PRELIMINARY HSC ASSESSMENT SCHEDULE

2016
Year 11 Assessment Schedules 2016

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**AGRICULTURE**

## OUTCOMES

A student:

- **P1.1** describes the complex, dynamic and interactive nature of agricultural production systems
- **P1.2** describes the factors that influence agricultural systems
- **P2.1** describes the biological and physical resources and applies the processes that cause changes in plant production systems
- **P2.2** describes the biological and physical resources and applies the processes that cause changes in animal production systems
- **P2.3** describes the farm as a basic unit of production
- **P3.1** explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- **P4.1** applies the principles and procedures of experimental design and agricultural research
- **P5.1** investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

<table>
<thead>
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<th>Components (Syllabus)</th>
<th>Weighting</th>
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<th>Task 2</th>
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ENGLISH

ENGLISH ADVANCED

OUTCOMES

A student:

P1 describes and explains the relationships between composer, responder, text and context in particular texts.
P2 describes and explains relationships among texts.
P3 develops language relevant to the study of English.
P4 describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.
P5 demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.
P6 engages with a wide range of texts to develop a considered and informed personal response.
P7 selects appropriate language forms and features, and structures to explore and express ideas and values.
P8 articulates and represents own ideas in critical, interpretive and imaginative texts.
P9 assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
P10 analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
P11 draws upon the imagination to transform experience into text.
P12 reflects on own processes of responding and composing.
P12A Advanced only
demonstrates a capacity to understand and use different ways of responding to and composing particular texts.
P13 reflects on own processes of learning.

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<tr>
<th>Components (syllabus)</th>
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<th>Task 2</th>
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Elective 1:
- Film Study: 15%

Elective 2:
- Comparison of Texts: 25%
- Analytical Study of Text (Shakespeare): 20%

Area of Study (Belonging): 40%

Total: 100%
ENGLISH

ENGLISH STANDARD

OUTCOMES
A student:

P1 demonstrates understanding of the relationships between composer, responder, text and context.
P2 identifies and describes relationships among texts.
P3 develops language relevant to the study of English.
P4 identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses.
P5 describes the ways different technologies and media of production affect the language and structure of particular texts.
P6 engages with a wide range of texts to develop a considered and informed personal response.
P7 selects appropriate language forms and features, and structures of texts to explore and express ideas and values.
P8 articulates and represents own ideas in critical, interpretive and imaginative texts.
P9 assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
P10 analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.
P11 draws upon the imagination to transform experience into text.
P12 reflects on own processes of responding and composing.
P13 reflects on own processes of learning.

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English (Extension) Objectives
Students will develop knowledge and understanding of how and why texts are valued.
Students will develop skills in extensive independent investigation.
Students will develop skills in sustained composition.

Preliminary English (Extension) Outcomes
A student:

P1 understands how and why texts are valued in and appropriated into a range of contexts.
P2 develops skills in independent investigation involving particular texts and their manifestations in various forms, and within particular cultural contexts.
P3 develops skills in sustained composition in a range of models and media for different audiences and purposes.

Preliminary English (Extension) Content
Students learn about how and why texts are valued in and appropriated into a range of contexts by:

1. Recognising different kinds and degrees of appropriation and their effects
1.1 Considering the relationships between a text and the culture in which it was composed
1.2 Exploring and examining the ways in which language shapes and reflects values
1.3 Considering the effects of different ways of responding to texts
1.4 Considering the ways and reasons early and later manifestations of the text are valued
1.5 Considering why some texts are considered culturally important.

2. Students learn to develop skills in independent investigation by:
2.1 Engaging with a range of texts
2.2 Engaging in independent investigation of specific key texts, cultures and forms.

3. Students learn to develop skills in sustained composition by:
3.1 Refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expression
3.2 Recreating texts by varying perspectives and contexts to demonstrate how values are maintained and changed
3.3 Using and manipulating a range of generic forms in a range of modes and media for different audiences and purposes
3.4 Using stylistic devices appropriate to purpose, audience and context.

Components

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<tr>
<th>Weighting (syllabus)</th>
<th>Task 1</th>
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# HSIE

## ANCIENT HISTORY

### OUTCOMES

A student develops the skills to:

- **P1.1** describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context
- **P2.1** identify historical factors and explain their significance in contributing to change and continuity in the ancient world
- **P3.1** locate, select and organize relevant information from a variety of sources
- **P3.2** identify relevant problems of sources in reconstructing the past
- **P3.3** comprehend sources and analyse them for their usefulness and reliability
- **P3.4** identify and account for differing perspectives and interpretations of the past
- **P3.5** discuss issues relating to ownership and custodianship of the past
- **P3.6** plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- **P4.1** uses historical terms and concepts appropriately
- **P4.2** communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

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<th>Components (Syllabus)</th>
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<th>Task 1</th>
<th>Task 2</th>
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## OUTCOMES

A student develops the skills to:

- **P1.1** describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present
- **P1.2** investigate and explain the key features and issues of selected studies from the eighteenth century to the present
- **P2.1** identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present
- **P3.1** ask relevant historical questions
- **P3.2** locate, select and organise relevant information from different types of sources
- **P3.3** comprehend and analyse sources for their usefulness and reliability
- **P3.4** identify and account for differing perspectives and interpretations of the past
- **P3.5** plans and present the findings of historical investigations, analyzing and synthesizing information from different types of sources
- **P4.1** uses historical terms and concepts appropriately
- **P4.2** communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

### Components (Syllabus)

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### Weighting

- **Knowledge & Understanding of Course Content**: 40%
- **Source-Based Skills: Analysis, Synthesis & Evaluation of Historical Information From A Variety Of Sources**: 20%
- **Historical Inquiry & Research Including Mandatory Historical Investigation**: 20%
- **Communication of Historical Understanding in Appropriate Forms**: 20%

**Total**: 100%
HSIE

BUSINESS STUDIES

OUTCOMES
A student:

P1 discusses the nature of business, its role in society & types of business structure
P2 explains the internal & external influences on businesses
P3 describes the factors contributing to the success or failure of small to medium enterprises
P4 assesses the processes & interdependence of key business functions
P5 examines the application of management theories & strategies
P6 analyses the responsibilities of business to internal & external stakeholders
P7 plans and conducts investigations into contemporary business issues
P8 evaluates information for actual & hypothetical business situations
P9 communicates business information & issues in appropriate formats
P10 applies mathematical concepts appropriately in business situations

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## Outcomes

A student:

- **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 organises 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

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OUTCOMES
A student:

P1 identifies & applies legal concepts and terminology
P2 describes the key features of Australian and international law
P3 describes the operation of domestic & international legal systems
P4 discusses the effectiveness of the legal system in addressing issues
P5 describes the role of law in encouraging co-operation & resolving conflict, as well as initiating & responding to change
P6 explains the nature of the inter-relationship between the legal system & society
P7 evaluates the effectiveness of the law in achieving justice
P8 locates, selects & organises legal information from a variety of sources including legislation, cases, media, international instruments & documents
P9 communicates legal information using well-structured responses
P10 accounts for differing perspectives & interpretations of legal information & issues

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# HSIE

## STUDIES OF RELIGION I

### OUTCOMES

A student:

- **P1** describes the characteristics of religion & belief systems
- **P2** identifies the influence of religion & belief systems on individuals & society
- **P3** investigates religious traditions & beliefs
- **P4** examines significant aspects of religious traditions
- **P5** describes the influence of religious traditions in the life of adherents
- **P6** selects & uses relevant information about religion from a variety of sources
- **P7** undertakes effective research about religion, making appropriate use of time & resources
- **P8** uses appropriate terminology related to religion & belief systems
- **P9** effectively communicates information, ideas & issues using appropriate written, oral & graphic forms

### Components (Syllabus)

<table>
<thead>
<tr>
<th>Components (Syllabus)</th>
<th>Weighting (Syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
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<tbody>
<tr>
<td>Outcomes</td>
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<td>Half Year Examination</td>
<td>Research Report</td>
<td>Yearly Examination</td>
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</table>
# HSIE

## SOCIETY AND CULTURE

### OUTCOMES

A student:

- **P1** identifies and applies social and cultural concepts
- **P2** describes personal, social and cultural identity
- **P3** identifies and describes relationships and interactions within and between social and cultural groups
- **P4** identifies the features of social and cultural literacy and how it develops
- **P5** explains continuity and change and their implications for societies and cultures
- **P6** differentiates between social and cultural research methods
- **P7** selects, organises and considers information from a variety of sources for usefulness, validity and bias
- **P8** plans and conducts ethical social and cultural research
- **P9** uses appropriate course language and concepts suitable for different audiences and contexts
- **P10** communicates information, ideas and issues using appropriate written, oral and graphic forms

### Components (Syllabus)

<table>
<thead>
<tr>
<th>Components (Syllabus)</th>
<th>Weighting (Syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
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LANGUAGE

JAPANESE CONTINUERS

OUTCOMES

A student:

P1.1 uses a range of strategies to maintain communication
P1.2 conveys information appropriate to context, purpose and audience
P1.3 exchanges and justifies opinions and ideas
P1.4 reflects on aspects of past, present and future experience
P2.1 applies knowledge of language structures to create original text
(written or spoken texts created by students incorporating their own ideas)
P2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
P2.3 structures and sequences ideas and information
P3.1 identifies and conveys the gist, main points and supporting points and detailed items of specific information
P3.2 summarises, interprets and evaluates information
P3.3 identifies the tone, purpose, context and audience
P3.4 draws conclusions from or justifies an opinion
P3.5 interprets, analyses and evaluates information
P3.6 infers points of view, attitude or emotions from language and context
P4.1 recognises and employs language appropriate to different social contexts
P4.2 reflects upon significant aspects of language and culture

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<thead>
<tr>
<th>Components (Syllabus)</th>
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<td>Listening Task</td>
<td>Yearly Exam</td>
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Speaking 20%
Listening and Responding 30%
Reading and Responding 40%
Writing in Japanese 10%
Total 100%

NB: Please note that the listening and speaking examinations for the half year and yearly examinations will be held 1 to 2 weeks prior to the examination period.
SCIENCE

BIOLOGY

OUTCOMES
A student:

P1 outlines the historical development of major biological principles, concepts and ideas
P2 applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology
P3 assesses the impact of particular technological advances on understanding in biology
P4 describes applications of biology which affect society or the environment
P5 describes the scientific principles employed in particular areas of biological research
P6 explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
P7 describes the range of organisms in terms of specialisation for a habitat
P8 analyses the interrelationships of organisms within the ecosystem
P9 explains how processes of reproduction ensure continuity of species
P10 identifies and describes the evidence for evolution
P11 identifies and implements improvements to investigation plans
P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
P13 identifies appropriate terminology and reporting styles to communicate information and understanding in biology
P14 draws valid conclusions from gathered data and information
P15 implements strategies to work effectively as an individual or as a team member
P16 demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

<table>
<thead>
<tr>
<th>Components (Syllabus)</th>
<th>Task 1</th>
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<th>Task 4</th>
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<tbody>
<tr>
<td></td>
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<td>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10</td>
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<tr>
<td>First-hand Investigations Communication</td>
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<tr>
<td>Scientific thinking and problem solving</td>
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* NOT ALL THIS GROUP OF OUTCOMES WILL NECESSARILY BE ASSESSED IN THIS TASK. STUDENTS WILL BE ADVISED OF THE SPECIFIC OUTCOMES IN THE INDIVIDUAL NOTICE
### SCIENCE

### CHEMISTRY

#### OUTCOMES

A student:

- **P1** outlines the historical development of major principles, concepts and ideas in chemistry
- **P2** applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in chemistry
- **P3** assesses the impact of particular technological advances on understanding in chemistry
- **P4** describes applications of chemistry which affect society or the environment
- **P5** describes the scientific principles employed in particular areas of research in chemistry
- **P6** explains trends and relationships between elements in terms of atomic structure and bonding
- **P7** describes chemical changes in terms of energy inputs and outputs
- **P8** describes factors that influence the type and rate of chemical reactions
- **P9** relates the uses of carbon to the unique nature of carbon chemistry
- **P10** applies simple stoichiometric relationships
- **P11** identifies and implements improvements to investigation plans
- **P12** discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
- **P13** identifies appropriate terminology and reporting styles to communicate information and understanding
- **P14** draws valid conclusions from gathered data and information
- **P15** implements strategies to work effectively as an individual or as a member of a team
- **P16** demonstrates positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

<table>
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<tr>
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<td>Half Yearly Knowledge &amp; Scientific thinking / problem solving</td>
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<td>Yearly Exam</td>
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SCIENCE

EARTH AND ENVIRONMENTAL SCIENCE

OUTCOMES

A student:

P1 outlines the historical development of major Earth and Environmental Science principles, concepts and ideas
P2 applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in Earth and Environmental Science
P3 assesses the impact of particular technological advances on understanding in Earth and Environmental Science
P4 describes applications of Earth and Environmental Science which affect society or the environment
P5 describes the scientific principles employed in particular areas of Earth and Environmental Science research
P6 identifies the origins of Earth’s resources
P7 identifies and describes the physical and chemical features of the environment
P8 discusses the interplay between the internal and external forces which constantly reshape the Earth’s surface
P9 describes and locates available resources in Australian environments
P10 describes human impact on the local environment
P11 identifies and implements improvements to investigation plans
P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
P13 identifies appropriate terminology and reporting styles to communicate information and understanding in Earth and Environmental Science
P14 draws valid conclusions from gathered data and information
P15 implements strategies to work effectively as an individual or as a member of a team
P16 demonstrates positive values about, and attitudes towards, both the living and non-living components of the environment; ethical behaviour; and a desire for critical evaluation of the consequences of the applications of science

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<td>Half Yearly Knowledge &amp; Scientific thinking / problem solving</td>
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OUTCOMES

A student:

P1 outlines the historical development of major principles, concepts and ideas in physics
P2 applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics
P3 assesses the impact of particular technological advances on understanding in physics
P4 describes applications of physics which affect society or the environment
P5 describes the scientific principles employed in particular areas of research in physics
P6 describes the forces acting on an object which causes changes in its motion
P7 describes the effects of energy transfers and energy transformations
P8 explains wave motions in terms of energy sources and the oscillations produced
P9 describes the relationship between force and potential energy in fields
P10 describes theories and models in relation to the origins of matter and relates these to the forces involved
P11 identifies and implements improvements to investigation plans
P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources
P13 identifies appropriate terminology and reporting styles to communicate information and understanding in physics
P14 draws valid conclusions from gathered data and information
P15 implements strategies to work effectively as an individual or as a member of a team
P16 demonstrates positive values about, and attitude towards, both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

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<thead>
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<td>Half Yearly Knowledge &amp; Scientific thinking / problem solving</td>
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<td>Yearly Exam</td>
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**OUTCOMES**

A student:

P1 explores the conventions of practice in artmaking
P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
P3 identifies the frames as the basis of understanding expressive representation through the making of art
P4 investigates subject matter and forms as representations in artmaking
P5 investigates ways of developing coherence and layers of meaning in the making of art
P6 explores a range of material techniques in ways that support artistic intentions
P7 explores the conventions of practice in art criticism and art history
P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

<table>
<thead>
<tr>
<th>Components (Syllabus)</th>
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<th>Task 1</th>
<th>Task 2</th>
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*Please note that all artmaking ‘hand in’ tasks require students to attend that lesson to set up their works for display.*
## VISUAL ARTS

### PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

## OUTCOMES

A student:

- **M1** generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- **M2** explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- **M3** investigates different points of view in the making of photographs and/or videos and/or digital images
- **M4** generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- **M5** develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- **M6** takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works

- **CH1** generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- **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 fields of photography and/or video and/or digital imaging
- **CH5** recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

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<tr>
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<tr>
<td>Critical &amp; Historical Studies</td>
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### OUTCOMES

A student:

- **P1.1** identifies the scope of engineering and recognises current innovations
- **P1.2** explains the relationship between properties, uses and applications of materials in engineering
- **P2.1** describes the types of materials, components and processes and explains their implications for engineering development
- **P2.2** describes the nature of engineering in specific fields and its importance to society
- **P3.1** uses mathematical, scientific and graphical methods to solve problems of engineering practice
- **P3.2** develops written, oral and presentation skills and applies these to engineering reports
- **P4.1** describes developments in technology and their impact on engineering products
- **P4.2** describes the influence of technological change on engineering and its effect on people
- **P4.3** identifies the social, environmental and cultural implications of technological change in engineering
- **P5.1** demonstrates the ability to work both individually and in teams
- **P5.2** applies management and planning skills related to engineering
- **P6.1** applies knowledge and skills in research and problem-solving related to engineering
- **P6.2** applies skills in analysis, synthesis and experimentation related to engineering

### Components (Syllabus)

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Task 1</th>
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<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
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</table>

| Total                 | 100%         | 15%     | 30%     | 20%     | 35%     |
### TAS
### COMPUTING APPLICATIONS

#### OUTCOMES
A student:

- **P1.1** describes the function and application of a variety of computer software
- **P1.2** applies computing terminology appropriately in practical situations
- **P1.3** uses appropriate computer software in a given context
- **P2.1** describes aspects of human activity which have developed into computer applications
- **P2.2** explains the principles and functions of specific hardware components
- **P2.3** evaluates the suitability of hardware in a particular context
- **P3.1** applies a range of project management techniques in the development of a solution
- **P3.2** analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions
- **P3.3** implements, tests, debugs and evaluates solutions using current common application packages
- **P4.1** identifies and reflects on the social and technological implications when making decisions about the use of computer software
- **P4.2** evaluates the use of a computer-based solution compared to non-computer solutions
- **P4.3** identifies social and ethical issues related to the use of computer software
- **P5.1** evaluates the suitability of software applications in a particular context

<table>
<thead>
<tr>
<th>Components (Syllabus)</th>
<th>WEIGHTING (Syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
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<td>Half Yearly Exam</td>
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<td>Project 2</td>
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<td>Use, understanding and evaluation of a range of computer software and related terminology</td>
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<td>5%</td>
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<tr>
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<td>5%</td>
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<tr>
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<tr>
<td>Knowledge and understanding of the ethics and impact of computer-based technology and emerging trends on society</td>
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<td>5%</td>
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<tr>
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<td>20%</td>
<td>20%</td>
<td>30%</td>
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</tr>
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</table>
**TAS**

**TEXTILES AND DESIGN**

**OUTCOMES**

A student:

- **P1.1** describes the elements and principles of design and uses them in a variety of applications
- **P1.2** identifies the functional and aesthetic requirements and features of a range of textile items
- **P2.1** demonstrates the use of a variety of communication skills, including computer-based technology
- **P2.2** develops competence in the selection and use of appropriate manufacturing techniques and equipment
- **P2.3** manages the design and manufacture of textile projects
- **P3.1** identifies properties of a variety of fabrics, yarns and fibres
- **P3.2** justifies the selection of fabrics, yarns and fibres for end-uses
- **P4.1** identifies and selects textiles for specific end-uses based on analysis of experimentation.
- **P5.1** examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
- **P5.2** investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
- **P6.1** identifies and appreciates the factors that contribute to the quality and value of textiles in society.

<table>
<thead>
<tr>
<th>Components (Syllabus)</th>
<th>Weighting (Syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
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<tr>
<td>Outcomes</td>
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<td>P2.1, P2.2, P2.3, P3.1, P3.2, P4.1</td>
<td>P1.1, P1.2, P2.1, P2.2, P4.1</td>
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<tr>
<td>Knowledge &amp; Understanding of textiles and the textiles industry</td>
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<td>20%</td>
<td>20%</td>
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<tr>
<td>Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies</td>
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<td>20%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
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<td>40%</td>
<td>40%</td>
<td>20%</td>
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</table>
# MUSIC

## MUSIC 1

### OUTCOMES

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

- **P1** performs music that is characteristic of the topics studied
- **P2** observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- **P3** improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- **P4** recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- **P5** comments on and constructively discusses performances and compositions
- **P6** observes and discusses concepts of music in works representative of the topics studied
- **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
- **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

<table>
<thead>
<tr>
<th>Components (Syllabus)</th>
<th>Weighting (Syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
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<tr>
<td></td>
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<td>Topic Three</td>
<td>Yearly Exam</td>
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<td>Outcomes</td>
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<td>P1-P11</td>
<td>P1-P11</td>
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## MATHEMATICS

## MATHEMATICS GENERAL

### OUTCOMES

A student:

<table>
<thead>
<tr>
<th>MGP-1</th>
<th>uses mathematics and statistics to compare alternative solutions to contextual problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGP-2</td>
<td>represents information in symbolic, graphical and tabular form</td>
</tr>
<tr>
<td>MGP-3</td>
<td>represents the relationships between changing quantities in algebraic and graphical form</td>
</tr>
<tr>
<td>MGP-4</td>
<td>performs calculations in relation to two-dimensional and three-dimensional figures</td>
</tr>
<tr>
<td>MGP-5</td>
<td>demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units</td>
</tr>
<tr>
<td>MGP-6</td>
<td>models financial situations relevant to the student's current life using appropriate tools</td>
</tr>
<tr>
<td>MGP-7</td>
<td>determines an appropriate form of organisation and representation of collected data</td>
</tr>
<tr>
<td>MGP-8</td>
<td>performs simple calculations in relation to the likelihood of familiar events</td>
</tr>
<tr>
<td>MGP-9</td>
<td>uses appropriate technology to organise information from a limited range of practical and everyday contexts</td>
</tr>
<tr>
<td>MGP-10</td>
<td>justifies a response to a given problem using appropriate mathematical terminology</td>
</tr>
<tr>
<td>MGP-VA</td>
<td>develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation</td>
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</tbody>
</table>

### Components (Syllabus)

<table>
<thead>
<tr>
<th>Weighting (Syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
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<td>Use of concepts, skills &amp; techniques to solve mathematical problems &amp; interpret practical situations</td>
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<tr>
<td>Application of reasoning &amp; communication in appropriate forms to construct mathematical arguments &amp; to interpret &amp; use mathematical models</td>
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<td>10%</td>
<td>5%</td>
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<tr>
<td><strong>Total</strong></td>
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<td>20%</td>
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</table>
# OUTCOMES

A student:

- **P1** demonstrates confidence in using mathematics to obtain realistic solutions to problems
- **P2** provides reasoning to support conclusions which are appropriate to the context
- **P3** performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
- **P4** chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
- **P5** understands the concept of a function and the relationship between a function and its graph
- **P6** relates the derivative of a function to the slope of its graph
- **P7** determines the derivative of a function through routine application of the rules of differentiation
- **P8** understands and uses the language and notation of calculus

<table>
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<tr>
<th>Components (Syllabus)</th>
<th>Weighting (Syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
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MATHEMATICS

MATHEMATICS EXTENSION 1 ADDITIONAL

OUTCOMES

A student:

***Extension 1 Outcomes ~ Preliminary Course***

PE1 appreciates the role of mathematics in the solution of practical problems
PE2 uses multi-step deductive reasoning in a variety of contexts
PE3 solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
PE4 uses the parametric representation together with differentiation to identify geometric properties of parabolas
PE5 determines derivatives which require the application of more than one rule of differentiation
PE6 makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations

***Mathematics Outcomes ~ Preliminary Course***

P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems
P2 provides reasoning to support conclusions which are appropriate to the context
P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
P5 understands the concept of a function and the relationship between a function and its graph
P6 relates the derivative of a function to the slope of its graph
P7 determines the derivative of a function through routine application of the rules of differentiation
P8 understands and uses the language and notation of calculus
H4 expresses practical problems in mathematical terms based on simple given models
H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
H6 uses the derivative to determine the features of the graph of a function
H7 uses the features of a graph to deduce information about the derivative
H9 communicates using mathematical language, notation, diagrams and graphs

<table>
<thead>
<tr>
<th>Components (Syllabus)</th>
<th>Weighting (Syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
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<td>25%</td>
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</table>
PDHPE

OUTCOMES

A student:

P1 identifies and examines why people give different meanings to health and to physical activity
P2 explains how nutrition, physical activity, drug use and relationships affect personal health
P3 recognises that health is determined by socio-cultural, economic and environmental factors
P4 identifies aspects of health over which individuals can exert some control
P5 plans for and can implement actions that can support the health of others
P6 proposes actions that can improve and maintain personal health
P7 explains how body structures influence the way the body moves
P8 describes the components of physical fitness and explains how they are monitored
P9 describes biomechanical factors that influence the efficiency of the body in motion
P10 plans for participation in physical activity to satisfy a range of individual needs
P11 assesses and monitors physical fitness levels and physical activity patterns
P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
(Option 1)
P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
P15 forms opinions about health-promoting actions based on a critical examination of relevant information
P16 uses a range of sources to draw conclusions about health and physical activity concepts
P17 analyses factors influencing movement and patterns of participation

<table>
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<tr>
<th>Components (Syllabus)</th>
<th>Weighting (Syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
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<td>P7, P9, P17</td>
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</table>
PDHPE

SPORT, LIFESTYLE AND RECREATION

OUTCOMES

A student:

P1.1 applies the rules and conventions that relate to participation in a range of physical activities
P1.2 explains the relationship between physical activity, fitness and healthy lifestyle
P1.3 demonstrates ways to enhance safety in physical activity
P1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
P1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
P1.6 describes administrative procedures that support successful performance outcomes
P2.1 explains the principles of skill development and training
P2.2 analyses the fitness requirements of specific activities
P2.3 selects and participates in physical activities that meet individual needs, interests and abilities
P2.4 describes how societal influences impact on the nature of sport in Australia
P2.5 describes the relationship between anatomy, physiology and performance
P3.1 selects appropriate strategies and tactics for success in a range of movement contexts
P3.2 designs programs that respond to performance needs
P3.3 measures and evaluates physical performance capacity
P3.4 composes, performs and appraises movement
P3.5 analyses personal health practices
P3.6 assesses and responds appropriately to emergency care situations
P3.7 analyses the impact of professionalism in sport
P4.1 plans strategies to achieve performance goal
P4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
P4.3 makes strategic plans to overcome the barriers to personal and community health
P4.4 demonstrates competence and confidence in movement contexts
P4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

<table>
<thead>
<tr>
<th>Components (Syllabus)</th>
<th>Weighting (Syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
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<td>Knowledge and Understanding</td>
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<td>Skills</td>
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</table>

Year 11 Preliminary Assessment Schedules 2016
STUDY SKILLS CHECK-UP

Your success at school can be greatly enhanced by developing your personal study skills.

Complete the checklist below to determine what areas you need to work on at school this year (your focus may need to change each year).

CLASSROOM SKILLS

The amount of time you will need to study for tests and exams will depend on how effectively you use your class time. It makes sense to make the most of your time in class!

Are you on time for school and classes? Y/N
Do you bring everything needed for class? Y/N
Do you listen to your teacher and not talk when you should be focusing? Y/N
Do you work well in class and make the most of class time? Y/N
Do you participate and get involved in the lesson? Y/N
Do you respect others’ ideas? Y/N

ORGANISATIONAL SKILLS

Managing your papers for school is essential to ensure you can find what you need and that you have everything you will need to study from at exam time. Make sure you paste or file any loose sheets straight away. It is also a good idea to have a file or folder at home for each subject so you can keep everything together for that subject.

Are all of your books clearly labelled? Y/N
Do you paste sheets in straight away or else have a folder to keep them in? Y/N
Are your notes and papers well organised? Y/N
At home do you have a folder for each subject to keep everything together? Y/N
Do you file away all past tests and assignments? Y/N

HOMEWORK SKILLS

The main thing to remember about homework is that your teacher sets homework for a reason – to help you understand the work better. If you let yourself fall behind in homework, you’ll soon discover that there are gaps in your understanding. Keep up to date with your homework and see your teacher if you are having any problems.

Do you complete all the homework that is set by the due date? Y/N
Do you try and put effort into your homework and do it properly? Y/N
Do you ask your teacher for help if you can’t understand work? Y/N
If you are absent, do you chase up what you have missed? Y/N
If you don’t finish work, do you reschedule and plan when you will do it? Y/N

TIME MANAGEMENT SKILLS

Working effectively at home is a real challenge as there are so many other things you can do at home! To work effectively at home or in the boarding school, separate schoolwork time and personal time,
don’t try and combine these. Work in half hour blocks and remove distractions during this time. Each afternoon make a plan of what you want to get done that night and when you are going to do it.

Do you work in half hour blocks at home and turn off distractions during this time?  
Do you make a plan each afternoon of what you want to get done that night?  
Do you have set periods of time that you allocate to schoolwork?  
Do you have a good system for keeping track of what work you haven’t completed yet?  

**PLANNING SKILLS**

The best way to manage your workload is to write a plan in your diary for when you will do the necessary work for assignments and tests. Every time you are told about a task, break it down into steps and in your diary write in when you will do each step. Use your plan as a starting point and reschedule steps when necessary.

Do you complete all assignments in time by the due date?  
Do you start assignments early rather than leaving them to the last minute?  
Do you break your assignments down into smaller more manageable steps?  
Do you have a wall calendar where you can clearly see when things are due?  
Do you do a plan in your diary of when you will do the work for assignments and tests?  

**STUDY NOTES SKILLS**

One of the best ways to prepare for a test or an exam is to make study notes. Ideally, you should do your study notes as you go throughout the year, at the end of a topic or section. This will mean that when you get to your exams you have time to learn the information in your notes and do lots of practice as well.

Do you condense and organise the information from class notes and text books?  
Do you make study notes on a regular basis so they are ready at exam time?  
Are your study notes in point form?  
Are your study notes visual?  
Do you ask your teacher for feedback on your study notes?  
If you don’t have much homework, do you use spare time to work on study notes?  

**STUDY SKILLS**

Making study notes is not enough. You also have to understand and learn the information so you can remember it in a test or exam, and do lots of questions as practice to ensure you can apply your knowledge.

Do you start studying for tests early?  
Do you do lots of revision questions, asking for help if needed?  
Do you test yourself on your study notes?  
Do you try and use a wide range of study techniques?  
Do you do some of your practice under examination conditions?  

Now go back and highlight the top 5 suggestions that you need to focus on for this year.

Visit the freebies on [www.enhanced-learning.net](http://www.enhanced-learning.net) for more helpful study skills resources.