



*Newtown High School  
of the  
Performing Arts*

*ASSESSMENT  
BOOKLET*

**YEAR 11**

**2025**

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

*Excellence, Creativity and Equity*

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# Newtown High School of the Performing Arts

## Senior Assessment Policy

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

To ensure fairness and equity for school-based (internal) assessments for all students.

Assessment at Newtown High School of the Performing Arts encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

### How are Course Outcomes assessed?

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

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

- Examinations which may take a written, practical and oral form
- Class essays, research tasks, assignments, portfolios, logbooks
- Practical tasks, projects and major works

### Excursions and Fieldwork

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

### Malpractice

Students who engage in malpractice will receive a mark of ZERO.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

- Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#) or the [HSC](#).
- Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
- Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

### Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
  0. making up journal entries for a project, and/or
  0. submitting falsified or altered documents, and/or
  0. referencing incorrect or non-existent sources, and/or
  0. contriving false explanations to explain work not handed in by the due date.

## Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
  - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
  - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
  - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
  - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

## Collusion

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
  - a. sharing answers to an assessment with other students, and/or
  - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
  - c. contract cheating by outsourcing work to a third party, and/or
  - d. unauthorised use of artificial intelligence technologies.

## Breach of assessment conditions

1. All students undertaking an [HSC exam](#) or [HSC minimum standard test](#) must comply with the assessment conditions set by NESA.
2. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
3. A breach of assessment conditions includes any breach of:
  - a. HSC exam rules and procedures, and
  - b. HSC minimum standard test rules and procedures.
4. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

## NESA and Malpractice:

<https://curriculum.nsw.edu.au/ace-rules/ace10>

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

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

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

## What are the responsibilities of the school?

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

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

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

## What are the responsibilities of the students?

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

at the **specified time**. It is the student's responsibility to ensure that these tasks are submitted on time.

- Unless otherwise stated on the assessment notification, all hand-in tasks must be submitted at the beginning of the lesson on the day of the task. Failure to do so will require an illness/misadventure application.
- Hand-in tasks are to be submitted to the class teacher or the relevant faculty Head Teacher and the Assessment Issue Record signed. Students must not leave hand-in tasks on teachers' desks.
- If the student has only completed part of a hand in task, this part must be submitted to the Class Teacher on the due date.
- In the case of illness or misadventure it is the student's responsibility to apply to the Assessment Review Committee (ARC) for consideration.

## Procedures for Illness or Misadventure

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

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

### Application for Illness/Misadventure

An Illness/Misadventure Application Form must be completed and all paperwork, along with relevant supporting documentation, is to be submitted **within TWO days** of the student's return to school. In the case of Illness, relevant written evidence from a medical practitioner covering the period of absence/non-submission is mandatory in order to be considered by the Assessment Review Committee (ARC). **NOTE:** The **NHSPA Medical Certificate** is to be used. <https://nhspa.sentral.com.au/s-g7BmZL/documents/school/#select,1>

The submission of an Illness/Misadventure Application is NOT a guarantee it will be accepted. Relevant supporting documentation must be supplied for all Illness/Misadventure Applications. Each application will be assessed by the Assessment Review Committee.

### Where can I obtain an Illness/Misadventure Application form?

From the faculty Head Teacher, the Deputy Principal in charge of the year group, the school's website or Google Classroom.

<https://newtown-h.schools.nsw.gov.au/content/dam/doi/sws/schools/n/newtown-h/localcontent/forms/yr12illnessmisadventure.pdf>

In the case of:

1. **Absence due to Illness/Misadventure on the day of an in-school assessment task**
  - The student or family member is requested to contact the school to notify the relevant Head Teacher **on the morning the task is scheduled**.
  - Students must report to the relevant Head Teacher on the **first day of their return to school**, complete the Illness/Misadventure form and return it within 2 days.
2. **Partial Absence on the day of and prior to an assessment task** (excluding exam periods)
  - The student or family member is requested to contact the school to notify the relevant Head Teacher **on the morning the task is scheduled**.
  - Students must report to the relevant Head Teacher on the day of the task; complete the Illness/Misadventure form and return it within 2 days.
3. **Absence due to Illness/Misadventure on the day an assessment task is due to be submitted**
  - The student or family member is requested to contact the school to notify the relevant Head Teacher on the **same day a task is due to be handed in**.

- On the first **day of the student's return to school** they must submit the task to the Head Teacher, complete the Illness/Misadventure form and return it within 2 days.
4. **Failure to hand in assessment task at the required time**
- When submitting an assessment task after the required time on the day of the assessment task, the student is required to complete the Illness/Misadventure form and return it within 2 days.
5. **Illness/misadventure during an in-school assessment**
- The student must notify the supervisor of the task that they are feeling unwell **before they view the task**. At this stage the student will need to decide;
    - (a) to sit the task, in which case the mark earned will be awarded. The student cannot apply retrospectively for any special consideration due to illness.
    - (b) leave the task and apply for illness/misadventure. The student must then collect an Illness/Misadventure form from the relevant Head Teacher or Deputy Principal and follow the illness/misadventure process, which will require an NHSPA medical certificate dated the day of the task.
6. **Illness/Misadventure during an examination period including lateness**
- The student must contact the relevant Deputy Principal.
  - The Deputy Principal will liaise with the student and organise a rescheduling of the affected exam(s).
  - The student must complete an Illness/Misadventure form for the missed exam and return it to the relevant Deputy within two days.
- 6.1 **Late Submission of Tasks**
- In line with NESA policy to ensure fairness and equity across all courses, tasks are to be submitted by 3.10 pm on the due date (*unless otherwise specified in the assessment notification*).
  - Tasks submitted after this time will be deemed **LATE** and will incur a **penalty of 10% on the first day and 20% on each subsequent day**.
  - If a student submits a task after 3.10pm but before midnight for an online submission this will incur a 10% deduction of the mark awarded to the student.
  - A hand-in task submitted late (such as portfolios that cannot be submitted online) and submitted *before* 9am the following day will have a mark of 10% deducted from the mark awarded to the student. And as above, 20% for each subsequent day.
  - NOTE: Weekends count as two days.
  - To ensure fairness and equity for all students, students must **attend school on the day prior to an assessment task**, except in the case of documented and/or notified illness or misadventure submitted to the relevant Deputy Principal. Attendance prior to an assessment task will be monitored. An NHSPA Medical Certificate is required for a student's absent on the day prior to a scheduled assessment task, otherwise a penalty will occur.
  - **NOTE:** A student will incur a **penalty of 50%** of the mark awarded for an absence, prior to an assessment task that cannot be justified through the illness/misadventure application process.
7. **Group performance Illness/Misadventure**
- When a group performance cannot go ahead on a scheduled date, the students affected need to complete a group performance Illness/Misadventure form.
  - This form needs to be returned to the relevant Head Teacher within two days. The Head Teacher will reschedule an alternative date for the performance.
  - The student responsible for this group Illness/Misadventure application must complete an individual Illness/Misadventure form outlining the nature of their application. Please note that this application will be considered separately to the group's application.

**NOTE:** To ensure equity and fairness, questions within the rescheduled task may vary from the original assessment task. However the questions will be comparable and address the same outcomes.

### **Preliminary and HSC NESA Assessment marks**

The HSC NESA Assessment marks are calculated in accordance with the weightings published in the NHSPA Higher School Certificate Assessment Booklet.

Year 12 HSC NESA Assessment marks, final Year 12 rankings and final Year 12 report marks are checked by the faculty Head Teacher and Classroom Teacher and a Head Teacher from a different faculty. The process is discussed at an Executive Meeting during the HSC Trial Examinations and the completed checklist is returned to the Year 12 Deputy Principal.

### **Disability Provisions**

1. External Examinations - NESA has detailed guidelines for the approval of official Disability Provisions for external exams. Applications from students and parents (and any recommendations from teachers) should be directly referred to the relevant Deputy Principal who will liaise with the LaST.
2. Internal Examinations – a student may apply for disability provisions through the Deputy Principal. The Deputy Principal, in consultation with the Year Adviser and the LaST, will make a determination.



# Procedures for Illness/Misadventure

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

## Step One: Student contacts the school

Student is requested to inform the school of the absence.



## Step Two: On first day of return

*It is the student's responsibility:*

- (i) Report to the Head Teacher of the Faculty concerned
- (ii) Complete [Illness / Misadventure Application](#) including Head Teacher comments and Parental Signature and [NHSPA medical certificate](#).
- (iii) Submit application form to faculty Head Teacher (or Deputy Principal for exams) within 2 days of their return.



## Step Three: Resolution and Feedback

The Assessment Review Committee will consider application. Resolution and feedback given to Head Teacher, student and parents.



## Illness/Misadventure Form

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

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

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

---

### Section A

*To be completed by the student*

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

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

Medical and other relevant documentation attached

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

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

---

### Section B

*To be completed by the Head Teacher*

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

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

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

Date of rescheduled task: .....

Comments: .....

HT Signature: .....

---

### Section C: Proposed Action

**Resolution** *To be completed by the Assessment Review Committee*

- Rescheduled  
 Penalty  
 Other

# Group Performance Procedures for Illness/Misadventure

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

## Step One: Students affected complete form

Complete the [Group Illness/Misadventure](#) form.



## Step Two: Contact Head Teacher

*It is the student's responsibility:*

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

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



## Step Three: Resolution and Feedback

Assessment Review Committee will consider both individual and group application. Resolution and feedback given to head teacher, student and parents.

# Newtown High School of the Performing Arts



## Group Performance Illness/Misadventure Form

Name/Names of students causing misadventure:

.....  
.....

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### Section A

List of students affected:

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

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

Class Teacher: .....

Outline reasons for this application for Illness/Misadventure:

.....  
.....

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

---

### Section B

*To be completed by the Head Teacher*

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

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

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

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

Comments: .....

HT Signature: .....

---

### Section C

**Resolution** *To be completed by the Assessment Review Committee*

- Rescheduled
- Penalty
- Other

## **Procedures for Extension and Approved Leave**

### **Request for Extension**

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

### **Approved Leave (approved by Principal or nominee)**

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

**The consequences of not following these procedures may result in your application for Illness/Misadventure being rejected and a zero mark being awarded. The final arbiter for all decisions is the Principal.**

# Procedures for Applying for an Extension

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

## Step One:

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



## Step Two:

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



## Step Three: Resolution and Feedback

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



## Request for Extension Form

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

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

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

<i>Examination</i>	<i>Performance</i>	<i>Assignment</i>	<i>Field Work</i>	<i>Portfolio</i>
<i>Research Activity</i>	<i>Practical Task</i>	<i>Speaking Task</i>	<i>Viewing Task</i>	<i>Written Task</i>

Other (please specify): .....

---

### Section A

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

Reason for application (attach supporting letter or documentation: ie Doctor's certificate, psychologist reports as necessary)

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

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

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

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

---

### Section B

Head Teacher's Comment: .....

.....

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

Form Issued on: ...../...../.....	Form Received on: ...../...../.....	By: .....
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### Section C

*To be completed by the Assessment Review Committee*

#### Resolution

Rescheduled

Penalty

Other

**PROCEDURES AND REQUIREMENTS FOR STUDENTS UNDERTAKING AN  
EXTERNALLY DELIVERED COURSE WITH: NSW SCHOOL OF LANGUAGES,  
SYDNEY DISTANCE EDUCATION H.S. OR TAFE/OTHER RTO**

**Attendance** for assessments/Exams or **Face-to-Face** lessons delivered through external providers take **precedence** over **school-based assessments/exams or activities**.

**Students studying an EVET course**

Students are required to attend lessons at TAFE/other RTO venue at all times in order to fulfill the competencies needed to successfully complete the course requirements and be eligible for an HSC and/or ATAR.

**NOTE: This is also applicable during school Exam or Assessment Week/s**

**Step One:**

**Check your School Assessment Calendar for any clashes**

If a student has a school-based assessment that falls during their external lesson



**Step Two:**

**See Careers Advisor immediately**

**NOTE:** Students are required to attend their external course during school's Assessment/Exam weeks. **Studying for exams during this period is not an option for non-attendance.**

If there is an **extenuating** circumstance, it is the responsibility of the student to inform the Careers Advisor at least 2 weeks before scheduled task at school in order for her to negotiate student's absence from TAFE/other RTO with EVET coordinator.

**Students studying a course with NSW School of Languages**



**Step One:**

**Check your School Assessment Calendar for any clashes**

If a student has an assessment at the NSW School of Languages on the same day as a school-based assessment or exam, their **Language Assessment** takes priority.



**Step Two:**

**See the Careers Advisor immediately** in order to organise rescheduling of the school-based task with the Deputy in Charge of the Year

Subjects studied outside school are just as important in completing required HSC units and or acquiring an ATAR as those studied at school. The process involved in trying to reschedule tasks/exams held at NSW School of Languages or TAFE is problematic.



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

1. The Non-completion of a course requirements procedure commences when a student has not:
  - (a) **Followed** the course developed by the board; and
  - (b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - (c) **Achieved** some or all of the course outcomes.

### NOTE:

Students studying an HSC Course **MUST COMPLETE AND/OR MAKE A GENUINE ATTEMPT** at assessment tasks (including examinations) which contribute in **excess of 50%** of the total marks for the course. If this is not the case, the Principal must certify that the course has not been satisfactorily completed. The Principal will warn students (and their parents/guardians) in advance if they are in danger of not meeting the assessment requirements of the course using the “N Warning” processes outlined below.

### NON-ATTEMPT or NON-GENUINE ATTEMPT OF TASKS:

When a student does not attempt a task:

- A ZERO mark will be awarded for the task
  - The task will be recorded as a non-attempt
  - Parents/guardians will be informed by letter
  - Copies of the letter will be submitted to the Principal, Deputy Principal, and Year Adviser.
2. The **first** official warning letter is issued indicating the area(s) of concern. The Head Teacher of the faculty interviews the student in danger of not satisfactorily completing a course. The Head Teacher documents the interview and the record of interview is completed which outlines the agreed Plan of Improvement.
  3. The **second** official warning letter will be issued for completely different reasons as outlined in the first official warning, ie a student cannot receive two letters for the same task. A pattern of indiscretions which illustrate that the course completion criteria (a), (b) and/or (c) has not been met needs to be established.

Once the second official warning letter is issued an interview with a Deputy Principal/Delegate, and the student will be organised to discuss all outstanding and current concerns. At the interview a Plan for Improvement will be negotiated and be implemented over an agreed time. This outcome is recorded.
  4. Receipt of the **third** official warning letter for any one further indiscretion or a series of indiscretions will result in an interview with the Deputy Principal in charge of the year group, parent or caregiver and the student. At this meeting the Deputy Principal will make a determination, which may include implementation of a negotiated DP Program of Improvement.
  5. Receipt of further official warning letters and/or unsuccessful completion of the DP program of improvement will result in an interview with the Principal who will make a determination regarding a Principal Program of Improvement or other action.

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

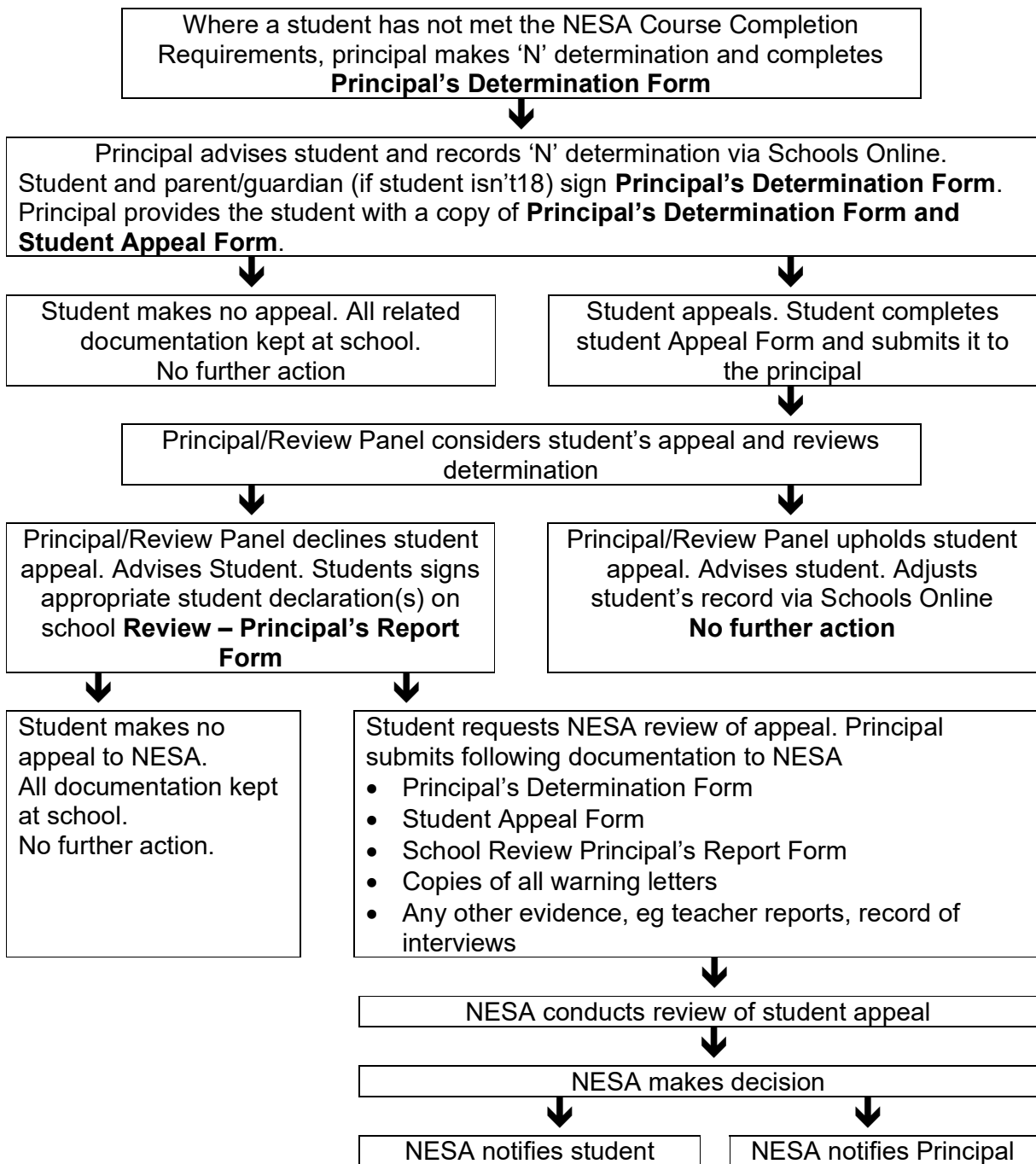
NESA Assessment Certification Examination (ACE) Manual Links re course non-completion:

<https://ace.nesa.nsw.edu.au/appeals/non-completion-n-determinations>

<https://ace.nesa.nsw.edu.au/ace-4019>

Please refer to the flow chart on the next page.

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





## Medical Certificate

The school requires a student to notify their doctor that they are using this medical certificate to claim illness or misadventure for a scheduled Stage 6 assessment task or requesting time off school immediately before an assessment task. If your stamp, including provider number, is not used on this certificate, your practice may be contacted to verify its validity.

**Doctor's Name/Stamp:** ..... **Date:** .....

**Address:** .....

I ....., a legally qualified medical practitioner in NSW, certify that on the above date, I examined .....  
(Patient's Name)

- The patient is suffering from .....
- The patient is suffering from a medical condition of a confidential nature.  
(Diagnosis provided with patient's consent where possible)

In my opinion this condition will affect the completion of the following: (please tick)

	In a minor way	Moderately	Severely
<b>Class Attendance</b>			
<b>Written Assignments</b>			
<b>Practical Assignments</b>			
<b>Private Study</b>			

for the period ..... / ..... / 20 ..... to ..... / ..... / 20 .....

**Examinations:** I certify that the student is medically unfit to sit for examination/s on:  
.....

Place stamp here

Any other remarks:

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

**Signature of Medical Practitioner**

## Ancient History Preliminary Course

Objectives	Course Outcomes
<p><b>Knowledge and Understanding</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>● develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context</li> <li>● develop an understanding of continuity and change over time.</li> </ul>	<p>AH11-1 describes the nature of continuity and change in the ancient world</p> <p>AH11-2 proposes ideas about the varying causes and effects of events and developments</p> <p>AH11-3 analyses the role of historical features, individuals and groups in shaping the past</p> <p>AH11-4 accounts for the different perspectives of individuals and groups</p> <p>AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world</p>
<p><b>Skills</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>● undertake the process of historical inquiry</li> <li>● use historical concepts and skills to examine the ancient past</li> <li>● communicate an understanding of history, sources and evidence, and historical interpretations</li> </ul>	<p>AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history</p>

## Ancient History Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Historical Investigation	30%	11-3, 11-5, 11-8	Oral Presentation	Term 2 Week 2
2	Features of Ancient Societies	35%	11-2, 11-9	Hand-in task	Term 2 Week 9
3	Case Studies: <ul style="list-style-type: none"> <li>• Persepolis</li> <li>• Mycenae</li> </ul>	35%	11-4, 11-6, 11-10	Yearly Exam	Term 3 Weeks 8-9

# Biology Preliminary Course

## Course Structure

The Year 11 Biology course is organised into four modules. The modules consist of core content to be covered in 120 indicative hours. Practical experience is an essential component of the Year 11 course. Students will complete 35 indicative hours of practical/field work during the course within the 120 indicative course hours, including 15 hours allocated to depth studies integrating skill and knowledge outcomes. Practical experiences must include at least one field work experience.

**Year 11 Course:** 120 indicative hours

The course incorporates the study of:

- Module 1: Cells as the Basis of Life (30 indicative hours)
- Module 2: Organisation of Living Things (30 indicative hours)
- Module 3: Biological Diversity (30 indicative hours)
- Module 4: Ecosystem Dynamics (30 indicative hours)

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

## Biology Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Module 1: Cells as the Basis of Life	30%	11-2, 11-3, 11-4, 11-5, 11-6, 11-8	Working Scientifically Skills Task (WS 25%, K&U 5%)	Term 2 Week 2
2	Modules 1 and 2: Cells as the Basis of Life Organisation of Living Things	30%	11-1, 11-7, 11-8, 11-9 plus at least two of 11-2, 11-3, 11-4, 11-5, 11-6	Depth Study (WS 25%, K&U 5%)	Term 3 Week 4
3	All Modules and Working Scientifically content: Cells as the Basis of Life Organisation of Living Things Biological Diversity Ecosystem Dynamics	40%	11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10, 11-11	Yearly Exam (WS 10%, K&U 30%)	Term 3 Weeks 8-9

## Business Studies Preliminary Course

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



## Business Studies Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Nature of Business Business Planning	35%	P1, P2, P3, P7	SME Investigation Task Oral Presentation	Term 2 Week 2
2	Business Planning	30%	P8, P9	Business Plan	Term 2 Week 8
3	Nature of Business Business Management Business Planning	35%	P5, P6, P8, P10	Yearly Exam	Term 3 Weeks 8-9

# Chemistry Preliminary Course

## Course Structure

The Year 11 Chemistry course is organised into a number of modules. The modules consist of core content to be covered in 120 indicative hours. Practical experiences are an essential component of the Year 11 course. Students will complete 35 indicative hours of practical work during the course within the 120 indicative course hours, including 15 hours allocated to depth studies integrating skill and knowledge outcomes.

**Year 11 Course:** 120 indicative hours

The course incorporates the study of:

- Module 1: Properties and Structure of Matter (30 indicative hours)
- Module 2: Introduction to Quantitative Chemistry (30 indicative hours)
- Module 3: Reactive Chemistry (30 indicative hours)
- Module 4: Drivers of Reactions (30 indicative hours)

Objectives	Outcomes
<b><i>Students will develop further skills in:</i></b>	<b><i>A student:</i></b>
questioning and predicting	<b>11-1</b> develops and evaluates questions and hypotheses for scientific investigation
planning investigations	<b>11-2</b> designs and evaluates investigations in order to obtain primary and secondary data and information
conducting investigations	<b>11-3</b> conducts investigations to collect valid and reliable primary and secondary data and information
processing data and information	<b>11-4</b> selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
analysing data and information	<b>11-5</b> analyses and evaluates primary and secondary data and information
problem solving	<b>11-6</b> solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
communicating	<b>11-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b><i>Students will develop knowledge and understanding of:</i></b>	<b><i>A student:</i></b>
the fundamentals of chemistry	<b>11-8</b> explores the properties and trends in the physical, structural and chemical aspects of matter
	<b>11-9</b> describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
the trends and driving forces in chemical interactions	<b>11-10</b> describes biological diversity by explaining the relationships between a range of organisms in terms of specialization for selected habitats and evolution of species
	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
	<b>11-11</b> analyses the energy considerations in the driving force for chemical reactions

## Chemistry Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Modules 1 and 2: Properties and Structure of Matter Introduction to Quantitative Chemistry	30%	11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9	Working Scientifically Skills Task (WS 25%, K&U 5%)	Term 2 Week 2
2	Modules 2 and 3: Introduction to Quantitative Chemistry Reactive Chemistry	30%	11-1, 11-7, 11-9, 11-10 plus at least two of 11-2, 11-3, 11-4, 11-5, 11-6	Depth Study (WS25%, K&U 5%)	Term 3 Week 2
3	All Modules: Properties and Structure of Matter Introduction to Quantitative Chemistry Reactive Chemistry Drivers of Reactions	40%	11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10, 11-11	Yearly Exam (WS 10%, K&U 30%)	Term 3 Weeks 8-9

## Dance Preliminary Course

Task		Weighting	Outcomes	Task	Marking Criteria	Date
1	<b>Core Performance</b>	60%	<p>P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form.</p> <p>P2.4 the student demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination.</p> <p>P2.5 the student performs combinations phrases and sequences within due consideration of safe dance practices.</p> <p>P4.4 the student develops skills in critical appraisal and evaluation</p>	<p>Half Yearly Exam: Performance &amp; film dance sequence and interview</p> <p>Process Journal</p>	<p>Performance-36%</p> <p>Interview-12%</p> <p>Journal-12%</p>	Term 2 Week 2
2	<b>Core Appreciation</b>	20%	<p>P4.3 the student demonstrates the skill to gather record and classify information about dance.</p> <p>P4.1 the student demonstrates an understanding of the socio-historic context in which dance exists.</p> <p>P4.2 the student demonstrates the knowledge to critically appraise and evaluate dance.</p>	<p>Appreciation task- In-class timed essay response on set work</p>	<p>Appreciation task based on prescribed work- 20%</p>	Term 2 Week 9
3	<b>Core Composition</b>	20%	<p>P3.2 understands the compositional process</p> <p>P3.4 explores the elements of dance relating to dance composition</p> <p>P3.6 structures movement devised in response to specific concept/intent</p>	<p>Composition Task</p>	<p>Performance of Composition-12%</p> <p>Journal-8% (hand in on day 1 of Week 8)</p>	Term 3 Weeks 8-9

## Design and Technology Preliminary Course

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

## Design and Technology Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Designing & Producing	35%	P1.1, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3	Design Project 1 Product and Folio	Term 2 Week 3
2	Designing and Producing	35%	P1.1, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3	Design Project 2 Product and Folio	Term 3 Week 6
3	Exam	30%	P1.1, P2.1, P2.2, P4.3, P6.1, P6.2	Yearly Examination	Term 3 Weeks 8-9

## Drama Preliminary Course

Task	Outcomes	Content Area	Weighting	Due Date
<b>1</b>	<ul style="list-style-type: none"> <li>• P.1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively</li> <li>• P.1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance</li> <li>• P.2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers</li> <li>• P.3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others</li> <li>• P.3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques</li> <li>• P.3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements</li> </ul>	<b>The Elements of Production in Performance</b> Design Task & logbook	30%	Term 1 Week 10
<b>2</b>	<ul style="list-style-type: none"> <li>• P.1.3 demonstrates performance skills appropriate to a variety of styles and media</li> <li>• P.1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively</li> <li>• P.1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action</li> <li>• P.2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces</li> <li>• P.3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements</li> </ul>	<b>Theatrical Traditions and Performance Styles</b> Scripted Performance & Essay	30%	Term 2 Week 9
<b>3</b>	<ul style="list-style-type: none"> <li>• P.1.1 develops acting skills in order to adopt and sustain a variety of characters and roles</li> <li>• P.1.2 explores ideas and situations, expressing them imaginatively in dramatic form</li> <li>• P.1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance</li> <li>• P.2.1 understands the dynamics of actor-audience relationship</li> <li>• P.2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers</li> <li>• P.2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces</li> <li>• P.3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others</li> <li>• P.3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques</li> </ul>	<b>Improvisation, Playbuilding and Acting</b>  Yearly Exam Practical: Group and Individual Performance & Essay	40%	Term 3 Weeks 8-9

## Economics Preliminary Course

Objectives	Outcomes
<p><b><i>Students develop knowledge and understanding about:</i></b></p> <p>The economic behavior of individuals, firms, institutions and governments            The function and operation of markets            The operation and management of economies            Contemporary economic problems and issues facing individuals, firms and governments</p> <p>Students develop skills to:</p> <p>Investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources            Communicate economic information, ideas and issues in appropriate forms</p>	<p>P1 demonstrates understanding of economic terms, concepts and relationships            P2 explains the economic role of individuals, firms and government in an economy            P3 describes, explains and evaluates the role and operation of markets            P4 compares and contrasts aspects of different economies            P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy            P6 explains the role of government in the Australian economy            P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments            P8 applies appropriate terminology, concepts and theories in economic contexts            P9 selects and organizes information from a variety of sources for relevance and reliability            P10 communicates economic information, ideas and issues in appropriate forms            P11 applies mathematical concepts in economic contexts            P12 works independently and in groups to achieve appropriate goals in set timelines</p>



## Economics Preliminary Course

<b>Task</b>	<b>Course Component</b>	<b>Weighting</b>	<b>Outcomes</b>	<b>Task</b>	<b>Date</b>
1	Sectors and Markets in the Economy	30%	P1, P4, P5, P7, P9, P12	Research-based Presentation	Term 1 Week 10 (During timetabled periods)
2	Labour and Financial Markets	30%	P2, P3, P8, P10	In-class stimulus-based essay (70 minutes)	Term 2 Week 9 (Wednesday Period 1)
3	All topics	40%	P1, P5, P6, P10, P11	Yearly Examination (2 hours and 35 minutes)	Term 3 Yearly Examination Period

## English Advanced and Standard Preliminary Courses

Task	Course Component	Weighting	Outcomes	Task	Date
1	Reading to Write	30%	Standard: EN11-1, EN1-2, EN11-3, EN11-9 Advanced: EA11-1, EA11-2, EA11-3, EA11-9	Reflective multimodal presentation	Term 2 Week 1
2	Module B	30%	Standard: EN11-1, EN11-3, EN11-5, EN11-7 Advanced: EA11-1, EA11-4, EA11-5, EA11-7	Hand in essay	Term 2 Week 9
3	Module A	40%	Standard: EN11-4, EN11-6, EN11-8 Advanced: EA11-3, EA11-4, EA11-6, EA11-8	Examination comprising two sections: an essay and creative response	Term 3 Weeks 8-9

### Standard: a student

**EN11-1** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

**EN11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EN11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

**EN11-4** applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

**EN11-5** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

**EN11-6** investigates and explains the relationships between texts

### Advanced: a student

**EA11-1** responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**11EA-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**11EA-3** analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

**11EA-4** strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

**11EA-5** thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

<p><b>EN11-7</b> understands and explains the diverse ways texts can represent personal and public worlds</p> <p><b>EN11-8</b> identifies and explains cultural assumptions in texts and their effects on meaning</p> <p><b>EN11-9</b> reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</p>	<p><b>11EA-6</b> investigates and evaluates the relationships between texts</p> <p><b>EA11-7</b> evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p><b>EA11-8</b> explains and evaluates cultural assumptions and values in texts and their effects on meaning</p> <p><b>EA11-9</b> reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner</p>
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## English Studies Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Achieving through English	30%	ES11-1, ES11-2, ES11-3 and ES11-10	Multimodal presentation and written reflection	Term 2 Week 1
2	Module A: We are Australians	30%	ES11-4, ES11-5, ES11-6 and ES11-7	Hand in portfolio of edited work	Term 3 Week 4
3	Module E: Playing the Game	40%	ES11-1, ES11-7, ES11-8 and ES11-9	Examination comprising two sections: an essay and creative response	Term 3 Weeks 8-9

### Studies: a student

**ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

**ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

**ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways

**ES11-4** composes a range of texts with increasing accuracy and clarity in different forms

**ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

**ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

**ES11-7** represents own ideas in critical, interpretive and imaginative texts

**ES11-8** identifies and describes relationships between texts

**ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

**ES11-10** monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

## English Extension 1 Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Text 1	30%	EE11-1, EE11-4, EE11-6	Multimodal presentation on Independent Related Project and written reflection	Term 2 Week 2
2	Text 2	30%	EE11-2, EE11-3	Hand in essay	Term 3 Week 1
3	Text 3	40%	EE11-3, EE11-5, EE11-6	Examination comprising two sections: an essay and creative response	Term 3 Weeks 8-9

### A student:

**EE11-1** demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

**EE11-2** analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

**EE11-3** thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

**EE11-4** develops skills in research methodology to undertake effective independent investigation

**EE11-5** articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

**EE11-6** reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

### **Vocational Education and Training (VET) Courses**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

Board developed VET courses are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Student wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board developed VET courses have specific workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

School Name: Newtown High School of the Performing Arts

## Assessment Schedule Year 11 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 1 White card	Task 2 Plan a career *	Task 3 Safe and sound	Task 4 Bump in the light	EXAM (40%)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 7	Ongoing task not due until HSC year	Week 4	Week 8	Week 8/9
		Term 1		Term 2	Term 3	Term 3
<b>Code</b>	<b>Unit of Competency</b>	Date 14/03/2024		Date 24/5/2024	Date 13/09/2024	Date TBA
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				HSC Examinable units of competency
CUAIND314	Plan a career in the creative arts industry		Post WPL			
CUAWHS312	Apply work health and safety practice			X		
CUASOU331	Undertake live audio operations			X		
CUALGT311	Operate basic lighting				X	
CUASTA212	Assist with bump in and bump out of shows				X	

\* Task 2 - Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

**\* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

## Food Technology Preliminary Course

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



## Food Technology Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Due
1	<ul style="list-style-type: none"> <li>Knowledge and understanding (5%)</li> <li>Knowledge and skills in designing, researching, analysing and evaluating (10%)</li> <li>Skills in experimenting with and preparing food by applying theoretical concepts (5%)</li> </ul>	25%	P1.1, P1.2, P3.2, P4.1, P4.2, P5.1	<b>Task 1: Food Availability and Selection</b> Report and practical task	Term 1  Week 9
2	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content (5%)</li> <li>Skills in experimenting with and preparing food by applying theoretical concepts (5%)</li> <li></li> </ul>	10%	P2.2, P4.4	<b>Task 2: Food Quality</b> In class test	Term 2 Week 9
3	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content (10%)</li> <li>Knowledge and skills in designing, researching, analysing and evaluating (10%)</li> <li>Skills in experimenting with and preparing food by applying theoretical concepts (15%)</li> </ul>	30%	P2.1, P3.1, P3.2, P4.1, P4.3, P4.4, P5.1	<b>Task 3: Nutrition and Food</b> Essay and practical task	Term 3  Week 6
4	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content (25%)</li> <li>Knowledge and skills in designing, researching, analysing and evaluating (10%)</li> </ul>	35%	P1.1, P1.2, P2.1, P2.2, P3.1	<b>Task 4: Yearly Examination</b>	Term 3  Weeks 8-9

## French Continuers Preliminary Course

### Course Structure

The Year 11 French Continuers course consists of core content to be covered in 120 indicative hours. There are three main focus themes for the organisation of content: the individual; the French-speaking communities; and the changing world, explored through a series of sub-topics. Students' skills in, and knowledge and understanding of, French will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities.

Objectives	Outcomes
<p><b><i>The student will:</i></b></p> <ol style="list-style-type: none"> <li>1. exchange information, opinions and experiences in French</li>   <li>2. express ideas through the production of original texts in French</li>   <li>3. analyse, process and respond to texts that are in French</li>   <li>4. understand aspects of the language and culture of French-speaking communities</li> </ol>	<p><b><i>The student:</i></b></p> <ol style="list-style-type: none"> <li>1.1 uses a range of strategies to maintain communication</li> <li>1.2 conveys information appropriate to context, purpose and audience</li> <li>1.3 exchanges and justifies opinions and ideas</li> <li>1.4 reflects on aspects of past, present and future experience</li>   <li>2.1 applies knowledge of language structures to create original text #</li> <li>2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience</li> <li>2.3 structures and sequences ideas and information</li>   <li>3.1 conveys the gist of texts and identifies specific information</li> <li>3.2 summarises the main ideas</li> <li>3.3 identifies the tone, purpose, context and audience</li> <li>3.4 draws conclusions from or justifies an opinion</li> <li>3.5 interprets, analyses and evaluates information</li> <li>3.6 infers points of view, attitudes or emotions from language and context</li>   <li>4.1 recognises and employs language appropriate to different social contexts</li> <li>4.2 identifies values, attitudes and beliefs of cultural significance</li> <li>4.3 reflects upon significant aspects of language and culture</li> </ol>

## French Continuers Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Speaking (5%), Reading & responding (10%), Writing in French (15%)	30%	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	In-class assessment of speaking, reading and writing	Term 2 Week 2
2	Speaking (10%), Listening & responding (15%), Reading & responding (5%)	30%	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	In-class assessment of speaking, listening and reading	Term 2 Week 10
3	Speaking (5%), Listening & responding (15%), Reading & responding (15%), Writing in French (5%)	40%	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	Yearly Examination of all skill areas	Term 3 Weeks 8-9

## Geography Preliminary Course

Objectives	Outcomes
<p><b><i>The study of Geography in Stage 6 enables students to:</i></b></p> <ul style="list-style-type: none"> <li>• develop knowledge and understanding of natural and human processes, how they interact and affect each other, and how places and environments can be managed for sustainability</li> <li>• apply geographical inquiry skills and tools, including fieldwork</li> <li>• develop a lifelong interest in the study of geography</li> <li>• prepare for informed, responsible and active citizenship in the contemporary world</li> </ul>	<p><b>GE-11-01</b> examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time</p> <p><b>GE-11-02</b> explains geographical processes and influences, at a range of scales, that form and transform places and environments</p> <p><b>GE-11-03</b> explains geographical opportunities and challenges, and varying perspectives and responses</p> <p><b>GE-11-04</b> assesses responses and management strategies, at a range of scales, for sustainability</p> <p><b>GE-11-05</b> analyses and synthesises relevant geographical information from a variety of sources</p> <p><b>GE-11-06</b> identifies geographical methods used in geographical inquiry and their relevance in the contemporary world</p>
<p><b><i>The student will develop skills to:</i></b></p> <ul style="list-style-type: none"> <li>• investigate geographically</li> <li>• communicate geographically</li> <li>• become active and informed citizens</li> </ul>	<p><b>GE-11-07</b> applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments</p> <p><b>GE-11-08</b> applies mathematical ideas and techniques to analyse geographical data</p> <p><b>GE-11-09</b> communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms</p>

## Geography Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Earth's Natural Systems	35%	GE-11-01 GE-11-02 GE-11-05	Written Task based on research- hand-in	Term 1 Week 9
2	Geographical Investigation	30%	GE-11-06 GE-11-07 GE-11-09	1) Research/Data Assessment 2) Oral Presentation	Term 2 Week 8
3	Skills People, Patterns and Processes Human-Environment Interactions	35%	GE-11-03 GE-11-04 GE-11-08	Yearly Exam	Term 3 Weeks 8-9

## Health & Movement Science (formerly PDHPE) Preliminary Course

### Focus Area 1 (Health for individuals and communities)

Critical Questions	Course Outcomes
<p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> <li>• How do we understand and measure Australia’s health?</li> <li>• What are young people’s meanings of health?</li> <li>• What key issues affect the health of young people and how can they protect and promote good health?</li> <li>• What are the opportunities for improving and promoting young people’s health?</li> </ul>	HM-11-01 Interprets meanings, measures and patterns of health experienced by Australians
	HM-11-02 Analyses methods and resources to improve and advocate for the health of young Australians
	HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
	HM-11-06 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
	HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
	HM-11-08 Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
	HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues
	HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts

### Focus Area 2 (The body and mind in motion)

Critical Questions	Course Outcomes
<p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> <li>• How do the systems of the body influence and</li> </ul>	HM-11-03 Analyses the systems of the body in relation to movement
	HM-11-04 Investigates movement skills and psychology to improve participation and performance

<p>respond to movement?</p> <ul style="list-style-type: none"> <li>• What factors influence movement and performance?</li> <li>• How are movement skills acquired, developed and improved?</li> <li>• What is the relationship between psychology, movement and performance?</li> </ul>	HM-11-05	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
	HM-11-06	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
	HM-11-07	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
	HM-11-08	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
	HM-11-09	Problem-solving: proposes and evaluates solutions to health and movement issues
	HM-11-10	Research: analyses a range of sources to make conclusions about health and movement concepts

### Collaborative investigation

Throughout the Collaborative Investigation, students are provided with opportunities to positively interact with others and work collaboratively to reach agreements and decisions. They develop skills to negotiate plans and tasks, distribute leadership, create and maintain a positive group environment, and give and receive feedback. The Collaborative Investigation provides students with the opportunity to adopt an informed point of view when responding by speculating, critiquing, analysing, interpreting and constructing possible meanings for their own and others' health, physical activity levels and performance.

### Depth studies

Students are given the opportunity to extend knowledge of course content through depth studies. The studies allow students to explore more detailed case studies and examples to enhance their knowledge and understanding of syllabus content.

## Health & Movement Science (formerly PDHPE) Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Focus Area 2 - Collaborative Investigation	30%	HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	Research and presentation	Term 1 Week 11
2	Focus Area 1 - Examination	35%	HM-11-01, HM-11-02, HM-11-06, HM-11-09, HM-11-10	In class written examination	Term 2 Week 10
4	Yearly Examination	35%	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	Examination	Term 3 Weeks 8-9



## Legal Studies Preliminary Course

Objectives	Preliminary Course Outcomes	
<p><b>Students will develop knowledge and understanding about:</b></p> <p>1. the nature and institutions of domestic and international law</p>	<p>P1 Identifies and applies legal concepts and terminology</p> <p>P2 Describes the key features of Australian and international law</p>	<p>P3 Describes the operation of domestic and international legal systems</p> <p>P4 Discusses the effectiveness of the legal system in addressing issues</p>
<p>2. The operation of Australian and international legal systems and the significance of the rule of law</p>	<p>P5 Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p>	<p>P6 Explains the nature of the interrelationship between the legal system and society</p> <p>P7 Evaluates the effectiveness of the law in achieving justice</p>
<p>3. the interrelationship between law, justice and society and the changing nature of the law</p>	<p>P8 Locates, selects and organizes legal information from a variety of sources including legislation, cases, media, international instruments and documents</p>	<p>P9 Communicates legal information using well-structured responses</p> <p>P10 Accounts for differing perspectives and interpretations of legal information and issues</p>
<p><b>A student develops skills in:</b></p> <p>4. investigating, analyzing and communicating relevant legal information and issues</p>		

Task	Course Component	Weighting	Outcomes	Task	Date
1	The Legal System	30%	P1, P5, P6	Research Report on a Contemporary Law Reform Issue	Term 1 Week 8
2	The Law in Practice The Individual and the Law	35%	P7, P8, P10	Research Task: Oral Presentation	Term 3 Week 2
3	The Individual and the Law The Law in Practice The Legal System	35%	P2, P3, P4, P9	Yearly Exam	Term 3 Weeks 8-9

## Mathematics Standard Preliminary Course

Objective	Outcomes
<p><b>Students will develop the ability to:</b></p> <ul style="list-style-type: none"> <li>uses algebraic and graphical techniques to compare alternative solutions to contextual problems</li> </ul>	<p>MS11-1: uses algebraic and graphical techniques to compare alternative solutions to contextual problems            MS11-6: makes predictions about everyday situations based on simple mathematical models            MS11-9: uses appropriate technology to investigate, organise and interpret information in a range of contexts            MS11-10: justifies a response to a given problem using appropriate mathematical terminology and/or calculations</p>
<ul style="list-style-type: none"> <li>represents information in symbolic, graphical and tabular form</li> <li>models relevant financial situations using appropriate tools</li> <li>develops and carries out simple statistical processes to answer questions posed</li> </ul>	<p>MS11-2: represents information in symbolic, graphical and tabular form            MS11-5: models relevant financial situations using appropriate tools            MS11-6: makes predictions about everyday situations based on simple mathematical models            MS11-9: uses appropriate technology to investigate, organise and interpret information in a range of contexts            MS11-10: justifies a response to a given problem using appropriate mathematical terminology and/or calculations            MS11-7: develops and carries out simple statistical processes to answer questions posed            MS11-8: solves probability problems involving multistage events</p>
<ul style="list-style-type: none"> <li>solves problems involving quantity measurement, including accuracy and the choice of relevant units</li> <li>performs calculations in relation to two-dimensional figures</li> <li>justifies a response to a given problem using appropriate mathematical terminology and/or calculations</li> </ul>	<p>MS11-3: solves problems involving quantity measurement, including accuracy and the choice of relevant units            MS11-4: performs calculations in relation to two-dimensional figures            MS11-9: uses appropriate technology to investigate, organise and interpret information in a range of contexts            MS11-10: justifies a response to a given problem using appropriate mathematical terminology and/or calculations</p>
<ul style="list-style-type: none"> <li>makes predictions about everyday situations based on simple mathematical models</li> <li>solves probability problems involving multistage events</li> <li>uses appropriate technology to investigate, organise and interpret information in a range of contexts</li> </ul>	<p>MS11-2: represents information in symbolic, graphical and tabular form            MS11-5: models relevant financial situations using appropriate tools            MS11-6: makes predictions about everyday situations based on simple mathematical models            MS11-9: uses appropriate technology to investigate, organise and interpret information in a range of contexts            MS11-10: justifies a response to a given problem using appropriate mathematical terminology and/or calculations</p>

## Mathematics Standard Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Algebra MS-A1: Formulae and Equations MS-A2: Linear Relationships Financial Mathematics MS-F1: Money Matters	25%	MS11-1,MS11-2, MS11-5, MS11-6, MS11-9, MS11-10, MS11-1, MS11- 10MS11-2, MS11-5, MS11-9,	students allowed reference sheet	Term 2 Week 2
2	Financial Mathematics MS-F1 MS-A1: Formulae and Equations MS-A2: Linear Relationships Classifying and Representing Data S1.1	35%	MS11-3, MS11-4, MS11-9, MS11-10, MS11-2, MS11-7,MS11-1, MS11-2, MS11-6	Open-Book All content from terms 1 and 2	Term 2 Week 10
3	Algebraic Manipulation, Interpreting Linear Relationships, Earning & Managing Money, Mobile Phone Plans, Units of Measurement & Applications, Applications of Perimeter, Area & Volume, Investing Money, Taxation, Similarity of 2-D figures, right angled triangles, Statistics & Society, Data collections & sampling, Displaying & interpreting single data sets, Relative frequency & Probability, Costs of purchase and insurance.	40%	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10, MS11-7, MS11-9, MS11-3, MS11-4,	Formal Assessment Task All content covered	Term 3 Weeks 8/9

Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher

## Mathematics Advanced Preliminary Course

Objectives: Students will:	Preliminary Course Outcomes
<ul style="list-style-type: none"> <li>develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques</li> </ul>	<p><b>MA11-1</b> uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems</p>
<ul style="list-style-type: none"> <li>develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability</li> </ul>	<p><b>MA11-2</b> uses the concepts of functions and relations to model, analyse and solve practical problems</p> <p><b>MA11-3</b> uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes</p> <p><b>MA11-4</b> uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities</p> <p><b>MA11-5</b> interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems</p> <p><b>MA11-6</b> manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems</p> <p><b>MA11-7</b> uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions</p>
<ul style="list-style-type: none"> <li>develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations</li> </ul>	<p><b>MA11-8</b> uses appropriate technology to investigate, organise, model and interpret information in a range of contexts</p>
<ul style="list-style-type: none"> <li>develop the ability to communicate and interpret mathematics logically and concisely in a variety of forms</li> </ul>	<p><b>MA11-9</b> provides reasoning to support conclusions which are appropriate to the context</p>

## Mathematics Advanced Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Functions, Trigonometric Functions, Calculus	25%	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7	Students allowed reference sheet	Term 2 Week 2
2	Functions	35%	MA11-1, MA11-2, MA11-8, MA11-9	Open-Book All content from terms 1 and 2	Term 2 Week 10
3	Calculus, Statistical analysis, Trigonometric functions	40%	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7	Formal Assessment Task All content covered	Term 3 Weeks 8-9

Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing 2 weeks in advance of task by their classroom teacher.

## Mathematics Extension 1 Preliminary Course

Objectives: Students will:	Preliminary Course Outcomes
<ul style="list-style-type: none"> <li>develop efficient strategies to solve problems using pattern recognition, generalisation, proof and modelling techniques</li> </ul>	<p><b>ME11-1</b> uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses</p>
<ul style="list-style-type: none"> <li>develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis</li> </ul>	<p><b>ME11-2</b> manipulates algebraic expressions and graphical functions to solve problems</p> <p><b>ME11-3</b> applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems</p> <p><b>ME11-4</b> applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change</p> <p><b>ME11-5</b> uses concepts of permutations and combinations to solve problems involving counting or ordering</p>
<ul style="list-style-type: none"> <li>use technology effectively and apply critical thinking to recognise appropriate times for such use</li> </ul>	<p><b>ME11-6</b> uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts</p>
<ul style="list-style-type: none"> <li>develop the ability to interpret, justify and communicate mathematics in a variety of forms</li> </ul>	<p><b>ME11-7</b> communicates making comprehensive use of mathematical language, notation, diagrams and graphs</p>

## Mathematics Extension 1 Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Functions	25%	ME11-1, ME11-2, ME11-6, ME11-7	Students allowed reference sheet	Term 2 Week 2
2	Functions, Trigonometric Functions	35%	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	Open-Book All content from terms 1 and 2	Term 2 Week 9
3	Functions, Trigonometric Functions, Combinatorics, Calculus	40%	ME11-1, ME11-2, ME11-3, ME11-4, ME11-6, ME11-7	Formal Assessment Task All content covered	Term 3 Weeks 8/9

Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing 2 weeks in advance of task by their classroom teacher.

## Modern History Preliminary Course

Objectives	Course Outcomes
<p><b>Knowledge and Understanding</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>● develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context</li> <li>● develop an understanding of continuity and change over time.</li> </ul>	<p><b>MH11-1</b> describes the nature of continuity and change in the modern world</p> <p><b>MH11-2</b> proposes ideas about the varying causes and effects of events and developments</p> <p><b>MH11-3</b> analyses the role of historical features, individuals, groups and ideas in shaping the past</p> <p><b>MH11-4</b> accounts for the different perspectives of individuals and groups</p> <p><b>MH11-5</b> examines the significance of historical features, people, ideas, movements, events and developments of the modern world</p>
<p><b>Skills</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>● undertake the process of historical inquiry</li> <li>● use historical concepts and skills to examine the modern past</li> <li>● communicate an understanding of history, sources and evidence, and historical interpretations.</li> </ul>	<p><b>MH11-6</b> analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p><b>MH11-7</b> discusses and evaluates differing interpretations and representations of the past</p> <p><b>MH11-8</b> plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p><b>MH11-9</b> communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p><b>MH11-10</b> discusses contemporary methods and issues involved in the investigation of modern history</p>



## Modern History Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Shaping the Modern World	35%	11-4, 11-6, 11-7	Source Portfolio	Term 1 Week 9
2	Historical Investigation	30%	11-2,11-5, 11-8	In class prepared essay	Term 2 Week 8
3	Making of the Modern South Africa Decline and Fall of the Romanovs	35%	11-1, 11-3, 11-9	Yearly Exam	Term 3 Weeks 8-9

## Music Course 1 Preliminary Course

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

## Music Course 1 Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Performance/Composition (improvisation)	10% 5%	P1, P3, P5, P7, P9, P10	Devise a group performance of selected Jazz standard, demonstrating your understanding of the style, your role in the ensemble and the element of improvisation.	Term 1 Week 8
	Musicology	15%	P2, P5, P7, P11	Performance Journal	Term 1 Week 8
2	Composition	20%	P3, P5, P7, P8, P9, P11	Compose a piece of music for film demonstrating manipulation of motif through use of different types of technology. See criteria sheet.	Term 3 Week 1
	Musicology Aural	5% 10%		Composition Portfolio	
3	Performance	15%	P1, P2, P7, P9, P10, P11,P12	Present a solo/ensemble performance representative of any one of the three topics studied in the Preliminary Course	Term 3 Weeks 8-9 Performance
	Musicology	5%		A written exam paper testing your understanding of musical concepts and contexts.	Term 3 Weeks 8-9 Yearly Exam Written
	Aural	15%			

## Music Course 2 Preliminary Course

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

## Music Course 2 Preliminary Course

Task	Course	Weighting	Outcomes	Task	Date
1	Performance	10%	P1, P2, P10, P11	Perform a piece of music representative of the mandatory topic: Music of Western Tonal Tradition. (1600 – 1900)	Term 2 Week 2
	Musicology / Aural	20%	P2, P5, P7 P11	Prepared extended response: Compare the stylistic features of two styles from the Baroque, Classical or Romantic periods with reference to two works. One of these works must be your performance piece. Refer to score examples in your extended response.	Term 2 Week 2
2	Composition	25%	P3, P4, P5, P6, P8	Present a score and live recording of a composition that demonstrates your understanding of the role of the mandatory topic – Music of Western Tonal Tradition Submit a composition portfolio. Include draft ideas and scores and a discussion of stylistic influences from the mandatory topic used in your composition.	Term 3 Weeks 1-2
	Sight-singing	5%		Sight-singing 8 bar diatonic melody.	
3	Performance	15%	P1, P2, P7, P9, P10, P11, P12	Present an item - solo/ensemble – representing your additional topic.	Term 3 Weeks 8-9 Performance
	<b>Exam</b> Musicology/Aural	25%		Prepared essay question in exam based on the additional topic  Respond to a series of unprepared test questions reflecting the mandatory and additional topics.	Term 3 Weeks 8-9 Yearly Exam Written

## Photography, Video and Digital Imaging Preliminary Course

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

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

## Photography: Photography, Video and Digital Imaging Preliminary Course

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

Task	Content	Weighting	Outcomes	Task	Date
1	Photographic Artmaking  Photographic Criticism and History	40%	M2, M3, M4, M5, M6  CH1, CH3, CH5	Photographic Artmaking Portfolio (30%)  Historical and Critical Studies Process Diary (10%)  Due during assessment week	Term 2 Week 2
2	Video and Digital Image Artmaking	40%	M1, M2, M3, M4, M5, M6	Working individually, submit a portfolio of 1 to 4 minute films.  Due during assessment week	Term 3 Week 8
3	Photographic, Video and Digital Image Criticism and History	20%	CH1, CH2, CH3, CH4, CH5	Written exam. Respond to questions on unknown works.  Due during assessment week	Term 3 Week 8

# Physics Preliminary Course

## Course Structure

The Year 11 Physics course is organised into a number of modules. The Year 11 modules consist of core content to be covered in 120 indicative hours. Practical experiences are an essential component of the Year 11 course. Students will complete 35 indicative hours of practical work during the course within the 120 indicative course hours, including 15 hours allocated to depth studies integrating skill and knowledge outcomes.

**Year 11 Course:** 120 indicative hours

The course incorporates the study of:

- Module 1: Kinematics (30 indicative hours)
- Module 2: Dynamics (30 indicative hours)
- Module 3: Waves and Thermodynamics (30 indicative hours)
- Module 4: Electricity and Magnetism (30 indicative hours)

Objectives	Outcomes
<b><i>Students will develop further skills in:</i></b>	<b><i>A student:</i></b>
questioning and predicting	<b>11-1</b> develops and evaluates questions and hypotheses for scientific investigation
planning investigations	<b>11-2</b> designs and evaluates investigations in order to obtain primary and secondary data and information
conducting investigations	<b>11-3</b> conducts investigations to collect valid and reliable primary and secondary data and information
processing data and information	<b>11-4</b> selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
analysing data and information	<b>11-5</b> analyses and evaluates primary and secondary data and information
problem solving	<b>11-6</b> solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
communicating	<b>11-7</b> communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b><i>Students will develop knowledge and understanding of:</i></b>	<b><i>A student:</i></b>
fundamental mechanics	<b>11-8</b> describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
	<b>11-9</b> describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
energy	<b>11-10</b> explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
	<b>11-11</b> explains and quantitatively analyses electric fields, circuitry and magnetism



## Physics Preliminary Course

Task	Course Component	Weighting	Outcomes	Task	Date
1	Module 1 Kinematics	30%	11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8	Practical Skills Task (WS 25%, K&U 5%)	Term 2 Week 2
2	Module 2 Dynamics	30%	11-1, 11-7, 11-9 plus at least 2 of 11-2, 11-3, 11-4, 11-5, 11-6	Depth Study (WS 25%, K&U 5%)	Term 3 Week 1
3	All Modules: Kinematics Dynamics Waves and Thermodynamics Electricity and Magnetism	40%	11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10, 11-11	Yearly Exam (WS 10%, K&U 30%)	Term 3 Weeks 8-9

## Textiles and Design Preliminary Course

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

## Textiles and Design Preliminary Course

<b>Task</b>	<b>Outcomes</b>	<b>Weighting</b>	<b>Task</b>	<b>Date</b>
1	P1.1, P1.2, P2.1, P2.2, P2.3	30%	Preliminary Project 1 – Focusing on Design	Term 2 Week 3
2	P3.1, P3.2	10%	Properties and performance in class test	Term 3 Week 2
3	P1.1, P1.2, P3.1, P3.2, P4.1, P5.1, P5.2, P6.1	30%	Yearly Exam	Term 3 Weeks 8-9
4	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	30%	Preliminary Project 2 – Focusing on Properties and Performance of Textiles	Term 3 Week 10

## Visual Arts Preliminary Course

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

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

## Visual Arts Preliminary Course

Task	Content	Weighting	Outcomes	Task	Date
1	Artmaking, Art Criticism & Art History	30%	P1, P2, P3, P4, P5, P6,  P8, P9, P10	<p><b>Artmaking: Body Of Work - Drawing (15%)</b> Students submit documentation of processes in VAPD and resolved drawings exploring the theme: <i>Personal and Public Spaces</i></p> <p><b>Art Criticism &amp; Art History: Short responses (15%)</b> Students complete written analysis of artworks in the format of Section 1 style questions</p> <p>Due during assessment weeks</p>	Term 2 Week 2
2	Art Criticism and Art History	35%	P7, P8, P9, P10	<p><b>Art Criticism &amp; Art History: Yearly Examination</b> Written examination using the HSC format.</p> <p>Due during assessment weeks.</p>	Term 3 Weeks 8-9
3	Artmaking	35%	P1, P2, P3, P4, P5, P6	<p><b>Artmaking: Portfolio Of Work</b> Students submit documentation of processes in VAPD BOW artmaking activities from Terms 2 &amp; 3</p> <p>Due during assessment weeks.</p>	Term 3 Weeks 8-9

# Newtown High School of the Performing Arts

## Notice of Receipt of Assessment Policy HIGHER SCHOOL CERTIFICATE YEAR 11 2025 ASSESSMENT POLICY

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

Dear Dr Green,

I have received the Year 11 Assessment Booklet.

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

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

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

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

**Please sign and return this page to:  
Mr J Gonda and Miss A Di Camillo (Year 11 Student Advisers)  
or Deputy Principal Ms B. Scanlan**