Stage 6 - Preliminary Assessment Handbook 2014
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THE PRELIMINARY YEAR

Preliminary Courses are assessed according to Board of Studies rules. Marks do not contribute to the HSC. However, grades are submitted to the Board of Studies for the Record of School Achievement (RoSA). Students who intend to leave school before completing their HSC should notify the College of their intention and request a RoSA.

THE RECORD OF SCHOOL ACHIEVEMENT

What will it show?
The RoSA will show your Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment. Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school.

Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

When am I eligible to receive a Record of School Achievement (RoSA)?
If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time. To receive a RoSA you will need to meet your school’s attendance requirements. You will also need to have satisfactorily completed courses of study that satisfy the Board of Studies curriculum and assessment requirements.

Students may also request to sit the Literacy and Numeracy tests prior to their exit from the College.

THE NATURE AND PURPOSE OF ASSESSMENT

Norwest’s Assessment Policies complies with the Board of Studies (BOS) requirements as outlined in the Board’s Assessment Certification and Examination (ACE) Manual.

Assessment in Stage 6
Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

Reporting achievement at the HSC
The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results comprise:

- an assessment mark derived from the mark submitted by the school and produced in accordance with the Board’s requirements for the internal assessment program
- an examination mark derived from the HSC external examination
- an HSC mark, which is the average of the assessment mark and the examination mark
- a performance band, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an examination mark. The course report also shows, graphically, the statewide distribution of HSC marks of all students in the course.
The distribution of marks is determined by students’ performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students’ achievement, collected in the standards packages and published on the Board’s Assessment Resource Centre website.

**NORWEST ASSESSMENT PROGRAM**

Students are issued with a booklet summarising the assessment requirements, including the Assessment Policy at the beginning of the Preliminary and HSC Course. The College endeavours to avoid having more than one hand-in task and one in-class task per day. However, this cannot always be avoided, and it will not be grounds for appeal that any student has more than one of each on any day, or has several successive days of Assessments, provided that due notice has been given of each. At least two weeks before the Task is due, written notification will be given to the students of the Task, with details of the outcomes to be assessed, the weighting of the Task, the marking criteria and any other special arrangements.

**Satisfactory Completion of a course and N Determinations**

To satisfactorily complete a course, students must:

- follow the course developed or endorsed by the Board
- apply themselves with diligence and sustained effort
- achieve some or all of the course outcomes.

Satisfactory completion can be judged by attendance, level of involvement in class, assignments and tasks completed, and level of achievement. Failure to meet one or more of these requirements may lead to an ‘N’ or ‘Non-completion’ determination. An ‘N’ determination for a course may make a student ineligible for the HSC.

Where it is determined for any of the above reasons that an N-determination warning is necessary

a) the student will be asked for an interview with the Assessment Review Committee
b) a letter will be sent home requesting parental acknowledgement of the warning and of the conditions by which a student may demonstrate that they do not deserve an N-determination

**Clear Communication**

Students and their parents are encouraged to clearly communicate with mentors, subject teachers and where necessary members of the Assessment Review Committee (Head of Secondary Years, Head of Curriculum and Pedagogy and Stage 6 Coordinator) if there are any issues likely to impact a student’s ability to complete the course satisfactorily.

**Student access to Board of Studies information**

All students can access all general syllabus and examination information via the Board of Studies website (www.boardofstudies.nsw.edu.au). Personal information can be found at studentsonline.bos.nsw.edu.au using the pin number issued at the end of Stage 5.
**SUBMISSION OF TASKS**

**Submission and Security**

Stage 6 Tasks are to be submitted to the LRC by 8.35am on the due date unless otherwise specified on the notification. Students will be issued with a dated receipt.

**Electronic Provisions**

Where a teacher has requested electronic submission, the College’s electronic submission procedures must be followed.

**Failure to submit**

The Board of Studies and the College expects each student to complete all assessment tasks. The failure to complete assessment tasks will result in the student receiving an N award warning for that subject.

In all cases where a student fails to complete an assessment task, a zero is awarded for that Task unless a successful illness/misadventure application is lodged. Students who fail to submit assessment tasks may also be issued an afterschool service under the Norwest Student Code of Conduct.

In all cases where a student has failed to submit an assessment task, the parent will be sent an N-determination warning letter by the College, advising of the consequences of repeated lack of submission and containing a revised due date. Parents must sign and return this letter acknowledging understanding of its content.

**Computer use**

In all cases of tasks completed at home on the computer responsible use of technology is recommended. Students are required to keep back-up copies of their tasks to be produced on request.

Please note: Loss of Task (either electronic or otherwise) or inability to print will not be accepted as a valid reason for late submission.

**Illness**

If a student is unable to attend an in-class assessment task due to illness, the College is to be notified on the day of the task so provisions can be made for the student to sit the task at another time. A medical certificate is to be provided to Educational Administration upon the student’s return to the College. Application for illness is to be done via ‘Illness Misadventure’ form available on Insite.

If a student is ill leading up to the deadline for a hand in assessment task and they wish to seek an extension, the Extension procedures must be followed. A medical certificate will need to be provided for an extension to be granted due to illness.

Where a prolonged absence (greater than one week) is anticipated, the student or parent must establish regular contact with their mentor who will liaise with the Assessment Review Committee.

**Misadventure**

If a student is unable to attend an in-class task or hand in a task on the day that it is due for a reason other than illness, then it is considered misadventure. Educational Administration is to be notified on the day of the task or as soon as is practicable so provisions can be made by the Assessment Review Committee (ARC) for the student to sit the task at another time. It is up to the discretion of the ARC to determine whether the reason for absence is valid and whether alternative arrangements are appropriate. Misadventure refers to events that are out of your control that have prevented you from completing the Task and/or attending the College. Examples of misadventure are family tragedy, car accident, flood etc. Application for misadventure is to be done via ‘Illness Misadventure’ form available on Insite.

**Prolonged Absence – due to Illness/Misadventure/Leave**

Where it is deemed by the ARC that a student cannot be assessed by the same task (for instance, an examination) because of extended illness or misadventure, the Head of Curriculum and Pedagogy in consultation with the teacher is authorised to give an estimated mark for that task, based on the achievement of students of similar ranking in that task.

**Extensions**

Extension requests for the submission of assessment tasks must be made to the Class Teacher as soon as practicable (generally more than 48 hours in Stage 6) and will only be granted in exceptional circumstances. These requests must be made prior to the due date of the administration of the task. The Class Teacher will inform the ARC/Educational Administration that an extension has been given.

**Malpractice**

Allegations of malpractice, cheating in examinations or plagiarism in essays, for example, will be treated with utmost seriousness. They should be reported immediately to the Classroom Teacher. The Classroom Teacher will conduct an investigation in accordance with the ‘Assessment staff guidelines’ and in consultation with the ARC, the subject teacher and where appropriate the examination supervisor, a mark of zero will be awarded if the allegation is proved. The student’s parents will be notified and an N-determination warning will be issued.
**ASSESSMENT APPEALS**

If students believe they have grounds to dispute the appropriateness of a mark for a recently returned assessment Task, they must consult the Class Teacher immediately. The Class Teacher will conduct an investigation in accordance with the ‘Assessment staff guidelines’ and in consultation with the ARC will act appropriately on any findings.

**HSC ASSESSMENT REVIEWS**

After all HSC examinations have been completed, Students Online will provide you with your assessment rank order within each of your courses at the College. Your rank order is calculated from your assessment results in each of the courses you studied.

If you feel that your rank in any course is incorrect, you should contact the College as soon as possible. If necessary, you can apply to the College principal for a review. There is no provision for a review of the actual marks awarded for assessment Tasks. Further details about reviews and appeals are on the assessment appeal form which can be obtained from the College.

If you are dissatisfied with the result of the College review of your course assessment rankings you can appeal to the Board against the decision. The Board then decides if the correct weightings were used, whether the College followed its own assessment program and that there were no clerical errors. If the appeal is upheld, the Board refers the matter back to the College for further review.

Any student can be given his/her ranking within the College in each course studied at any time. If a ranking given by the College differs significantly from the student’s expectations, the student may seek a review in that course.

The way the marks/grades were awarded by the teacher for individual assessment task will **NOT** be part of the review. The review is an administrative check and does not involve the questioning of any teacher’s professional judgement in any way.

A student must apply for an Assessment Review on the form supplied by the College, setting out the reason(s) for the review. The form must reach the College by the specified date.

The College will conduct reviews as soon as possible after the specified date.

In conducting a review, the College will check to see that:

a) the weightings used by the College were those specified by the Board in the subject guides.

b) The marks awarded were consistent with the College’s Assessment Policy.

c) A computational error has not occurred.

The results of all reviews will be released simultaneously.

Each student will be informed about the procedures undertaken in the review and the final result of the review. Full and detailed reasons to support the College’s decision will be given to the student seeking the review.

The review results are to be communicated directly to the student.

A student who is dissatisfied with the outcome of the College’s review procedures may appeal to the BOS. Such an appeal is to be forwarded through the College Principal. The BOS will **NOT** change the assessment marks but may request that the College amend its procedures and conduct a further review.

Under **NO** circumstances will an appeal be undertaken after the release of HSC results.
The Australian Tertiary Admissions Rank (ATAR) is automatically sent to all HSC students who indicate on their HSC Entry Form that they wish to be notified of their ATAR. The ATAR will inform students of their relative positions within the overall ranking of all HSC candidates and will be the basis of admission to tertiary courses.

Calculating the ATAR for the HSC

The ATAR is a number (not a mark) that indicates a student’s position in relation to their Year 7 cohort, including students who did not complete Year 12. An ATAR of 80.00, for example, indicates that the students with that ATAR have performed in the HSC better than 80 per cent of their Year 7 cohort, had all these Year 7 students completed Year 12 and been eligible for an ATAR. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05.

The ATAR is a rank that allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions to rank and select school leavers for admission to tertiary courses. Other selection criteria may be used together with the ATAR. The ATAR is calculated by the universities and is released by the Universities Admissions Centre (UAC). To be eligible for an ATAR in 2013, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- Eight units from Category A courses
- Two units of English
- Three Board Developed courses of two units or greater
- Four subjects.

The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- best two units of English and
- best eight units from the remaining units. No more than two units of Category B courses can be included.

The ATAR and HSC marks

ATAR calculation is a complex process that begins with scaling the raw HSC marks and ends with ranking students among entire cohorts.

Scaling is the first step in calculating the ATAR and scaled marks (not HSC marks) are used in the ATAR calculation. Scaling is necessary because HSC students take all kinds of different courses, and scaling allows courses to be compared fairly. The same marks in different courses are not necessarily equal, just as the same amounts of money in different countries are not equal. In the same way that an exchange rate can be used to compare currency in different countries, scaling can be used to compare marks in different courses.

It is not valid to compare the ATAR numbers with the Board marks as recorded on the Higher School Certificate. The Board when calculating the marks for each course does not attempt to relate marks for different courses to a common scale. Therefore adding together the marks for different courses on the printed certificate is meaningless.

Much of the information on this page regarding the ATAR was taken directly from [www.uac.edu.au](http://www.uac.edu.au) on 18/2/11.
PRELIMINARY TEXT REQUIREMENTS

Advanced English
- The Adventures of Huckleberry Finn
  Mark Twain
- The Tragedy of King Lear
  William Shakespeare – New Cambridge Shakespeare
- The Hitchhikers Guide to the Galaxy
  Douglas Adams

Standard English
- Lionheart
  Jesse Martin
- Macbeth
  William Shakespeare – Cambridge School Shakespeare
  Director Terry George
- Hotel Rwanda (movie) 2004 (Optional)

English Extension 1
- Dracula
  Bram Stoker – Penguin Classics
- The Anthology of Colonial Australian Gothic Fiction
  Edited by Ken Gelder and Rachael Weaver – MUP, 2007

Biology
- Heinemann Biology: Preliminary 3rd Edition
  Kate Mudie & Judith Brotherton

Business Studies
- Business Studies in Action 3rd Edition*
  S Chapman, N Devenish – Jacaranda Plus 2011

Mathematics - 2 Unit (Not Ext 1 students)
- Maths in Focus Mathematics Preliminary Course 2nd Edition
  Margaret Grove – Cengage Learning

Mathematics - Ext 1 (Combined Mathematics and Ext 1 book)
- Maths in Focus Mathematics Extension 1 Preliminary Course 2nd Edition
  Margaret Grove – Cengage Learning

Mathematics – General
- Maths Quest Preliminary Mathematics General 4th Edition
  Rowland – Jacaranda

Modern History
- Retrospective Year 11 Modern History
  Anderson, Low and Keese – Jacaranda

PDHPE
- Outcomes 1 Preliminary Course 3rd Edition and eBookPLUS

*Students with electronic devices should obtain the pack with the textbook and the eBook plus
**Assessment Approach and Requirements**

The internal assessment mark for Preliminary Biology is based on the Preliminary HSC course only. Assessment consists of first-hand investigations, assignments, oral reports and formal examinations. There are at least 35 hours of practical work in this course. Units of work studied are:

1. **A Local Ecosystem**
2. **Patterns in Nature**
3. **Life on Earth**
4. **Evolution of Australian Biota**

### Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Task</strong></td>
<td></td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td><strong>Outcomes Assessed</strong></td>
<td></td>
<td>Term 1</td>
<td>Week 5</td>
<td>Week 3</td>
<td>Week 9</td>
</tr>
<tr>
<td><strong>Knowledge &amp; Understanding</strong></td>
<td></td>
<td>Ecosystem</td>
<td>Investigation</td>
<td>Half Yearly</td>
<td>Examination</td>
</tr>
<tr>
<td><strong>Skills in:</strong></td>
<td></td>
<td>Research</td>
<td>Task and</td>
<td>Yearly</td>
<td>Examination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report</td>
<td>Presentation</td>
<td></td>
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</tbody>
</table>

| 2, 5, 6, 7, 8, 9, 11, 12, 13, 14 | 5, 6, 7, 8, 9, 12, 14 | 1, 3, 4, 10, 12, 13, 14 | 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 |
| 40 | 5 | 10 | 5 | 20 |

### Preliminary Course Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Outlines the historical development of major biological principles, concepts and ideas</td>
</tr>
<tr>
<td>2</td>
<td>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</td>
</tr>
<tr>
<td>3</td>
<td>Assesses the impact of particular technological advances on understanding in biology</td>
</tr>
<tr>
<td>4</td>
<td>Describes applications of biology which affect society or the environment</td>
</tr>
<tr>
<td>5</td>
<td>Describes the scientific principles employed in particular areas of biological research</td>
</tr>
<tr>
<td>6</td>
<td>Explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms</td>
</tr>
<tr>
<td>7</td>
<td>Describes the range of organisms in terms of specialisation for a habitat</td>
</tr>
<tr>
<td>8</td>
<td>Analyses the interrelationships of organisms within the ecosystem</td>
</tr>
<tr>
<td>9</td>
<td>Explains how processes of reproduction ensure continuity of species</td>
</tr>
<tr>
<td>10</td>
<td>Identifies and describes the evidence for evolution</td>
</tr>
<tr>
<td>11</td>
<td>Identifies and implements improvements to investigation plans</td>
</tr>
<tr>
<td>12</td>
<td>Discusses the validity and reliability of data gathered from first-hand investigations and secondary sources</td>
</tr>
<tr>
<td>13</td>
<td>Identifies appropriate terminology and reporting styles to communicate information and understanding in biology</td>
</tr>
<tr>
<td>14</td>
<td>Draws valid conclusions from gathered data and information</td>
</tr>
<tr>
<td>15</td>
<td>Implements strategies to work effectively as an individual or as a team member</td>
</tr>
<tr>
<td>16</td>
<td>Demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science</td>
</tr>
</tbody>
</table>
**Assessment Approach and Requirements**

By giving the students a range of assessment components, they will be exposed to a variety of tasks to achieve the outcomes. Case Studies are an important component of HSC Business Studies and so the stimulus material is based around a case study review.

**Assessment Schedule**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 8</td>
<td>Term 2 Week 3</td>
<td>Term 3 Week 3</td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td><strong>Type of Task</strong></td>
<td></td>
<td>Business Investigation</td>
<td>Half Yearly Exam</td>
<td>Small Business Plan</td>
<td>Yearly Exam</td>
</tr>
<tr>
<td><strong>Outcomes Assessed</strong></td>
<td></td>
<td>1, 2, 3, 7, 8, 9</td>
<td>1, 2, 3, 4, 5, 6, 9</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>1, 2, 3, 4, 5, 6, 8, 9, 10</td>
</tr>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>40</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Stimulus Based</td>
<td>20</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Research</td>
<td>20</td>
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</tr>
<tr>
<td>Communication</td>
<td>20</td>
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<td><strong>Total</strong></td>
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**Preliminary Course Outcomes**

<table>
<thead>
<tr>
<th></th>
<th>Discusses the nature of business, its role in society and types of business structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Explains the internal and external influences on businesses</td>
</tr>
<tr>
<td>3</td>
<td>Describes the factors contributing to the success or failure of small to medium enterprises</td>
</tr>
<tr>
<td>4</td>
<td>Assesses the processes and interdependence of key business functions</td>
</tr>
<tr>
<td>5</td>
<td>Examines the application of management theories and strategies</td>
</tr>
<tr>
<td>6</td>
<td>Analyses the responsibilities of business to internal and external stakeholders</td>
</tr>
<tr>
<td>7</td>
<td>Plans and conducts investigations into contemporary business issues</td>
</tr>
<tr>
<td>8</td>
<td>Evaluates information for actual and hypothetical business situations</td>
</tr>
<tr>
<td>9</td>
<td>Communicates business information and issues in appropriate formats</td>
</tr>
<tr>
<td>10</td>
<td>Applies mathematical concepts appropriately in business situations</td>
</tr>
</tbody>
</table>
ADVANCED ENGLISH

Assessment Approach and Requirements
Throughout the Preliminary Course a variety of assessment techniques are used to assess understanding and level of skill achieved. Assessment occurs in each of the language modes of Reading, Writing, Speaking, Listening, Viewing and Representing.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Task 6</th>
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<tr>
<td></td>
<td>Term 1, Week 6</td>
<td></td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 3</td>
<td>Term 3 Week 1</td>
<td>Term 3 Week 6</td>
<td>Term 3 Week 8</td>
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<tr>
<td>Type of Task</td>
<td>In-Class Task</td>
<td>Portfolio</td>
<td>Viva Voce</td>
<td>Representation</td>
<td>In-Class Task</td>
<td>Yearly Exam</td>
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<td>Writing 30</td>
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<td>Speaking 15</td>
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<td>Viewing/Representing 15</td>
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<td>10</td>
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<td>Total 100</td>
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<td>15</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

1. Describes and explains the relationships between composer, responder, text and context in particular texts.
2. Describes and explains relationships among texts.
3. Develops language relevant to the study of English.
4. Describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.
5. Demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.
6. Engages with a wide range of texts to develop a considered and informed personal response.
7. Selects appropriate language forms and features, and structures to explore and express ideas and values.
8. Articulates and represents own ideas in critical, interpretive and imaginative texts.
9. Assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. Analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
11. Draws upon the imagination to transform experience into text.
12. Reflects on own processes of responding and composing.
12A. Demonstrates a capacity to understand and use different ways of responding to and composing particular texts.
Assessment Approach and Requirements

Assessment tasks in this course allow students to demonstrate their level of proficiency in the literary knowledge and analysis of each module as well as their developing competency in analytical and creative composing. 70% of assessment is non-examination style, including viva voce, listening, research and presentations utilising information technology. These tasks are structured to incorporate the specified components and weightings set out below.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Task 6</th>
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<tbody>
<tr>
<td></td>
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<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
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<td>Week 10</td>
<td>Week 3</td>
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<td>Week 6</td>
<td>Week 8</td>
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<td>Type of Task</td>
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<td>Reading / Listening</td>
<td>Portfolio</td>
<td>Viva Voce</td>
<td>Representation of a scene</td>
<td>Listening / Reading</td>
<td>Yearly Examination</td>
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<td>Listening</td>
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<td>Viewing/Representing</td>
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<td>10</td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>20</td>
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</tbody>
</table>

Preliminary Course Outcomes

1. Demonstrates understanding of the relationships between composer, responder, text and context.
2. Identifies and describes relationships among texts.
3. Develops language relevant to the study of English.
4. Identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses.
5. Describes the ways different technologies and media of production affect the language and structure of particular texts.
6. Engages with a wide range of texts to develop a considered and informed personal response.
7. Selects appropriate language forms and features, and structures of texts to explore and express ideas and values.
8. Articulates and represents own ideas in critical, interpretive and imaginative texts.
9. Assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. Analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
11. Draws upon the imagination to transform experience into text.
12. Reflects on own processes of responding and composing.
Assessment Approach and Requirements

Throughout the Preliminary Course a variety of assessment techniques are used to assess understanding and level of skill achieved. Assessment occurs in each of the learning experiences of complex analysis, sustained composition and independent investigation.

Please note this is a 1 unit course.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
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<tr>
<td></td>
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<td>Week 8</td>
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<td>Type of Task</td>
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<td>Writing Portfolio</td>
<td>Tutorial Presentation</td>
<td>Yearly Examination</td>
</tr>
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<td></td>
<td>1, 3</td>
<td>1, 2</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Knowledge and understanding of complex texts and of how and why they are valued</td>
<td>50</td>
<td>10</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Skills in:</td>
<td></td>
<td>50</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>• complex analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• sustained composition</td>
<td></td>
<td></td>
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<tr>
<td>• independent investigation</td>
<td></td>
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<td>Total</td>
<td></td>
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<td>30</td>
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</tr>
</tbody>
</table>

Preliminary Course Outcomes

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

Topics studied include:

- Financial Mathematics
- Data Analysis
- Measurement
- Right-angled Triangles
- Probability
- Algebra and Algebraic Modelling
- Practical Focused Studies

Preliminary course assessment will be based on the four tasks below.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weightings</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td>Term 2</td>
<td>Term 2</td>
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<td>Week 8</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Written Test</td>
<td>Half Yearly Exam</td>
<td>Written Test</td>
<td>Yearly Exam</td>
</tr>
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<td>Outcomes Assessed</td>
<td></td>
<td>1, 2, 3, 6, 9, 10</td>
<td>1, 2, 3, 5, 6, 7, 8, 9, 10</td>
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<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
</tr>
<tr>
<td>Concepts, Skills &amp; Techniques</td>
<td></td>
<td>50</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Reasoning &amp; Communications</td>
<td></td>
<td>50</td>
<td>5</td>
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<td>Total</td>
<td></td>
<td>100</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

1. Uses mathematics and statistics to compare alternative solutions to contextual problems
2. Represents information in symbolic, graphical and tabular forms
3. Represents the relationships between changing quantities in algebraic and graphical form
4. Performs calculations in relation to two-dimensional and three-dimensional figures
5. Demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units
6. Models financial situations relevant to the student’s current life using appropriate tools
7. Determines an appropriate form of organisation and representation of collected data
8. Performs simple calculations in relation to the likelihood of familiar events
9. Uses appropriate technology to organise information from a limited range of practical and everyday contexts
10. Justifies a response to a given problem using appropriate mathematical terminology
11. Develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation
Assessment Approach and Requirements

Topics studied include:
- Basic arithmetic and algebra
- Real Functions
- Trigonometric Ratios
- Linear Functions
- Plane Geometry
- Differential Calculus

Preliminary course assessment will be based on the four tasks below.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 6</td>
<td>Term 2 Week 3</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 8</td>
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<td>Half Yearly Examination</td>
<td>Test</td>
<td>Yearly Examination</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td>Concepts, skills &amp; knowledge</td>
<td>1, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
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<tr>
<td></td>
<td>Reasoning and communicating</td>
<td>50</td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

1. Demonstrates confidence in using mathematics to obtain realistic solutions to problems
2. Provides reasoning to support conclusions which are appropriate to the context
3. Performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
4. Chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
5. Understands the concept of a function and the relationship between a function and its graph
6. Relates the derivative of a function to the slope of its graph
7. Determines the derivative of a function through routine application of the rules of differentiation
8. Understands and uses the language and notation of calculus
Assessment Approach and Requirements

Topics studied include:

- Polynomials
- Circle Geometry
- Further Inequalities
- Permutations and Combinations
- Further Trigonometry
- Proof by Mathematical Induction
- Further Coordinate Geometry
- Parametric Equations
- Harder Applications of the Preliminary 2 Unit Course

The Preliminary course assessment will be based on the four tasks below.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 6</td>
<td>Term 2 Week 3</td>
<td>Term 3 Week 2</td>
<td>Term 3 Week 8</td>
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<tr>
<td>Type of Task</td>
<td>Test</td>
<td>Half Yearly Examination</td>
<td>Test</td>
<td>Yearly Examination</td>
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</tr>
<tr>
<td>Outcomes Assessed</td>
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<td>1, 2, 4, 5, 7</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Concepts, skills &amp; knowledge</td>
<td>50</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
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<td>Reasoning and communicating</td>
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<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

1. Appreciates the role of mathematics in the solution of practical problems
2. Uses multi-step deductive reasoning in a variety of contexts
3. Uses inductive reasoning in the construction of proofs
4. Solves problems involving permutations and combinations
5. Solves problems involving polynomials, circle geometry and inequalities
6. Uses identities to solve trigonometric equations
7. Makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations
**MODERN HISTORY**

**Assessment Approach and Requirements**

Students will demonstrate knowledge and understanding of the course content through inquiry and research tasks. They will develop source-based skills and communicate their historical understanding using appropriate historical terms, concepts and written forms.

**Assessment Schedule**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Term 1</td>
<td>Term 2</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 7</td>
<td>Week 3</td>
<td>Week 9</td>
<td>Week 8</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Research Task</td>
<td>Half Yearly Exam</td>
<td>Oral Presentation &amp; In-class essay</td>
<td>Yearly Exam</td>
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<td>10</td>
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<tr>
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<td>20</td>
<td>5</td>
<td></td>
<td>15</td>
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<tr>
<td>Communication of historical understanding in appropriate forms</td>
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</tbody>
</table>

**Preliminary Course Outcomes**

| 1.1 | Describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present |
| 1.2 | Investigate and explain the key features and issues of selected studies from the eighteenth century to the present |
| 2.1 | Identify forces and ideas and explain their significance in contributing to change and continuity from the Eighteenth century to the present |
| 3.1 | Ask relevant historical questions |
| 3.2 | Locate, select and organise relevant information from different types of sources |
| 3.3 | Comprehend and analyse sources for their usefulness and reliability |
| 3.4 | Identify and account for differing perspectives and interpretations of the past |
| 3.5 | Plan and present the findings of historical investigations, analysing and synthesising information from different types of sources |
| 4.1 | Use historical terms and concepts appropriately |
| 4.2 | Communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms |
Assessment Approach and Requirements

Throughout the course, a variety of assessment techniques are used to assess understanding and level of skill achieved. Assessment occurs in each of the learning experiences of Performance, Composition, Musicology and Aural and each learning experience is given equal weighting in assessment.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 11</td>
<td>Term 2 Week 3</td>
<td>Term 2 Week 8</td>
<td>Term 3 Week 4</td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td>Outcomes Assessed</td>
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<td>1, 7</td>
<td>4, 6</td>
<td>2, 3, 5, 8</td>
<td>1, 2, 5</td>
<td>3, 4, 6, 8</td>
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<td>25</td>
<td>Topic 1 Solo Performance 10</td>
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<td>Topic 3 Performance 15</td>
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<tr>
<td>Composition</td>
<td>25</td>
<td></td>
<td>Topic 2 Composition 10</td>
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<td>Topic 3 Composition 15</td>
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<tr>
<td>Musicology</td>
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<td>Viva Voce on Composition 10</td>
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<td>Viva Voce on Performance 15</td>
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<tr>
<td>Aural</td>
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<td><strong>20</strong></td>
<td><strong>30</strong></td>
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</tbody>
</table>

Preliminary Course Outcomes

1. Performs music that is characteristic of the topics studied
2. Observes, reads, interprets and discusses simple musical scores characteristic of topics studied
3. Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
4. Recognises and identifies the concepts of music and discusses their use in a variety of musical styles
5. Comments on and constructively discusses performances and compositions
6. Observes and discusses concepts of music in works representative of the topics studied
7. Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
8. Identifies, recognises, experiments with and discusses the use of technology in music
9. Performs as a means of self expression and communication
10. Demonstrates a willingness to participate in performance, composition and musicology activities
11. Demonstrates a willingness to accept and use constructive criticism
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Assessment Approach and Requirements

Throughout the Preliminary Course a variety of assessment techniques are used to assess understanding and level of skill achieved. Critical Inquiry and practical application are assessed through the research and design of a targeted program, tests and examinations, and an in-class critique of a sports’ performance.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Type of Task</td>
<td></td>
<td>Core 1-Action Plan</td>
<td>Half Yearly Exam</td>
<td>Core 2-Inclass analysis of a sport</td>
<td>Option 1-First Aid test</td>
<td>Yearly Exam</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>7, 8, 9, 10, 11, 16, 17</td>
<td>1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 14, 15, 16</td>
<td>1, 2, 3, 4, 5, 14, 15, 16</td>
<td>6, 12, 15, 16</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17</td>
</tr>
<tr>
<td>Knowledge and understanding of the factors that affect health</td>
<td>40</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Knowledge and understanding about the way the body moves</td>
<td>30</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Skills in • capacity to exercise influence over personal and community health outcomes • an ability to take action to improve participation and performance in physical activity</td>
<td>30</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Skills in the ability to apply the skills of critical thinking, research and analysis</td>
<td>30</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>15</td>
<td>20</td>
<td>15</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

1. Identifies and examines why people give different meanings to health and to physical activity
2. Explains how nutrition, physical activity, drug use and relationships affect personal health
3. Recognises that health is determined by socio-cultural, economic and environmental factors
4. Identifies aspects of health over which individuals can exert some control
5. Plans for and can implement actions that can support the health of others
6. Proposes actions that can improve and maintain personal health
7. Explains how body structures influence the way the body moves
8. Describes the components of physical fitness and explains how they are monitored
9. Describes biomechanical factors that influence the efficiency of the body in motion
10. Plans for participation in physical activity to satisfy a range of individual needs
11. Assesses and monitors physical fitness levels and physical activity patterns
12. Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
13. Develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
14. Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
15. Forms opinions about health-promoting actions based on a critical examination of relevant information
16. Utilises a range of sources to draw conclusions about health and physical activity concepts
17. Analyses factors influencing movement and patterns of participation
Assessment Approach and Requirements

Throughout the course, a variety of assessment techniques are used to assess the understanding and level of skill achieved. Assessment occurs in both Artmaking and Art History and Criticism. Each learning experience is given equal weighting in assessment.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 4</td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 3</td>
<td>Term 3 Week 3</td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td><strong>Type of Task</strong></td>
<td></td>
<td>Presentation &amp; Research Paper</td>
<td>Artwork &amp; Evaluation of VAP</td>
<td>Half Yearly Exam</td>
<td>Essay</td>
<td>Body of Work &amp; Yearly Exam</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td></td>
<td>7, 9, 10</td>
<td>1, 2, 3, 6</td>
<td>7, 8, 9</td>
<td>7, 8, 9, 10</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Artmaking</td>
<td>50</td>
<td>25</td>
<td>25</td>
<td>10</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Art criticism/ art history</td>
<td>50</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>10</td>
<td>25</td>
<td>10</td>
<td>10</td>
<td>45</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes:

<table>
<thead>
<tr>
<th>Making</th>
<th>1</th>
<th>Explores the conventions of practice in artmaking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>Explores the roles and relationships between the concepts of artist, artwork, world, and audience</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Identifies the frames as the basis of understanding expressive representation through the making of art</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Investigates subject matter and forms as representations in artmaking</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Investigates ways of developing coherence and layers of meaning in the making of art</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Explores a range of material techniques in ways that support artistic intentions</td>
</tr>
<tr>
<td>Art History &amp; Criticism</td>
<td>7</td>
<td>Explores the conventions of practice in art criticism and art history</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Explores the roles and relationships between the concepts of artist, artwork, world, and audience through critical and historical investigations of art</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed</td>
</tr>
</tbody>
</table>
# GLOSSARY

Glossary of Key Assessment words as defined by the NSW Board of Studies

<table>
<thead>
<tr>
<th>Account</th>
<th>Account for: state reasons for, report on. Give and account of: narrate a series of events or transactions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>Identify components and the relationship between them: draw out and relate implications</td>
</tr>
<tr>
<td>Apply</td>
<td>Use, utilise, and employ in a particular situation</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Make a judgement about the value of</td>
</tr>
<tr>
<td>Assess</td>
<td>Make a judgement of value, quality, outcomes, results or size</td>
</tr>
<tr>
<td>Calculate</td>
<td>Ascertain/determine from given facts, figures or information</td>
</tr>
<tr>
<td>Clarify</td>
<td>Make clear or plain</td>
</tr>
<tr>
<td>Classify</td>
<td>Arrange or include in classes/categories</td>
</tr>
<tr>
<td>Compare</td>
<td>Show how things are similar or different</td>
</tr>
<tr>
<td>Construct</td>
<td>Make; build; put together items or arguments</td>
</tr>
<tr>
<td>Contrast</td>
<td>Show how things are different or opposite</td>
</tr>
<tr>
<td>Critically (analyse/evaluate)</td>
<td>Add a degree or level of accuracy; depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)</td>
</tr>
<tr>
<td>Deduce</td>
<td>Draw conclusions</td>
</tr>
<tr>
<td>Define</td>
<td>State meaning and identify essential qualities</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show by example</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide characteristics and features</td>
</tr>
<tr>
<td>Discuss</td>
<td>Identify issues and provide points for/or against</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Recognise and note/indicate as being distinct or different from; to note differences between</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Make a judgement based on criteria</td>
</tr>
<tr>
<td>Examine</td>
<td>Inquire into</td>
</tr>
<tr>
<td>Explain</td>
<td>Relate cause and effect; make the relationships between things evident; Provide why and/or how</td>
</tr>
<tr>
<td>Extract</td>
<td>Choose relevant and/or appropriate details</td>
</tr>
<tr>
<td>Extrapolate</td>
<td>Infer from what is known</td>
</tr>
<tr>
<td>Identify</td>
<td>Recognise and name</td>
</tr>
<tr>
<td>Interpret</td>
<td>Draw meaning from</td>
</tr>
<tr>
<td>Investigate</td>
<td>Plan, inquire into and draw conclusions about</td>
</tr>
<tr>
<td>Justify</td>
<td>Support an argument or conclusion</td>
</tr>
<tr>
<td>Outline</td>
<td>Sketch in general terms; indicate the main features of</td>
</tr>
<tr>
<td>Predict</td>
<td>Suggest what may happen based on available information</td>
</tr>
<tr>
<td>Propose</td>
<td>Put forward (for example a point of view, idea, argument, suggestion) for consideration of action</td>
</tr>
<tr>
<td>Recall</td>
<td>Present remembered ideas, facts or experiences</td>
</tr>
<tr>
<td>Recommended</td>
<td>Provide reasons in favour</td>
</tr>
<tr>
<td>Recount</td>
<td>Retell a series of events</td>
</tr>
<tr>
<td>Summarise</td>
<td>Express, concisely, the relevant details</td>
</tr>
<tr>
<td>Synthesise</td>
<td>Putting together various elements to make a whole</td>
</tr>
</tbody>
</table>