



FROM THE DEPUTY HEAD

With only one week left of Term 3, the School is preparing for Term 4 which is always an exciting term. Girls look forward to the end-of-year activities, the major production, warmer weather, more daylight and the satisfaction of finishing another school year. The calendar for the first two weeks includes:

- Year 12 HSC Examinations commencing on Thursday of Week 1
- The continuation of the End-of-Year Production rehearsals
- A Duke of Edinburgh Bronze Expedition departing on Sunday of the first weekend
- AHIGS Festival of Speech on the second weekend

We are also looking forward to the start of the IGSSA Touch Football and Water Polo competitions. Tennis Squads will continue in Term 4 and in the second half of Term 4 we will begin selections for the Term 1 Softball teams.

Students in Years 7 and 8 have satisfactorily completed four days of examinations and are now settling in to the remainder of their academic programme for the year. While this was no doubt a challenging time in particular for Year 7, everything went smoothly and they handled the pressure well.

Students in Year 12 are completing their final week of school and preparing for the study vacation prior to their HSC examinations. The School would like to wish them well and compliment them on the manner in which they have conducted themselves during their final term.

Mr Geoff Marsh
Deputy Head of Frensham
Deputy Head of Frensham Schools

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BOARDING

Students from Years 7 and 8 had an enjoyable day at Luna Park on Sunday – the perfect place to have fun after a week of reflective learning during Examination Week. With beautiful weather to complement the stunning backdrop of Sydney Harbour, the girls embraced every ride and experience, making the most of their time together and strengthening friendships.

Our final Closed Weekend Programme is rich and varied, with the greatly anticipated Year 12-led Harry Potter Night on Friday, the annual Skit Night on Saturday, physical activities, as well as Term 4 Sports trials and skills sessions.

With the end of the term fast approaching, the girls will be asked to pack up their belongings carefully to return home for



vacation. Please note that we provide storage facilities for long-distance boarders who have transport-luggage restrictions.

End of Term 3 Airport Drop off and Beginning of Term 4 Pick Up arrangements

End of Term, Start of Term Travel airport bookings have now closed.

Please note the following for your planning:

- We ask that no flight is made before 6.30pm on the first day of vacation as traffic to the airport from Mittagong can be unpredictable.
- Parents are asked to make sure daughters are fully briefed on ticket information.
- A staff member will travel to the airport with the girls and check them in and ensure girls are clear on arrangements.
- Return pick up times vary, however, we do encourage all return flights to arrive before 7.30pm.
- A staff member meets student at the luggage terminal.



Information regarding luggage restrictions for booked transport

Stored Luggage – no more than two items for stowage in luggage bins on coach services. Not to exceed 60cm (height) x 70cm (length) and 50 cm wide (ie: length, depth and width not exceeding total of 180cm) and 20kg in weight.

Hand Luggage – the total weight of hand luggage is **not to exceed 5kg** and must be able to be stored **under the seat**. Hand luggage that does not fit under the seat must be stored in the luggage compartment beneath the coach.

If you require further information regarding travel, please email Ms Amanda Graham at: boarding@frensham.nsw.edu.au

Term 4 Return arrangements

All boarders are expected to return to the House no later than 8.30pm on Sunday 13 October. Houses will be open from 5:00pm. Please contact boarding@frensham.nsw.edu.au should you need to arrive earlier.

House Allocations for next term will be available for the girls information prior to the commencement of Term 4. Girls are asked to check Schoolbox before returning with their belongings for a new term in the Houses.

Correspondence

To ensure a prompt reply to all enquiries related to Boarding, we ask that parents communicate with us via the boarding email boarding@frensham.nsw.edu.au

Mrs Tanya Vaughan, Director of Boarding
Ms Amanda Graham, Deputy Head of Boarding

TEACHING & LEARNING

Special Delivery: Year 12 Writers' Insight

Last Thursday evening, Pen & Ink members were treated to a very special delivery – the Year 12 English Extension 2 cohort of seven students who came to Pen & Ink as guest speakers. The girls' final compositions, after 12 months of planning, drafting, editing, rewriting and... repeat the process again numerous times... have now been submitted for marking to NESA as their major works for their HSC 2019.

The girls highlighted both their work and their process – each unique – in a panel with Pen & Inkers Years 9 to 11, with Year 12 colleagues in support. Each read a selected excerpt from their work to the audience, shared their insight into both the joy of freedom of creativity and form and the challenges presented. They answered the many probing questions the

girls asked with generosity and sincerity, allowing all to understand the rules, demands and the ultimate joy!

The Year 12 2019 who joined us were: Isabella Allen: Podcast Speeches Entitled: *To laugh is human, to revel is evil: Is Schadenfreude a symptom of humanity's inhumanity?*; Elvira Berzins: A Short Story entitled *Veritas*; Adelaide Darvall: A Lyric Essay entitled *An Interview of Method and Madness*; Alexandra Maciver: Podcast Speeches – *Freedom of speech the right to speak your mind or mind how you speak*. Harper Northam (Head of Pen & Ink 2019): A Short Story entitled, *Infinity somewhat dealated*; Imogen Senior (Head of Pen & Ink 2019): A Lyric Essay, *The Equality Equation*; and India Shead: Podcast Speech – *Feminist Interactive, The Future is the Past. Episode 64. Embracing the Shadows Illuminating their works*.

Year 12 English Extension 2 writing always holds pride of place in each annual edition of Pen & Ink and the synopses of their work will be published in December of this year for everyone's reading pleasure. Having the girls read their work and share their vision, planning and thinking with younger students – all of whom are passionate about writing – was a memorable experience and generated lively discussion.



Left: Year 12 English Extension 2 students Alexandra Maciver, Isabella Allen, Adelaide Darvall, India Shead, Imogen Senior, Harper Northam and Elvira Berzins. Year 12 English Extension 2 students with Pen & Inkers.

Ms Kate Chauncy, Director of Teaching & Learning, P-12 Coordinator of Gifted & Talented Programmes

STUDIES

Year 12 final Reports will be available this week on Schoolbox via the parental portal. This will be a new process for obtaining academic reports which will improve both the access and reliability of their delivery. An email will be sent to parents when they become available. The reports are a valuable resource in applying for positions in residential colleges, universities and in scholarship applications. These reports indicate the skills and learning attributes displayed by students throughout their course. All students are currently consolidating topics, reviewing areas identified for further understanding, and practising written responses. There is much to gain in the final two weeks of formal classes as well as opportunities to meet with teachers on a one-on-one basis, where necessary.

Students in Year 11 commenced Preliminary Course Examinations last week and will conclude Monday 23 September. The examination period provides an opportunity for students to assess their knowledge and understanding of course outcomes, and also to experience a formal examination structure. Students are also asked to reflect on their study routines and strategies to assess their success. The external supervisors conducting Year 11 Preliminary Examinations are experienced HSC personnel and will ensure students are familiar with all processes relating to senior examinations. Year 11 students will participate in the Year 11 into Year 12 programme on Tuesday 24 and Wednesday 25 September. The programme has been published this week.

Years 7 and 8 examinations are now complete and students will soon obtain the results from their teachers. It is important that they use the feedback provided to target skills requiring improvement and to determine future learning goals.

Ms Janene van Gogh, Director of Studies – in Residence

DRAMA

Congratulations to the HSC Drama students on their successful Practical Examination, which took place on Friday 6 September. This week we learned that some girls received nominations by NESA for selection into *OnStage*, a showcase of exemplary work from the HSC Drama cohort of 2019. The pieces nominated include the Group Performance: *Match Point* featuring Katerina Aleksov, Adele Bouniol-Laffont, Adelaide Darvall and Zoe Renowden as well as two Individual Project Performances: Adelaide Darvall's *Our Nations Darling* and Sophie McLean's *Bed 13*.

Heads of Drama, Adelaide Darvall and Gina Macken have written the following message to encourage others to follow their example:

Drama is one of those rare art forms that encourages individuals to expand beyond pre-existing knowledge, explore new horizons and take risks. As Heads of Drama, our aim this year was to create an environment where all students can thrive and enjoy the practises of Drama, in a comfortable and non-judgemental space.

Drama not only encourages girls to be more confident in their skills on stage but it develops students' abilities in public speaking and collaborative learning. As Drama is a collective subject, students are encouraged to work alongside students from other year groups during the various productions Frensham has to offer. From such collaboration, students construct unique inter-year group relationships that last throughout their entire school lives, a feature that we have discovered first-hand.

As our door of Drama at Frensham closes, we appreciate the opportunity we have had to embody characters, understand the world in a broader sense and inspire others to do the same. As actors, we have had the privilege of giving a voice to a myriad of characters and life to words on a page. This privilege is a service to the life of the School which we will never forget. After all, we act because we love to serve the characters but most of all, because it is so much fun to play 'pretend'!

Mrs Sally Hannah, Head of Drama

ENGLISH

Education comes from within; you get it by struggle and effort and thought. – Napoleon Hill

It has been a testing time (pun intended) for Years 7, 8 and 11 who sat their Yearly examinations over the past two weeks. This style of assessment contributes to the variety of formative and summative assessment practices that the girls experience in all their subjects. Year 7 answered questions on two short unseen passages, and wrote an extended response to their recently studied dystopian novel, *The Giver* by Lois Lowry. The theme of Year 8's examination was in keeping with this term's unit, Murder and Mayhem. They were required to write an imaginative composition and answer questions on passages from *The Red Cardigan* by J C Burke. Year 11 students' examination experience mimicked the HSC format with questions on unseen texts, imaginative composition and an essay question on Shakespeare's *Othello*.

Many of the skills required to do well in an examination are important habits for success in the wider world. While independent project work might deepen knowledge of a specific area of investigation, sitting examinations can foster breadth of knowledge that creates the essential framework for specialist investigation. Preparation for examinations is an incentive to revise and reflect on acquired knowledge and to deepen understanding. Planning and time management are key elements of successful examination performance, and are also valuable project management skills.

Revision and examination strategies have also been the focus for Year 12 students in Standard, Advanced and Extension 1 English, who are refining their skills in analytical and imaginative composition, and practising quick and accurate interpretation of short unseen texts. Extension 2 students have completed their course with the submission of their Major Works.

While Years 7, 8 and 11 have been focusing on their examinations, Year 9 students have been thinking critically about the documentary form through the study of *Touching the Void*, directed by Kevin MacDonald. Their focus includes ethics relating to issues of social and environmental sustainability. Meanwhile, Year 10 have completed their area of study, Power, focusing on Craig Silvey's novel, *Jasper Jones*, and wide reading including *Lord of the Flies* by William Golding, *To Kill a Mockingbird* by Harper Lee, and *Animal Farm* by George Orwell.

Ms Jennie Mickle, Director of English

HSIE (HUMAN SOCIETY AND ITS ENVIRONMENT)

Last week marked the 18th anniversary of the September 11 attacks on the United States. It is a moment in time that truly altered the course of History. The trajectory of the world changed in ways that were frightening, and continue to be so. Students, although too young to remember the September 11 attacks, have lived through the aftermath of events: the War in Iraq, the growth of terrorism, the rise of Islamic State, among others. What is studied in History at Frensham, however, allows students to understand the context in which these events happened.

Understanding the impact of events over time is a fundamental skill examined at Frensham, preparing students to make sure that they can fully appreciate the significance of events as they unfold around them.

We should not only think about the geopolitical consequences, we need to pause to remember the tragic loss of life, about which Ms Gillick reminded us in prayers last week. September 11 is a scene that will hopefully never be repeated, but it is an event that students need to understand to be able to comprehend our current world. By understanding the history of such events, and the context in which they occur, we try to prevent them from reoccurring, making the study of History truly significant.

Dr Stephen Clarke, Head of HSIE

JAMIESON PROGRAMME

Year 10: The Cambridge AS General Paper course is the focus for Year 10 at the moment. Students are presented with a global issue and, with their teachers, explore the debates and perspectives around the issue. They then create their own essay question and write an extended response to it, developing crucial essay-writing skills.

Year 9: In Week 7, the students worked with their teachers in the Lower Holt as part of the *Environmental Studies* component of the Jamieson Programme. The students were surprised by the amount of rubbish they saw during the making of their Green Art Projects, and removed bags full of rubbish from areas near the open-air theatre, along the fence line and throughout the Lower Holt.

In the evening, each group worked on their *Global Perspectives Group Project - Personal Report*. The projects aim to build awareness of a range of global issues such as education combatting poverty, health and wellbeing, and pill testing – just to name a few. Students have prepared websites, postcards, film clips and comic strips, all with the aim of bringing awareness to their global issue. Students were also required to complete a personal reflection, analysing their contribution as a team member and the strengths and weaknesses of working in a team. The team project and personal reflections will be marked by Frensham staff prior to being sent to Cambridge for moderation.

Mrs Merrilee Harris, Head of Jamieson Programme

LANGUAGES

FRENCH

Students in Year 12 French have been making great use of their last few weeks at school, honing their writing and comprehension skills. Their knowledge of French idiom and proverbs is developing and they are applying this language to HSC-style writing tasks. The French love a good pun, and variations of these '*dictons*,' or well-known sayings, can turn up in listening and reading comprehension texts. Several years ago, one of the HSC reading tasks was titled '*L'habit fait le moine*', a corruption of '*L'habit ne fait pas le moine*', which can be roughly translated as, 'You can't judge a book by its cover'. Those students who recognised the proverb had a distinct advantage over the rest of the cohort when completing the linguistic analysis.

Last Thursday was the final Year 11 French class as girls broke for their end-of-course examinations. The speaking examinations were held on Monday and Wednesday this week, and the written paper will be on Friday 20 September. The next time these girls walk into a French classroom, they will be starting the Year 12 Continuers and Extension courses.

Students in Years 9 and 10 found out first-hand that the speaking assessment is not as tough as they were imagining and that preparation and regular practice are key to success. Most girls were able to communicate with confidence and fluency, demonstrating a depth of knowledge of their subject matter and accuracy in grammar and sentence structure.

Students in Years 7 and 8 are now through their examinations, but Year 7 have a speaking task this week. The girls must imagine that they have just arrived at a new school in France and that their new teacher has asked them to introduce themselves to the class. This offers them an exciting opportunity to employ all the language they have learnt this year in an authentic communicative situation.

LATIN

The Year 12 Latin students have been revising the set texts, *Aeneid* Book 1 and *Cicero, Pro Archia*, with the help of Trial HSC Latin papers from other schools. The last two weeks of term will involve practising long and short responses, as well as translating unseen passages under timed conditions.

Year 11 students this term have been studying extracts from *Aeneid* Book 2 in which *Aeneas* tells *Dido*, the Queen of Carthage, of the destruction of Troy. This is the topic for their examination this week, their final task before they commence their Year 12 prescribed texts in Term 4. Two of the three Roman authors studied this year, *Cicero* (prose) and *Virgil* (Poetry), are the authors prescribed for the HSC course and, while the prescribed sections for study next year will be different, familiarity with both the language and style of each author will be of great benefit to the students.

Year 10 students revised the grammar they met this term in preparation for their written assessment last week. They practised using past papers, as well as revising vocabulary and verb forms on Quizlet. The second part of their assessment, which is based on their knowledge of Julius Caesar, will take place this week. Girls are working in pairs to deliver an informative, well-researched presentation through the medium of their choice. Topics for presentation include Caesar and Politics; his involvement in wars; his early years; and his final years. We are looking forward to seeing what the girls have prepared.

Year 9 Latin students have this week been sharing their presentations on Roman culture. Topics ranged from the Mock Naval Battles in the Colosseum, to the average diet of Roman citizens, and the festival of Lupercalia. The class enthusiastically responded to all efforts, with homemade biscuits bearing the profile of Emperor Nero proving a highlight.

Year 8 completed their first Latin examination last week. With no time to waste, they are already forging ahead with new grammatical concepts as well as developing their knowledge and understanding of Roman culture.

Mrs Kerry Lennon, Director of Languages

MATHEMATICS

The Australian Mathematics Competition (AMC) has been held annually since 1978. One of the largest events on the Australian education calendar, the AMC is now one of the largest of its type in the world with more than 30 countries participating each year. The Competition emphasis is on problem solving – a valuable life skill – and the questions are designed to be fun for the student.

Year 7: Distinction (top 4% - 20%): Sophie Simpson; **Credit:** Poppy Carter

Year 8: Distinction: Bella Cay, Summer Oxley and Megan Syme; **Credit:** Scarlett Alldis, Pia D'Rozario, Sarah-Joy Day, Olivia Faulkner, Sophie Hassall, Darcy Maple-Brown, Emilie McMurtrie, Hannah Perkins and Arabella Richards

Year 9: Distinction: Lucy Booth; **Credit:** Matilda Arnott, Sophie Domazet and Zoe Gallagher

Year 10: Distinction: Grace Lewis, Lilith Parker and Eleanor Swan; **Credit:** Erin Alcorn, Jessica Billett, Alexandra Crawford, Meg Fairrie, Eliza Friend, Emilie Hassall, Ella Hopperton, Harriet Mackie, Madeleine Mulligan, Sophie Perkins, Sophia Pernice, Caitlin Quinn and Annabelle Ranken

Best in School Award: Grace Lewis

Ms Joanne Allison, Head of Mathematics

MUSIC

This week, Music 2 student, Elvira Berzins, had the score and recording of her Core Composition, performed by Miss Sinden and Ms Madden on violin and piano respectively, uploaded to the NESA website for marking. The examiners for Music 1 and Music 2 courses came to Clubbe Hall to hear our candidates present their performance programmes. These examinations comprise a large proportion of their final marks and the students are commended for their long preparation and composure on the day. Acknowledgement is also due to our very professional extra-curricular staff who prepared and supported the candidates, as well as the Year 10 and 11 students involved in accompaniment.

The end of Term 3 is not a time for slowing down. The Senior Choir is already learning our Carols repertoire, the Madrigals and selected soloists are recording the best of their programmes for the new Frensham CD (planned for release next year), and the entire school is relearning the *Benediction*, traditionally sung at the Leadership Induction Service on the last day of term.

Year 9 Music students had the great privilege of attending the final *Meet the Music Concert* at the Sydney Opera House this week. It featured a particularly beautiful programme comprising **Vaughan-Williams's** *Fantasia on a Theme by Thomas Tallis*, **Elgar's** *Cello Concerto* and then the equally popular *Enigma Variations*.

Mr Michael Spencer, Head of Music

SCIENCE

The catastrophic effects of natural disasters on the lithosphere, biosphere, hydrosphere and atmosphere are daily events on Planet Earth. Disasters such as volcanic eruptions, earthquake activity and tsunamis have claimed many lives. Students in Year 9 are studying the causes of these events and relating this to movements of the Earth's plates. In doing so, students are discussing how scientific theories and models change over time by looking at the development of the Theory of Plate Tectonics from the Theories of Continental Drift and Seafloor Spreading.

Year 10 students are also examining how scientific understanding, including models and theories, are contestable and refined over time by using evidence to outline how the Big Bang theory can be used to explain the origin of the universe and its age. Studying the life and death of stars and other observable features, such as nebulae and galaxies, is broadening their understanding of Earth's place within the universe.

Sustainable living is a lifestyle that attempts to reduce an individual's or society's use of the Earth's natural resources. Year 8 students are examining renewable and non-renewable resources and describing uses of a variety of natural and man-made resources extracted from the biosphere, atmosphere, hydrosphere and lithosphere. Their next assessment task involves building a model of a sustainable house and they will be visiting a sustainable building at the University of Wollongong on Tuesday 24 September to help them to develop new ideas.

Year 7 Science students are continuing their study of the topic, Life. Students have developed an understanding of how classification keys assist in identifying living things and learnt skills in biological drawing. They will have the opportunity to use these skills during an excursion to Mt Annan Botanical Gardens on Tuesday 24 September. In class, students will also be using microscopes and secondary sources to gain an understanding of cells as the basic units of living things.

Mrs Alison Andrew, Head of Science

AGRICULTURE

Approaching the end of Term 3, many activities are happening in the Agriculture faculty and some are winding down. Year 12 Agriculture have completed the HSC course and are currently revising the course work and focusing on fine-tuning their HSC examination answering technique. It has been an enjoyable two years working with an enthusiastic and passionate class of agriculturalists and we wish them all success for the future.

Year 11 Agriculture students have completed the Preliminary course and are currently sitting for their final examination. I look forward to sharing their HSC Agriculture journey with them starting next term.

Year 10 Agricultural Technology class has been busy with some practical activities this term. While studying the use of native trees for livestock shelter, increasing farm biodiversity, wildlife corridors and reducing the effects of salinity, the class participated in a native tree hunt. In pairs, they had to locate different trees around the campus, as marked on a map, and then identify the trees using the research they had completed in class. The class has also been propagating varieties of garden plants found around the School through taking plant cuttings. These cuttings hopefully will grow roots and become new, free pot plants. The welfare and management of the School's sheep flock has been undertaken by the class, with five lambs born so far and more to come. The students were involved with lamb marking activities during class.



Year 9 Agricultural Technology students have been researching a weed from their own region and determining the significance of the weed, as well as developing an integrated approach to controlling it. Their research has been transferred to posters to share with the rest of the class. They also harvested the last of their winter vegetables and have planted four different varieties of potatoes to be harvested just in time for the Christmas holiday.

Left: Year 10 Agriculture – Harriet Collins and Tess Armstrong (Year 10).

Leonie Mutch, Co-ordinator of Agriculture

PDHPE (PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION)

Young people are living in a world that revolves around ever-changing media and technology. Many individuals have a heavy reliance on the internet and social media for information and communication. Digital media can be very influential in the lives of young people. While this media can offer many positives in entertainment, news, sport, communication and education, it can also send strong messages to young people about how to look, act and behave. Many of these messages can have either positive or negative health consequences. Consequently, it is important for students to investigate how the media often misrepresents what it means to be healthy and how the media can influence a young person's decision-making.



Year 9 students have been investigating health information, particularly advertising, to develop their critical literacy skills and informed decision-making. AIDCA is an acronym used in marketing and advertising that describes a common list of events that may occur when a consumer engages with an advertisement. Students have used the model illustrated (right) to analyse media and increase their awareness and knowledge of the practices employed by businesses to promote their products.

Ms Janene van Gogh, Head of PDHPE

SPORT

Hockey and Netball

On Saturday 14 September, nine Netball and eight Hockey teams travelled to various locations in Sydney to compete in the IGSSA Semi-finals. Our girls were put to the test with many close results. Congratulations and best wishes to Team 4 in Netball and Team 4, Junior B and Year 7 Green Hockey who will play in Finals this weekend. All venue and time details will be posted on Schoolbox, at White Cottage and in Houses when they become available.

Athletics

Alexandra Maciver (Year 12) and Chelsea Pernice (Year 12) have qualified to represent IGSSA at the Combined Independent Schools Athletics Championships. This competition will be held on Tuesday 24 September at SOPAC, Homebush. Alexandra is competing in the 18 Years Javelin and Chelsea in the 18 Years Long Jump. We wish both girls well.

Touch and Water Polo

Selections are continuing during regular Sport times until the end of term, except for girls competing in IGSSA Hockey and Netball Finals. Selections this weekend will take place on Sunday 22 September at the following times:

Year 7 – 10.45am-12.00pm

Years 8 and 9 – 1.00pm-2.30pm.

Years 10 and 11 – 2.30pm-4.00pm

Ms Erin Gray, Head of Sport

SNOWSPORTS

Frensham ventured 'deep south' to Mt Buller for the final events of the season. Our team placed 13th overall for the **Australian Interschools Snowsports Championships**, with entries in seven events. The most outstanding result was from our Division 1 Alpine team who placed 4th in the Country. The team comprised Dimity Crowe (Year 11), Emily Gubbins (Year 12), Sophia Pernice (Year 10) and Charlotte Dulhunty (Year 11). The Division 1 Moguls team of Emily Gubbins and Sophia Pernice placed a very close 5th position. The Division 2 Cross Country team of Elke Arnott (Year 10), Georgia Hill (Year 10) and Matilda Arnott (Year 9) placed in the top 10 in both the Relay and Classic. Sophia Pernice, in the new event of Ski Slopestyle, placed an individual 8th. Division 3, Luca de Manincor (Year 7), Hannah Bendror (Year 8) and Jessica Savage (Year 8), placed a respectable 12th in their Ski Cross event.



Right: Australian Division 1 Alpine Team Charlotte Dulhunty, Emily Gubbins, Dimity Crowe and Sophia Pernice; Left: Hannah Bendror.



Well done to all girls who participated in the Northern Regionals, the NSW and Northern State, and Australian Championships. We continue to welcome new members to our Snowsports team from all year groups, who then go on to enjoy the challenges and comradeship of this team sport.

Next season, both the Regional and State Competitions will be at Thredbo, with the Nationals held in NSW. If you would like more information about the Interschools Snow Sport events please visit <https://www.nswinterschools.com.au/>.

Ms Joanne Allison, Co-ordinator of Snowsports

EQUESTRIAN

Commendable results have been achieved at recent events.

Waratah Show jumping – 22-24 August

Emily Baldwin (Year 11) on Caprina achieved 1st Juniors (1:15-1:20) and 7th in the Junior finals (1:20). On Twins Ava, she came 5th in the Young Riders' finals (1:30-1:35).

Ella Cullen (Year 11) placed 6th in the Track Thoroughbred (90cm).

Sydney Show jumping Club Spring Championships

– 31 August

Mackenzie Johnson (Year 11) on Along Came Polly placed 3rd 100cm Junior and 2nd 105-110cm Junior. On SS Rain Dancer she came 6th 100cm Junior.

Ella Cullen came 2nd 95cm OTT and 5th 100cm Junior.



Adelaide Royal Show – 31 August

Elizabeth Taylor (Year 7) (*pictured above right*) rode her family bred Elizabeth Farm Bassey to take out the Best Novice Pony and 1st in the Open Pony Hack 13-13.2 hands.

Sydney Jump Into Spring Championships – 31

August

Sophie Hatch (Year 11) (*pictured right*) 1st and 3rd in the Junior (under 18) 1.25m championship.



Upcoming Interschools

The 2019 Marcus Oldham Australian Interschool Championships (the Event) will be staged by Equestrian NSW, on behalf of Equestrian Australia, at Sydney International Equestrian Centre (SIEC) from Saturday 29 September to Wednesday 2 October.

We send best wishes to the following girls who have been selected for the NSW State Team:

- Ella Cullen (Year 11): 60 Combined Training
- Amy Thompson (Year 10): EvA 95 Eventing
- Willa Mitchell (Year 10): 1* Eventing
- Maya Basson (Year 9): Novice Dressage and 105cm Combined Training
- Grace Mackenzie (Year 10): 95cm Combined Training and Preliminary Dressage
- Alexandra Inglis (Year 7): 110cm and 100cm Show Jumping
- Charlotte Lalak (Year 12): 2* Eventing (2 horses)
- Emily Baldwin (Year 11): 110cm and 120cm Show jumping.
- Elizabeth Taylor (Year 7): Secondary Show Hunter (show horse)

Special acknowledgement to our Equestrian Captain, Charlotte Lalak, who has been chosen as Captain of the NSW team – a huge achievement!

Southern Highlands Christian School Interschool Competition – Saturday 19 October

To be held at Bong Bong Racecourse, Bowral. Enquiries to irma.f@shcs.nsw.edu.au. Entries through Nominate [click here](#).

Miss Harriet Hooke, Equestrian Co-ordinator

VISUAL ARTS / DESIGN & TECHNOLOGY

During Week 9, Year 11 students of Visual Arts and Design & Technology completed written examinations for the theoretical component of each subject. In Stage 6, the theoretical weightings prescribed by NESA vary for each of the two subjects. Whilst the practical and theoretical components of Visual Arts in Years 11 and 12 are weighted evenly at 50% each, the practical component in Design & Technology is weighted at 60%, meaning 40% of the course assessment is derived from theoretical tasks. For the Preliminary Visual Arts and Design & Technology course, the examination is weighted at 30%, (in both subjects there are other theoretical assessment tasks assessed during the course). The length of the examination in each of these subjects is 1.5 hours.

For Visual Arts, the structure of the Preliminary Examination is identical to both the Trial and HSC Examinations. The examination comprises equally weighted sections; Section 1 features three questions that use source material such as images of artworks and text extracts to assess students' applied understanding of the syllabus areas of Practice, the Conceptual Framework and the Frames, whilst in Section 2, students write a 45-minute response to a chosen question, drawing upon content studied during the Preliminary Course. For students continuing with Visual Arts for the Higher School Certificate, the Preliminary Examination offers them the chance to test how well they can adhere to recommended times for questions, and assess how suitable and flexible their study of content was for generic essay questions.

The structure of the Preliminary Examination for Design & Technology is also identical to the Trial and HSC Examinations. The paper comprises three sections; Section 1 features multiple-choice questions, Section 2 features short-answer questions and Section 3 requiring students to produce an extended response.

Faculty staff look forward to ascertaining how well students have synthesised and applied their knowledge and understanding of the theoretical aspects of the two courses.

Mr Phil Alldis, Head of Visual Arts and Design & Technology