



Fort Street High School

PRELIMINARY ASSESSMENT POLICY

2015



CONTENTS:

Letter to Students and Parents:		3
Assessment Policy and Procedures for Students and Parents:		4-11
Creative Arts:	Drama	12
	Music 2	13
	Photography	14
	Visual Arts	15
English:	English Advanced	16
	English Extension I	17
History:	Ancient	18
	Modern	19
	Studies of Religion	20
Languages:	Chinese Heritage	21
	French Continuers	22
	German Continuers	23
	Japanese Continuers	24
Mathematics:	Mathematics 2 Unit	25
	Mathematics Extension 1	26
Science:	Biology	27
	Chemistry	28
	Earth and Environmental Science	29
	Physics	30
Social Science:	Business Studies	31
	Economics	32
	Geography	33
	Legal Studies	34
Technology and Applied Sciences:	Engineering Studies	35
	Hospitality	36
	Information Processes and Technology	37
	PDHPE	38
	Software Design and Development	39
Preliminary Assessment Schedule Overview		40-42
Appendix:	Misadventure/Illness	43
	Request for Extension	44
	N Award Warning Letter	45-46
Glossary:	Literacy terminology	47

Dear Parents/Caregivers and Year 11, 2015

Welcome to the commencement of your senior school studies.

This booklet aims to support learning in Year 11 by providing:

- a brief course outline for each subject;
- an overview of the desired learning outcomes for students, and;
- an assessment schedule to guide student preparation and learning;
- assessment policy and procedures.

The Higher School Certificate has as its core “outcomes based” education: teachers, students and parents are able to clearly see and articulate what a student **knows**, **understands** and **can do**.

Most significantly, schools have been requested to “formalise” procedures in the Preliminary year to more adequately prepare students for the processes of HSC assessment in Year 12. To this end, a schedule of tasks has been designed to signpost the development in students’ learning as well as to summarise students’ learning at the end of the Preliminary course. It should be noted that satisfactory fulfilment of each Preliminary course is a **pre-requisite for advancement to the corresponding Year 12, HSC course**.

The other significant feature of the Higher School Certificate assessment is the articulation of an explicit “*standards framework*” against which students’ work is to be judged. This means students will be given a description of the pre-determined standards which they will need to meet, in order to score at the top, middle or lower end of the range. In this system, there is the potential for many students to be in the top achieving band, as long as the work they submit reflects the descriptions in that band.

Please make sure you keep this book in a safe place at home, for reference through your *Preliminary course* year. Success occurs when we balance our talents with consistent structured work and seek assistance when problems are small.

Best wishes for your success,



Roslyne Moxham
Principal
February, 2015

Preface

The move from the middle school years to the demands of the senior school is a time of transition. The senior syllabuses are more explicit in their expectations of student achievement and there is a compression of learning. That is, more learning outcomes need to be covered in a shorter timeframe.

Students need to be aware of the need for increased levels of organisation and a heightened sense of responsibility for their own learning.

Year 11 as a 'Preliminary' year to the HSC course aims to act as a preparation for the demands of the final year. Assessment tasks in Year 12 comprise half of the final HSC result, external examinations providing the other 50%.

In order to prepare students and focus them on the style of HSC school-based assessment, formal assessment tasks are designed for the Preliminary course. In the majority of cases these will commence at the end of Term 1, after students have become more familiar with the style of work requirements in the senior school.

YEAR 11 2015

1.0 Preliminary Course Requirements

- Students must study 12 units of courses in Year 11 and a minimum of 10 units in Year 12 to be eligible for the HSC. These units must have been studied satisfactorily at both Preliminary and HSC course levels.
- Students must **satisfactorily complete** course work and reach the outcomes of the Preliminary course in any subject before being allowed to commence study for the HSC course in that subject. The key to satisfying course outcomes is diligence and sustained effort. Course requirements must be fulfilled in terms of knowledge, skills and attitude outcomes as outlined in syllabus documents.
- Students are responsible for satisfying course requirements and satisfactorily completing any outstanding Preliminary course work before being admitted to an HSC course.

Students need to:

- Demonstrate sustained diligence and effort in each subject through regular and punctual attendance at lessons.
- Satisfactorily complete all class work, homework, practical work, assignments, essays and tests as determined for each subject studied in order to achieve outcomes.
- Constructively participate in lessons.
- Ensure the quality of completed work meets the standard required of senior students in each subject.

Where students do not comply with the attendance and commitment required to fulfil course outcomes they will be counselled by their teacher, the Head Teacher of the subject area and Deputy Principal. Formal letters will be sent outlining the specific areas of study needing attention and the general causes of concern.

These letters conform with Board of Studies requirements and constitute formal cautions for students. After two letters have been sent, the Principal has the right to submit an N Determination for that subject. An N Determination can be appealed but if the appeal is unsuccessful the subject is not counted towards the student's number of units and therefore puts the award of an HSC in jeopardy.

2.0 Description of Preliminary Assessment

Students are assessed against course outcomes through a range of assessment tasks in each subject. An outcome is a description of the learning which has taken place. Student progress in achieving these outcomes is reported in the mid-course and final Preliminary year school reports.

Formal assessment tasks are scheduled in each course in the Preliminary year (Year 11). These tasks will be used to calculate a course assessment mark that will be reported in the final Preliminary year school report.

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

The range of tasks used for assessment will vary from course to course and may include:

- Tests of a written or practical form.
- Oral and oral/aural presentations, viva voces.
- Class essays, assignments, process diaries and log books.
- Portfolios and submissions of major works and/or performances.

Assessment tasks will be of the same type and have the same weighting for all classes studying that course. At the completion of each task, students will receive a mark or grade, rank and *written feedback concerning areas for development*.

Assessment tasks, the scheduling of tasks through the course and the weightings and marks for various tasks are detailed in separate subject statements outlined later in this book.

In exceptional circumstances some tasks may be rescheduled or substituted.

Students will be informed by teachers at **least two weeks** before each task is to be performed.

2.1 The Preliminary and HSC Assessment "Marking Process"

At the completion of each task students will receive a result for the work submitted which may take the form of a grade or mark for the task, together with feedback designed to assist students to improve. They will also receive a ranking on each task compared to the standard of the rest of the group. It is important to realise that the absolute mark value of the assessment when viewed in isolation is relatively unimportant. What is significant is the relative ranking of each student and the size of the mark gaps between successive students or groupings of students.

At the end of the Preliminary course the overall performance will be calculated and reported as a ranking for each student. No student will receive information about other students' results.

2.2 Regulations Governing Preliminary and HSC Assessments

Preliminary and HSC assessment tasks are **formal tasks** which require set procedures to be followed by both the school and the students. The scheduling of tasks for the whole course is published in advance and students must familiarise themselves with the timing and nature of the task schedule.

Students will be informed by the class teachers of the precise details of the task in writing, at least **a fortnight** before each task.

2.3 Major Preliminary Assessment Periods

The school has designated 2 major assessment periods where in-school written tasks, as well as some practical, performance and oral tasks, will be held. These periods are:

- Week 2 Term 2 2015
- Week 9 Term 3 2015

In addition there will be some assessment tasks at other times in different subjects.

In the assessment periods normal classes will be suspended to allow students time to adequately prepare for their tasks.

It is important that students attend all lessons leading up to these assessment periods in order to avoid missing important assessable course work. In the past some students have sought to gain an unfair advantage over their peers by absenting themselves from school in the days leading to major assessment tasks. The school has therefore implemented the following:

Students who are absent from classes in the week preceding an assessment period, including fractional truancy, must provide written evidence supporting the reason for their absence. In the case of illness a medical certificate must be provided. This evidence is to be provided to the Deputy Principal responsible for Year 11 before the student sits the first task of the assessment period. Failure to comply with this requirement will result in the student receiving a “zero” for each task held during the assessment period. Students may appeal any such decisions using the appeals procedures outlined in this booklet.

2.4 Hand-in Assessment Tasks

Hand-in tasks include tasks such as research essays, written reports and practical work. In general these tasks will be due for submission on Mondays by 3.12 pm. It is the student's responsibility to ensure that these tasks are submitted on time. The tasks are to be submitted in person to the class teacher or the relevant faculty Head Teacher.

If students cannot locate these staff members they may submit their work in person to the Deputy Principal responsible for Year 11. **Students must not leave hand-in tasks on teachers' desks.** If the student has only completed part of the hand in task, this part must be submitted regardless to the class teacher. Students must attend **all** classes on the day tasks are due. Failure to submit tasks on time or to attend all classes on the due date will result in a “zero” mark. Students may appeal any such decisions using the appeals procedures outlined below.

2.5 Oral Tasks Outside Main Assessment Periods

Many subjects have an oral assessment task which will take place over several periods of class time. In order to assure equity for students, all students in the course must be prepared to present their oral task **on the first scheduled day**.

- On that day students **must** hand in a minimum one page summary or outline of their presentation, including a list of sources used. (Refer to specific task criteria)
- On the first day of the task and on each successive day that the task runs, names will be drawn randomly at the beginning of the lesson and after each presentation to determine who will be presenting in a given period.

2.6 Absence, Lateness, Illness or Misadventure

Consideration is given to students who suffer illness or misadventure at the time of a task OR whose performance is impaired by circumstances beyond their control.

The Board of Studies describes:

- Illness or accident – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand);
- Misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg death of a friend or family member, disruption at the examination centre).

It is important to note that set procedures must be followed for this consideration to be applied and to ensure fairness to all students.

An Illness/Misadventure Application form must be completed and all paperwork returned within the set time frame (see section 3.1.1). Relevant written evidence from a medical practitioner is mandatory for any appeal relating to illness.

In the case of:

2.6.1 Absence due to illness/misadventure on the day of an in-school assessment task

2.6.1.1 The student or family member must contact the school on the day the task is scheduled.

2.6.1.2 Students must report to the relevant subject Head Teacher or Deputy on the first day of their return to school, to obtain an Illness/Misadventure form.

2.6.2 Absence due to illness/misadventure on the day an assessment task is due to be submitted

2.6.2.1 The student or family member must contact the school on the day a task is due to be handed in.

2.6.2.2 On the first day of the student's return to school, the student must submit the task to the relevant subject Head Teacher and collect an Illness/Misadventure form.

NOTE:

Tasks must be submitted at the required time as a **hard copy** and not on a computer disk or emailed, unless the latter is specifically requested as part of the task. Therefore, **technology problems** are **NOT** a valid excuse for lateness.

2.6.3 Illness/misadventure during an in – school assessment or examination

2.6.3.1 The student must acknowledge his/her condition to the supervisor of the task when entering the venue or as soon as he/she begins to feel ill during the task and collect an Illness/Misadventure form from the relevant Head Teacher or Deputy at the conclusion of the task.

2.6.4 Lateness for set or submitted tasks

2.6.4.1 If the student is going to be late to school, he/she must attempt to contact the school and/or Deputy Principal responsible for Year 11.

2.6.4.2 Students must report to the Deputy Principal **immediately** upon their arrival to school where they will be advised what to do and be given an Illness/Misadventure form if deemed necessary.

2.6.4.3 Students are **NOT** to go to the assessment task in progress unaccompanied.

2.6.4.4 Students arriving late for an assessment simply owing to their own disorganisation **WILL NOT** be given extra time or any consideration for misadventure.

In all the above cases (2.6.1.1 – 2.6.4.4) students must follow the procedures outlined in Section 3.0.

Consequences of not following these procedures will mean the appeal will be rejected.

2.6.5 All completed illness/misadventure forms must be returned promptly to the Deputy Principal in charge of Year 11.

2.7 Excursions

Some subject rules require students to undertake compulsory field study while some tasks may well be linked to excursions, performances and study days. In the case of a **school approved absence** from such activities the student must negotiate alternate arrangements **prior** to the event.

Students must complete a **request for extension form**, attach relevant documentation and gain confirmation from the Head Teacher for a suitable time to complete the task. This form must be returned to the Deputy Principal in charge of Year 11 at least two days prior to the task.

2.8 Accelerated Students

Accelerated students should complete all assessment tasks within the normal time frame. However, if the timing of these tasks impacts on other courses of study, the relevant Head Teacher and Deputy should be contacted and a **Request for Extension** and/or **Illness/Misadventure** form submitted where appropriate.

2.9 Recognised Prior Learning (RPL)

Credit Transfer and Advanced Standing may be granted by the Board of Studies if a student has successfully completed study in TAFE or another recognised post secondary institution. Determinations about Advanced Standing are made by the Principal after assessing student documentation.

3.0 Approved Leave

If a student knows in advance that he/she will be absent on the day a task is due, he/she should have sought and been granted approved leave by the Principal. The student must hand the task to the relevant Head Teacher **prior** to their leave commencing.

When leave has been granted and a student has an in class task then **arrangements need to be made prior** to the day of the task. Students must complete a **request for extension form**; attach relevant documentation including Principal approval in writing and gain confirmation from the Head Teacher for a suitable time to complete the task. This form must be returned to the Deputy Principal in charge of Year 11 at least two days prior to the task.

4.0 Appeals

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks and all disputes over marks (incorrect tallying or obvious error in the marking process) must be resolved by the **end of the lesson** in which the task is returned. Requests to appeal marking after the end of the lesson will not be considered.

Students are entitled to lodge an appeal if they have missed an assessment task due to illness or misadventure or they believe their performance was affected by illness or misadventure.

All appeals must be completed within the stated timeframe. Appeals lodged outside of this timeframe **will not** be considered.

4.1 Outcomes of Illness/Misadventure Appeals

Students are to collect an Illness/Misadventure form from the relevant Head Teacher or Deputy Principal.

4.1.1 After collection; the **Illness/Misadventure application form** needs to be completed and returned to the Deputy Principal in charge of Year 11 **within two days** of the initial return to school. The urgency and accuracy of the procedures are important in enabling the appeal to be seriously considered. Completing the form requires it to be taken to the relevant Head Teacher for comment and signature before return to the Deputy.

- 4.1.2 The appeals panel (Deputy Principal and two Head Teachers) will make a decision to decline or uphold the appeal within five school days. Where the reason for an absence is substantiated, arrangements will be made for a student to complete the original task or an **alternative task** at the earliest opportunity.
- 4.1.3 In **exceptional circumstances**, where undertaking an alternative task is not feasible or reasonable, or a missed task is difficult to duplicate, the Principal may authorise the use of an estimate mark based on appropriate evidence.

In all cases, students may apply to the Principal in writing to reconsider the appeal committee's verdict within **two days** of receiving the decision.

If the appeal is upheld one of **three** things may occur:

- 4.1.4 A "zero" will be recorded for the original task and the student will be required to complete that task or a substitute task. The mark gained for this task will replace the "zero".
- 4.1.5 The performance may be considered to be unaffected, and the student's result in the task will remain as marked.
- 4.1.6 In exceptional circumstances, where undertaking an alternative task is not feasible, the Principal may authorise the use of an estimate, or the student's own rank, to determine the mark for the assessment task. This will be calculated at the end of the entire assessment period. This calculated mark will replace the "zero".

If the appeal is declined the original mark of "zero" will remain. The task must be submitted to complete the outcomes of the course.

5.0 Malpractice

Students have been made aware of Board of Studies requirements through 'All My Own Work' courses. Work submitted for assessment tasks must be the student's own work. Malpractice in the Preliminary and HSC courses may disqualify students from an award in that subject; similarly **malpractice** within the school context may render a task a "zero" score.

The Board of Studies identifies cheating, or malpractice, as dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- 5.1 Copying, buying, stealing or borrowing someone else's work and presenting it as their own;*
- 5.2 Plagiarism or using material directly from books, journals, CDs, or the internet without reference to the source;
- 5.3 Submitting work that contains a large contribution from another person, such as a parent, coach or subject expert that is not acknowledged;*
- 5.4 Paying someone to write or prepare material that is associated with a task such as process diaries, logs and journals;*

- 5.5 Breaching published school examination rules;
- 5.6 Offering false documentation or explanations in support of an appeal;
- 5.7 Non-serious attempt in an examination or assessment task, where work presented contains frivolous and/or objectionable material; and
- 5.8 Assisting another student to engage in malpractice.

** HSC Assessment and Submitted Works, Advice to Students, 2008 NSW Board of Studies.*

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Head Teacher. If both are in agreement then the student will be awarded a “**zero**” for the task and receive a consequence according to the school’s code of conduct. Students may appeal any such decision using the appeals procedures outlined in this booklet.

In all cases, students may apply to the Principal in writing to reconsider the appeal committee decision within two days of receiving the decision.

6.0 Feedback on Preliminary course assessment tasks

Students will be given meaningful feedback following each Preliminary assessment task. This will include:

- 6.1 A mark and rank in written form, which gives students information on the outcomes achieved as indicated by the marking criteria on the student’s assessment notification sheet.
- 6.2 Information, which assists students to improve on their performance in future tasks.
- 6.3 At the conclusion of the feedback process, students should be able to state what they need to do to improve on their last performance.

7.0 N Determination in the Preliminary Course

- 7.1 Failure to complete tasks that make up more than 50% of the total assessment marks in a subject will result in the student receiving an N Determination in the Preliminary course.
- 7.2 When students do not comply with attendance and commitment requirements to fulfil the course outcomes and two warning letters have been sent, the Principal has the right to submit an N Determination for that subject in the Preliminary course.

DRAMA

Course Content			
<p>The Drama syllabus is designed for students to experience, understand, enjoy and value drama as a social, collaborative, and creative art form and as an expression of culture through making, performing and critically studying drama and theatre.</p> <p>The Preliminary course has three focus areas:</p> <ul style="list-style-type: none"> • Playbuilding and Acting. • Elements of Production in Performance. • Theatrical traditions and performance styles. 			
Course Outcomes			
<p>There is a wide range of learning outcomes for Drama students embedded in the Preliminary course.</p> <p>Students will develop:</p> <ul style="list-style-type: none"> • Acting skills in order to adopt and sustain a variety of characters and roles. • Performance skills appropriate to a variety of styles. • Skill in expressing ideas and situations imaginatively in dramatic form. <p>Students will understand:</p> <ul style="list-style-type: none"> • The collaborative nature of drama and theatre and demonstrate the self-discipline needed in the process of collaboration. • The dynamics of the actor-audience relationship. • The commitment, collaboration and energy required for a production. • The variety of influences that have impacted upon drama and theatre performance styles, structures and techniques. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces. • Analyse and synthesize research and experiences of theatrical styles, traditions and movements. 			
Assessment Components			
Component	Weighting		
Play building and Acting	40		
Elements of production in performance	30		
Theatrical traditions and styles	30		
Assessment Schedule			
Task Description	Weight	Term	Week
1. Playbuilding – (Physical Theatre 20% Making 5% Performing)	25%	1	7
2. Performance workshop, seminar and essay based on a 20 th Century theatrical tradition (5% Performing / 10% Critically Studying)	15%	2	3
3. Elements of Production in Senior Drama Production (20% Making/10% Performing)	30%	2	7
4. Individual Project based on study of Australian Text (performance, director's portfolio, design, video, scriptwriting, critical analysis or review portfolio) (10% Performing/10% Critically Studying)	20%	3	6
5. End of Preliminary Course Examination (written examination) (10% Critically Studying)	10%	3	9

MUSIC 2

Course Content			
<p>Students will gain understanding of the musical concepts through the integration of experiences in performance, composition, musicology and aural.</p> <p>Preliminary Course learning opportunities focus on:</p> <ul style="list-style-type: none"> • Developing musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art form through performance, composition, musicology and aural activities. • Developing the ability to synthesise ideas and evaluate music critically. • Developing an awareness and understanding of the impact of technology on music. • Developing personal values about music. 			
Course Outcomes			
<p>Through activities in performance, composition, musicology and aural, a student:</p> <ul style="list-style-type: none"> • Confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble. • Demonstrates an understanding of the concepts of music by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics. • Composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles. • Creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts. • Analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations. • Discusses and evaluates music making constructive suggestions about performances and compositions. • Observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics. • Understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied. • Identifies, recognises, experiments with and discusses the use of technology in music. • Performs as a means of self-expression and communication. • Demonstrates a willingness to participate in performance, composition, musicology and aural activities. • Demonstrates a willingness to accept and use constructive criticism. 			
Assessment Components			
Component	Weighting		
Performance	30%		
Composition	30%		
Musicology	20%		
Aural	20%		
Assessment Schedule			
Task Description	Weight	Term	Week
1. Short Essay (Musicology: 10%); Short Aural Exam (Aural: 5%)	15%	1	9
2. Performance (Performance: 10%); Sight Singing (Aural: 5%)	15%	2	2
3. Composition and Process Diary (Composition: 5%)	30%	3	1
4. Performance (Performance: 20%); Sight Singing (Aural: 5%); Aural and Musicology Exam (Aural: 5% and Musicology: 10%)	40%	3	9

PHOTOGRAPHY

Course Content			
<p>Students will develop knowledge, skills and understanding, through the making of photographs and/ or digital images that lead to and demonstrate conceptual and technical accomplishment.</p> <p>Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/ or digital imaging.</p>			
Course Outcomes			
<ul style="list-style-type: none"> • Generates a characteristic style that is increasingly self-reflective in their photography. • Explores concepts of self as artist/photographer and their own interpretations of the world and audience response in their own making of photographs. • Investigates different points of view in making of photographs. • Generates images and ideas as representations / stimulations in the making of photographs. • Develops different techniques suited to artistic intentions in the making of photographs. • Takes into account issues of occupational health and safety. • Generates in their critical and historical practice ways to interpret and explain photography. • Investigates the roles and relationships among the concepts of photographers, work, world and audience in critical and historical studies. • Distinguishes between different points of view and offers interpretive accounts in critical and historical studies. • Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography. • Recognises how photography is used in various fields of cultural production. 			
Assessment Components			
Component	Weighting		
Photography Making	70%		
Photography Criticism and History Research	30%		
Assessment Schedule			
Task Description	Weight	Term	Week
1a. Photographic Folio and Diary (Shapes and Shadows)	15%	1	10
b. Research Task	10%	1	10
2. Photographic Portfolio and Diary (Painting with Light)	25%	2	10
3a. Photographic Portfolio and Diary (Photo5)	30%	3	8
b. Examination	20%	3	9

VISUAL ARTS

Course Content			
<p>Visual Arts involves students in the practices of art making, art criticism and art history. Students are provided with a broad base of experience that enables them to develop understanding in and about the visual arts. Students develop their own art works culminating in a “body of work” in the HSC course that reflects students’ knowledge and understanding about practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate art works, art critics, artists and art historians from a range of cultures, traditions and times.</p>			
Course Outcomes			
<ul style="list-style-type: none"> • Explores the conventions of practice in art making. • Explores the conceptual framework in art making. • Identifies the frames in art making. • Investigates subject matter and forms in art making. • Investigates conceptual strength and meaning in the making of art. • Explores a range of material techniques in the making of art. • Explores the conventions of practice in art criticism and art history. • Explores the roles and relationships of the agencies in the art world. • Identifies the frames in art criticism and art history. • Explores ways to construct accounts of representation in art criticism and art history. 			
Assessment Components			
Component	Weighting		
Visual Art Making	50		
Visual Art Criticism and History	50		
Assessment Schedule			
Task Description	Weight	Term	Week
1. Artmaking Artwork Submission and Visual Arts Diary	10%	1	10
2. Art Criticism/Historical Examination	15%	2	2
3 a. Artmaking Artwork submission and Visual Arts Diary	20%	2	10
b. Research Task	10%	2	10
4. Art Criticism/ Historical Examination	25%	3	8/9
5. Artmaking Artwork Submission and Visual Arts Diary	20%	3	10

ENGLISH ADVANCED

Course Content			
<p>Area of Study: The study of how a concept is constructed through a range of texts</p> <p>Module A: Close Reading of Texts</p> <p>Module B: Comparing Texts</p> <p>Module C: Ideas and Texts</p> <p>Students will study a minimum of five texts from poetry, fiction, Shakespeare, film, mass media, drama and non fiction. In addition they will read widely from a list of recommended books and texts of their own choosing including film and media texts.</p>			
Course Outcomes			
<ul style="list-style-type: none"> • Describes and explains the relationships between composer, responder, text and context in particular texts. • Describes and explains relationships among texts. • Develops language relevant to the study of English. • Describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses. • Demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning. • Engages with a wide range of texts to develop a considered and informed personal response. • Selects appropriate language forms and features, and structures to explore and express ideas and values. • Articulates and represents own ideas in critical, interpretive and imaginative texts. • Assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas. • Analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts. • Draws upon the imagination to transform experience into text. • Reflects on own processes of responding and composing. • Demonstrates a capacity to understand and use different ways of responding to and composing particular texts. • Reflects on own processes of learning. 			
Assessment Components			
Component			Weighting
Writing			30
Reading			25
Speaking			15
Listening			15
Viewing/Representing			15
Assessment Schedule			
Task Description	Weight	Term	Week
1. a. Area of study: Speaking Task	15%	1	8
b. Area of study 1: Hand In - Imaginative Writing / Viewing / Representing	20%	2	2
2. Module A: In Class – Reading / Analytical Writing	20%	2	8
3. Module B: In Class – Analytical Writing	20%	3	5
4. Module C: Examination – Analytical Writing 15 % / Reading / Language Analysis 10%	25%	3	9

ENGLISH EXTENSION 1

Course Content			
<p>One module: Texts, Culture and Values</p> <p>Study of at least two prescribed texts and a variety of appropriations of that text. Additional texts will be drawn from a range of films, poems and prose texts. Students explore how and why texts are valued and why they are appropriated into a range of contexts. The set text will be examined and other texts will be analysed as appropriations. Students will develop their own compositions and undertake research and investigations of various texts and forms.</p>			
Course Outcomes			
<ul style="list-style-type: none"> • Understands how and why texts are valued in and appropriated into a range of contexts. • Develops skills in independent investigation, involving particular texts and their manifestations in various forms, and within particular cultural contexts. • Develops skills in extended composition in a range of modes and media for different audiences and purposes. 			
Assessment Components			
Component			Weighting
Speaking/Listening			10
Reading/Writing			30
Viewing/Representing			10
Assessment Schedule			
Task description	Weight	Term	Week
1. Speaking Task / Response To Texts / Listening / Analytical Writing	30%	2	3
2. Mini Majorwork. A creative piece reflecting the elective (25%) and Artist Statement (5%). Hand in task: short story or video – The results of this task will form part of the selection process for entry into Extension 2 English Term 4, 2014. Notification will be issued in Term 1 with progress dates.	30%	2	10
3. Examination: Analytical Writing	30%	3	9

ANCIENT HISTORY

Course Content			
Part 1: Introduction (a) Investigating the Past: History, Archaeology and Science (b) Case Studies Tutankhamen's Tomb Part 2: Ancient Societies, Sites and Sources <ul style="list-style-type: none"> • Athenian Society in the Classical Age • Alexander The Great • City of Rome Part 3: Historical Investigation			
Course Outcomes			
<ul style="list-style-type: none"> • Describes and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context. • Identifies historical factors and explain their significance in contributing to change and continuity in the ancient world. • Locates, select and organise relevant information from a variety of sources. • Identifies relevant problems of sources in reconstructing the past. • Comprehends sources and analyse them for their usefulness and reliability. • Identifies and account for differing perspectives and interpretations of the past. • Discusses issues relating to ownership and custodianship of the past. • Plans and present the findings of historical investigations analysing and synthesising information from a range of sources. • Uses historical terms and concepts appropriately. • Communicates knowledge and understanding of historical features and issues using appropriate oral and written forms. 			
Assessment Components			
Component	Weighting		
Knowledge and understanding of course content	40		
Source-based skills	20		
Historical inquiry and research including mandatory historical investigation	20		
Communication of historical understanding in appropriate forms	20		
Assessment Schedule			
Task Description	Weight	Term	Week
1. Series of short answer questions on Tutankhamen	30%	1	8
2. Historical investigation	30%	2	6
3. Examination	40%	3	9

MODERN HISTORY

Course Content			
Part 1: Core Study: The World at the Beginning of the Twentieth Century			
Part 2: Historical Investigation			
Part 3: Case Studies:			
<ul style="list-style-type: none"> • The Cuban Revolution OR The Origins of the Arab-Israeli Conflict • Stalin's Russia 			
Course Outcomes			
<ul style="list-style-type: none"> • Describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present . • Investigate and explain the key features and issues of selected studies from the eighteenth century to the present. • Identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present. • Ask relevant historical questions. • Locate, select and organise relevant information from different types of sources. • Comprehend and analyse sources for their usefulness and reliability. • Identify and account for differing perspectives and interpretations of the past. • Plan and present the findings of historical investigations, analysing and synthesising information from different types of sources. • Use historical terms and concepts appropriately. • Communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms. 			
Assessment Components			
Component	Weighting		
Knowledge and understanding of course content	40		
Source-based skills	20		
Historical inquiry and research including mandatory historical investigation	20		
Communication of historical understanding in appropriate forms	20		
Assessment Schedule			
Task Description	Weight	Term	Week
1. Source-based, short answer questions	25%	2	2
2. Historical Investigation	35%	2	8
3. Examination	40%	3	9

STUDIES OF RELIGION

Course Content			
Nature of Religion and Beliefs: including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life Religious Tradition Study 1 Religious Tradition Study 2			
Course Outcomes			
<ul style="list-style-type: none"> • Describes the characteristics of religion and belief systems. • Identifies the influence of religion and belief systems on individuals and society. • Investigates religious traditions and belief systems. • Examines significant aspects of religious traditions. • Describes the influence of religious traditions in the life of adherents. • Selects and uses relevant information about religion from a variety of sources. 			
Assessment Components			
Component			Weighting
Knowledge and understanding of course content			20
Source-based skills			10
Investigation and research			10
Communication of information, ideas and issues in appropriate forms			10
Assessment Schedule			
Task Description	Weight	Term	Week
1. Oral presentation	30%	1	9
2. Research Essay	40%	2	8
3. Examination (including stimulus-based questions)	30%	3	9

CHINESE HERITAGE

Course Content			
<ul style="list-style-type: none"> • Responding to texts (listening and reading comprehension) • Creating texts (writing) • Oral interaction (speaking) • Personal investigation 			
Course Outcomes			
<ul style="list-style-type: none"> • Uses strategies to maintain communication. • Exchanges information and justifies opinions and ideas. • Expresses personal opinions, emotions and feelings. • Presents information and ideas appropriate to context, purpose and audience. • Recognises and uses language appropriate to different cultural contexts. • Develops bilingual and bicultural identity through interacting with others. • Sequences and structures information and ideas. • Uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions. • Creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences. • Applies knowledge of cultural concepts and perspectives to the creation of texts. • Expresses ideas and opinions from a bilingual and bicultural perspective. • Summarises information and ideas from texts. • Synthesises information and ideas from texts. • Infers points of view, opinions and attitudes expressed in texts. • Responds to texts personally and critically. • Analyses the way in which culture and identity are expressed through language. • Reflects on own and others' values, beliefs, practices and ideas expressed in texts. 			
Assessment Components			
Component			Weighting
Responding to texts			50
Creating texts			20
Oral interacting			30
Assessment Schedule			
Task Description	Weight	Term	Week
1. Responding to texts	30	1	10
2. Creating texts	12	2	2
3. Oral interacting	8	2	10
4. Oral interacting	10	3	5
5. Examination (Responding To Texts 20%/ Creating Texts 8% / Oral Interacting 12%)	40	3	9

FRENCH CONTINUERS

Course Content			
<ul style="list-style-type: none"> • Speaking • Listening and responding • Reading and responding • Writing in French 			
Course Outcomes			
<ul style="list-style-type: none"> • Uses a range of strategies to maintain communication. • Conveys information appropriate to context, purpose and audience. • Exchanges and justifies opinions and ideas. • Reflects on aspects of past, present and future experience. • Applies knowledge of language structures to create original text (written or spoken text created by students incorporating their own ideas). • Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience. • Structures and sequences ideas and information. • Conveys the gist of texts and identifies specific information. • Summarises the main ideas. • Identifies the tone, purpose, context and audience. • Draws conclusions from or justifies an opinion. • Interprets analyses and evaluates information. • Infers points of view, attitudes or emotions from language and context. • Recognises and employs language appropriate to different social contexts. • Identifies values, attitudes and beliefs of cultural significance. • Reflects upon significant aspects of language and culture. 			
Assessment Components			
Component			Weighting
Listening and responding			30
Speaking			20
Reading and responding			40
Writing			10
Assessment Schedule			
Task Description	Weight	Term	Week
1. Listening and responding	18%	1	10
2. Reading and responding (Part A 15% / Part B 9%)	24%	2	2
3. Writing	6%	2	10
4. Speaking	12%	3	4
5. Examination (Listening and Responding 12% / Reading and Responding 16% (10/6) / Writing 4% / Speaking 8%)	40%	3	9

GERMAN CONTINUERS

Course Content			
<ul style="list-style-type: none"> • Speaking • Listening and responding • Reading and responding • Writing in German 			
Course Outcomes			
<ul style="list-style-type: none"> • Uses a range of strategies to maintain communication. • Conveys information appropriate to context, purpose and audience. • Exchanges and justifies opinions and ideas. • Reflects on aspects of past, present and future experience. • Applies knowledge of language structures to create original text (written or spoken text created by students incorporating their own ideas). • Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience. • Structures and sequences ideas and information. • Conveys the gist of texts and identifies specific information. • Summarises the main ideas. • Identifies the tone, purpose, context and audience. • Draws conclusions from or justifies an opinion. • Interprets analyses and evaluates information. • Infers points of view, attitudes or emotions from language and context. • Recognises and employs language appropriate to different social contexts. • Identifies values, attitudes and beliefs of cultural significance. • Reflects upon significant aspects of language and culture. 			
Assessment Components			
Component			Weighting
Listening and responding			30
Speaking			20
Reading and responding			40
Writing			10
Assessment Schedule			
Task Description	Weight	Term	Week
1. Listening and Responding	18%	1	10
2. Reading and Responding (Part A 15% / Part B 9%)	24%	2	2
3. Writing	6%	2	10
4. Speaking	12%	3	4
5. Yearly Examination (Listening and Responding 12% / Reading and Responding 16% (10/6) / Writing 4% / Speaking 8%)	40%	3	9

JAPANESE CONTINUERS

Course Content			
<ul style="list-style-type: none"> • Speaking • Listening and responding • Reading and responding • Writing in Japanese 			
Course Outcomes			
<ul style="list-style-type: none"> • Uses a range of strategies to maintain communication. • Conveys information appropriate to context, purpose and audience. • Exchanges and justifies opinions and ideas. • Reflects on aspects of past, present and future experience. • Applies knowledge of language structures to create original text (written or spoken text created by students incorporating their own ideas). • Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience. • Structures and sequences ideas and information. • Conveys the gist of texts and identifies specific information. • Summarises the main ideas. • Identifies the tone, purpose, context and audience. • Draws conclusions from or justifies an opinion. • Interprets, analyses and evaluates information. • Infers points of view, attitudes or emotions from language and context. • Recognises and employs language appropriate to different social contexts. • Identifies values, attitudes and beliefs of cultural significance. • Reflects upon significant aspects of language and culture. 			
Assessment Components			
Component	Weighting		
Listening and responding	30		
Speaking	20		
Reading and responding	40		
Writing	10		
Assessment Schedule			
Task Description	Weight	Term	Week
1. Listening and Responding	18%	1	10
2. Reading and Responding (Part A 15% / Part B 9%)	24%	2	2
3. Writing	6%	2	10
4. Speaking	12%	3	4
5. Examination (Listening and Responding 12% / Reading and Responding 16% (10/6) / Writing 4% / Speaking 8%)	40%	3	9

MATHEMATICS 2 UNIT

Course Content			
<ul style="list-style-type: none"> • Basic arithmetic and algebra • Real functions • Trigonometric ratios • Linear functions • The quadratic polynomial and the parabola • Plane geometry – geometrical properties • Tangent to a curve and derivative of a function 			
Course Outcomes			
<ul style="list-style-type: none"> • Demonstrates confidence in using mathematics to obtain realistic solutions to problems • Provides reasoning to support conclusions which are appropriate to the context • Performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities • Chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques • Understands the concept of a function and the relationship between a function and its graph • Relates the derivative of a function to the slope of its graph • Determines the derivative of a function through routine application of the rules of differentiation • Understands and uses the language and notation of calculus 			
Assessment Components			
Components			Weighting
Concepts, skills, and techniques: Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.			50
Reasoning and communication: Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.			50
Assessment Schedule:			
Task Description	Weighting	Term	Week
1. Assessment 1: Algebra, Equations and Inequalities, Geometry (Plane), Functions and Relations.	25%	2	2
2. Assessment 2: Linear Functions and Co-ordinate Geometry, Quadratic Functions	35%	2	8
3. Final Examination: all topics above plus, Locus and the Parabola, Trigonometry and Differential Calculus	40%	3	9

MATHEMATICS EXTENSION I

Course Content			
<ul style="list-style-type: none"> • Other inequalities • Circle geometry • Further trigonometry (sums and differences, t formulae, identities and equations) • Angles between two lines • Internal and external division of lines into given ratios • Parametric representation • Permutations and combinations • Polynomials • Harder applications of the Preliminary 2 Unit course 			
Course Outcomes			
<ul style="list-style-type: none"> • Appreciates the role of mathematics in the solution of practical problems. • Ases multi-step deductive reasoning in a variety of contexts. • Aolves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations. • Uses the parametric representation together with differentiation to identify geometric properties of parabolas. • Determines derivatives which require the application of more than one rule of differentiation. • Makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations. 			
Assessment Components			
Components			Weighting
Concepts, skills and techniques: Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.			50
Reasoning and communication: Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.			50
Assessment Schedule			
Task Description	Weighting	Term	Week
1. Assessment 1: Algebra, Equations and Inequalities, Plane and Circle Geometry, Relations and Functions, Co-ordinate Geometry, Quadratic Function, Locus and Parabola.	25%	2	2
2. Polynomials and Trigonometry	35%	2	8
3. Final Examination: all above topics plus Differential Calculus and Applications of Differentiation	40%	3	9

BIOLOGY

Course Content			
<ul style="list-style-type: none"> • Patterns in Nature • A Local Ecosystem • Life on Earth • Evolution of Australian Biota 			
Course Component			
<ul style="list-style-type: none"> • Outlines the historical development of major biological principles, concepts and ideas. • Applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology. • Assesses the impact of particular technological advances on understanding in biology. • Describes applications of biology which affect society or the environment. • Describes the scientific principles employed in particular areas of biological research. • Explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms. • Describes the range of organisms in terms of specialisation for a habitat. • Analyses the interrelationships of organisms within the ecosystem. • Explains how processes of reproduction ensure continuity of species. • Identifies and describes the evidence for evolution. • Identifies and implements improvements to investigation plans. • Discusses the validity and reliability of data gathered from first-hand investigations and secondary sources. • Identifies appropriate terminology and reporting styles to communicate information and understanding in biology. • Draws valid conclusions from gathered data and information. • Implements strategies to work effectively as an individual or as a team member. 			
Assessment Components			
Component	Weighting		
Knowledge and Understanding	40		
Skills in planning and conducting first hand investigations and communicating information and understanding based on these investigations	30		
Skills in scientific thinking, problem solving, and in communicating understanding and conclusions	30		
Assessment Schedule			
Task Description	Weight	Term	Week
1. Practical Investigation	20%	1	7
2. Examination	20%	2	2
3. Data Processing Task	25%	2	7
4. Examination	30%	3	9

CHEMISTRY

Course Content			
<ul style="list-style-type: none"> • The Chemical Earth • Metals • Water • Energy 			
Course Component			
<p>P1 Outlines the historical development of major principles, concepts and ideas in chemistry.</p> <p>P2 Applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in chemistry.</p> <p>P3 Assesses the impact of particular technological advances on understanding in chemistry.</p> <p>P4 Describes applications of chemistry which affect society or the environment.</p> <p>P5 Describes the scientific principles employed in particular areas of research in chemistry.</p> <p>P6 Explains trends and relationships between elements in terms of atomic structure, the periodic table and bonding.</p> <p>P7 Describes chemical changes in terms of energy inputs and outputs.</p> <p>P8 Describes factors that influence the type and rate of chemical reactions.</p> <p>P9 Relates the uses of carbon to the unique nature of carbon chemistry.</p> <p>P10 Applies simple stoichiometric relationships.</p> <p>P11 Identifies and implements improvements to investigation plans.</p> <p>P12 Discusses the validity and reliability of data gathered from first-hand investigations and secondary sources.</p> <p>P13 Identifies appropriate terminology and reporting styles to communicate information and understanding in Earth and Environmental Science.</p> <p>P14 Draws valid conclusions from gathered data and information.</p> <p>P15 Implements strategies to work effectively as an individual or as a member of a team.</p>			
Assessment Components			
Component			Weighting
Knowledge and Understanding			40
Skills in planning and conducting first-hand investigations and in gathering and processing information			30
Skills in communicating information and in scientific thinking and problem solving			30
Assessment Schedule			
Task Description	Weight	Term	Week
1. Secondary Sources Portfolio	30%	2	2
2. Practical Portfolio (Successive submission dates)	35%	3	5
3. Examination	35%	3	9/10

EARTH AND ENVIRONMENTAL SCIENCE

Course Content			
<ul style="list-style-type: none"> • Planet Earth and Its Environment – A Five Thousand Million Year Journey • The Local Environment • Water Issues • Dynamic Earth 			
Course Outcomes			
P1 Outlines the historical development of major Earth and Environmental Science principles, concepts and ideas.			
P2 Applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in Earth and Environmental Science.			
P3 Assesses the impact of particular technological advances on understanding in Earth and Environmental Science.			
P4 Describes applications of Earth and Environmental Science which affect society or the environment.			
P5 Describes the scientific principles employed in particular areas of Earth and Environmental Science research.			
P6 Identifies the origins of Earth's resources.			
P7 Identifies and describes the physical and chemical features of the environment.			
P8 Discusses the interplay between the internal and external forces which constantly reshape the Earth's surface.			
P9 Describes and locates available resources in Australian environments.			
P10 Describes human impact on the local environment.			
P11 Identifies and implements improvements to investigation plans.			
P12 Discusses the validity and reliability of data gathered from first-hand investigations and secondary sources.			
P13 Identifies appropriate terminology and reporting styles to communicate information and understanding in Earth and Environmental Science.			
P14 Draws valid conclusions from gathered data and information.			
P15 Implements strategies to work effectively as an individual or as a member of a team.			
Assessment Components			
Component			Weighting
Knowledge and Understanding			40
Skills in planning and conducting first-hand investigations and in gathering and processing information			30
Skills in communicating information and in scientific thinking and problem solving			30
Assessment Schedule			
Task Description	Weight	Term	Week
1. Secondary Sources Portfolio	30%	2	2
2. Practical Portfolio (Successive submission dates)	35%	3	10
3. Examination	35%	3	9/10

PHYSICS

Course Content			
<ul style="list-style-type: none"> • The World Communicates • Electrical Energy in the Home • Moving About • The Cosmic Engine 			
Course Component			
<ul style="list-style-type: none"> • Outlines the historical development of major principles, concepts and ideas in physics. • Applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics. • Assesses the impact of particular technological advances on understanding in physics. • Describes applications of physics which affect society or the environment. • Describes the scientific principles employed in particular areas of research in physics. • Describes the forces on an object which cause change to its motion. • Describes the effects of energy transfers and energy transformations. • Explains wave motions in terms of energy sources and the oscillations produced. • Describes the relationship between force and potential energy in fields. • Describes theories and models in relation to the origins of matter and relates these to the forces involved. • Identifies improvements to investigation plans. • Discusses the validity and reliability of data gathered from first-hand investigations and secondary sources. • Identifies appropriate terminology and reporting styles to communicate information and understanding. • Draws valid conclusions from gathered data and information. • Implements strategies to work effectively as an individual or as a member of a team. 			
Assessment Component			
Component	Weighting		
Knowledge and Understanding	40		
Skills in planning and conducting first-hand investigations and communicating information and understanding based on these investigations	30		
Skills in scientific thinking, problem-solving and in communicating understanding and conclusions	30		
Assessment Schedule			
Task Description	Weight	Term	Week
1. Secondary Sources Investigation	20%	1	6
2. Examination	20%	2	2
3. First Hand Investigation	30%	2	6
4. Examination	30%	3	8/9

BUSINESS STUDIES

Course Content			
<p>Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigor and depth and lays an excellent foundation for students either in tertiary study or in future employment.</p>			
Course Outcomes			
<ul style="list-style-type: none"> • Discusses the nature of business, its role in society and types of business structure. • Explains the internal and external influences on business. • Describes the factors contributing to the success or failure of small to medium enterprises. • Assesses the processes and interdependence of key business functions plans and conducts investigations into contemporary business issues. • Evaluates information for actual and hypothetical business solutions. • Evaluates information for actual and hypothetical business situations. • Communicates business information and issues in appropriate formats. • Applies mathematical concepts appropriately in business situations. 			
Assessment Components			
Component			Weighting
Knowledge and Understanding of course content			40
Inquiry and research			20
Stimulus based skills			20
Communication of business information, ideas and issues in appropriate forms			20
Assessment Schedule			
Task Description	Weight	Term	Week
1. Test: Multiple Choice Short Answers	20%	2	2
2. Business Assessment Task	25%	2	9
3. In Class : Report style – Long Response	15%	3	6
4. Examination	40%	3	9

ECONOMICS

Course Content			
<ul style="list-style-type: none"> • Introduction to Economics • Consumers and Business • Markets • Labour Markets • Financial Markets • Government in the Economy 			
Course Outcomes			
<ul style="list-style-type: none"> • demonstrates understanding of economic terms, concepts and relationships. • Explains the economic role of individuals, firms and government in an economy. • Describes explains and evaluates the role and operation of markets. • Compares and contrasts aspects of different economies. • Analyses the relationship between individuals, firms, institutions and government in the Australian economy. • Explains the role of government in the Australian economy. • Identifies the nature and causes of economic problems and issues for individuals, firms and governments. • Selects and organises information from a variety of sources for relevance and reliability. • Applies appropriate terminology, concepts and theories in economic contexts. • Communicates economic information, ideas and issues in appropriate forms. • Works independently and in groups to achieve appropriate goals in set timelines. • Applies mathematical concepts in economic context. 			
Assessment Components			
Component	Weighting		
Communication of economic ideas	20		
Knowledge and Understanding	40		
Stimulus-based Skills	20		
Inquiry and research	20		
Assessment Schedule			
Task Description	Weight	Term	Week
1. Research Essay	15%	1	10
2. Stimulus Based Skills : Short Answer and multiple choice	30%	2	7
3. Economic Orals	15%	3	3
4. Examination	40%	3	9

GEOGRAPHY

Course Content			
Biophysical Interactions Global Challenges – Population Geography plus two topics from the following choices: Cultural Integration, Political Geography, Development Geography, Natural Resource Use			
Course Outcomes			
<ul style="list-style-type: none"> • Differentiates between spatial and ecological dimensions in the study of geography. • Describes the interactions between the four components which define the biophysical environment. • Explains how a specific environment functions in terms of biophysical factors. • Examines the geographical nature of global challenges confronting humanity. • Identifies the vocational relevance of a geographical perspective. • Formulates a plan for active geographical inquiry. • Selects, organises and analyses relevant geographical information from a variety of sources. • Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries. • Applies mathematical ideas and techniques to analyse geographical data. • Applies geographical understanding and methods ethically and effectively to a research project. • Communicates geographical information, ideas and issues using appropriate written and/or oral cartographic and graphic forms. 			
Assessment Components			
Component			Weighting
Geographical Research			30
Interpretation and synthesis of geographical stimulus			20
Geographical Writing			20
Fieldwork			30
Assessment Schedule			
Task Description	Weight	Term	Week
1. Essay – biophysical interactions	15%	1	10
2. Skills Based Test	15%	2	3
3. SGP – Senior Geography Project	30%	3	1
4. Examination	40%	3	9

LEGAL STUDIES

Course Content			
<ul style="list-style-type: none"> • The Legal System • The Individual and the Law • Law in Practice 			
Course Outcomes			
<ul style="list-style-type: none"> • Identifies and applies legal concepts and terminology. • Describes how the legal system operates in Australia. • Describes the major international legal processes and institutions. • States the origins and sources of Australian and international law. • Describes the key features of customary, statutory law and international law. • Explains the effectiveness of the legal system in addressing issues. • Describes the interrelationship between law, justice and society and the changing law. • Explains the extent to which law reflects the cultures and values of different groups. • Explains the impact of continuity and change in the legal system. • Uses legislation, cases, media reports and opinions to review arguments for change and reform. • Discusses the specific problems encountered in gaining access to the legal system. • Investigates and assesses the formal and informal means of resolving conflict. • Describes the role of legal rights and responsibilities in resolving conflict and encouraging cooperation. 			
Assessment Components			
Component			Weighting
Knowledge and Understanding			60
Inquiry and Research			20
Communication			20
Assessment Schedule			
Task Description	Weight	Term	Week
1. Test	25%	2	2
2. Oral and Report	20%	2	7
3. Media File	15%	3	6
4. Examination	40%	3	9

ENGINEERING STUDIES

Course Content			
<ul style="list-style-type: none"> • Engineering Fundamentals • Engineered Products • Braking Systems • Biomedical Engineering 			
Course Outcomes			
<ul style="list-style-type: none"> • Identifies the scope of engineering and recognises current innovations. • Explains the relationship between properties, structure, uses and applications of materials in engineering. • Describes the types of materials, components and processes and explains their implications for engineering development. • Describes the nature of engineering in specific fields and its importance to society. • Uses mathematical, scientific and graphical methods to solve problems of engineering practice. • Develops written, oral and presentation skills and applies these to engineering reports. • Applies graphics as a communication tool. • Describes developments in technology and their impact on engineering products. • Describes the influence of technological change on engineering and its effect on people. • Identifies the social, environmental and cultural implications of technological change in engineering. • Demonstrates the ability to work both individually and in teams. • Applies management and planning skills related to engineering. • Applies knowledge and skills in research and problem-solving related to engineering. • Applies skills in analysis, synthesis and experimentation related to engineering. 			
Assessment Components			
Component			Weighting
Knowledge of engineering principles and developments in technology			50
Communication skills			
Skills in research, problem solving and communication related to engineering			30
Understanding the scope and role of engineering including management and problem-solving			20
Assessment Schedule			
Task Description	Weight	Term	Week
1. Case Study: Household Appliances	10%	1	9
2. Examination	30%	2	2
3. Engineering Report and presentation: Biomedical Engineering	20%	3	5
4. End of Course Examination	40%	3	9

(HOSPITALITY)

INFORMATION PROCESSES and TECHNOLOGY

Course Content			
<ul style="list-style-type: none"> • Introduction to Information Skills and Systems • Tools for Information Processes • Developing Information Systems 			
Course Outcomes			
<ul style="list-style-type: none"> • Describes the nature of information processes and information technology. • Classifies the functions and operations of information processes and information technology. • Identifies and describes the information processes within an information system. • Recognises and explains the interdependence between each of the information processes. • Identifies and describes social and ethical issues. • Describes the historical development of information systems and relates these to current and emerging technologies. • Selects and ethically uses computer based and non-computer based resources and tools to process information. • Analyses and describes an identified need. • Generates ideas, considers alternatives and develops solutions for a defined need. • Recognises, applies and explains management and communication techniques used in individual and team-based project work. • Uses and justifies technology to support individuals and teams. 			
Assessment Components			
Component			Weighting
Introduction to Information Skills and Systems			20%
Tools for Information Processes			50%
Developing Information Systems			30%
Assessment Components			
Task Description	Weight	Term	Week
1. Ergonomics	15%	1	7
2. Online Survey COASTPD	25%	2	6
3. Group Company Project	30%	3	5
4. End of Course Examinaton	30%	3	9

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course Content			
<ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion • Two of the following options: First Aid, Composition and Performance, Fitness Choices and Outdoor Recreation 			
Course Outcomes			
<ul style="list-style-type: none"> • Identifies and examines why people give different meanings to health. • Explains how a range of health behaviours affect an individual's health. • Describes how an individual's health is determined by a range of factors. • Evaluates aspects of health over which individuals can exert some control. • Describes factors that contribute to effective health promotion. • Proposes actions that can improve and maintain personal health. • Explains how body structures influence the way the body move. • Forms opinions about health-promoting actions based on a critical examination of relevant information. • Uses a range of sources to draw conclusions about health and physical activity concepts. • Explains how body systems influence the way the body moves. • Describes the components of physical fitness and explains how they are monitored. • Describes biomechanical factors that influence the efficiency of the body in motion. • Plans for participation in physical activity to satisfy a range of individual needs. • Assesses and monitors physical fitness levels and physical activity patterns. • Uses a range of sources to draw conclusions about health and physical activity concepts. • Analyses factors influencing movement and patterns of participation. • Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings. 			
Assessment Components			
Component			Weighting
Better Health for Individuals			30
The Body in Motion			30
Option 1			20
Option 2			20
Assessment Schedule			
Task Description	Weight	Term	Week
1. Written Task and Practical Demonstration (Option 1)	20%	1	7
2. Analysis of the movement of the body (Core 2)	20%	2	5
3. The health of young people report (Core 1)	20%	3	2
4. Examination	40%	3	9

SOFTWARE DESIGN and DEVELOPMENT

Course Content			
<ul style="list-style-type: none"> • Concepts and Issues in the Design and Development of Software • Introduction to Software Development • Developing Software Solutions 			
Course Outcomes			
<ul style="list-style-type: none"> • Describes the functions of hardware and software. • Describes and uses appropriate data types. • Describes the interactions between the elements of a computer system. • Describes developments in the levels of programming languages. • Explains the effects of historical developments on current practices. • Identifies the issues relating to the use of software solutions. • Analyses a given problem in order to generate a computer-based solution investigates a structured approach in the design and implementation of a software solution. • Uses a variety of development approaches to generate software solutions and distinguishes between these approaches. • Uses and justifies the need for appropriate project management techniques. • Uses and develops documentation to communicate software solutions to others. • Describes the role of personnel involved in software development. • Communicates with appropriate personnel throughout the software development process. • Designs and constructs software solutions with appropriate interfaces. 			
Assessment Components			
Components	Weighting		
Knowledge and understanding about hardware and software, software development solutions approaches, software development processes, social and ethical issues	30%		
Design and development of software solutions	35%		
Project management techniques, including documentation, teamwork and communication	15%		
Project(s)	20%		
Assessment Schedule:			
Task Description	Weight	Term	Week
1. PHP Programming Skills	20%	1	10
2. Theory Test	10%	2	2
3. Programming Project	30%	2	9
4. End of Course Examination	40%	3	9

**PRELIMINARY ASSESSMENT SCHEDULE
2015**

TERM 1 2015	SUBJECT	TASK DESCRIPTION (hand-in, exam, practical, oral etc)
WEEK 1	NO TASKS	
WEEK 2	NO TASKS	
WEEK 3	NO TASKS	
WEEK 4	NO TASKS	
WEEK 5	Chemistry	
WEEK 6	NOT TASK	
WEEK 7	Biology Drama Information, Processes and Technology PDHPE	Practical Investigation Making and Performing Ergonomics Written task on Option 1
WEEK 8	Ancient History Physics English Advanced Modern History	Short Answer Questions Secondary Sources Investigation Speaking Task Short Answer Questions
Week 9	Engineering Studies Studies of Religion Music 2	Case Study Oral Presentation Short Essay and Short Aural Exam
WEEK 10	Chinese Heritage Economics French Continuers Geography German Continuers Japanese Continuers Photography Photography Software Design and Development Visual Arts	Responding to Texts Research Essay Listening and Responding Essay Listening and Responding Listening and Responding Folio and Diary Research Task PHP Programming Skills Artwork Submission and Visual Arts Diary
WEEK 11	Drama	Physical Theatre

TERM 2 2015	SUBJECT	TASK DESCRIPTION (hand-in, exam, practical, oral etc)
WEEK 1	Visual Arts	Artwork Submission & Visual Arts Diary
WEEK 2	Biology Business Studies Chemistry Chinese Heritage Earth and Environmental Science Engineering Studies English Advanced French Continuers German Continuers Hospitality Japanese Continuers Legal Studies Maths 2U Maths Extension 1 Music 2 Software Design and Development Visual Arts	Examination Test Examination Creating Texts Secondary Sources Portfolio Examination Imaginative Writing/Viewing/Representing Reading and Responding Reading and Responding Examination Reading and Responding Test Test Test Performance and Sight Singing Examination Examination
WEEK 3	Drama English Extension 1 Geography	Performance Workshop, Essay and Seminar Speaking/Listening Task Skills Based Test
WEEK 4	Photography	Diary & Research
WEEK 5	PDHPE	Analysis of Core 2
WEEK 6	Ancient History Information Processes and Technology Physics	Historical Investigation Online Survey First Hand Investigation
WEEK 7	Biology Drama Economics Legal Studies	Data Processing Task Senior Drama Production Short Answer Test Orals In Class
WEEK 8	Physics English Advanced Modern History Studies of Religion Maths 2U Maths Extension 1	Practical Task Analytical Writing Historical Investigation Research Essay Test Test
WEEK 9	Business Studies Hospitality Software Design and Development	Business Task Research Task Programming Project
WEEK 10	English Extension Chinese Heritage French Continuers German Continuers Japanese Continuers Photography Visual Arts Visual Arts	Mini Major work Oral Interacting Writing Writing Writing Portfolio and Diary Artwork Submission and Visual Arts Diary Research Task



Fort Street High School
PRELIMINARY ASSESSMENT:
ILLNESS, ACCIDENT OR MISADVENTURE APPLICATION

This form must be completed and taken to the relevant Head Teacher and submitted to the Deputy on the next school day

SURNAME..... GIVEN NAME.....

SUBJECT.....

NATURE OF ASSESSMENT (please circle)

- Examination Topic or Unit Test Assignment Research Activity Practical Exercise
- Practical Test Field Work

Other (please specify)

NATURE OF APPLICATION (Illness, Accident or Misadventure)

State sufficient details to support your case for consideration to sit for the task or substitute task, to gain an extension of time, or to be provided with an estimate based on your own average of similar tasks.

DATE OF ASSESSMENT: / /

OTHER SUPPORTING DETAILS (attach letter or documents as necessary)

SUBSTANTIATING EVIDENCE ATTACHED

MEDICAL CERTIFICATE FROM

(name of doctor)

and/or

NATURE OF OTHER VERIFICATION (eg Statutory Declaration, newspaper funeral notice, parental letter etc)

SIGNED.....DATE/...../.....
 (student)

SIGNED.....DATE/...../.....
 (parent)

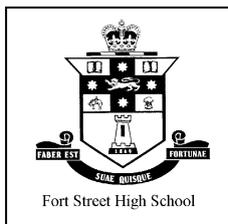
SUPERVISING or HEAD TEACHER'S COMMENT

SIGNED..... DATE/...../.....

Form issued on / / by
 Form Received on / / by

APPEAL PANEL'S DECISION

SIGNED: DATE : / /



Fort Street High School
Parramatta Rd
Petersham NSW 2049
Ph: 85851600
Fax: 9550-9219

Email: fortstreet-h.school.nsw.edu.au
Website: www.fortstreet.nsw.edu.au

Date:
Ref No:

Dear _____

Re: OFFICIAL WARNING - Non-completion of a Preliminary Course

I am writing to advise you that your son/daughter _____ is in danger of not meeting the Course Completion Criteria for the Preliminary Course.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as the 1st / 2nd **official warning** we have issued concerning.

A minimum of two course specific warnings must be issued prior to a final 'N' determination being made for this 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 the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the 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. It may also mean that the student is unable to proceed to the HSC course as he/she has not satisfactorily completed the Preliminary Course.

To date, _____ has not satisfactorily met b) of the Course Completion Criteria.

The description overleaf lists those task 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 following tasks, requirements or outcomes listed overleaf to be satisfactorily completed.

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

Yours Sincerely,

Head Teacher

Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be completed by Nidal. The list below specifies the Task/Requirement/Outcome, the initial date due (if applicable), the action required by the student and the new date for completion (if applicable).

Please return this form to the school.

Requirements for the Satisfactory Completion of a Preliminary Course

Contact Number: _____

- I have received the letter dated _____ indicating _____ is in danger of not having satisfactorily completed.
- I am aware that this course may not appear on _____ Record of Achievement.
- I am also aware that the 'N' determination may make _____ ineligible to proceed to the Higher School Certificate course.
- I am also aware that the 'N' determination may make _____ ineligible for the award of a Higher School Certificate.

Parent/Guardian's signature: _____

Date: _____

Student signature: _____

Date: _____

A 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 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
Assess	make a judgement 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 (Analyse/Evaluate)	add a degree or level of accuracy depth, knowledge and understanding, logic, 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 or note/indicate as being distinct or different from; to note differences between
Evaluate	make a judgement based on criteria; determine the value of
Examine	enquire into
Explain	relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	choose relevant and/or known details
Extrapolate	infer from what is known
Identify	recognise and name
Interpret	draw meaning from
Investigate	plan, inquire into and draw conclusions about
Justify	support and 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 (for example a point of view, idea, argument, suggestion) 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