30%**	**40%**
Outcomes		**AH11-1, AH11-7, AH11-9, AH11-10**	**AH11-2, AH11-5, AH11-8, AH11-9**	**AH11-1,AH11-3, AH11-4, AH11-6**

ANCIENT HISTORY PRELIMINARY 2020	
Objectives	**Outcomes**
A student:	**A student:**
develops knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context	AH11-1 describes the nature of continuity and change in the ancient world
develop an understanding of continuity and change over time	AH11-2 proposes ideas about the varying causes and effects of events and developments
	AH11-3 analyses the role of historical features, individuals and groups in shaping the past
Students:	AH11-4 accounts for the different perspectives of individuals and groups
undertake the process of historical inquiry	AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
use historical concepts and skills to examine the ancient past	AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
communicate an understanding of history, sources and evidence, and historical interpretations	AH11-7 discusses and evaluates differing interpretations and representations of the past
	AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
	AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
	AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

BIOLOGY PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **First Hand Investigation**	**TASK 2** **Field Report**	**TASK 3** **Yearly Examination**
		Term 1 Week 8	**Term 2 Week 9**	**Term 3 Week 9/10**
Knowledge & Understanding	**40%**	5%	5%	30%
Working Scientifically	**60%**	25%	25%	10%
Totals	**100%**	**30%**	**30%**	**40%**
Outcomes		**BIO11-3 BIO 11-4 BIO 11-5 BIO 11-8**	**BIO 11-1 BIO 11-4 BIO 11-5 BIO 11-6 BIO 11-7 BIO 11-11**	**BIO 11-2 BIO 11-4 BIO 11-5 BIO 11-8 BIO 11-9 BIO 11-10 BIO 11-11**

BIOLOGY PRELIMINARY 2020	
Objectives	**Outcomes**
Students:	**A student:**
develop skills in applying the processes of Working Scientifically	Questioning and predicting BIO11-1 develops and evaluates questions and hypotheses for scientific investigation
	Planning investigations BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
	Conducting investigations BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information
	Processing data and information BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
	Analysing data and information BIO11-5 analyses and evaluates primary and secondary data and information
	Problem solving BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
	Communicating BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
develop knowledge and understanding of the structure and function of organisms	BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
develop knowledge and understanding of the Earth's biodiversity and the effect of evolution	BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystems

BUSINESS STUDIES
PRELIMINARY 2020
(Yr11 & Yr10 Early Commencement)

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Research and Business Report Nature of Business Term 1 Week 7	TASK 2 Business plan & pitch for a SME Business Planning Term 2 Week 7	TASK 3 All Topics Final Exam Term 3 Weeks 9/10
Knowledge and understanding of course content	**40%**	10%	10%	20%
Stimulus-based skills	**20%**		10%	10%
Inquiry and research	**20%**	10%	10%	
Communication of business information, ideas and issues in appropriate forms	**20%**	5%	10%	5%
Total	**100%**	**25%**	**40%**	**35%**
Outcomes		**P2, P7, P8, P9**	**P4, P7, P8, P9**	**P1, P2, P3, P4, P5, P6, P10**

BUSINESS STUDIES PRELIMINARY 2020	
Objectives	**Outcomes**
The student develops knowledge and understanding about:	**The student:**
The nature, role and structure of business	P1 discusses the nature of business, its role in society and types of business structure
Internal and external influences on business	P2 explains the internal and external influences on businesses P3 describes the factors contributing to the success or failure of small to medium enterprises
The functions and processes of business activity	P4 assesses the processes and interdependence of key business functions
Management strategies and their effectiveness	P5 examines the application of management theories and strategies P6 analyses the responsibilities of business to internal and external stakeholders
investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations	P7 plans and conducts investigations into contemporary business issues P8 evaluates information for actual and hypothetical business situations
communicate business information and issues using appropriate formats	P9 communicates business information and issues in appropriate formats
apply mathematical concepts appropriate to business situations	P10 applies mathematical concepts appropriately in business situations

CHEMISTRY PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Practical Investigation - Structural modelling**	**TASK 2** **Depth Study - Research and Presentation: Chemical Technologies**	**TASK 3** **Yearly Examination**
		Term 1 Week 6	**Term 2 Week 7**	**Term 3 Week 9/10**
Knowledge & Understanding	**40%**	10%	10%	20%
Working Scientifically	**60%**	20%	30%	10%
Totals	**100%**	**30%**	**40%**	**30%**
Outcomes		**CH11-2** **CH11-3** **CH11-4** **CH11-7** **CH11-8**	**CH11-1** **CH11-2** **CH11-3** **CH11-4** **CH11-5** **CH11-6** **CH11-7** **CH11-9**	**CH11-1** **CH11-4** **CH11-5** **CH11-6** **CH11-7** **CH11-8** **CH11-9** **CH11-10** **CH11-11**

CHEMISTRY PRELIMINARY 2020	
Objectives	**Outcomes**
Students:	**A student:**
develop skills in applying the processes of Working Scientifically	Questioning and predicting CH11-1 develops and evaluates questions and hypotheses for scientific investigation
	Planning investigations CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
	Conducting investigations CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
	Processing data and information CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
	Analysing data and information CH11-5 analyses and evaluates primary and secondary data and information
	Problem solving CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
	Communicating CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
develop knowledge and understanding of the fundamentals of chemistry	CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
develop knowledge and understanding of the trends and driving forces in chemical interactions	CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions CH11-11 analyses the energy considerations in the driving force for chemical reactions

COMMUNITY AND FAMILY STUDIES PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Interview and analysis**	**TASK 2** **Research and Communication**	**TASK 3** **Yearly Exam**
		Term 1 Week 8	**Term 2 Week 5**	**Term 3 Weeks 9/10**
Knowledge and understanding of course content	**40%**	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	**60%**	20%	25%	15%
Totals	**100%**	**30%**	**35%**	**35%**
Outcomes		**P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1**	**P1.2, P2.1, P2.3, P3.2, P4.2,**	**P1.1 – P6.2**

COMMUNITY & FAMILY STUDIES
PRELIMINARY 2020

Objectives	Outcomes
Students will develop:	**A student:**
1. knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing	P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals P1.2 proposes effective solutions to resource problems
2. knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing	P2.1 accounts for the roles and relationships that individuals adopt within groups P2.2 describes the role of the family and other groups in the socialisation of individuals P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning
3. knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities	P3.1 explains the changing nature of families and communities in contemporary society P3.2 analyses the significance of gender in defining roles and relationships
4. knowledge and understanding about research methodology and skills in researching, analysing and communicating	P4.1 utilises research methodology appropriate to the study of social issues P4.2 presents information in written, oral and graphic form
5. skills in the application of management processes to meet the needs of individuals, groups, families and communities	P5.1 applies management processes to maximise the efficient use of resources
6. skills in critical thinking and the ability to take responsible action to promote wellbeing	P6.1 distinguishes those actions that enhance wellbeing P6.2 uses critical thinking skills to enhance decision-making
7. an appreciation of the diversity and interdependence of individuals, families, groups and communities	P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society P7.2 develops a sense of responsibility for the wellbeing of themselves and others P7.3 appreciates the value of resource management in response to change P7.4 values the place of management in coping with a variety of role expectations

DESIGN AND TECHNOLOGY
PRELIMINARY 2020
(Yr10 Early Commencement only)

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Designer Case Study	TASK 2 Preliminary Project	TASK 3 Yearly Exam
		Term 1 Week 8	**Term 3 Week 2**	**Term 3 Weeks 9/10**
Knowledge and understanding of course content	**40%**	10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects	**60%**	20%	30%	10%
Totals	**100%**	**30%**	**40%**	**30%**
Outcomes		**P1.1, P2.1, P2.2, P3.1, P6.1**	**P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2**	**P1.1, P2.2, P5.1, P5.2, P5.3**

DESIGN AND TECHNOLOGY
PRELIMINARY 2020

Objectives	Outcomes
A student develops knowledge and understanding about:	**A student develops the skills to:**
1. knowledge and understanding about design theory and design processes in a range of contexts	P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects
2. knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment	P2.1 identifies design and production processes in domestic, community, industrial and commercial settings P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
3. creativity and an understanding of innovation and entrepreneurial activity in a range of contexts	P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing
4. skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities	P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities P4.2 uses resources effectively and safely in the development and production of design solutions P4.3 evaluates the processes and outcomes of designing and producing
5. skills in research, communication and management in design and production	P5.1 uses a variety of management techniques and tools to develop design projects P5.2 communicates ideas and solutions using a range of techniques P5.3 uses a variety of research methods to inform the development and modification of design ideas
6. knowledge and understanding about current and emerging technologies in a variety of settings	P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects P6.2 evaluates and uses computer-based technologies in designing and producing

DRAMA
PRELIMINARY 2020

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Improvisation, Play building and Acting	TASK 2 Elements of Production	TASK 3 Theatrical Traditions and Performance Styles
		Term 1 Week 10/11	Term 2 Week 10	Term 3 Weeks 4-7
Making	**40%**	15%	15%	10%
Performing	**30%**	10%	10%	10%
Critically studying	**30%**	10%	10%	10%
Totals	**100%**	**35%**	**35%**	**30%**
Outcomes		**P1.1 P1.2 P1.6 P1.8** **P2.1 P2.4**	**P1.1 P1.2 P1.3 P1.4 P1.5 P1.6 P1.7 P1.8** **P2.1 P2.2 P2.3 P2.4 P2.5 P2.6** **P3.1 P3.2 P3.3 P3.4**	**P1.1 P1.2 P1.3 P1.4 P1.5 P1.6 P1.7 P1.8** **P2.1 P2.2 P2.3 P2.4 P2.5 P2.6** **P3.1 P3.2 P3.3 P3.4**

IMPORTANT: STUDENTS WHO ELECT A PERFORMING ARTS SUBJECT PARTICIPATE IN REGULAR PERFORMANCE IN FRONT OF A VARIETY OF DIFFERENT TYPES OF AUDIENCE.

EXAMPLES INCLUDE: SMALL/INTIMATE PRESENTATIONS, REVIEWS IN FRONT OF PEERS, DRAMA CLASS PERFORMING,

SCHOOL EVENTS, THE DRAMA THEATRETTE/PERFORMANCE SPACE WITH GUEST AUDIENCES, SCHOOL HALL, SCHOOL ASSEMBLIES, AWARD PRESENTATIONS, LARGE SCALE SCHOOL CONCERTS AND EVENTS IN THE BROADER COMMUNITY.

PERFORMANCE OR PRESENTATIONS AS AN INDIVIDUAL AND/WITH A GROUP/ENSEMBLE IS MANDATORY.

PLEASE CONSIDER THAT PERFORMANCES AND ENGAGEMENT WITH AUDIENCES IS AN IMPORTANT ASPECT OF DRAMA.

PARTICIPATION AS AN AUDIENCE MEMBER AND RESPONSE TO PERFORMANCES BY OTHERS, IS INTEGRAL.

PORTFOLIO REVIEWS ARE A Part of FORMAL EXAMINATION OF THIS COURSE AND AS SUCH ARE CONDUCTED DURING THE 2 WK PRELIMINARY EXAM PERIOD.

ALL TASKS ARE DUE FOR COMPLETION FROM THE PORTFOLIO CHECKLIST AT REVIEW.
STUDENTS PERFORM AND DISCUSS THEIR ACCOMPLISHMENTS IN FRONT OF AN ASSEMBLED PANEL OF TEACHERS AND GUESTS.

DRAMA
PRELIMINARY 2020

Objectives	Outcomes
Students will develop knowledge and skills in:	**The student:**
• 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	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
• the collaborative nature of drama and theatre	P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole
• using the elements of drama and theatre in performance • performing in improvised and playbuilt theatre and scripted drama	P2.1 understands the dynamics of actor-audience relationship P2.2 understands the contributions to a production of the playwright, director, dramaturgy, 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
• the diversity of the art of dramatic and theatrical performance	P2.5 understands and demonstrates the commitment, collaboration and energy required for a production P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
• 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	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
• drama and theatre as a community activity, a profession and an industry	P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

EARTH AND ENVIRONMENTAL SCIENCE
PRELIMINARY 2020

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Practical Investigation	TASK 2 Depth Study	TASK 3 Yearly Exam
		Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 9/10
Knowledge and Understanding	**40%**	10%	10%	20%
Working Scientifically	**60%**	20%	30%	10%
Totals	**100%**	**30%**	**40%**	**30%**
Outcomes		**EES11/12-1 EES11/12-3 EES11/12-5 EES11/12-6 EES11/12-7 EES11-8**	**EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-8 EES11-9**	**EES11/12-5 EES11/12-6 EES11-8 EES11-9 EES11-10 EES11-11**

EARTH AND ENVIRONMENTAL SCIENCE PRELIMINARY 2020	
Objectives	**Outcomes**
A student develops knowledge and understanding about:	**A student develops the skills to:**
Earth's systems	EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
	EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
Earth's processes and human impacts	EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems
	EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

ENGINEERING STUDIES PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Biomedical Engineering Report** **(mandatory task)**	**TASK 2** **Braking Systems Investigation and Presentation**	**TASK 3** **Yearly Examination**
		Term 1 Week 8	**Term 2 Week 7**	**Term 3 Weeks 9-10**
Knowledge and understanding of course content	**60%**		20%	40%
Knowledge and skills in research, problem solving and communication related to engineering practice	**40%**	20%	20%	
Totals	**100%**	**20%**	**40%**	**40%**
Outcomes		**P1.2, P2.2, P3.1, P3.2, P5.1, P6.2**	**P1.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2**	**P1.2, P2.1, P3.1, P3.3 P4.2, P4.3, P6.1**

ENGINEERING STUDIES
PRELIMINARY 2020

Objectives	Outcomes
Students will develop:	**A student:**
1. understanding of the scope of engineering and the role of the engineer	P1.1 identifies the scope of engineering and recognises current innovations P1.2 describes the types of materials, components and processes and explains their implications for engineering development
2. knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society	P2.1 explains the relationship between properties, uses and applications of materials in engineering P2.2 describes the nature of engineering in specific fields and its importance to society
3. communication skills appropriate to engineering practices	P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice P3.2 develops written, oral and presentation skills and applies these to engineering reports P3.3 applies graphics as a communication tool
4. knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice	P4.1 describes developments in technology and their impact on engineering products P4.2 describes the influence of technological change on engineering and its effect on people P4.3 identifies the social, environmental and cultural implications of technological change in engineering
5. management and problem-solving in engineering contexts	P5.1 demonstrates the ability to work both individually and in teams P5.2 applies management and planning skills related to engineering
6. skills in the application of engineering methodology	P6.1 applies knowledge and skills in research and problem-solving related to engineering P6.2 applies skills in analysis, synthesis and experimentation related to engineering

ENGLISH ADVANCED PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Writing Portfolio**	**TASK 2** **Multi-modal presentation**	**TASK 3** **Examination**
		Term 1 **Week 9**	**Term 2** **Week 9**	**Term 3** **Week 9/10**
Reading to Write	**40%**	30%		10%
Narratives that Shape Our World	**40%**		30%	10%
Critical Study	**20%**			20%
Totals	**100%**	**30%**	**30%**	**40%**
Outcomes		**1, 4, 5, 9**	**2, 6, 7**	**1, 3, 7, 8**

ENGLISH ADVANCED PRELIMINARY 2020	
Objectives	**Outcomes**
Students will develop knowledge and understanding of the purposes and effects of a range of textual forms in their personal, social, historical, cultural and workplace contexts.	1. A student describes and explains the relationships between composer, responder, text and context in particular texts.
	2. A student describes and explains relationships among texts.
Students will develop knowledge and understanding of the ways in which language forms, features and structures shape meanings in a variety of textual forms.	3. A student develops language relevant to the study of English.
	4. A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.
	5. A student demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.
	6. A student engages with a wide range of texts to develop a considered and informed personal response.
Students will develop skills in responding to and composing a range of complex texts.	7. A student selects appropriate language forms and features, and structures to explore and express ideas and values.
Students will develop skills in effective communication at different levels of complexity.	8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.
	9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
Students will develop skills in independent investigation, individual and collaborative learning.	10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
Students will develop skills in imaginative, critical and reflective thinking about meaning.	11. A student draws upon the imagination to transform experience into text.
Students will develop skills in reflection as a way to evaluate their processes of composing, responding and learning.	12. A student reflects on own processes of responding and composing.
	12A. A student demonstrates a capacity to understand and use different ways of responding to and composing particular texts.
	13. A student reflects on own processes of learning.

ENGLISH EXTENSION PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Creative response**	**TASK 2** **Research Project**	**TASK 3** **Examination**
		Term 2 **Week 3**	**Term 3** **Week 6**	**Term 3** **Week 9/10**
Texts, Values and Context	**30%**	15%		15%
Independent Research Task	**20%**		20%	
Totals	**50%**	**15%**	**20%**	**15%**
Outcomes		**1, 2, 3**	**5, 4, 6**	**1, 2, 5**

ENGLISH EXTENSION PRELIMINARY 2020	
Objectives	**Outcomes**
Students will develop knowledge and understanding of how and why texts are valued.	1. A student distinguishes and evaluates the values expressed through texts.
Students will develop skills in theorising about texts and values based on analysis and understanding of complex ideas.	2. A student explains different ways of valuing texts.
Students will develop skills in sustained composition.	3. A student composes extended texts.
Students will develop skills in extensive independent investigation.	4. A student develops and delivers sophisticated presentations.

ENGLISH STANDARD PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Writing Portfolio**	**TASK 2** **Multi-modal presentation**	**TASK 3** **Examination**
		Term 1 Week 9	**Term 2 Week 9**	**Term 3 Week 9/10**
Reading to Write	**N/A**	30%		10%
Contemporary Possibilities	**N/A**		30%	10%
Close Study	**N/A**			20%
Totals	**100%**	**30%**	**30%**	**40%**
Outcomes		**1, 4, 5, 9**	**2, 6, 7**	**1, 3, 7, 8**

ENGLISH STANDARD PRELIMINARY 2020	
Objectives	**Outcomes**
Students will develop knowledge and understanding of the contexts, purposes and audiences of texts.	1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
	2. A student demonstrates understanding of the relationships among texts.
Students will develop knowledge and understanding of the forms and features of language and structures of texts.	3. A student develops language relevant to the study of English.
	4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
	5. A student analyses the effect of technology and medium on meaning.
Students will develop skills in responding to and composing a range of texts.	6. A student engages with the details of text in order to respond critically and personally.
	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.
Students will develop skills in effective communication.	8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
Students will develop skills in individual and collaborative learning.	9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
Students will develop skills in investigation, imaginative and critical thinking, and synthesis of ideas.	10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
Students will develop skills in reflection as a way to review, reconsider and refine meaning.	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.

ENGLISH STUDIES PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Collaborative Presentation**	**TASK 2** **Text Portfolio**	**TASK 3** **Examination**
		Term 1 Week 9	**Term 2 Week 9**	**Term 3 Week 9/10**
Achieving Through English	**30%**	35%		5%
Elective 1	**30%**		30%	10%
Elective 2	**40%**			20%
Totals	**100%**	**35%**	**30%**	**35%**
Outcomes		**7, 9, 10**	**2, 3, 4, 6**	**1, 5, 8**

ENGLISH STUDIES PRELIMINARY 2020	
Objectives	**Outcomes**
Students will develop knowledge and understanding of the ways in which contexts shape meaning.	1. A student recognises some of the relationships between context and meaning.
Students will develop knowledge and understanding of the ways that texts are structured in different contexts.	2. A student recognises the ways in which changes in context require changes in form.
Students will develop knowledge and understanding of language conventions appropriate to different contexts.	3. A student understands how the responder interacts with text and context to shape meaning.
	4. A student develops language relevant to the field of English.
Students will enhance skills in learning, using and composing clearly and effectively in a wide range of contexts.	5. A student communicates ideas effectively using appropriate language forms, features and structures.
	6. A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.
	7. A student interprets texts using key language patterns and structural features.
Students will enhance skills in collecting, analysing, organising and presenting information from a range of sources.	8. A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.
Students will enhance skills in working collaboratively and independently.	9. A student uses effective work practices.
	10. A student understands and uses various and appropriate strategies and styles of learning.
Students will enhance skills in learning how to learn.	11. A student reflects on and assesses own processes of responding and composing.

FOOD TECHNOLOGY PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1 Nutrition**	**TASK 2 Food Quality**	**TASK 3 All areas Yearly Exam**
		Term 1 Week 8	**Term 2 Week 8**	**Term 3 Week 9/10**
Knowledge and understanding of course content	**40%**	10%		30%
Knowledge and skills in designing, researching, analysing and evaluating	**30%**	10%	10%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	**30%**	10%	20%	
Total	**100%**	**30%**	**30%**	**40%**
Outcomes			**P2.1, P3.1, P3.2, P4.1, P4.3, P5.1**	**P2.2, P3.2, P4.1, P4.2, P4.4, P5.1**

FOOD TECHNOLOGY
PRELIMINARY 2020

Objectives	Outcomes
Students will develop:	**A student:**
1. knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society	P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
2. knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health	P 2.1 explains the role of food nutrients in human nutrition P 2.2 identifies and explains the sensory characteristics and functional properties of food
3. skills in researching, analysing and communicating food issues	P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate
4. 4.skills in experimenting with and preparing food by applying theoretical concepts	P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
5. skills in designing implementing and evaluating solutions to food situations	P 5.1 generates ideas and develops solutions to a range of food situations

FRENCH BEGINNERS
PRELIMINARY 2020

Syllabus COMPONENTS	Syllabus WEIGHTING	**TASK 1** Oral Presentation with teacher Personnellement A la maison	**TASK 2** Response to written text School life Daily Routine	**TASK 3** Yearly Examination **Response to spoken and written texts/Written report** **Holidays** **La Superforme** **Health/fitness** Addictions
		Term 1 Week 9	**Term 2 Week 10**	**Term 3 Week 9/10**
LISTENING	**30%**	20%		10%
READING	**30%**		20%	10%
SPEAKING	**20%**	10%	10%	
WRITING	**20%**			20%
Totals	**100%**	**30%**	**30%**	**40%**
Outcomes		**1.1, 1.2,1.3,1.4, 2.1,2.2,2.3, 3.1,3.2,3,3**	**1.1,1.2, 2.1,2.2,2.6**	**2.1,2.2,2.3,2.4, 3.1,3.2,3.3,3.4**

FRENCH BEGINNERS PRELIMINARY 2020		
Objectives	**Outcomes**	
	A student:	
Interacting	1.1	establishes and maintains communication in French
	1.2	manipulates linguistic structures to express ideas effectively in French
	1.3	sequences ideas and information
	1.4	applies knowledge of the culture of French-speaking communities to interact appropriately
Understanding Texts	2.1	understands and interprets information in texts using a range of strategies
	2.2	conveys the gist of and identifies specific information in texts
	2.3	summarises the main points of a text
	2.4	draws conclusions from or justifies an opinion about a text
	2.5	identifies the purpose, context and audience of a text
	2.6	identifies and explains aspects of the culture of French speaking communities in texts
Producing Texts	3.1	produces texts appropriate to audience, purpose and context
	3.2	structures and sequences ideas and information
	3.3	applies knowledge of diverse linguistic structures to convey information and express original ideas in French
	3.4	applies knowledge of the culture of French-speaking communities to the production of texts.

GEOGRAPHY
PRELIMINARY 2020

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Biophysical interactions task	TASK 2 Senior Geography Project	TASK 3 Yearly Exam
		Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9/10
Knowledge and understanding of course content	**40%**	10%	10%	20%
Geographical tools and skills	**20%**	5%	10%	5%
Geographical inquiry and research, including fieldwork	**20%**	5%	10%	5%
Communication of geographical information, ideas and issues in appropriate forms	**20%**		10%	10%
Totals	**100%**	**20%**	**40%**	**40%**
Outcomes		**P2, P3, P9, P12**	**P7, P8, P9, P10, P11, P12**	**P1, P2, P3, P4, P5, P9, P10**

GEOGRAPHY
PRELIMINARY 2020

Objectives	Outcomes
A student develops knowledge and understanding about:	**A student develops the skills to:**
Biophysical Environment • The Biophysical environment • Biophysical processes and issues	P.2 Describes the interactions between the four components which define the biophysical environment. P.3 Explains how a specific environment functions in terms of biophysical factors. P.9 Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries. P.12 Communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.
Global Challenges • Population Geography • Cultural Integration • Development Geography	P.1 Differentiates between spatial and ecological dimensions in the study of geography. P.4 Analyses changing demographic patterns and processes. P.5 Examines the geographical nature of global challenges confronting humanity.
Senior Geography Project • Geographical Inquiry	P.7 Formulates a plan for active geographical inquiry. P.8 Selects, organises and analyses relevant geographical information from a variety of sources. P.9 Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries. P.10 Applies mathematical ideas and techniques to analyse geographical data. P.12 Communicates geographical information, ideas and issues using written and/or oral, cartographic and graphic forms.

INDUSTRIAL TECHNOLOGY
TIMBER PRODUCTS & FURNITURE TECHNOLOGY
PRELIMINARY 2020

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Industry Study	TASK 2 Project and Folio	TASK 3 Final Exam
		Term 1 Week 9	Term 3 Week 8	Term 3 Week 9/10
Knowledge and understanding of course content	**40%**	15%	10%	15%
Knowledge and skills in the management, communication and production of projects	**60%**		50%	10%
Totals	**100%**	**15%**	**60%**	**25%**
Outcomes		**P1.1, P1.2, P3.2, P6.2, P7.1, P7.2**	**P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1**	**P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2**

INDUSTRIAL TECHNOLOGY
TIMBER PRODUCTS & FURNITURE TECHNOLOGY
PRELIMINARY 2020

Objectives	Outcomes
Students:	**A student:**
1. knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry	P1.1 describes the organisation and management of an individual business within the focus area industry P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
2. knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment	P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques P2.2 works effectively in team situations
3. competence in designing, managing and communicating within a relevant industry context	P3.1 sketches, produces and interprets drawings in the production of projects P3.2 applies research and problem-solving skills P3.3 demonstrates appropriate design principles in the production of projects
4. knowledge and skills in producing quality products	P4.1 demonstrates a range of practical skills in the production of projects P4.2 demonstrates competency in using relevant equipment, machinery and processes P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
5. knowledge and skills in communication and information processing related to the industry focus area	P5.1 uses communication and information processing skills P5.2 uses appropriate documentation techniques related to the management of projects
6. an appreciation of quality products and the principles of quality control	P6.1 identifies the characteristics of quality manufactured products P6.2 identifies and explains the principles of quality and quality control
7. an appreciation of the relationships between technology, the individual, society and the environment	P7.1 identifies the impact of one related industry on the social and physical environment P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

INVESTIGATING SCIENCE
PRELIMINARY 2020
(Yr10 Early Commencement only)

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Practical Investigation	TASK 2 Depth Study	TASK 3 Yearly Exam
		Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9/10
Knowledge and Understanding	**40%**	10%	10%	20%
Working Scientifically	**60%**	20%	30%	10%
Totals	**100%**	**30%**	**40%**	**30%**
Outcomes		**INS11/12-1 INS11/12-3 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8**	**INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9**	**INS11/12-5 INS11/12-6 INS11-8 INS11-9 INS11-10 INS11-11**

INVESTIGATING SCIENCE
PRELIMINARY 2020

Objectives	Outcomes
A student develops knowledge and understanding about:	**A student develops the skills to:**
develop skills in applying the processes of Working Scientifically	Questioning and predicting INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation Planning investigations INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information Conducting investigations INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information Processing data and information INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media Analysing data and information INS11/12-5 analyses and evaluates primary and secondary data and information Problem solving INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes Communicating INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
develop knowledge and understanding of cause and effect	INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations INS11-9 examines the use of inferences and generalisations in scientific investigations
develop knowledge and understanding of models, theories and laws	INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes INS11-11 describes and assesses how scientific explanations, laws and theories have developed

LEGAL STUDIES
PRELIMINARY 2020

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Media File & Report The Legal System	TASK 2 Research Report The Individual and the Law	TASK 3 Yearly Examination
		Term 1 Week 11	Term 2 Week 8	Term 3 Week 9/10
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and evaluation	20%		10%	10%
Inquiry and research	20%	10%	10%	
Communication of legal information, ideas and issues in appropriate forms	20%	10%		10%
Totals	**100%**	**30%**	**30%**	**40%**
Outcomes		**P1, P2, P3, P4**	**P1, P2, P4, P8, P9**	**P5, P6, P7, P8, P9**

LEGAL STUDIES
PRELIMINARY 2020

Objectives	Outcomes
A student develops skills in:	**A student:**
1. the nature and institutions of domestic and international law	P1. identifies and applies legal concepts and terminology P2. describes the key features of Australian and international law
2. the operation of Australian and international legal systems and the significance of the rule of law	P3. describes the operation of domestic and international legal systems P4. discusses the effectiveness of the legal system in addressing issues
3. the interrelationship between law, justice and society and the changing nature of the law.	P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change P6. explains the nature of the interrelationship between the legal system and society P7. evaluates the effectiveness of the law in achieving justice
4. investigating, analysing and communicating relevant legal information and issues.	P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents P9. communicates legal information using well-structured responses P10. accounts for differing perspectives and interpretations of legal information and issues

MATHEMATICS ADVANCED PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1 INVESTIGATION/ ASSIGNMENT**	**TASK 2 Topic Test**	**TASK 3 Final Exam**
		Term 1 Week 7	**Term 2 Week 7**	**Term 3 Weeks 9/10**
Understanding, fluency, and Communication	**50%**	15%	15%	20%
Problem solving, reasoning and justification	**50%**	15%	15%	20%
Totals	**100%**	**30%**	**30%**	**40%**
Outcomes		**MA11-1, MA11-2, MA11-8, MA11-9**	**MA11-1, MA11-3, MA11-4, MA11-7, MA11-8, MA11-9**	**MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9**

MATHEMATICS ADVANCED
PRELIMINARY 2020

Objectives	Outcomes
Students:	**A Student:**
develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques	MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data, statistics and probability	MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
	MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
	MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
	MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
	MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
	MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations	MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms	MA11-9 provides reasoning to support conclusions which are appropriate to the context

MATHEMATICS EXTENSION 1 PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Test**	**TASK 2** **Investigation/ Assignment**	**TASK 3** **Final Exam**
		Term 2 Week 2	**Term 3 Week 2**	**Term 3 Weeks 9/10**
Understanding, fluency, and Communication	**50%**	15%	15%	20%
Problem solving, reasoning and justification	**50%**	15%	15%	20%
Totals	**100%**	**30%**	**30%**	**40%**
Outcomes		**ME11-1, ME11-2, ME11-6, ME11-7**	**ME11-1, ME11-3, ME11-6, M11-7**	**ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7**

MATHEMATICS EXTENSION 1 PRELIMINARY 2020	
Objectives	**Outcomes**
Students:	**A Student:**
develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques	ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis	ME11-2 manipulates algebraic expressions and graphical functions to solve problems
	ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
	ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
	ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
use technology effectively and apply critical thinking to recognise appropriate times for such use	ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
develop the ability to interpret, justify and communicate mathematics in a variety of forms	ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

MATHEMATICS STANDARD PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1 Topic Test**	**TASK 2 Investigation/ Assignment**	**TASK 3 Final Exam**
		Term 1 Week 9	**Term 2 Week 4**	**Term 3 Week 9/10**
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
Totals	**100%**	**30%**	**30%**	**40%**
Outcomes		**MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10**	**MS11-2, MS11-7, MS11-8, MS11-9, MS11-10**	**MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-8,MS11-10**

MATHEMATICS STANDARD
PRELIMINARY 2020

Objectives	Outcomes	
Students:	**A Student:**	
develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts	MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
	MS11-2	represents information in symbolic, graphical and tabular form
develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks	MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
	MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
	MS11-5	models relevant financial situations using appropriate tools
	MS11-6	makes predictions about everyday situations based on simple mathematical models
	MS11-7	develops and carries out simple statistical processes to answer questions posed
	MS11-8	solves probability problems involving multistage events
develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MODERN HISTORY PRELIMINARY 2020				
Syllabus **COMPONENTS**	**Syllabus** **WEIGHTING**	**TASK 1** **Nature of Modern History: Research Essay**	**TASK 2** **Historical Investigation: Portfolio Presentation**	**TASK 3** **Final Exam**
		Term 2 **Week 1**	**Term 2** **Week 9**	**Term 3** **Weeks 9/10**
Knowledge and understanding of course content	**40%**	10%	10%	20%
Source-based skills	**20%**	5%	5%	10%
Historical inquiry and research	**20%**	10%	10%	
Communication of historical understanding in appropriate forms	**20%**	5%	5%	10%
Total	**100%**	**30%**	**30%**	**40%**
Outcomes		**MH11-3, MH11-5, MH11-6,MH11-9**	**MH11-2, MH11-4, MH11-8, MH11-9**	**MH11-1, MH11-5, MH11-6, MH11-9, MH11-10**

MODERN HISTORY
PRELIMINARY 2020

Objectives	Outcomes
A student develops knowledge and understanding about:	**A student:**
• Develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical content • Develop an understanding of continuity and change over time	**MH11-1** describes the nature of continuity and change in the modern world **MH11-2** proposes ideas about the varying causes and effects of events and developments **MH11-3** analyses the role of historical features, individuals, groups and ideas in shaping the past **MH11-4** accounts for the different perspectives of individuals and groups **MH11-5** examines the significance of historical features, people, ideas, movements, events and developments of the modern world
A student develops the skills to:	
• Undertake the process of historical inquiry • Use historical concepts and skills to examine the modern past • Communicate an understanding of history, sources and evidence, and historical interpretations	**MH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument **MH11-7** discusses and evaluates differing interpretations and representations of the past **MH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources **MH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms **MH11-10** discusses contemporary methods and issues involved in the investigation of modern history

MUSIC PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Viva Summary, Analysis, Performance, Comp. Portfolio**	**TASK 2** **Viva Voce, Portfolio and Composition**	**TASK 3** **Aural Performance and**
		Term 1 Week 9	**Term 2 Week 8**	**Term 3 Trial Exam Period**
Musicology	**25%**	10%	15%	
Aural	**25%**	5%		20%
Performance	**25%**	10%		15%
Composition	**25%**	10%	15%	
Totals	**100%**	**35%**	**30%**	**35%**
Outcomes		**P1, P3, P4, P5, P7, P10**	**P3, P4, P5, P6, P7**	**P1, P4, P9, P10**

MUSIC
PRELIMINARY 2020

Objectives	Outcomes
Students will develop:	**A student:**
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	**Through activities in performance, composition, musicology and aural, a student:** 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 expression and communication P10 demonstrates a willingness to participate in performance, P11 demonstrates a willingness to accept and use constructive criticism

Personal Development, Health & Physical Education (PDHPE)
PRELIMINARY 2020
(Yr11 & Yr10 Early Commencement)

Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Core 1** Better Health for Individuals	**TASK 2** **Core 2** The Body in Motion	**TASK 3** **Final Examination** **Cores 1+2 & Options 1 + 4**
		Term 1 Week 8	**Term 2 Week 8**	**Term 3 Weeks 9/10**
Knowledge and understanding of course content	**40%**	10%	10%	20%
Skills in critical thinking, research, analysis & communicating	**60%**	20%	20%	20%
Totals	**100%**	**30%**	**30%**	**40%**
Outcomes		**P3, P5, P15**	**P7, P8, P11**	**P1, P2, P4, P6, P7, P9, P10, P12, P14**

Personal Development, Health and Physical Education (PDHPE)
PRELIMINARY 2020

Objectives	Outcomes
Students:	**A student:**
• Knowledge and understanding of the factors that affect health	P1 identifies and examines why individuals give different meanings to health P2 explains how a range of health behaviours affect an individual's health P3 describes how an individual's health is determined by a range of factors
• A capacity to exercise influence over personal and community health outcomes	P4 evaluates aspects of health over which individuals can exert some control P5 describes factors that contribute to effective health promotion P6 proposes actions that can improve and maintain an individual's health
• Knowledge and understanding about the way the body moves	P7 explains how body systems influence the way the body moves P8 describes the components of physical fitness and explains how they are monitored P9 describes biomechanical factors that influence the efficiency of the body in motion
• An ability to take action to improve participation and performance in physical activity	P10 plans for participation in physical activity to satisfy a range of individual needs P11 assesses and monitors physical fitness levels and physical activity patterns P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1) P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2) P14 demonstrates the technical and interpersonal skills necessary to participate safely in Challenging outdoor recreation activities (Option 4)
• An ability to apply the skills of critical thinking, research and analysis	P15 forms opinions about health-promoting actions based on a critical examination of relevant information P16 uses a range of sources to draw conclusions about health and physical activity concepts P17 analyses factors influencing movement and patterns of participation

PHYSICS
PRELIMINARY 2020

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Practical Investigation	TASK 2 Depth Study - Research and Presentation	TASK 3 Yearly Examination
		Term 1 Week 6	Term 2 Week 8	Term 3 Week 9/10
Knowledge & Understanding	**40%**	10%	10%	20%
Working Scientifically	**60%**	20%	30%	10%
Totals	**100%**	**30%**	**40%**	**30%**
Outcomes		**PH11-1** **PH11-2** **PH11-3** **PH11-4** **PH11-7** **PH11-8**	**PH11-1** **PH11-2** **PH11-3** **PH11-4** **PH11-5** **PH11-7** **PH11-9**	**PH11-1** **PH11-4** **PH11-5** **PH11-6** **PH11-7** **PH11-8** **PH11-9** **PH11-10** **PH11-11**

PHYSICS PRELIMINARY 2020	
Objectives	**Outcomes**
Students:	**A student:**
• develop skills in applying the processes of Working Scientifically	Questioning and predicting PH11-1 develops and evaluates questions and hypotheses for scientific investigation
	Planning investigations PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
	Conducting investigations PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
	Processing data and information PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
	Analysing data and information PH11-5 analyses and evaluates primary and secondary data and information
	Problem solving PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
	Communicating PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
• develop knowledge and understanding of fundamental mechanics	**PH11-8** describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration **PH11-9** describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
• develop knowledge and understanding of energy	**PH11-10** explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles **PH11-11** explains and quantitatively analyses electric fields, circuitry and magnetism

SOCIETY AND CULTURE PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Social Cultural World** **Research Methods**	**TASK 2** **Personal and Social Identity** **Cross-cultural investigation**	**TASK 3** **Final Examination**
		Term 1 Week 11	**Term 2 Week 10**	**Term 3 Weeks 9/10**
Knowledge and understanding of course content	**50%**	10%	10%	30%
Application and evaluation of social and cultural research methodologies	**30%**	15%	10%	5%
Communication of information ideas and issues in appropriate forms	**20%**	10%	5%	5%
Totals	**100%**	**35%**	**25%**	**40%**
Outcomes		**P1, P3, P6, P9**	**P2, P8, P10**	**P1, P3, P4, P5, P9**

SOCIETY AND CULTURE PRELIMINARY 2020	
Objectives	**Outcomes**
Students develop knowledge and understanding about:	**A student:**
• social and cultural concepts and their application • personal, social and cultural identity and interactions within societies and cultures • how personal experience and public knowledge interact to develop social and cultural literacy • continuity and change, personal and social futures • social and cultural research methods	P1 describes the interaction between persons, societies, cultures and environments across time
	P2 identifies and describes relationships within and between social and cultural groups
	P3 describes cultural diversity and commonality within societies and cultures
	P4 explains continuity and change, and their implications for societies and cultures
	P5 investigates power, authority, gender and technology, and describes their influence on decision-making and participation in society
Students develop skills to:	P6 differentiates between, and applies, the methodologies of social and cultural research
• apply ethical social and cultural research to investigate and analyse information from a variety of sources • communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts	P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
	P8 plans and conducts ethical social and cultural research
	P9 uses appropriate course language and concepts suitable for different audiences and contexts
	P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

SOFTWARE DESIGN AND DEVELOPMENT
PRELIMINARY 2020

Syllabus COMPONENTS	Syllabus WEIGHTING	TASK 1 Minor Programming Project	TASK 2 Major Programming Project	TASK 3 Yearly Exam
		Term 1 Week 10	Term 3 Week 4	Term 3 Weeks 9/10
Knowledge and understanding of course content	50%	15%	15%	20%
Knowledge and skills in the design and development of software solutions	50%	15%	25%	10%
Totals	**100%**	**30%**	**40%**	**30%**
Outcomes		P1.1, P1.2, P2.1, P2.2, P3.1, P4.1	P1.2, P4.1, P4.2, P4.3, P5.2, P6.2, P6.3	P1.1, P1.2, P1.3, P3.1, P5.1, P5.2, P6.1

SOFTWARE DESIGN AND DEVELOPMENT
PRELIMINARY 2020

Objectives	Outcomes
A student develops knowledge and understanding about:	**A student develops the skills to:**
1. knowledge and understanding about how software solutions utilise and interact with other elements of computer systems	P1.1 describes the functions of hardware and software P1.2 describes and uses appropriate data types P1.3 describes the interactions between the elements of a computer system
2. knowledge and understanding of the historical developments that have led to current practices in software design and development, and of emerging trends and technologies in this field	P2.1 describes developments in the levels of programming languages P2.2 describes the effects of program language developments on current practices
3. knowledge and understanding of legal, social and ethical issues and their effect on software design and development	P3.1 identifies the issues relating to the use of software solutions
4. skills in designing and developing software solutions	P4.1 analyses a given problem in order to generate a computer-based solution P4.2 investigates a structured approach in the design and implementation of a software solution P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
5. skills in management appropriate to the design and development of software solutions	P5.1 uses and justifies the need for appropriate project management techniques P5.2 uses and develops documentation to communicate software solutions to others
6. skills in teamwork and communication associated with the design and development of software solutions	P6.1 describes the skills involved in software development P6.2 communicates with appropriate personnel throughout the software development process P6.3 designs and constructs software solutions with appropriate interfaces

SPORT, LIFESTYLE & RECREATION (SLR) PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Written Fitness program**	**TASK 2** **Practical Group Presentation**	**TASK 3** **Practical Test**
		Term 1 Week 10	**Term 2 Week 3 -9**	**Term 3 Week 6**
Knowledge and Understanding	**50%**	20%	10%	20%
Skills	**50%**	10%	20%	20%
Totals	**100%**	**30%**	**30%**	**40%**
Outcomes		**2.2, 3.2, 3.3**	**2.1, 3.2, 4.2**	**1.1, 1.3, 3.1, 4.4**

SPORT, LIFESTYLE & RECREATION (SLR)
PRELIMINARY 2020

Objectives	Outcomes
Students will develop:	**A student:**
1. knowledge and understanding of the factors that influence health and participation in physical activity	1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential	2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity 3.4 composes, performs and appraises movement 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations 3.7 analyses the impact of professionalism in sport
4. a capacity to influence the participation and performance of self and others.	4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	Values and Attitudes 1.1 accepts responsibility for personal and community health 1.2 willingly participates in regular physical activity 1.3 values the importance of an active lifestyle 1.4 values the features of a quality performance 1.5 strives to achieve quality in personal performance

VISUAL ARTS PRELIMINARY 2020				
Syllabus COMPONENTS	**Syllabus WEIGHTING**	**TASK 1** **Case Study and Portfolio**	**TASK 2** **Case Study and Portfolio**	**TASK 3** Written Exam
		Term 2 Week 1	**Term 3 Week 5**	**Term 3 Week 9/10**
Critical & Historical Studies	**50%**	15% Critical/Historical	15% Critical/Historical	20% Critical/Historical
Artmaking	**50%**	25% Portfolio	25% Portfolio	
Totals	**100%**	**40%**	**40%**	**20%**
Outcomes		**P1 P2 P3 P4 P5 P6 P7 P8 P9 P10**	**P1 P2 P3 P4 P5 P6 P7 P8 P9 P10**	**P7 P8 P9 P10**

VISUAL ARTS PRELIMINARY 2020	
Objectives	**Outcomes**
Students:	**A student:**
Artmaking Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.	P1: explores the conventions of practice in art making P2: explores the roles and relationships between the concepts of artist, artwork, world and audience P3: identifies the frames as the basis of understanding expressive representation through the making of art P4: investigates subject matter and forms as representations in art making P5: investigates ways of developing coherence and layers of meaning in the making of art P6: explores a range of material techniques in ways that support artistic intentions.
Art Criticism and Art History Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.	P7: explores the conventions of practice in art criticism and art history P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Respect, Responsibility & Participation

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